



NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

ADVERTISING AND PROMOTIONS NQF Level 3

September 2007

ADVERTISING AND PROMOTIONS – LEVEL 3

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Advertising and Promotions in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Advertising and Promotions* to prepare for and deliver Advertising and Promotions. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and quality assured externally by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group, or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	• Observation • Class questions • Lecturer, student, parent discussions	• Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews	• Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	• Observation sheets • Lecturer's notes • Comments	• Checklists • Rating scales • Rubrics	• Marks (e.g. %) • Rating scales (1-7)
Evidence	• Focus on individual students • Subjective evidence based on lecturer observations and impressions	Open middle: Students produce the same evidence but in different ways. Open end: Students use same process to achieve different results.	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate in order to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving-skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN ADVERTISING AND PROMOTIONS

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE) account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Advertising and Promotions must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

Advertising and Promotions, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following should at least be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must at least include:

- A contents page
- The assessment tasks according to the assessment schedule

- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

ADVERTISING AND PROMOTIONS

LEVEL 3

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN ADVERTISING AND PROMOTIONS - LEVEL 3

Topic 1: Understanding the media

SUBJECT OUTCOME	
1.1 Describe the concept media, characteristics of different types of media and the interaction between different types of media within a marketing environment.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The concept media is described within a marketing environment - Different types of media are identified and listed within a marketing environment - The characteristics of different types of media are described and listed in a comparative manner - The concept interaction is described as in a marketing context - Interactions between different types of media are identified and listed	- Use technology to access, identify, describe and list different types of media within a marketing context. - Collect, analyse and critically organise and describe the characteristics and interaction between the different types of media in a comparative manner.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion - Practical assignment: - Internet research (findings documented) OR - Students work in a simulated/structured environment with adequate resources. - Informal assessment (question and answer) using observation sheet - Report	

SUBJECT OUTCOME	
1.2 & 1.3 Formulate media objectives and demonstrate an understanding of media planning within a commercial business context.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The concept objective is defined to demonstrate understanding. - The concepts media and media objectives are defined. - Different media objectives are described <i>Range: Remind, persuade, promote, advertise</i> - The concept media planning is defined - Elements of a media plan are defined - A basic outline of the structure of a media plan is described - Difficulties of media planning are identified - Advantages of successful media planning are identified - Elementary customer budgets are explored to understand customer responses to a proposed plan and strategy	- Define the concepts media and media objectives in order to decode and understand meaning individually. <i>Range: Remind, persuade, promote and advertise.</i> - Define media planning and identify and define the elements of a media plan and describe a basic outline of the structure of a media plan. - Analyse and organise information to illustrate difficulties and advantages of successful media planning - Elementary customer budgets are explored, as part of an interrelated system, to understand customer responses to a proposed plan and strategy
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion - Written assignment - Research - Report - Informal assessment (question and answer) using observation sheet	

SUBJECT OUTCOME	
1.4 & 1.5 Factors influencing the choice of media are identified and the advantages and disadvantages of advertising media are described.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Media concepts are described and their influence on the choice of media indicated. - Different factors influencing the choice of media are identified. <i>Range: Cost, nature of services and products, public target groups, circulation</i> - The advantages of advertising media are described to encourage the use of media. - The limitations of advertising media are described with examples. - Advantages of advertising media are weighed up against the limitations of advertising media and reported on - Target audiences are understood and their influence on the choice of media described. - Promotional objectives are described and their influence on choice of media explained.	- Use prior knowledge of media concepts to indicate their influence on the choice of media - Identify different factors influencing the choice of media <i>Range: Cost, nature of services and products, public target groups and circulation</i> - Describe underpinning advantages of advertising media in order to encourage the use of media - Report on the comparative advantages and limitations of advertising media with appropriate examples - Describe target audiences and their influence on the choice of media used. - Explain promotional objectives and their influence on choice of media.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion - Group discussions - Group feedback - Report	

Topic 2: Understanding of the media mix

SUBJECT OUTCOMES	
2.1 Extend knowledge of promotions to various promotional activities within the immediate marketing environment of a selected enterprise.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- A basic understanding of the concept promotion is indicated as recalled from prior learning in this specific field of study - Basic components of a promotional plan are identified according to set requirements. - Promotional activities are identified according to a promotional plan. - Long and short term objectives of promotional activities are listed accurately. - The relation of promotion to advertising is described to differentiate between them.	- Indicate basic understanding of the concept promotion based on prior knowledge in this field of study - Identify the basic components of a promotional plan according to set requirements - Indicate the promotional activities of a promotional plan and list them accurately - List the long and short term objectives of promotional activities - Clearly describe the difference between the concepts advertising and promotion in a comparative manner - Demonstrate clear understanding of the concepts promotion, promotional plan, promotional activities, long and short term objectives through the mentioning of examples.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion (Internet research; findings documented) - Obtain promotional plan (example) to identify promotional activities - Written assignment - Group discussion - Group feedback - Class assessment	

SUBJECT OUTCOMES	
2.2 Demonstrate an understanding of the concepts publicity and public relations	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The concept publicity is defined to demonstrate understanding. - Characteristics of publicity are identified - Importance of publicity in advertising is explained in relation to its impact on sales and business image - Basic steps in a publicity plan are listed accurately. - The concept public relations is defined to demonstrate understanding - Nature and extent of public relations are explained - Public relations, marketing, advertising and sales promotions are described in relation to each.	- Define the concepts publicity and public relations and clearly distinguish between them by giving examples - Indicate the extent of and possibilities for publicity and public relations in dealing with the consumer - List the characteristics of publicity and public relations in a comparative manner using examples where possible - Explain the importance of publicity and public relations with respect to their impact on sales and the immediate effect on the image of the business - List comparatively the basic steps of publicity and public relations, briefly and accurately - Describe the interconnection, interdependence and interrelation between publicity, public relations, marketing, advertising and sales
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-Student discussion - Group discussion - Group feedback - Written assignment	

SUBJECT OUTCOMES	
2.3 Demonstrate an understanding of the concept personal selling and the relation of personal selling to sales within a marketing context.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The concept personal selling is defined and its importance described - Characteristics of personal selling are identified and described and their market related importance determined. - The basic steps in personal selling are identified and explained. - The difference between personal selling and advertising is identified. - The advantages of personal selling for the sales person and the company are described - The differences between promotions, publicity and personal selling are understood	- Define the concept personal selling as experienced and understood in own frame of reference, and describe its importance to marketing and sales - Identify and describe characteristics of personal selling and determine their market related importance - Identify and explain the basic steps in personal selling and indicate how each step enhances the selling activity - Identify the essential difference between personal selling and advertising and the respective implications for sales - Describe the advantages that personal selling has for both the sales person and the enterprise respectively - Demonstrate clearly the differences between promotions, publicity and personal selling - Describe the importance of personal selling, and its possible contribution to the prosperity of the business
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion - Group discussion - Group feedback - Written assignment	

Topic 3: Implement sales and marketing strategies

SUBJECT OUTCOME	
3.1 Interpret sales or marketing strategy.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Sales or marketing strategy is obtained and read for content and objectives - Sales or marketing strategy is analysed and questions of clarification asked - Implementation plan is developed in line with objectives and tasks as listed in the sales or marketing strategy	- Obtain a sales or marketing strategy (or a part/sample or be given) to read from in order to become familiar with the content and objectives - Analyse a sales or marketing strategy and ask questions to clarify areas of difficulty - Develop an implementation plan in line with objectives and tasks as listed in the sales or marketing strategy
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion - Obtain a marketing strategy/ receive handout to familiarise with content and objectives - Informal questions and discussions - Written assignment	

SUBJECT OUTCOME	
3.2 Implement a sales or marketing strategy.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Merchandise required for the sales or marketing strategy is determined and obtained from approved suppliers or stores - Promotional material requirements are identified from the strategy and examples obtained within the required time frame - Promotion is implemented according to strategy and own developed implementation plans - Personnel are updated and trained on the promotion implementation according to the initial strategy - Promotional material is obtained and adapted set up in line with initial strategy	- Determine merchandise required for the sale or marketing strategy - Obtain examples of merchandise from approved suppliers or stores - Identify promotional material requirements from the strategy and obtain examples within the required time frame - Develop and implement a promotion implementation plan according to the strategy - Prepare a manual to update and train personnel on the promotion implementation according to the initial strategy - Obtain or design examples of promotional material in line with initial strategy
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion - Practical assignment in structured environment - Group discussion - Group feedback - Written assignment - Practical activity	

SUBJECT OUTCOME	
3.3 Monitor the sales or marketing strategy.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Merchandise quantity is constantly checked to meet promotion duration and expected sales - Promotional problems are identified and corrective action implemented in line with company guidelines - Promotional sales are monitored against target and corrective action implemented in line with objectives	- Constantly check merchandise quantity to meet promotion duration and expected sales - Identify promotional problems and implement corrective action in line with company guidelines - Monitor promotional sales against target and take corrective action in line with objectives

ASSESSMENT TASKS OR ACTIVITIES
- Facilitator-student discussion - Practical activity - Report/ topic test

Topic 4: Understanding the competitive environment

SUBJECT OUTCOME	
4.1 Explain the nature and extent of the competitive environment.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Issues regarding the competitive environment are identified and explained - Strengths and weaknesses of the competitive environment are identified and explained - Organisational tactics to match competitive strategies are explained and identified - Roles and responsibilities of team members within the competitive environment are identified and explained	- Identify and explain issues regarding the competitive environment - Identify and explain strengths and weaknesses of the competitive environment - Identify and explain organisational tactics to match competitive strategies - Identify and explain roles and responsibilities of team members within the competitive environment
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion (enthusiasm for creative work must be inspired in the students) - Research in a competitive environment OR - Group project: create a fictional enterprise from an industry of choice (resources must be available) OR - Choose company from the Web OR - Practical experience in an identified company - Group presentation - Written report	

SUBJECT OUTCOME	
4.2 Retain the competitive environment of products or services.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Competitor information, products and services are identified and reviewed on a regular basis - Marketing industry advances and technology are reviewed at regular intervals to maintain the competitive advantage - Opportunities for the acquisition of competitive information, products or services are identified and utilised in order to optimise maximum commercial advantage	- Identify and review competitor information, products and services on a regular basis - Maintain the competitive edge by reviewing marketing industry advances and technology at regular intervals - Identify and take advantage of opportunities for the acquisition of competitive information, products or services to optimise maximum commercial advantage
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion - Written assignment	

SUBJECT OUTCOME	
4.3 Discuss the different strategies applied to overcome the competitive situation	
ASSESSMENT STANDARD	LEARNING OUTCOME
Different strategies to tackle the competitive situation are discussed, including pricing strategies and product strategies.	- List strategies that can be used in a competitive situation. - Discuss different strategies to tackle the competitive situation including pricing strategies and product strategies.

ASSESSMENT TASKS OR ACTIVITIES
- Facilitator-student discussion - Group discussions - Individual report - Topic test

Topic 5: Enhance team performance

SUBJECT OUTCOME	
5.1 Demonstrate knowledge and understanding of self as a worker in a specific work position	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Own strengths and weaknesses are identified, based on self-reflection and feedback - A personal development plan to strengthen own performance is compiled with a view to becoming a role model for a team or group	- Identify own strengths and weaknesses, based on self-reflection and feedback - Compile a personal development plan to strengthen own performance with a view to becoming a role model for a team or group
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion (enthusiasm for participation must be inspired in the students) - Written assignment - Collect practical examples as far as viable	

SUBJECT OUTCOME	
5.2 Identify own role in an organisation	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The organogram of an organisation is interpreted and an indication is given of the student's place in the organisation - An organisation's expectations of a person in the student's position are explained and an indication is given as to how performance is monitored and measured - The values and attitudes of a particular organisation are explored with reference to the organisation's code of ethics or conduct - The effect of the code of conduct on decisions a team leader may make are indicated with reference to the code of conduct of a specific organisation	- Interpret the organogram of an organisation and give an indication of the student's place in the organisation (role play) - Explain an organisation's expectations of a person in the student's position and give an indication as to how performance is monitored and measured - Explore the values and attitudes of a particular organisation with reference to the organisation's code of ethics or conduct - Indicate, with reference to the code of conduct of a specific organization, the effect of the code of conduct on decisions a team leader may make
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion - Facilitator organise role play (to cover all learning outcomes for Topic 5) OR - Practical experience - Written assignment or report	

SUBJECT OUTCOME	
5.3 Use a variety of strategies to deal with potential conflict in a team or group.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The kinds of conflict that could arise in a team or group are identified and strategies to deal with issues in a team are demonstrated in role-play situations - Strategies for creating a positive working environment in a team or group are explored and an indication is given of the role of the team leader in creating a positive work environment - Situations that hamper efficiency in a group are identified and suggestions are made to improve these - Support systems available to the team are identified and an indication is given of the student's own role in being supportive and using a support system	- Identify the kinds of conflict that could arise in a team or group and demonstrate strategies to deal with issues in a team in role-play situations - Explore strategies for creating a positive working environment in a team or group and give an indication of the role of the team leader in creating a positive work environment - Identify situations that hamper efficiency in a group and suggest action to improve these situations - Identify support systems available to the team and indicate the student's own role in being supportive and using a support system
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion - Role play (continue) - Team feedback/report - Report	

SUBJECT OUTCOME	
5.4 Demonstrate knowledge and understanding of the dynamics within a specific group.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The strengths and weaknesses of individuals within a group or team are identified based on reflection and team performance - The strengths and weaknesses of individuals within a group or team are identified in order to decide on an appropriate management strategy - Situations that are a cause of concern or dissent in a group or team are identified and a plan is developed to minimise their negative effect on the team - Positive situations in a group or team are identified and a plan is developed to maximise the effect on the team's performance	- Identify the strengths and weaknesses of individuals within a group or team based on reflection and team performance - Identify the strengths and weaknesses of individuals within a group or team in order to decide on an appropriate management strategy - Identify situations that are a cause of concern or dissent in a group or team and develop a plan to minimise their negative effect on the team - Identify positive situations in a group or team and develop a plan to maximise the effect on the team's performance
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion - Role play (continue) - Collect practical examples as far as viable - Team feedback/report - Assignment	

SUBJECT OUTCOME	
5.5 Develop a plan of action to enhance the performance of a team.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Goals appropriate to the team are set in order to improve performance within a specific organisation - A plan of action is developed as a means of achieving group or team goals - The importance of consultation and joint decision making in setting team or group goals is explained and an indication is given of how a team can be involved in a goal setting process - Progress in the implementation of team goals is monitored and an indication is given of when and how it may be necessary to amend the plan	- Set goals appropriate to the team in order to improve performance within a specific organisation - Develop a plan of action as a means of achieving group or team goals - Explain the importance of consultation and joint decision making in setting team or group goals and indicate how a team can be involved in a goal setting process - Monitor the progress in the implementation of team goals and indicate when and how it may be necessary to amend the plan
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion - Role play (continue) - Team assignment: Written summary/ - Electronic presentation - Topic test	

Topic 6: Implement corporate culture

SUBJECT OUTCOME	
6.1 Maintain the image of the organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Organisational policies and procedures are obtained and explained according to company standards - Organisational dress code and operating practices are identified and explained according to company standards - Organisational policies and procedures are applied according to company standards - The marketing policy is discussed with reference to corporate image and branding policies and how the marketing policy supports the image	- Obtain and explain organisational policies and procedures according to established company standards - Identify and explain organisational dress code and operating practices according to established company standards - Apply organisational policies and procedures according to established company standards - Describe how the marketing policy would support the image of the company.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion INTEGRATED PRACTICAL ASSESSMENT: - Facilitator to assist in identification of business to focus on and investigate - Facilitator to assist in designing elementary questionnaire to cover SO1 and SO2 - Report illustrated with examples where possible OR - Handouts/notes supported with emphasis and detailed explanations by facilitator to cover LOs - Class assessments - Case studies	

SUBJECT OUTCOME	
6.2 Demonstrate an understanding of and apply company ethics (refer to Level 2, Topic 6, SO 4)	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The purpose of the organisational code of conduct and ethics is identified and explained in line with established standards and procedures - The principles of the code of conduct and ethics are identified and explained according to organisational procedures - The implications of the code of conduct and ethics for an organisation are explained and outlined, within the parameters of the business and its practices - The principles of the code of conduct and ethics are applied using organisational standards	- Identify and explain the purpose of the organisational code of conduct and ethics in line with established standards and procedures - Identify and explain the principles of the organisational code of conduct and ethics in line with organisational procedures - Explain and give an outline of the implications of the code of conduct and ethics for an organisation, within the parameters of the business and its practices - Apply the principles of the code of conduct and ethics using organisational standards
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion - Practical assignment (SO1 and SO2) - Report illustrated with examples where possible - Class assessments - Case studies	

SUBJECT OUTCOME	
6.3 Co-operate with other service suppliers.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Service suppliers are identified using organisational procedures - Internal and external service supplier groups are differentiated using organisational operating standards - The importance of external service suppliers regarding their impact on the business is explained - The importance of internal service suppliers regarding their impact on the business is explained - Operating and co-operation criteria with service suppliers are identified and explained within organisational requirements	- Identify service suppliers using organisational procedures - Differentiate internal and external service supplier groups using organisational operating standards - Explain the importance of external service suppliers regarding their impact on the business - Explain the importance of internal service suppliers regarding their impact on the business - Identify and explain operating and co-operation criteria with service suppliers within organisational requirements
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussion - Research activity - Report - Written assessment	

SUBJECT OUTCOME	
6.4 Interface and interact with clients (refer to Level 2, Topic 7, SO 1).	
ASSESSMENT STANDARD	LEARNING OUTCOME
• Clients are greeted in accordance with company practices • Communication with clients is conducted using established company standards • Clients are treated with respect and in accordance with organisational protocol • Internal and external clients are treated in the same manner and as specified in organisational policies and procedures	• Greet and communicate with clients in accordance with company practices and standards • Treat clients with respect and in accordance with organisational protocol • Treat internal and external clients equally and as specified in organisational policies and procedures
ASSESSMENT TASKS OR ACTIVITIES	
• Facilitator-student discussion • Role play activity • Individual report, illustrated with examples where possible	

SUBJECT OUTCOME	
6.5 Demonstrate an understanding of an organisational structure.	
ASSESSMENT STANDARD	LEARNING OUTCOME
• Organisational structure is obtained within company policies and procedures • Organisational structure is evaluated and each role explained • Integration between roles and responsibilities throughout the organisation is identified and explained, in line with an organisational flow chart • Marketing department's responsibilities and integration with other departments within organisational requirements are identified and explained	• Obtain an organisational structure within company policies and procedures • Evaluate an organisational structure and explain each role • Identify and explain the integration between roles and responsibilities throughout the organisation and in line with an organisational flow chart • Identify and explain the marketing department's responsibilities and integration with other departments within organisational requirements
ASSESSMENT TASKS OR ACTIVITIES	
• Facilitator-student discussion • Practical activity/handouts • Assignment/case study • Topic assessment	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN ADVERTISING & PROMOTIONS - LEVEL 3

4.1 Integrated Summative Assessment Task (ISAT)

A compulsory component of ESASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the students' cumulative learning achieved throughout the full year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

In Advertising and Promotions Level 3 students will have achieved the competencies during the year but the competencies will be assessed cumulatively in a single assessment /exam session at the end of the year.

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year.

The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

4.2 National examination

A formal theory examination is conducted annually in October or November by means of a paper set externally and marked and moderated externally. The following distribution of cognitive application is suggested:

LEVEL 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	55% - 75%	20% - 35%	5% - 15%