Specification

Edexcel Level 4 NVQ Diploma in Design Management (QCF)

For first registration September 2010

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

References to third party material made in this specification are made in good faith. Edexcel does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 4 NVQ Diploma in Design Management:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
EDEXCEL Level 4 NVQ Diploma in Design Management (QCF)	500/9923/1	01/09/10

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualifications Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This title replaces the following qualification from Edexcel:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
EDEXCEL Level 4 NVQ in Design Management	Q1054389	11/06/10	31/08/10

Key features of the Level 4 NVQ Diploma in Design Management (QCF)

This qualification:

- is nationally recognised

- is based on the Design National Occupational Standards (NOS). The NOS, assessment requirements and qualification structure(s) are owned by Creative and Cultural Skills.

The Edexcel Level 4 NVQ Diploma in Design Management (QCF) has been approved as a component required for the Creative Apprenticeship framework.

What is the purpose of this qualification?

The Edexcel Level 4 NVQ Diploma in Design Management (QCF) recognises the skills, knowledge and understanding of learners and allows them to gain a job-ready qualification in the workplace that relates to their job area and promotes good working practice.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression

- ensure equality of opportunity for all wishing to access the qualifications.

What are the benefits of this qualification to the learner and employer?

This qualification is work-based qualifications, which will allow learners to develop knowledge, understanding and skills essential for working in the design sector, including working with others and improving own performance.

What are the potential job roles for those working towards this qualification?

The National Occupational Standards cover a diverse range of job roles, for example:

- Architect

- Architectural Technician/Technologist

- Art Exhibition Organiser

- Body Artist/Tattooist

- CAD Draughtsperson
- Cartoonist
- Ceramic Decorator
- Ceramic/Pottery maker
- Computer Games Designer
- Design Engineer
- Display Designer/Visual Merchandiser
- Exhibition Designer
- Fashion/Clothing Designer
- Fine Artist
- Garden Designer
- Glassmaker
- Goldsmith/Silversmith
- Hat Designer/Milliner
- Interior Designer
- Jeweller
- Landscape Architect
- Leather Craftworker
- Model Maker
- Product Designer
- Sculptor
- Stage/Set Designer
- Toymaker
- Upholsterer

What progression opportunities are available to learners who achieve this qualification?

This qualification offers various opportunities for progression to further learning. Learners may progress onto the Edexcel BTEC Level 5 Higher National Certificate and Diploma in Graphic Design or 3D Design.

Further information is available in *Annexe A*.

What is the qualification structure for the Level 4 NVQ Diploma in Design Management (QCF)?

Individual units can be found in the *Units* section.

This qualification requires achievement of a minimum of 50 credits. 26 credits are to be achieved from the Mandatory units and a minimum of 24 credits from the Optional units.

Mandatory Units

Unit Title	Level	Credit
Assess design services	4	4
Develop and extend design skills and practices	4	4
Manage design realisation	4	5
Market and sell design services	4	4
Originate and develop concepts for products or services	4	5
Apply concepts and theories of creativity and innovation to design work	4	3

Optional Units

Unit Title	Level	Credit
Understand legislation and standards for the international market	4	2
Evaluate international marketing opportunities	4	5
Manage effective workplace relationships	4	5
Understand market research	3	3
Manage market research	4	5
Research and evaluate global design trends	4	3
Strategic marketing planning skills within the design and creative industries	4	6
Negotiation and influencing	4	6
Prepare specifications for contracts	4	5
Invite tenders and select contractors	5	6
Monitor and evaluate contracts	5	6
Manage budgets	4	5
Manage a project	5	10

Unit Title	Level	Credit
Define, manage and implement the brand strategy for an organisation	4	4
Devise user testing of designs	3	2
Conduct user testing of designs	3	1
Evaluate user testing of designs	3	2

How is the qualification graded and assessed?

The overall grade for each qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or

- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or

- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification have been included in *Annexe D*. They have been developed by Creative and Cultural Skills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments

- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers

- quality control of assessment

- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role

- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace

- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification

- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the following examples:

- direct observation of the learner's performance by their assessor

- outcomes from oral or written questioning

- products of the learner's work

- personal statements and/or reflective accounts

- outcomes from simulation, where permitted by the assessment strategy

- professional discussion

- assignment, project/case studies

- authentic statements/witness testimony

- expert witness testimony

- reflective accounts

- evidence of Recognition of Prior Learning.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

What do you need to offer this qualification?

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required to deliver this qualification?

Each qualification is designed to support learners working in the design sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment requirements*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:

> The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code:

> This is the unit owner's reference number for the specified unit.

Unit reference number:

> This code is a unique reference number for the unit.

QCF level:

> All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.

Credit value:

> All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours:

> A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.

Unit summary:

> This provides a summary of the purpose of the unit.

Assessment requirements/evidence requirements:

> The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Assessment methodology:

> This provides a summary of the assessment methodology to be used for the unit.

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.

> Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

> The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

> Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1: Assess design services

Unit reference number: Y/601/6525

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about the process of using evaluation and monitoring skills to assess the effectiveness of the design service provided to clients. This involves judging the outcomes of the work and the performance of the team, using suitable criteria to make assessments and making recommendations for future practice. Assessment may relate 'for example' to fitness for purpose, quality, costs, time management and potential for improvement.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to establish the criteria and process for the evaluation of design services	1.1 Identify appropriate and reliable evaluation techniques for assessing: – completed projects – designs produced by other organisations – the service provided to regular clients 1.2 Develop and agree appropriate and reliable criteria for evaluating designs and the design service 1.3 Identify potential sources of evidence and appropriate methods for gathering and recording data that is: – relevant – accurate 1.4 Identify any conditions, changes or constraints that may affect the evaluation process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to manage the evaluation of design services, using agreed criteria and process	2.1	Provide adequate briefing to any relevant people who may be involved in supporting the work or providing evidence			
		2.2	Collect, validate and record qualitative and quantitative evidence using agreed methods			
		2.3	Summarise any differences between design solutions and agreed criteria, clearly and accurately			
		2.4	Analyse any current or emerging design trends, opportunities and market directions that may affect future commissions			
		2.5	Evaluate any strengths and weaknesses in the design service and the impact these could have on future commissions			
		2.6	Take account of valid and reliable evidence and own and others views to draw conclusions and arrive at a considered evaluation of designs and the design service			
3	Be able to prepare reports and make recommendations on changes to working practices, based on the evaluation of design services	3.1	Propose and agree any changes to working practices that have the potential to bring about quantitative and/or qualitative benefits and improve business effectiveness and quality standards			
		3.2	Prepare reports within agreed timescales for discussion with relevant people.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 2: Develop and extend design skills and practices

Unit reference number: K/601/6531

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about developing and extending your skills as a practising designer. It is about refining, developing and evaluating your own conceptual, technical skills, business and professional skills. Research, collaboration and experimentation are key factors of this process.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact of current and emerging design trends, technology and legislation on careers in the design industry	1.1	Explain the impact of copyright, moral rights and intellectual property issues and legislation on designers			
		1.2	Identify current and emerging designers in the relevant design discipline			
		1.3	Describe current and emerging trends and technologies in the relevant design discipline, and the opportunities and challenges they represent to designers			
2	Be able to develop a professional development plan	2.1	Undertake research, using appropriate information sources, to identify and consider: – work opportunities for designers – networks and promotional opportunities for designers which may be helpful in developing career opportunities – the relevance of external continuing professional development			
		2.2	Develop a professional development plan, which incorporates relevant information from research activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to develop and extend design skills through collaboration and experimentation	3.1	Identify, plan and use opportunities to develop, assess and improve conceptual, technical and professional skills by: – testing the capabilities of materials, tools and equipment – experimenting and exploring different ideas and techniques – identify and using relevant resources as stimulation – discussing ideas with others and using knowledge gained to inform own work – studying the work of others – researching and share ideas across a range of design disciplines – exploring and experimenting with new ideas in making and/or interpreting design work			
4	Be able to improve own work based on self evaluation and constructive criticism from others	4.1	Seek and apply constructive criticism from others to improve your work			
		4.2	Evaluate your own work: – against planned strategy for your practice – in the context of work by others			
		4.3	Adjust and extend work processes and practice as necessary to improve technical, conceptual and commercial outcomes			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 3: Manage design realisation

Unit reference number: R/601/6538

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about the skills required to manage the process of taking a design from concept to final realisation or production. This is appropriate to individuals working in any design discipline who have responsibility for turning design concept into reality, a product or service of value to an end user. This may be an individual designer maker or a designer working as part of a larger design/production team. This unit has a strong focus on planning, implementation and monitoring skills, combined with a sound knowledge of design and production issues and challenges in a given context.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to develop and agree a plan for design realisation	1.1	Collect, analyse and maintain relevant information on the design			
		1.2	Discuss and agree the terms and conditions, standards of work and monitoring requirements with appropriate stakeholders			
		1.3	Develop a clear plan and schedule for design realisation, including key roles and responsibilities, linked to timelines and budget			
2	Be able to manage the design realisation process	2.1	Establish appropriate communication channels with relevant stakeholders and maintain these throughout the process			
		2.2	Liaise with others involved in design realisation to ensure obligations and quality standards are met within time, budget and technical resources			
		2.3	Maintain accurate, relevant and complete documentation in accordance with agreed standards			
		2.4	Monitor the process to ensure the integrity of design is maintained at all times, including challenging and interrogating own design work			
		2.5	Check production of print and/or products and undertake snagging as appropriate to own area of design			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.6	Promptly identify difficulties or problems that arise in relation to realisation of the design and take action to rectify the situation			
		2.7	Pro-actively seek and provide information to facilitate effective design realisation			
		2.8	Adhere to agreed terms and conditions or negotiate appropriate changes in light of changed circumstances			
		2.9	Ensure relevant occupational health and safety requirements are observed throughout the process			
3	Be able to finalise and evaluate design outcomes	3.1	Finalise design outcomes in accordance with terms and conditions			
		3.2	Obtain feedback from key stakeholders on finished design and make final adjustments as agreed			
		3.3	Evaluate completed design in relation to own work and overall process, to inform future practice			
4	Understand relevant legislation and other requirements that apply in a design context	4.1	Explain the copyright, moral rights and intellectual property issues and legislation that impact on design work in the relevant industry context at a managerial level			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4: Market and sell design services

Unit reference number: T/601/6581

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about marketing and selling your services to prospective design clients. It also covers cross-selling your services to current clients.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the influence of market trends on the design business	1.1	Describe how market trends can influence the design business			
2	Be able to develop and maintain a written marketing strategy with positioning, target markets and universal benefits	2.1	Develop a market position based on your vision and values for the future, which effectively defines and describes your: – design expertise – potential clients and their needs – geographical reach – breadth of design specialism – breadth of client markets			
		2.2	Develop universal sales propositions or benefits that will attract the widest clientele			
		2.3	Regularly update your offer in line with market trends and client needs			
3	Be able to develop a marketing plan that details all media and activities	3.1	Develop a marketing plan which identifies the: – most appropriate media for promoting your services – specific marketing activities that you will undertake, with dates and costs			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to market and sell products and services effectively through communication, negotiation and competitive tendering	4.1	Demonstrate effective sales and marketing of services and products by:			
		– promoting your services and expertise to prospective clients			
		– cross-selling to current clients			
		– networking with individuals and organisations that could potentially recommend you to others			
		– exploring sales opportunities at meetings and in telephone conversations			
		– writing proposals and tender documents			
		– defining specific and appropriate benefits for each individual sales opportunity			
		– making new business presentations and winning competitive pitches			
		– negotiating with prospective clients and their advisers, including procurement experts			
		– successfully getting on to client rosters and approved supplier lists			
		– creating a relational database and keeping in touch regularly with prospects, clients and opinion formers			
	4.2	Market and sell ethically and within the law			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand legal and ethical requirements for marketing and sales	5.1	Describe legal and ethical requirements for marketing and sales in different countries			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) _____ Date: _____

Unit 5: Originate and develop concepts for products or services

Unit reference number: F/601/6583

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about originating and developing concepts for products or services of some complexity and progressing those concepts to the point where they can be implemented.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to research and evaluate existing information to inform new concept development	1.1	Identify and use gaps in the current range of products, processes or services as the catalyst for generating new ideas or concepts			
		1.2	Explore opportunities beyond the obvious			
		1.3	Identify factors that could impact on the development of ideas or concepts, including: – any legal requirements – the potential for commercialization – practical and operational issues			
		1.4	Determine whether other players are filling identified gaps or investigating similar opportunities			
		1.5	Develop preliminary ideas on new and innovative ways to address needs and opportunities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to develop ideas and concepts to meet market requirements	2.1	Agree broad parameters for developing ideas and concepts with relevant stakeholders			
		2.2	Use a range of creative thinking techniques to generate innovate and creative concepts to address identified needs			
		2.3	Challenge, test and experiment with different concepts and ideas as part of a collaborative process, taking account of social, ethical and environment issues			
		2.4	Evaluate concepts in terms of their sustainability for: – the target audience or purpose – their feasibility – their commercial potential			
		2.5	Identify resources required to achieve desired creative and innovative outcomes			
		2.6	Evaluate the effectiveness of different strategies for achieving desired outcomes			
		2.7	Select concepts or approaches that achieve required outcomes in an innovative and feasible way			
		2.8	Present proposed concepts or approaches in an appropriate format			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to refine and test concepts using criteria and seeking feedback from others on an on-going basis	3.1	Demonstrate continual improvement of work by seeking and incorporating from others: – constructive criticism – input and feedback on concepts – specialist advice on creative and technical aspects of proposals, as required			
		3.2	Use a range of creative and practical criteria to determine the advantages and disadvantages of different concepts			
		3.3	Evaluate the constraints on the realisation of concepts or ideas			
		3.4	Refine proposals based on analysis and feedback			
4	Be able to develop implementation specifications and reflect on the process	4.1	Use refined concepts as the basis for developing detailed implementation specifications			
		4.2	Present specifications to relevant parties for approval or endorsement			
		4.3	Reflect on methodology used to generate concepts and ideas and identify ways of improving this in the future			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 6: Apply concepts and theories of creativity and innovation to design work

Unit reference number:	F/601/6521
QCF level:	4
Credit value:	3
Guided learning hours:	15

Unit summary

This unit requires an understanding of the different concepts and theories of creativity. This unit applies to individuals who use sophisticated research and critical analysis skills in the exploration of creativity and application to work. The scope of the research will be significant both in depth and breadth.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to research and source information about creativity	1.1	Use a range of research techniques to source information about creativity			
2	Understand different theories and concepts of creativity including different historical perspectives and current emerging thinking	2.1	Identify and explore potential new, emerging and alternative sources of ideas and thinking about creativity			
		2.2	Analyse, compare and contrast a range of historical and current theoretical perspectives and thinking on creativity			
		2.3	Develop and articulate own positions in response to research and analysis			
		2.4	Take a critical approach to different theories and reflect on own ideas and responsibilities by showing: – a belief in own ideas – a willingness to remain open to new perspectives			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the potential and actual benefits of creativity for individuals, businesses and communities	3.1	Identify and explore the transfer of creative thought to innovative output			
		3.2	Evaluate the relevance and application of different theories and practices, based on analysis of own work and life experience			
		3.3	Analyse the way in which different aspects of history, theory and other influences are applied, adapted or challenged in practice			
		3.4	Assess the ways in which theories, thinking and practices about creativity may be applied that provide benefits to individuals business and communities			
		3.5	Describe the relationships between theories of creativity and creativity in practice in a particular work context			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)   Date: _____

Unit 7: Understand legislation and standards for the international market

Unit reference number:	Y/601/6587
QCF level:	4
Credit value:	2
Guided learning hours:	10

Unit summary

This unit is about understanding the relevant legislation and standards for operating in international markets.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand relevant legislation and guidelines for evaluating international market	1.1	Explain the relevant guidelines for E-commerce			
		1.2	Identify and explain the key provisions of relevant legislation, including:			
			– consumer laws			
			– ethical principels			
			– foreign investment limits			
			– labour laws			
			– legal aspects of bi-lateral and multi-lateral trade agreements			
			– taxation laws			
			– World Trade Organisation dispute resolution system			
2	Identify and explain international standards for evaluating international markets	2.1	Identify and explain international standards relating to:			
			– environmental issues			
			– human rights			
			– labour relations			
			– packaging			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: Evaluate international marketing opportunities

Unit reference number: A/601/6534

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about evaluating the international environment, to identify market factors and risks, and to assess the viability of global marketing opportunities. This unit is applicable to senior staff and includes the complexity of the global business environment, the cultural differences and international trade agreements to be addressed when conducting business internationally.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Be able to evaluate the international environment for marketing opportunities	1.1	Assess international trade patterns and identify their relevance and importance to the business			
	1.2	Identify international trade policies and agreements and estimate their likely impact on international marketing opportunities			
	1.3	Investigate international market trends and developments to identify market needs relative to the business			
	1.4	Identify new and emerging business and e-commerce markets and assess opportunities to enter, shape or influence markets in terms of their fit with business goals and direction and their likely contribution to the business			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to identify market factors and risks in the international environment	2.1 Identify international business and e-commerce market factors and assess opportunities to enter, shape or influence the market in terms of likely contribution to the business			
	2.2 Analyse economic and political factors affecting the international market for their potential impact on international marketing opportunities			
	2.3 Analyse and rate acceptability of			
	– political, financial stability and corruption risk factors for potential market			
	– legal and regulatory requirements, and trade barriers for potential market			
	2.4 Relate risk factors to international business cycles in terms of economic conditions and estimate their impact on potential market			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to assess the viability of global marketing opportunities	3.1	Identify and analyse international marketing opportunities in terms of their likely fit with the organisation's goals and capabilities			
		3.2	Evaluate each opportunity to determine to determine its impact on current business and customer base			
		3.3	Use an assessment of costs, benefit, risks and opportunities to determine financial viability of each marketing opportunity			
		3.4	Determine probable return on investment and potential competitors			
		3.5	Describe and rank marketing opportunities in terms of viability and likely contribution to the business			
4	Understand cross-cultural communication styles and conventions	4.1	Describe cross-cultural communication and negotiation styles relevant to the country or countries being considered for market entry or for further market penetration			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 9: Manage effective workplace relationships

Unit reference number: R/601/6541

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about the skills and knowledge required to develop and maintain positive relationships in internal and external environments, so that customers, suppliers and the organisation achieve planned outcomes. This unit is about Collecting, analysing and communicating information and using that information to develop and maintain effective working relationships and networks. This unit is appropriate to those people working in a management role.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about relevant legislation and how to obtain further advice on this	1.1	Identify relevant employment legislation and explain how and where to seek further advice or assistance, if required			
		1.2	Identify relevant aspects of health and safety legislation and explain how and where to seek further advice or assistance, if required			
2	Be able to communicate and consult effectively on a range of issues	2.1	Collect relevant information from appropriate sources and analyse and share with the work team to improve work performance			
		2.2	Communicate ideas and information in a manner that is appropriate and sensitive to the cultural and social diversity of the audience and any specific needs			
		2.3	Implement consultation processes to encourage employees to contribute to issues related to their work, and promptly relay feedback and outcomes to the work team			
		2.4	Seek and value contribution from internal and external sources in developing and refining new ideas and approaches			
		2.5	Use networks and other work relationships to provide identifiable benefits for the team and organisation			
		2.6	Implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel as required			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to gain and maintain the trust and confidence of colleagues, customers and suppliers	3.1	Treat all internal and external contacts with integrity, respect and empathy			
		3.2	Use the organisation's social, ethical and business standards to develop and maintain effective relationships			
		3.3	Gain and maintain the trust and confidence of colleagues, customers and suppliers through competent performance			
		3.4	Adjust interpersonal styles and methods to meet organisation's social and cultural environment			
		3.5	Encourage other members of the work team to follow examples set, according to organisation's policies and procedures			
4	Be able to recognise and manage poor performance and conflict situations	4.1	Identify and analyse difficulties, and take action to rectify the situation within the requirements of the organisation and relevant legislation			
		4.2	Guide and support colleagues to resolve work difficulties			
		4.3	Review and improve workplace outcomes in consultation with relevant personnel			
		4.4	Manage poor performance within the organisation's processes			
		4.5	Manage conflict constructively within the organisation's processes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 10:   Understand market research

Unit reference number: Y/601/6511

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is about understanding the different types of market research, the sources and methods of gathering market research information and techniques for market research analysis.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Know the types of market research and how information can be gathered	1.1	Describe the different types of market research and the methods of gathering this, including: – use of surveys – qualitative and quantitative research – use and application of hypotheses			
	1.2	Describe how to locate and interrogate information about: – competitors – economic, social and industry trends and practices			
	1.3	Explain the circumstances in which a market research consultancy might be appointed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to analyse market information to inform business decisions	2.1	Explain data processing methods and data analysis techniques			
		2.2	Explain the purpose of written and graphical forms of statistical data and demonstrate how these should be interpreted as part of market research activities			
		2.3	Explain how market research affects the development of products and services and how it can be taken into consideration as part of the company's Business Plan			
		2.4	Explain the role of market research in enterprise development			
3	Understand legal requirements for market research activities	3.1	Explain the relevant legislation applicable to market research activity, including: – the Privacy Act – any other act that applies to the collection of, and storage of confidential information			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 11:   Manage market research

Unit reference number: D/601/6557

QCF level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about managing and evaluating market research projects across an organisation. The unit involves preparing market research plans, engaging external consultants, managing market research activity and evaluating research processes and findings.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to determine research policies and procedures	1.1	Develop research policies and procedures for the organisation			
2	Be able to commission market research and obtain required resources	2.1	Develop market research project plans and detailed work plans to point of finalisation			
		2.2	Evaluate market research project plans and detailed work plans to point of finalisation			
		2.3	Implement procedures to obtain required resources to implement a market research project plan and work plans			
		2.4	Evaluate requirements for external consultants from market research project plan			
		2.5	Specify goods and services required to implement plans, and detailed criteria for selection			
		2.6	Evaluate and select potential consultants or other providers of required goods and services			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to manage work plans and take responsibility for market research outputs	3.1	Evaluate the implementation of work plan activities to ensure adherence to: – market research project plan and work plans – organisational market research policy and procedures			
		3.2	Evaluate the work of external consultants or service providers to ensure performance is in line with expectations and contractual requirements			
		3.3	Assess the validity of information and data obtained by market research			
		3.4	Review the relevance and usefulness of findings against research objectives in market research project plan			
4	Be able to evaluate the effectiveness of market research and make improvements for future work	4.1	Assess performance of project against all relevant elements of market research project plan and work plans			
		4.2	Assess stakeholder satisfaction with the research process and findings			
		4.3	Develop reports on future improvements to research processes			
		4.4	Implement revised policy and practices in accordance with organisational requirements			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 12: Research and evaluate global design trends

Unit reference number: J/601/6584

QCF level: 4

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about researching and critically evaluating global design trends. This unit is applicable to all individuals who want to maintain a current and comprehensive knowledge of global design trends to inform their own professional practice.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to research and gather information about global design trends	1.1	Develop a range of formal and informal research strategies and methodologies to source information on global design trends			
		1.2	Identify and explore new and alternative sources of information			
2	Be able to analyse global design trends and technologies and assess the implications of these for the business	2.1	Evaluate the credibility of information gathered ensuring research scope is sufficiently broad			
		2.2	Examine and assess the implications and consequences of design trends on own work			
		2.3	Use critical analysis to identify creative or commercial opportunities presented by emerging trends and technologies			
		2.4	Generate informed discussions, debate and critical analysis with peers and colleagues			
		2.5	Use the information, debate and feedback to challenge and extend own perspectives and ways of thinking and refining own position			
		2.6	Develop systems to identify and respond to future opportunities			
		2.7	Develop substantiated positions and ideas in relation to global design trends			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to review and refine design practice in light of current and emerging trends	3.1	Pro-actively identify and use opportunities presented by research to extend your own design skills			
		3.2	Re-evaluate and refine approaches to work in the context of current and emerging trends			
		3.3	Use practice, discussion and ongoing evaluation to continuously improve skills			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 13: Strategic marketing planning skills within the design and creative industries

Unit reference number: J/501/8387

QCF level: 4

Credit value: 6

Guided learning hours: 40

Unit summary

This unit aims to provide learners with an understanding of the markets in which they operate and enables learners to gain a clear understanding of the marketing strategies required to implement a successful marketing plan.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the market in which their business operates.	1.1	Analyse the market in which a chosen business operates, benchmarking the competition.			
		1.2	Assess the suitability of known generic strategic and tactical marketing techniques			
2	Be able to construct a strategic marketing plan relevant to their business.	2.1	Analyse client needs, perspectives and patterns of buying behaviour			
		2.2	Determine the strengths and weaknesses of the business relevant to its target market			
		2.3	Construct an effective marketing strategy for a chosen business which will include analysis of – positioning – sales – strategic pricing options – tactical marketing activities (pricing, products, selling) – routes to market – promotions/delivery of marketing plan – client view and needs – competition			
		2.4	Allocate resources (including financial) to indicate how marketing relates to other functions within the company including sales and business development			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to explore potential growth in business through the implementation of effective marketing strategies	3.1 Construct a practical plan of action specific to a chosen sector. Assess how your plan will contribute to – potential growth of business from existing clients – generating new business opportunities from previously unexploited markets – developing new products and services			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 14: Negotiation and Influencing

Unit reference number: A/502/4428

QCF level: 4

Credit value: 6

Guided learning hours: 30

Unit summary

The unit aims to build high level negotiation and influencing skills through understanding of the principles and reflective practice.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the aims and principles of effective negotiation and influencing skills.	1.1	Assess the factors that influence complex business negotiations.			
		1.2	Explain stages in the negotiation process.			
		1.3	Evaluate the basis of power to influence negotiations externally and internally at work.			
2	Know a variety of negotiation and influencing techniques and when they should be used.	2.1	Evaluate a variety of influencing and negotiating techniques including an explanation of when they might be used.			
3	Be able to demonstrate effective negotiation and influencing skills based on reflective practice.	3.1	Successfully tackle and record a complex business negotiation or problem.			
		3.2	Analyse use of negotiation and influencing skills.			
		3.3	Evaluate how approaches and outcomes have evolved based on experience.			
		3.4	Develop an action plan to improve practice.			
		3.5	Cascade findings to line manager and colleagues within their area of responsibility.			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 15: Prepare specifications for contracts

Unit reference number: F/601/2565

QCF level: 4

Credit value: 5

Guided learning hours: 30

Unit summary

This unit is about understanding and preparing the information that is needed to award a contract for work.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand work contracts	1.1	Explain the purpose and benefits of contracts and other forms of agreement			
		1.2	Describe different types of contracts and agreements			
		1.3	Evaluate different types of contract and agreement for their intended purpose			
		1.4	Explain the purpose of legal, regulatory and organisational requirements that may govern contracts			
		1.5	Identify a range of terminology used in contracts and explain its purpose			
		1.6	Explain the purpose and benefits of requirements and specifications in contracts			
2	Understand how to prepare for selection	2.1	Explain the purpose and benefits of prioritising requirements			
		2.2	Explain the purpose and value of developing objective selection criteria			
3	Be able to prepare specifications for work	3.1	Identify requirements for contractor(s), consulting with others where required			
		3.2	Prioritise requirements and prepare specifications for the products and services to be provided, consulting with others where required			
4	Be able to agree selection criteria	4.1	Prepare selection criteria			
		4.2	Agree selection criteria, where required			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 16: Invite tenders and select contracts

Unit reference number: R/601/2585

QCF level: 5

Credit value: 6

Guided learning hours: 32

Unit summary

This unit is about handling the tendering process, identifying appropriate selection criteria to award the tender and agree a contractor.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand tendering procedures	1.1	Explain the purpose and benefits of inviting a range of potential contractors to bid for a tender			
		1.2	Describe the procedures to be followed when inviting and receiving tenders			
2	Understand how to evaluate tenders	2.1	Describe points to consider when evaluating tenders, their purpose and benefits			
		2.2	Describe purpose and benefits of identifying financial resources required			
		2.3	Describe the purpose and benefits of having objective selection criteria			
3	Understand principles for negotiating a contract	3.1	Describe the purpose and benefits of agreeing a contract that is fit for purpose			
4	Be able to follow procedures for handling tenders	4.1	Give information about the tendering process that is fit for purpose			
		4.2	Issue invitation to tender to potential suitably qualified contractors			
		4.3	Answer pre-tender queries to make sure all prospective suppliers have the same information			
		4.4	Follow procedures to receive, record and open tenders			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to identify and select contractor(s)	5.1	Evaluate tenders against criteria			
		5.2	Identify financial resources needed to achieve aims and objectives of the specification			
		5.3	Make selection in line with selection criteria			
		5.4	Inform unsuccessful tenderers of the outcome			
		5.5	Give feedback to unsuccessful tenderers, if required			
6	Be able to negotiate and agree a contract	6.1	Negotiate with contractors to reach an agreement that a) covers the requirements and specifications b) offers good value for money c) is acceptable to both parties			
		6.2	Negotiate with contractor(s) to make sure there is compliance with relevant organisational requirements, legislation and regulations			
		6.3	Make sure that specifications and contract are fit for purpose			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 17:   Monitor and evaluate contracts

Unit reference number: Y/601/2586

QCF level: 5

Credit value: 6

Guided learning hours: 35

Unit summary

This unit is about monitoring and evaluating a contractor's performance and compliance against the requirements of a contract.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand monitoring procedures	1.1	Describe ways of building relationships with contractor(s)			
		1.2	Explain the purpose and benefits of building relationships with contractor(s)			
		1.3	Describe different ways of monitoring compliance with a contract			
		1.4	Identify and evaluate different methods of monitoring contracts, that meet all needs			
		1.5	Describe ways of tracking achievement of contract objectives			
		1.6	Give examples of what constitutes a breach of contract			
		1.7	Identify ways of dealing with a breach of contract			
		1.8	Describe the legal, regulatory and organisational requirements governing contracts			
2	Understand how to evaluate contractor(s) performance	2.1	Identify and evaluate the sources and types of information that can be used to monitor contracts			
		2.2	Describe the purpose and benefits of evaluating and reporting on contractor(s) strengths and areas for improvement			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to monitor the performance of contractors	3.1	Agree procedures for communicating with contractor(s)			
	3.2	Agree procedures for communicating with others involved			
	3.3	Agree procedures with contractors for monitoring performance			
	3.4	Check contractors compliance with the contract including, as required a) legal and regulatory requirements b) organisational requirements			
	3.5	Make sure contract objectives are being met			
	3.6	Agree action with contractor(s) to deal with non-compliance			
	3.7	Deal with breaches of contract(s) within agreed timescales, if required			
4 Be able to evaluate the performance of contractor(s)	4.1	Agree procedures for evaluation			
	4.2	Agree sources of information for evaluation			
	4.3	Gather and analyse information			
	4.4	Identify and report on strengths of contractor(s)			
	4.5	Identify and report on areas for improvement for contractor(s)			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 18:   Manage budgets

Unit reference number: T/601/2580

QCF level: 4

Credit value: 5

Guided learning hours: 29

Unit summary

This unit is about managing and monitoring a budget for a department or section within an organisation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the purpose of budgets	1.1	Explain the purpose and benefits of managing financial resources effectively and efficiently			
		1.2	Identify legal, regulatory and organisational requirements for managing a budget			
		1.3	Describe different types of budgetary systems and their features			
2	Understand how to manage budgets	2.1	Describe methods for monitoring, controlling and recording income and expenditure			
		2.2	Describe ways in which costs may be minimised in own area of responsibility			
		2.3	Identify situations in which corrective action may be needed			
		2.4	Describe the scope of own authority for managing a budget and authorising expenditure			
3	Understand how to report performance against budgets	3.1	Explain the purpose and benefits of reporting information on performance against budget			
		3.2	Explain how to check the accuracy of budget calculations			
		3.3	Explain the purpose and benefits of recording information that will help with the future preparation of budgets			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to manage budgets	4.1	Control budget performance within limits and deadlines			
	4.2	Analyse and take action to minimise costs where possible			
	4.3	Take corrective action to make sure of best value for money			
	4.4	Authorise expenditure within the scope of own authority			
5 Be able to monitor budgets	5.1	Record transactions, as required			
	5.2	Produce information on performance against budget, when required			
	5.3	Make sure all calculations are accurate			
	5.4	Record information that will help with the preparation of future budgets			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 19: Manage a project

Unit reference number: A/601/2578

QCF level: 5

Credit value: 10

Guided learning hours: 33

Unit summary

This unit is about the managing the setting up and running of a project, by monitoring and reviewing the work of other people who are running the project, to achieve agreed aims and objectives.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the nature and purpose of projects	1.1	Compare and contrast the difference between managing operations and managing projects			
		1.2	Analyse the advantages and disadvantages of using projects, and when projects are appropriate			
2	Understand how to prepare and plan a project	2.1	Explain the purpose and benefits of establishing stakeholders involved in a project			
		2.2	Explain the purpose and benefits of defining a project's purpose, scope, timescale, costs, aims and objectives			
		2.3	Explain the purpose of agreeing a budget for a project			
		2.4	Analyse how to estimate types and quantity of resources needed to run a project			
		2.5	Explain the purpose and benefits of identifying project risks and developing contingency plans			
		2.6	Analyse how to define project limits			
		2.7	Analyse the advantages and disadvantages of different project planning methods for different types of project			
		2.8	Analyse the features of different tools that can be used to help with project planning and control			
		2.9	Explain how to establish the project team			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand how to run a project	3.1	Analyse how to monitor projects and the different methods that can be used			
	3.2	Explain the purpose and benefits of monitoring projects			
	3.3	Analyse how to establish a communication plan for a project			
	3.4	Explain the purpose and benefits of different methods of communication needed for managing a project			
	3.5	Analyse the features of different communication methods used to make sure a project runs smoothly			
	3.6	Explain the purpose and benefits of estimating and controlling resources during a project			
	3.7	Analyse the purpose of monitoring progress reporting during a project			
	3.8	Explain the purpose and benefits of achieving projects within agreed timescales			
4 Understand purpose and benefits of evaluating a project and ways of evaluating projects	4.1	Analyse the purpose and benefits of evaluating projects			
	4.2	Analyse different ways of evaluating projects to make sure lessons are learned for the future			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to manage the preparation and planning of a project	5.1	Agree all stakeholders involved in a project			
		5.2	Confirm that the purpose of the project has been agreed with all relevant stakeholders			
		5.3	Confirm project scope, timescale, aims and objectives			
		5.4	Agree the preparation of a project specification			
		5.5	Confirm a budget for the project			
		5.6	Confirm all types of resources for a project			
		5.7	Agree the project plan and timed use of all types of resources			
		5.8	Agree identified risks and contingency plans developed			
		5.9	Sign off a project plan			
		5.10	Prepare a communication plan			
		5.11	Establish and select the project team			
6	Be able to manage a project	6.1	Monitor a project			
		6.2	Give feedback to all those involved with or affected by a project			
		6.3	Make sure project plans are adapted to respond to unexpected events and risks			
		6.4	Give feedback on interim reports on project progress			
		6.5	Make sure a project achieves required outcomes on time and to budget			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to evaluate the outcomes of a project	7.1	Evaluate all project areas			
		7.2	Confirm the degree to which a project met its aims and objectives			
		7.3	Give feedback on project strengths and areas for improvement			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 20: Define, manage and implement the brand strategy for an organisation

Unit reference number: M/601/6529

QCF level: 4

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about knowing and understanding your own organisation's brand strategy. You need to be able to clearly communicate your organisation's brand vision and brand values. You also need to understand the key performance indicators that will monitor and evaluate the brand strategy. It is essential to understand who your competitors are.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the influence of international market trends on the business	1.1	Explain how international market trends can influence the business			
2	Be able to evaluate the international environment for marketing opportunities	2.1	Assess international trade patterns and identify their relevance and importance to the business			
		2.2	Identify international trade policies and agreements			
		2.3	Assess the likely impact of international trade policies on international marketing opportunities			
		2.4	Implement investigations which identify market needs relative to the business			
		2.5	Identify new and emerging business and e-commerce markets			
		2.6	Assess opportunities to enter, shape or influence markets in terms of their fit with business goals and direction; and their likely contribution to the business			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to identify market factors and risks in the international environment	3.1	Identify international business and e-commerce market factors			
		3.2	Assess opportunities to enter, shape or influence the market in terms of likely contribution to the business			
		3.3	Analyse economic and political factors affecting the international market for their potential impact on international marketing opportunities			
		3.4	Analyse and rate acceptability of			
			– political, financial stability and corruption risk factors for potential market			
			– legal and regulatory requirements, and trade barriers for potential market			
		3.5	Classify risk factors associated with international business cycles in terms of economic conditions			
		3.6	Estimate their impact on potential market			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to assess the viability of global marketing opportunities	4.1	Identify international marketing opportunities relevant to the business			
		4.2	Analyse international marketing opportunities in terms of their likely fit with the organisation's goals and capabilities			
		4.3	Evaluate each opportunity to determine its impact on current business and customer base			
		4.4	Assess the costs, benefit, risks and opportunities to determine financial viability of each marketing opportunity			
		4.5	Estimate the probable return on investment and potential competitors			
		4.6	Classify marketing opportunities in terms of viability and likely contribution to the business			
5	Understand cross-cultural communication styles and conventions	5.1	Describe cross-cultural communication and negotiation styles relevant to the country or countries being considered for market entry or for further market penetration			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 21: Devise user testing of designs

Unit reference number: T/601/6466

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit is about your ability to design user tests to ensure a product is fit for purpose, usable by its intended user, and of sufficient quality.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about the functionality and features of the product including its target audience	1.1	Describe the design and functional specifications of the product			
		1.2	Explain the design objectives and client requirements			
		1.3	Identify the principles of the product design and any issues of usability and accessibility			
2	Be able to specify the parameters, criteria and methodology for user testing	2.1	Specify what aspects of the product are to be tested and identify assessment criteria that will determine whether products are: – fit for purpose – useable by intended users – of sufficient quality			
		2.2	Devise an appropriate testing methodology, which can generate valid data about the integration of			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date

3	Be able to prepare the environment and materials for user testing	3.1 Select and recruit sufficient end-user samples that will
		
		  – be representative of the target audience
		
		  – provide valid test data			

		3.2 Develop tasks or activities and prepare clear instructions for test participants			
		3.3 Select an appropriate method for collecting test data and develop arrangements to record responses			
		3.4 Select an appropriate environment in which user testing can take place			
		3.5 Identify any factors that could affect test results and take appropriate actions to mitigate these			
		3.6 Select and recruit test observers/facilitators where appropriate and ensure they are properly briefed about the objectives of the test and its assessment criteria			
		3.7 Ensure any equipment and materials necessary for recording test data are available to participants and/or facilitators			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(if sampled)

Unit 22: Conduct user testing of designs

Unit reference number: F/601/6454

QCF level: 3

Credit value: 1

Guided learning hours: 6

Unit summary

This unit is about your ability to conduct user tests to ensure a product is fit for purpose, usable by its intended user, and of sufficient quality.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know about the product being tested and the purpose of the test	1.1	Describe the functionality and features of the product			
		1.2	Explain the purpose and objectives of the test			
2	Be able to conduct user testing of designs	2.1	Provide clear instructions to test participants in accordance with agreed procedures and in line with the script or brief			
		2.2	Ensure test participants understand and complete their tasks			
		2.3	Ensure any equipment and materials necessary for recording test data are available to yourself and/or test participants and are in working order			
		2.4	Recognise any factors that may affect test results and take appropriate action to mitigate these			

Learner name:

Learner signature: Date:

Assessor signature: Date:

Internal verifier signature: Date:

(if sampled)   Date:

Unit 23: Evaluate user testing of designs

Unit reference number: J/601/6469

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit is about your ability to evaluate data obtained from user testing and make recommendations for how the product or product design might need to be changed as a result.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about the product and the objectives of the user testing	1.1	Identify the product's intended function, features and target audience			
		1.2	Describe the design and functional specification for the product			
		1.3	Identify project parameters and any design constraints			
		1.4	Describe the design objectives and client requirements			
2	Be able to analyse and evaluate user test results	2.1	Analyse and evaluate user test results, including: – qualitative data – quantitative data			
		2.2	Recognise factors that may have affected test results and take these into consideration as part of the analysis			
3	Be able to document findings and make recommendations for design changes	3.1	Record and document findings in line with company guidelines			
		3.2	Recommend design changes arising from the test results			
		3.3	Negotiate diplomatically with relevant colleagues, in particular designers and developers, to negotiate changes to the design and subsequent implementation, in line with the user testing results			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Creative and Cultural Skills
Lafone House
The Leathermarket
Weston Street
London
SE1 3HN

Telephone: 020 7015 1800
Fax: 020 7015 1847
Email: info@ccskills.org.uk

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building functional skills into your programme

- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active

- is designed to be supportive and thought provoking

- builds on best practice

- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel BTEC qualification framework for the Art and Design sector

Progression opportunities within the framework.

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
8				
7				
6				
5		BTEC Level 5 HND Diploma in Fashion and Textiles/Fine Art/Graphic Design/Interactive Media/Photography/3D Design (QCF)		
4		BTEC Level 4 HNC Diploma in Fashion and Textiles/Fine Art/Graphic Design/Interactive Media/ Photography/3D Design (QCF) BTEC Level 4 Foundation Diploma in Art and Design (QCF)		Level 4 NVQ in Design Management (QCF)

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
3	GCE AS in Art and Design GCE Advanced in Art and Design AS in Applied Art and Design Advanced in Applied Art and Design	BTEC Level 3 Foundation Diploma in Art and Design (QCF) Level 3 BTEC Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Art and Design/Art and Design (Photography)/Art and Design (Graphic Design)/Art and Design (3D Design)/Art and Design (Fine Art)/Art and Design (Design Crafts)/Art and Design (Fashion and Clothing)/Art and Design (Textiles)/Art and Design (Interactive Media) (QCF)	Level 3 Award, Certificate and Diploma in Interactive Media/3D Design/Design Crafts/Graphic Design/Photography/Textiles/Fashion and Clothing/Fine Art (QCF)	Level 3 NVQ in Design (QCF)
2	GCSE in Art and Design GCSE Short Course in Art and Design	Level 2 BTEC Certificate, Extended Certificate and Diploma in Art and Design (QCF)	Level 2 Award, Certificate and Diploma in Interactive Media/3D Design/Design Crafts/Graphic Design/Photography/Textiles/Fashion and Clothing/Visual Arts (QCF)	Level 2 NVQ in Design Support (QCF)

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
1		BTEC Level 1 Award/Certificate/Diploma in Art and Design (QCF)	Level 1 Award, Certificate and Diploma in Interactive Media/3D Design/Design Crafts/Graphic Design/Photography/ Textiles/Fashion and Clothing/Visual Arts (QCF)	
Entry		BTEC Entry Level Award in Art and Design (Entry 3) (QCF)		

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.

- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.

- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications

- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer

- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: Assessment requirements/strategy

Creative and Cultural Skills

Overarching Assessment Principles For

Occupational Qualifications

July 2010

1 Introduction

This Assessment Strategy is applicable to all QCF occupational qualifications at all levels within the Creative and Cultural footprint unless otherwise specified.

These Assessment Principles are designed to supplement the guidance issued by the Regulatory Authorities, including the Additional Regulatory Requirements for Qualifications of the Type NVQ within the QCF, and guidance issued by Awarding Organisations.

2 Simulation

Any simulation allowed must:

- provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed

- Unless otherwise indicated, it is a general principle that evidence from simulations should only be employed under the following circumstances:

- where for the learner to be assessed performing this task in a real working environment could be deemed to pose risks to the themselves or others

- where the situation or task to be assessed arises so infrequently that it would be impractical to wait for an opportunity to assess it solely when it occurred for real

- at the discretion of the Awarding Organisation where it is considered the environment provided fully reflects a commercial working environment and that the demands on the learner during simulation are neither more or less than they would be in a real work environment/situation

- Any simulation must be approved in advance by the External Verifier, and clear reasons must be given for its intended use. If approval is given, all Awarding Organisation guidance and requirements must be observed.

3 Evidence

Workplace performance evidence should form the greatest proportion of each learner's evidence, attesting to the fact that for an occupational qualification the learner has demonstrated competence across the full range of performance requirements and that they are able to apply relevant knowledge and skills.

Other types of acceptable evidence include, but are not limited to:

- Witness Testimony (Details of acceptable witnesses are found in 'Section 4: Expertise of assessors, verifiers and witnesses')

- Logs/Diaries kept by Learners

- Recorded answers to questions posed by the Assessor

- Recorded/Transcribed Interviews with the Learner

- Recorded use of up-to-date commercial/industrial equipment

- E-portfolios and other forms of digital media

- Works documentation attributable to the learner

- Both interim and final internal verification.

4 Expertise of assessors, verifiers and expert witnesses

Assessors must:

- Be competent to make qualitative judgements about the QCF units they are assessing. Illustrations of competence could include the assessor:

  - Having achieved the award/units themselves

  - Having substantial demonstrable experience in the job roles they are assessing

- Hold appropriate assessor qualifications, as currently required by the regulatory authorities

- Carry out their duties in accordance with current guidance on assessment practice issued by the regulatory authorities and the appropriate Awarding Organisation

- Maintain appropriate evidence of development activities to ensure their assessment skills and occupational understanding are current (CPD)

- Have a working knowledge of the NOS and the awards and a full understanding of that part of the award for which they have responsibility. The Awarding Organisation will confirm this through examination of relevant CVs supported by relevant references

- Meet any additional requirements as specified by the Awarding Organisation.

Internal verifiers must:

- Hold appropriate verifier qualifications, as currently required by the regulatory authorities

- Carry out their duties in accordance with current guidance on verification practice issued by the regulatory authorities and the appropriate Awarding Organisation

- Maintain appropriate evidence of development activities to ensure their assessment skills and occupational understanding are current (CPD)

- Have relevant experience within the sector, a working knowledge of the QCF units/award and a full understanding of that part of the units/award for which they have responsibility. The Awarding Organisation will confirm this through examination of relevant CVs supported by relevant references

- Meet any additional requirements as specified by the Awarding Organisation

External verifiers must:

- Be familiar with and/or experienced in the relevant sector and/or context to be able to verify that learner evidence has met the requirements of the award and the requirements of the appropriate Awarding Organisation

- Be in possession of or be working towards the V2 or hold the D35 External Verifier Award. To be achieved within 12 months of registration in England, Wales and Northern Ireland

- Carry out their duties in accordance with the current guidance on verification practice issued by the regulatory authorities and appropriate Awarding Organisation

- Maintain appropriate evidence of development activities to ensure their verification skills and occupational awareness are current (CPD)

- Not work with any centre in which they have a personal or financial interest

- Meet any additional requirements as specified by the Awarding Organisation

- Take part in continuing professional development activities offered by the Awarding Organisation or other relevant providers in the sector to keep up-to-date with developments relating to the award and changes taking place in the industry

Expert Witnesses must:

Be competent to make judgements about the activity for which they are providing the testimony. As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Verifier.

Llywodraeth Cynulliad Cymru
Welsh Assembly Government