Scottish Vocational Qualifications

Qualification Verification Summary Report 2021
Marketing, Sales and Advertising

Verification group: 399

Introduction

The following units were selected for verification:

H8PM 04 – Principles of Marketing and Evaluation
H8PP 04 – Digital Marketing Metrics and Analytics 1
HP8N 04 – Develop own Professionalism
H8PK 04 – Understanding the Business Environment
H8PW 04 – Marketing on Mobile Devices
H8PV 04 – Content Marketing 1
H8R1 04 – Principles of Key Words and Optimisation
H8PL 04 – Understand Legal, Regulatory and Ethical Requirements in Sales or Marketing
H8PV 04 – Content Marketing 1
H8PY 04 – Email Marketing 1
H8PX 04 – Online Display Advertising 1
H8PT 04 – Search Engine Marketing 1
H8PR 04 – Principles of Social Media Advertising and Promotion
H8R4 04 – Brand Development

In 2020–21, 18 centres were verified for the Diploma in Digital Marketing (GK4W 46).

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.

Centre staff are well qualified to assess and internally verify the diploma. All have experience in digital marketing activities or have undertaken relevant training.

All centres were already delivering SVQs, so all the assessors and verifiers had experience of assessing and internal verification procedures. All had appropriate assessment/IV qualifications and submitted satisfactory CPD records.

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

All centres were able to provide evidence that they have processes in place to ensure there are ongoing reviews. These processes often included quarterly reviews — where necessary changes are made to the assessments, marking schemes, and materials, etc.

The current pandemic and the centre response were a major consideration in these reviews.

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 follow the Skills Development Scotland recruitment processes, including a review of candidate needs and support required for Modern Apprenticeships. Some centres were using Skill Scan or equivalent.

All centres provided candidates with an induction programme. While the format of the induction varied, all were done online due to the pandemic. Centres submitted induction checklists and programmes as well as candidate induction handbooks/PPT/materials.

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

All centres were following the formal quarterly review meetings required by SDS. All centres were providing more candidate/tutor contact than the minimum required by SDS.

Most tutors had 'on demand' contact with candidates. A very small number managed physical visits, and contact was through their portfolio, email, phone and MS Teams. A few centres were able to provide online/video classes.

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 an IV policy and completed IV records showing that standardisation was taking place. Standardisation meetings were usually quarterly, with a few centres meeting monthly.

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

The performance criteria for the diploma are mainly theory-based, so all centres were using some element of written response for assessment. It was encouraging to see that many had incorporated alternative assessment methods, such as Personal Reflective Statement, Recorded Professional Discussion and Witness statements.

The use of MS Teams was common.

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

To ensure authenticity of the candidate evidence, the standard approach is for the candidate to sign an honesty/authenticity statement when uploading work to their portfolio. All centres have malpractice/plagiarism policies that candidates can access at induction or via a candidate handbook, so that they are aware of what constitutes plagiarism, and the potential consequences.

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

Almost all centres, including centres delivering the award for the first time, provided evidence that the assessors' judgements were accurate and consistent. Almost all assessors provided satisfactory assessment feedback to candidates. This was primarily within the portfolio system, but also by email and phone.

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

All centres provided evidence of a satisfactory storage and retention policy for candidate work. All centres were aware of the current changes to SQA's retention policy as a result of the pandemic.

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

All centres were able to clearly demonstrate that they have a process in place to ensure the dissemination of feedback from external verification activity. Many had dissemination as a regular agenda item as part of their quarterly meetings.

Areas of good practice report by qualification verifiers

The following good practice was reported during session 2020–21:

♦ Provision of high-quality teaching and learning resources to provide the candidate with the relevant knowledge and understanding
♦ Tailored resources to help support candidates who are care-experienced or have additional support needs
♦ The use of Training Needs Analysis and Skills Scan to identify candidate needs
♦ Comprehensive Induction programmes
♦ Apprentice wellness programme to provide support to candidates during their apprenticeship
♦ The use of regular online group sessions/webinars
♦ Excellent comprehensive marking schemes produced for each unit
♦ Good range and variety of assessment methods used
♦ Good comprehensive assessment feedback provided to candidates by the assessors
♦ Recording of professional discussions with candidates
♦ Questions being mapped against the unit performance criteria
♦ Well-designed assessment task instructions and guidance notes

Specific areas for development

The following areas for development were reported during session 2020–21:

♦ Records of team meetings submitted for verification should provide greater detail about review of the resources to deliver the award
♦ In most cases, the units in this award are assessed using the wording in the performance criteria. If a centre wishes to modify the question wording, it is recommended that they submit any changes to SQA for prior verification
♦ All candidates should be required to sign a declaration that the content of their portfolio is all their own work. This can be done either at induction or with each assessment submission
♦ When candidates are uploading diagrams, charts, graphs etc in their assessed work, they are required to provide source information
♦ Some assessors could improve the quality and quantity of assessment feedback to candidates