



Competence Based Qualification (CBQ)

Qualification Verification Summary Report 2018
Marketing, Sales and Advertising

Introduction

Of the total of 17 verification visits carried out for the session 2017–18, 10 were to centres offering the Diploma in Digital Marketing at SCQF level 6, a competency based qualification (CBQ).

The following units were verified:

H8PK 04	Understanding the Business Environment
H8PL 04	Understand Legal, Regulatory and Ethical Requirements in Sales or Marketing
H8PM 04	Principles of Marketing and Evaluation
H8PN 04	Developing Own Professionalism
H8PP 04	Digital Marketing Metrics and Analytics 1
H8PR 04	Principles of Social Media Advertising and Promotion
H8PT 04	Search Engine Marketing 1
H8PV 04	Content Marketing 1
H8PY 04	E-mail Marketing 1
H8PW 04	Marketing on Mobile Devices
H8R4 04	Brand Management
H8R5 04	Project Management,
H8R6 04	Produce Copy of Digital Marketing
H8R7 04	Delivering E-commerce Solutions
H8R0 04	Principles of Social Media within a Business

Category 2: Resources

Criterion 2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.

All centres provided satisfactory evidence of staff qualifications held and CPD undertaken by staff that equipped them to assess and verify the units delivered.

Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.

All centres provided evidence of regular, scheduled, monthly team meetings with associated minutes available. Centres also provided evidence of initial and ongoing reviews of delivery methods, resources and materials etc. Evidence of site checklists covering environment, equipment, etc were also made available to external verifiers.

Category 3: Candidate support

Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.

All centres reported that the candidates' development needs and prior achievements were identified and suitably matched against the requirements of the award. Most centres provided evidence of effective 'personal learning plans', training-needs analysis, discussions with employers to establish the job roles, and an ongoing approach to candidates' development requirements.

Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.

All centres reported and demonstrated effective procedures to ensure that candidates have scheduled contact with their assessors in order to review progress, and to revise and update assessment plans as required.

Category 4: Internal assessment and verification

Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.

All centres provided satisfactory evidence of ongoing internal assessment and verification procedures. Typically, team meetings covering assessment instruments, standardisation and assessment plans were held monthly. Electronic copies of the appropriate guidelines, documents, policies and procedures were also made available to external verifiers.

Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.

All centres completed pre-delivery checklists which confirmed that the instruments of assessment being used/due to be used were appropriate. Standardisation meeting minutes between assessors and internal verifiers also provided evidence of discussion on the instruments and methods of assessment.

Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.

All centres provided evidence of their candidate induction process, covering and explaining their policies on plagiarism, malpractice etc. Moreover, centres ensured that candidates sign a contract/learning agreement to confirm their awareness of anti-plagiarism policies, with some centres utilising anti-plagiarism software. Witness testimonies were also used to ensure effective control in this area.

Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.

All centres provided satisfactory evidence that candidates' work was generally being accurately and consistently judged by assessors against SQA's requirements. Candidates' evidence was being matched against the standards' requirements, with standardisation meetings used to compare and share assessment judgements, and confirm accuracy of assessment decisions.

Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.

All centres complied with SQA requirements regarding the retention of candidates' evidence. Verification also confirmed the candidate evidence had been stored securely.

Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.

All centres had satisfactory procedures for effective and timely dissemination of feedback to staff following verification visits, with reports being copied to staff and made available on centre intranets. Moreover, verifiers saw evidence of staff meetings being held shortly after the verification visits to discuss the outcomes and allocate specific responsibilities to staff where required.

Areas of good practice reported by qualification verifiers

The following examples of good practice were reported during session 2017–18:

- ◆ Assessors and verifiers' regularly updating their CPD record, eg on a monthly basis
- ◆ Effective systems to ensure regular staff reviews take place, with actions minuted and communicated to all team members
- ◆ Supplementary training/one-day courses provided to enhance candidate knowledge/skills and use of webinar group sessions (recorded for absentees)
- ◆ Excellent contact arrangements through the online system: dashboard provides a clear record and view of candidate progress and allows assessment plans to be revised and updated; information can be accessed by candidate, assessor and internal verifier; log of actual and scheduled meetings
- ◆ The use of online electronic portfolios, such as OneNote, Learning Assistant, accessible to candidates, assessors and internal verifiers, thereby enabling assessment and internal verification procedures to operate efficiently under secure conditions, and for assessment evidence and internal verification records to be held electronically
- ◆ Internal verification reports providing assessors with clear comments and constructive feedback
- ◆ Standardisation/training sessions to allow assessors to share and follow best practice in assessing candidate evidence
- ◆ Assessors' and internal verifiers' wise use of the e-tracker system, which is proving to be an effective tool in recording and monitoring candidate progress, and helping to ensure accuracy and standardisation of assessment decisions
- ◆ Use of online learning resources, such as Google Classroom

Specific areas for development

The following areas for development were reported during session 2017–18:

- ◆ Assessors should ensure that candidates understand the importance of the 'command' words in assessment questions.
- ◆ Centres should consider allowing more of the theory-based assessments to be carried out in the candidates' own time.
- ◆ Where a candidate is required to re-submit work which is not satisfactory, all of the candidate's attempts should be retained for both internal and external verification.