

**The Further Education and Training Awards Council (FETAC)  
was set up as a statutory body on 11 June 2001  
by the Minister for Education and Science.  
Under the Qualifications (Education & Training) Act, 1999,  
FETAC now has responsibility for making awards  
previously made by NCVA.**



## **Module Descriptor**

# **Advertising L20114**

## **Level 5**

**[www.fetac.ie](http://www.fetac.ie)**

## Level 5 Module Descriptor

### Summary of Contents

<b>Introduction</b>	Describes how the module functions as part of the national vocational certificate framework.
<b>Module Title</b>	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a> .
<b>Module Code</b>	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
<b>Level</b>	Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.
<b>Credit Value</b>	Denotes the amount of credit that a learner accumulates on achievement of the module.
<b>Purpose</b>	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
<b>Preferred Entry Level</b>	Recommends the level of previous achievement or experience of the learner.
<b>Special Requirements</b>	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
<b>General Aims</b>	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
<b>Units</b>	Structure the learning outcomes; there may be no units.
<b>Specific Learning Outcomes</b>	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
<b>Portfolio of Assessment</b>	Provides details on how the learning outcomes are to be assessed.
<b>Grading</b>	Provides details of the grading system used.
<b>Individual Candidate Marking Sheets</b>	List the assessment criteria for each assessment technique and the marking system.
<b>Module Results Summary Sheet</b>	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
<b>Appendices</b>	Can include approval forms for national governing bodies.
<b>Glossary of Assessment Techniques</b>	Explains the types of assessment techniques used to assess standards.
<b>Assessment Principles</b>	Describes the assessment principles that underpin FETAC approach to assessment.

## Introduction

A module is a statement of the standards to be achieved to gain a FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

<b>1</b>	<b>Title:</b>	<b>Advertising</b>
<b>2</b>	<b>Code:</b>	<b>L20114</b>
<b>3</b>	<b>Level</b>	<b>5</b>
<b>4</b>	<b>Credit Value</b>	<b>1</b>
<b>5</b>	<b>Purpose</b>	To enable students to understand how the advertising industry works. It is also intended to prepare students for employment in relevant areas, or further study in related areas.
<b>6</b>	<b>Preferred Entry Level</b>	Leaving Certificate or equivalent.
<b>7</b>	<b>Special Requirements</b>	None
<b>8</b>	<b>General Aims</b>	<p><i>This module enables students to:</i></p> <p><b>8.1</b> Understand the role of advertising in Society</p> <p><b>8.2</b> Be familiar with the workings of an advertising agency, its personnel and how it plans and executes an advertising campaign.</p> <p><b>8.3</b> Examine a range of advertising media and consider their effectiveness in conveying sales messages to potential buyers.</p> <p><b>8.4</b> Understand the role of the ASAI and how it controls the quality of advertising.</p> <p><b>8.5</b> Produce a range of advertising copy.</p>

<b>9</b>	<b>Units</b>	
	<b>Unit 1</b>	The Advertising Industry in a Marketing Context
	<b>Unit 2</b>	The Advertising Agency – Planning and Executing an Advertising Campaign
	<b>Unit 3</b>	Traditional Media: Press; Radio; Television; Cinema and Outdoor
	<b>Unit 4</b>	New Electronic Media: Internet Advertising; Social Networking Sites; Viral Advertising; Mobile Phones.
	<b>Unit 5</b>	Branding, Packaging and Merchandising
	<b>Unit 6</b>	Promotional strategies: Sales Promotion; Direct Mail; Exhibitions and Sponsorship
	<b>Unit 7</b>	Creative strategies in Advertising
	<b>Unit 8</b>	Regulatory Framework of Advertising in Ireland: ASAI (Advertising Standards Authority for Ireland) and BAI (Broadcasting Authority of Ireland)

## **10 Specific Learning Outcomes**

### **Unit 1 The Advertising Industry in a Marketing Context**

*The student should be able to:*

- 10.1.1 interpret accepted definitions of advertising
- 10.1.2 explain the role of advertising as part of the Marketing Mix
- 10.1.3 define different target audiences with reference to demographics
- 10.1.4 differentiate between Consumer advertising and Business to Business advertising

### **Unit 2 The Advertising Agency**

*The student should be able to:*

- 10.2.1 define the special relationship that exists between the client, the Advertising agency and the media owner
- 10.2.2 outline the roles of the following key personnel in the advertising agency:
  - i. account executive
  - ii. media planner
  - iii. media buyer
  - iv. creative team
- 10.2.3 outline the stages involved in planning and executing an advertising campaign

**Unit 3      Traditional Media: Press; Radio; Television; Cinema and Outdoor**

*The student should be able to:*

- 10.3.1      Outline the special characteristics, the advantages and disadvantages of each of the above-named media
- 10.3.2      assess the suitability of different media for different target markets
- 10.3.3      combine different media in a coherent media campaign and draw up a media schedule
- 10.3.4      identify primary and secondary media research techniques used in order to assess the effectiveness of a media campaign

**Unit 4      New Electronic Media**

*The student should be able to:*

- 10.4.1      understand the evolutionary nature of internet advertising and be able to identify the latest trends in new media
- 10.4.2      outline strategies for incorporating new media such as social networking sites and viral videos into advertising campaigns

**Unit 5      Branding, Packaging and Merchandising**

*The student should be able to:*

- 10.5.1      understand the role of branding in the promotion and development of products
- 10.5.2      explain the role of colour and package design in conveying brand values
- 10.5.3      explain the role of merchandising in promoting sales

**Unit 6      Promotional Strategies: Sales Promotion, Direct Mail, Sponsorship and Exhibitions**

*The student should be able to:*

- 10.6.1      describe the advantages and disadvantages of different types of sales promotions
- 10.6.2      explain how sales promotions can be integrated with other marketing communications
- 10.6.3      list the main users of direct marketing techniques
- 10.6.4      outline the main methods of compiling a mailing list
- 10.6.5      explain how sponsorship can convey advertising, marketing and public relations benefits
- 10.6.6      describe the strengths and weaknesses of exhibitions
- 10.6.7      identify the main issues in planning an exhibition

**Unit 7 Creative Strategies in Advertising**

*The student should be able to:*

- 10.7.1 understand how persuasive advertising techniques such as USP, AIDA, metaphor, stereotype and metonymy are used in creative campaigns
- 10.7.2 outline the principles of good copywriting and understand the role of 'buzz word' and punctuation in creating a persuasive effect
- 10.7.3 understand the principles of layout, design and typography in print advertising.
- 10.7.4 produce a range of advertising copy for press, outdoor, direct mail
- 10.7.5 create scripts for radio advertisements and storyboards for TV, cinema or Internet viral videos

**Unit 8 Regulatory Framework of the Advertising Industry in Ireland**

*The student should be able to:*

- 10.8.1 explain the main tenets of the Code of Practice of the Advertising Standards Authority for Ireland (ASAI)
- 10.8.2 list the sanctions that the ASAI applies to offending advertisers
- 10.8.3 identify the restrictions that apply to advertisements in broadcast media with reference to the Broadcasting Authority for Ireland Code of Practice
- 10.8.4 describe the complaints procedure regarding offensive advertisements with regard to the Broadcasting Complaints Commission (BCC) and the ASAI

## 11 Assessment

<b>Examination</b>	<b>50%</b>
<b>Project</b>	<b>25%</b>
<b>Skills Demonstration</b>	<b>25%</b>

### 12.1 **Written Examination**

### 12.2 **Project**

A project brief should be devised whereby the student creates an advertising campaign aimed at a designated target market. The project should include advertising objectives, creative concepts, a media schedule and evaluation of the campaign.

### 12.3 **Skills Demonstration (25%)**

The student should present the campaign outlined in the project to an audience in a simulation of an advertising agency making a presentation to a

The presentation should be professional and should include artwork or a representation of the creative concepts, a media schedule and a question and answer session. The presentation should be video taped.

<b>Individual Candidate Marking Sheet 1</b>	<b>Advertising L20114 Skills Demonstration (25%)</b>
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**Candidate Name:** \_\_\_\_\_ **PPSN:** \_\_\_\_\_

**Centre:** \_\_\_\_\_ **Centre No.:** \_\_\_\_\_

Assessment Criteria	Maximum Mark	Candidate Mark
<b>Quality of Presentation Skills (Fluency, Audibility, Proficiency in use of IT equipment)</b>	<b>6</b>	
<b>Coherent Advertising Solutions</b>	<b>7</b>	
<b>Visual Aids (originality, attractiveness)</b>	<b>6</b>	
<b>Ability to answer questions on the campaign</b>	<b>6</b>	
<b>TOTAL MARKS</b> <i>This mark should be transferred to the Module Results Summary Sheet</i>	<b>25</b>	

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Authenticator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Individual Candidate Marking Sheet 2</b>	<b>Advertising L20114 Project 25% Examination 50%</b>
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**Candidate Name:** \_\_\_\_\_ **PPSN:** \_\_\_\_\_  
**Centre:** \_\_\_\_\_ **Centre No.:** \_\_\_\_\_

Assessment Criteria	Maximum Mark	Candidate Mark
<b>Project</b>		
<i>Description of Product</i>	4	
<i>Definition of Target Market</i>	3	
<i>Appropriate Choice and Justification of Media</i>	7	
<i>Creative Concepts</i>	7	
<i>Evaluation of Campaign</i>	4	
<b>SUBTOTAL</b>	<b>25</b>	
<b>Examination</b>		
<i>Q.1</i>		
<i>Q.2</i>		
<i>Q.3</i>		
<i>Q.4</i>		
<i>Q.5</i>		
	<b>50</b>	
<b>TOTAL MARKS</b>	<b>75</b>	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Authenticator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Glossary of Assessment Techniques

<b>Assignment</b>	<p><i>An exercise carried out in response to a brief with specific guidelines and usually of short duration.</i></p> <p>Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor. Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.</p>
<b>Collection of Work</b>	<p><i>A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.</i></p> <p>Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations. This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc</p>
<b>Examination</b>	<p><i>A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.</i></p> <p>Examinations may be:</p> <ul style="list-style-type: none"><li>• practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions</li><li>• oral, testing ability to speak effectively in the vernacular or other languages</li><li>• interview-style, assessing learning through verbal questioning, on one-to-one/group basis</li><li>• aural, testing listening and interpretation skills</li><li>• theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.</li></ul>
<b>Learner Record</b>	<p><i>A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.</i></p> <p>Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.</p> <p>The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.</p>
<b>Project</b>	<p><i>A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.</i></p> <p>Projects may involve:</p> <ul style="list-style-type: none"><li>• research – requiring individual/group investigation of a topic</li><li>• process – eg design, performance, production of an artefact/event</li></ul>

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

## **Skills**

### **Demonstration**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

## **FETAC Assessment Principles**

- 1** Assessment is regarded as an integral part of the learning process.
- 2** All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3** The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4** Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.
- 5** The reliability of assessment techniques is facilitated by providing support for assessors.
- 6** Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7** To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8** Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9** Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.