



Scottish Vocational Qualifications

Qualification Verification Summary Report 2022

Marketing, Sales and Advertising

Verification group number: 399

Introduction

The following units were selected for verification:

H8PM 04	Principles of Marketing and Evaluation
H8PP 04	Digital Marketing Metrics and Analytics 1
H8PN 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
H8PT 04	Search Engine Marketing 1
H8PR 04	Principles of Social Media Advertising and Promotion
H8R4 04	Brand Development
H8R0 04	Principles of Social Media within a Business
H8R6 04	Produce Copy for Digital Media Communication
H8PP 04	Digital Marketing Metrics and Analytics 1
F9D1 04	Spreadsheet Software
F9AL 04	Audio and Video Software
H8WP 04	Analyse and Report data
H8R5 04	Project Management
H8PX 04	Online Display Advertising 1
HP6N 47	Marketing: An Introduction
HX49 48	HND Advertising and Public Relations Graded Unit 2

The following SQA awards were selected for verification:

In 2021–22, there were 23 centres verified for the Diploma in Digital Marketing (DDM) (GK4W 46), 1 centre verified in the Advanced Certificate in Business, and 1 centre in the HND Advertising and Public Relations.

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.

This is applicable for DDM centres only. Centre staff are qualified to assess and internally verify the diploma. All assessors and internal verifiers had experience in digital marketing activities or had 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 or internal verification 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 had processes in place to ensure ongoing reviews. These processes often included quarterly reviews for making necessary changes to the assessments, marking schemes, materials, and so on.

Category 3: Candidate support

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

DDM centres: All centres followed the Skills Development Scotland (SDS) recruitment processes, including reviewing candidate needs and support required for modern apprenticeships. Some centres used skill scans or equivalent. All centres provided candidates with an induction programme. While the format of the induction varied, all were done online due to the COVID-19 pandemic. Centres submitted induction checklists and programmes as well as candidate induction handbooks, presentation slides and materials.

HN centres: Both centres provided satisfactory evidence of candidate support.

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

DDM centres: All centres held the formal quarterly review meetings required by SDS. All centres provided more contact between candidates and tutors than the minimum required by SDS. Most tutors had 'on demand' contact with candidates. A very small number managed physical visits, and contact was usually through the portfolio system, email, phone and Microsoft Teams. A few centres were able to provide online or video classes.

HN centres: Both centres provided satisfactory evidence of candidate support.

Category 4: Internal assessment and verification

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

DDM centres: All centres provided an internal verification policy and completed internal verification records showing that standardisation was taking place. Standardisation meetings were usually quarterly, with a few centres meeting monthly.

HN centres: One centre was new and required an action plan. The other centre provided satisfactory evidence that the centre's assessment and internal verification procedures were implemented.

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

DDM centres: The diploma's performance criteria are mainly theory based, so all centres used some element of written response for assessment. It was encouraging to see that more centres were incorporating a variety of alternative assessment methods, such as personal reflective statements, recorded professional discussion and witness statements. The use of Microsoft Teams was common.

HN centres: The new centre required an action plan for this criterion. The other centre provided satisfactory evidence that it was meeting the criterion.

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

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

HN centres: Both centres provided satisfactory evidence to meet this criterion.

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

DDM centres: All centres provided evidence that the assessors' judgements were accurate and consistent, and that assessors were providing satisfactory assessment feedback to candidates. This was primarily within the portfolio system, but also by email and phone.

HN centres: The new centre required an action plan for this criterion. The other centre provided satisfactory evidence that it was meeting the criterion.

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.

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

Centres were able to clearly demonstrate that they had a process in place to ensure the dissemination of feedback from external verification activity. Many had dissemination as a regular agenda item on scheduled team meetings.

Areas of good practice reported by qualification verifiers

The following good practice was reported during session 2021–22.

For DDM centres:

- ◆ Centres updated staff CPD records monthly.
- ◆ Centres carried out quality checks confirming that assessor and tutor support visits have taken place.
- ◆ Centres used a variety of assessment methods regularly, such as personal statements, observation (videoed), professional discussion (recorded) and witness statements.
- ◆ The use of online project management tools made the relevant information and resources very accessible for candidates.
- ◆ Both assessors and internal verifiers have attended Neurodiversity Awareness Training held by the National Autistic Society.
- ◆ There was evidence of clear, constructive and detailed feedback from internal verifiers to assessors, as well as detailed minutes of the observation process.
- ◆ Centres used the Training Needs Analysis and Learning Style questionnaire to establish candidate needs.
- ◆ Centres provided online group teaching sessions.
- ◆ Centres introduced a procedure where the internal verifier interviews candidates to get feedback on the assessment process, assessor support and candidate progress, in order to verify records provided by assessors.
- ◆ Centres provided excellent comprehensive evidence which clearly acknowledges the importance of standardisation and consistency within each centre, related to assessment instruments, performance criteria and marking decisions.
- ◆ Centres provided a very comprehensive induction pack and guide to the electronic portfolio system to candidates.
- ◆ Centres provided employers with a very useful Employer Guide for Modern Apprenticeships with information to make sure they can effectively support their apprentices. Centres provided decision-making flowcharts to guide the assessor through the candidate induction and initial assessment process to ensure suitability for the level and type of qualification.
- ◆ The detailed briefing and engagement procedure and individual assessment and sign-up procedure ensure that any candidate who signs up to a programme and their direct managers are made fully aware of the programme, its commitments and its funding.
- ◆ There was evidence of a very robust internal quality assurance policy.
- ◆ The use of grading rubrics provided candidates with feedback on the quality of their work.
- ◆ Centres provided high quality support booklets for each unit; this is an excellent resource for candidates.
- ◆ Centres provided a very comprehensive record of contact between assessor and candidates on the ProofPositive portfolio system. There was a very comprehensive guide to 'Assistive Technology Tools Built into Applications'.

- ◆ There was evidence of significant mental health and wellbeing support and resources. The e-portfolio system allowed for changing of fonts, colours, and so on, to help with additional support needs. Users were able to change this themselves to suit their individual needs.
- ◆ Any professional discussion was recorded through a Zoom call and screenshots of notes were also available, which highlighted and cross-referenced the unit performance criteria, making it easy to identify what has been covered.

For HN centres:

- ◆ Centres used candidate feedback reviews to improve teaching and learning.
- ◆ Centres had double marking of candidates' scripts as part of the standardisation process.

Specific areas for development

The following area for development was reported during session 2021–22.

For DDM centres:

- ◆ To ensure standardisation of assessment, candidates should receive the same assessment materials.
- ◆ Assessment questions should directly relate to the assessment evidence requirements in the unit specification.
- ◆ Centres should ensure that assessment questions directly link to unit outcomes and assessment criteria.
- ◆ On the Evidence Reference Sheet, in the 'Evidence Type and Reference Number column', rather than referring to the assignment name (for example, task 2 questions), centres should link each of the assessment criteria to a specific question number.
- ◆ Assessors should ensure that candidates provide a full response to the questions, paying particular attention to the command words in the questions and performance criteria to make it clear where the evidence is.
- ◆ Where advances in technology have made a performance criterion impracticable or redundant, centres should take a pragmatic approach to assessment. Assessment of such performance criteria should be discussed at standardisation meetings, and any decision regarding the assessment of a particular performance criteria should be documented in the internal verification records with the reason for the decision.

For HN centres:

- ◆ Centres should review the marking schemes so that the assessment tasks relate more clearly to the evidence requirements.
- ◆ The candidate instructions should explain all the candidate tasks clearly, particularly for the activity log.
- ◆ Centres should ensure that the results for all candidates are submitted at verification events.

- ◆ Centres should modify the current Class Result sheets to show candidate results for the first attempt and remediation.
- ◆ When remediation is required, the candidates' original and remediated work should be submitted for verification.
- ◆ Centres should revert to the normal planning stage tasks and procedure once normal teaching and delivery resume after the COVID-19 pandemic.
- ◆ Centres should ensure that staff are kept up to date on changes to SQA assessment and marking procedures for graded units.
- ◆ The record of meetings should contain greater detail of topics discussed.
- ◆ A copy of the current SQA unit specification should always be submitted as evidence for verification, as this shows that the centre is using the most up to date version of the unit specification.
- ◆ It would be useful in future verification submissions to include evidence that the centre has made candidates aware about malpractice and its consequences, for example, induction material or student handbooks.