

Specification

Edexcel NVQ/competence-
based qualifications

**Edexcel Level 2 NVQ Certificate in
Design Support (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.

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Authorised by Roger Beard

Prepared by Paul Webster

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Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 NVQ in Design Support:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
EDEXCEL Level 2 NVQ Certificate in Design Support (QCF)	501/0342/8	01/09/2010

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.

These titles replace the following qualifications from Edexcel:

Qualification title

EDEXCEL Level 2 NVQ in Design Support

Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
Q1054387	11/06/2001	31/08/2010

Key features of the Level 2 NVQ Certificate in Design Support (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 2 NVQ Certificate in Design Support (QCF) has been approved as a component required for the Creative Apprenticeship framework.

What is the purpose of this qualification?

The Edexcel Level 2 NVQ Certificate in Design Support (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 qualifications 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 a work-based qualification, 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 Level 3 NVQ in Design. Alternatively, learners may progress onto the Edexcel Level 3 Specialist Courses in 3D Design, Design Crafts or Graphic Design, the Edexcel Foundation Diploma in Art and Design, or the Edexcel BTEC Level 3 Nationals in Art and Design.

Further information is available in *Annexe A*.

What is the qualification structure for the Level 2 NVQ Certificate in Design Support (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

This qualification requires achievement of a minimum of 31 credits. 23 credits are to be achieved from Mandatory units and a minimum of 8 credits from the Optional units.

Mandatory Units

Unit Title	Level	Credit
Develop design principles and techniques and processes for designing products	2	3
Understanding the design brief	2	2
How to follow a design process	2	3
Assist in following a design process	2	4
Application of techniques for the design of products	2	3
Research, test and apply techniques for the design of products	2	3
Working in a team	2	2
Create visual designs	3	3

Optional Units

Unit Title	Level	Credit
Assist with marketing activities	3	4
Deliver a presentation	3	3
How the design industry works	2	2
Applying research on the history and theory of design to design activities	2	2
Assist in the production of prototypes, models, mock-ups, artwork, samples or test pieces	2	2
Explore the use of colour in a creative environment	2	2
Provide written information in relation to your design work	2	2
Develop and extend critical and creative thinking skills	3	3
Principles and implementation of relevant legislation in design	2	1

How is the qualification graded and assessed?

The overall grade for the 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 qualification is 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 persists 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: **Develop design principles and techniques and processes for designing products**

Unit reference number: F/601/6406

QCF level: 2

Credit value: 3

Guided learning hours: 21

Unit summary

This unit describes the skills and knowledge required to research and apply techniques for design. The nature of the end products may vary greatly. The focus of the unit is on researching and experimenting with the design techniques for products including research of materials, and use of appropriate technology.

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 could be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the formal elements and principles of design	<p>1.1 Give examples of how formal elements and principles of:</p> <ul style="list-style-type: none"> - Balance - Proportion - Rhythm - Emphasis - Unity <p>are applied in the design of products</p> <p>1.2 Describe how formal elements and principles of design are visible in the work of two major designers</p>			
2 Understand how to apply common techniques, materials, tools and equipment to design and manufacture	<p>2.1 Describe a range of common techniques, materials, used in design and manufacture</p> <p>2.2 Give examples of common tools and equipment used in design</p> <p>2.3 Describe the physical properties and capabilities of a range of materials, tools and equipment used in design</p> <p>2.4 Describe the characteristics of different materials and the potential of these characteristics to achieve different effects</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 2: Understanding the design brief

Unit reference number: M/601/6448

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit is about gaining a basic understanding of a design brief and why it is critical to the design 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 Able to understand why a design brief is critical to the design process	1.1 Explain the purpose of a design brief 1.2 Outline the type of information you would expect to find in a design brief 1.3 Outline why the design brief is critical to the design process			
2 Able to determine the design brief requirements	2.1 Identify the key client expectations within the design brief 2.2 Explain what the design solution must achieve 2.3 Identify the parameters and limitations in the design brief 2.4 Give examples of formats used for design briefs 2.5 Give examples of key terms used in a design brief and their meanings			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to understand the relationship between business needs and the design process	<p>1.1 Explain the features of the design supply chain</p> <p>1.2 Explain how different business contexts may impact on the design process</p> <p>1.3 Outline how to relate the design process to different business needs</p>			
2 Know the key features and steps in the design process from concept to review	<p>2.1 Outline the key features of the design process</p> <p>2.2 Explain how creative thinking techniques can be used to generate ideas in any design context</p> <p>2.3 Describe the purpose of using prototypes, proofs and mock-ups in the design process</p> <p>2.4 Describe potential sources of information for new ideas, relevant to a specific design process</p>			
3 Understand how different ownership rights may impact on the design process	<p>3.1 Explain how copyright, moral rights, and intellectual property rights may impact on the design process</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4: Assist in following a design process

Unit reference number: T/601/6418

QCF level: 2

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is about assisting a lead designer in following a design process from concept to review, working with others to respond to stakeholder requirements, identifying the design challenge, contributing to ideas, working with others to develop ideas, reflecting on progress, presenting an idea alongside others that could be implemented and evaluating whether the finally selected idea has met the original challenge.

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 Interpret the nature and scope of the design challenge set by stakeholders	<p>1.1 Follow specific objectives set by stakeholders</p> <p>1.2 Identify any constraints that may impact on the design process</p> <p>1.3 Identify and source relevant supporting information and assistance</p>			
2 Contribute to the range of ideas to respond to the design challenge	<p>2.1 Generate a range of ideas that respond to the challenge</p> <p>2.2 Explore different options and ideas for meeting objectives</p>			
3 Suggest a preferred design solution	<p>3.1 Reflect on stakeholder ideas and feedback</p> <p>3.2 Identify on or more solutions for stakeholders</p> <p>3.3 Present an agreed solution to stakeholders in an appropriate format</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Contribute to generation of the preferred design solution	4.1 Schedule own key tasks and organise resources to support implementation			
	4.2 Undertake design tasks to assist trialling of the proposed solution			
	4.3 Maintain records of the implementation process			
5 Collate feedback from stakeholders	5.1 Check the success of the solution based in the original objectives			
	5.2 Review the complete design process to identify what succeeded and failed			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: Application of techniques for the design of products

Unit reference number: F/601/6437

QCF level: 2

Credit value: 3

Guided learning hours: 21

Unit summary

This unit describes the skills and knowledge required to research and apply techniques for design. The nature of the end products may vary greatly. The focus of the unit is on researching and experimenting with the design techniques for products including research of materials, and use of appropriate technology.

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 formal elements and principles of design	<p>1.1 Give examples of how formal elements and principles of:</p> <ul style="list-style-type: none"> - balance - proportion - rhythm - emphasis - unity <p>are applied in the design of products</p> <p>1.2 Describe how formal elements and principles of design are visible in the work of two major designers</p>			
2 Know about common techniques, materials, tools and equipment and their application to design and manufacture	<p>2.1 Describe a range of common techniques, materials, used in design and manufacture</p> <p>2.2 Give examples of common tools and equipment used in design</p> <p>2.3 Describe the physical properties and capabilities of a range of materials, tools and equipment used in design</p> <p>2.4 Describe the characteristics of different materials and the potential of these characteristics to achieve different effects</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Adopt the preferred approach based on the requirements of the brief	3.1 Document the planned design approach 3.2 Use a selected technique make a product, prototype or sample ensuring consistency with the selected approach and the brief 3.3 Present the designed product, prototype or model in accordance with the brief specifications			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6: **Research, test and apply techniques for the design of products**

Unit reference number: H/601/6446

QCF level: 2

Credit value: 3

Guided learning hours: 21

Unit summary

This unit describes the skills and knowledge required to research and apply techniques for design. The nature of the end products may vary greatly. The focus of the unit is on researching and experimenting with the design techniques for products including research of materials, and use of appropriate technology.

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 produce a plan which interprets a design brief	<p>1.1 Correctly interpret the specifications of a design brief</p> <p>1.2 Source and evaluate information pertinent to the brief</p> <p>1.3 Correctly identify the resources required for the design of the product</p> <p>1.4 Produce a preliminary visual representation of the brief</p>			
2 Identify possible approaches to a design brief	<p>2.1 Select appropriate materials, tools and equipment for the testing of approaches and techniques</p> <p>2.2 Test and experiment with a range of techniques, technology and materials which might meet the requirements of the brief</p>			
3 Adopt the preferred approach based on the requirements of the brief	<p>3.1 Document the planned design approach</p> <p>3.2 Use a selected techniques make a product, prototype or sample ensuring consistency with the selected approach and the brief</p> <p>3.3 Present the designed product, prototype or model in accordance with the brief specifications</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 7: Working in a team

Unit reference number: F/502/3538

QCF level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit will cover the dynamics of team working and examine what it is to be an effective team player. The unit will cover the interpersonal skills needed, what it means to make a positive contribution to a team, the importance of adapting to different contexts and taking responsibility for own role and input.

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 apply the skills needed to form collaborative relationships	<p>1.1 Demonstrate the ability to participate effectively in a team, showing they can:</p> <ul style="list-style-type: none"> a help establish a consensus and reach agreements b be open and receptive to other people's ideas and input c provide constructive support and feedback to others d perform their agreed role and assigned tasks in a manner that ensures group success 			
2 Be able to adapt their behaviour within a team to ensure successful working relationships are established and maintained	<p>2.1 reflect on their own performance and behaviour in the team and assess the influence this has on others</p> <p>2.2 use a range of verbal and non-verbal techniques that help facilitate discussions and support other team members</p>			
3 Know the approaches that can be used to resolve issues and achieve team goals	<p>3.1 demonstrate some empathy skills in appreciating other team members' positions</p> <p>3.2 demonstrate the ability to compromise if necessary to ensure that the team goals are achieved</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 8: Create visual designs

Unit reference number: D/601/7501

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is about producing, and modifying if necessary, visual designs to meet client requirements. Design techniques used to create visual designs may include, but not be restricted to, drawing freehand, drawing on a tablet, scanning drawings or photographs, using graphics software. The learner will be expected to demonstrate knowledge and use of visual design principles and techniques. Excellent communication skills to interpret client requirements will be essential.

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 clarify the visual design requirements for a brief	<p>1.1 Define the target user and audience</p> <p>1.2 Identify factors that may determine or affect visual design concepts, including the design techniques</p> <p>1.3 Research products, designs, images, artwork and other creative work that may inspire design ideas</p>			
2 Be able to generate a range of visual design ideas to meet the brief	<p>2.1 Experiment with imaging techniques to create required visual design</p> <p>2.2 Explore a range of typographical and visual design elements to create designs</p> <p>2.3 Generate a range of visual design ideas that are technically feasible, meet the brief and provide creative solutions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Select the final design concept for client approval	3.1 Evaluate initial design ideas and specifications against findings 3.2 Secure agreement with the relevant people on the final design concept 3.3 Ensure the selected final design technique meets the requirements of the brief			
4 Develop the design using agreed concepts and techniques	4.1 Produce the design in the format agreed with the client 4.2 Review the design to ensure it meets the design brief and technical specifications and undertake any modifications if necessary			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 9: Assist with marketing activities

Unit reference number: M/601/6451

QCF level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is for those involved in supporting or contributing to the planning, implementation and evaluation of marketing activities, and developing appropriate material. You will liaise with others in your company to identify the objectives for the marketing in the context of the client's or your own company's policies and procedures, participate in the selection of appropriate marketing activities, assist with the preparation of a plan and budget and support the delivery and evaluation of the marketing activity.

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 marketing principles and the importance of branding and corporate identity in marketing	<p>1.1 Identify the key principles of marketing</p> <p>1.2 Explain the importance of branding and corporate identity in marketing</p>			
2 Be able to identify the target audience and desired outcomes of marketing activity	<p>2.1 Identify, through discussion with others the:</p> <ul style="list-style-type: none"> - target audience for marketing activities and materials - desired outcome of marketing activities and materials 			
3 Be able to assist in the preparation, costing and implementation of an ongoing marketing plan	<p>3.1 Assist in the preparation, costing and implementation of an ongoing marketing plan, taking into consideration:</p> <ul style="list-style-type: none"> - relevant legislation - codes of conduct - internal and external policies and guidelines 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to assist in the production of marketing materials	4.1 Ensure that marketing and advertising branding is accurate, up to date and conforms to client's or own company brand guidelines 4.2 Ensure marketing materials are appropriate for the target audience and intended purpose 4.3 Ensure collateral is delivered on time and through the appropriate distribution channel			
5 Be able to assist in the collection and analysis of data to inform future actions	5.1 Identify strategies for collecting data to measure the effectiveness of marketing activities, working with others 5.2 Produce and analyse data against success indicators 5.3 Use the results of the analysis to inform future actions			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 10: Deliver a presentation

Unit reference number: T/601/2529

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit covers the skills, knowledge and understanding learners need to prepare for, deliver and evaluate a presentation for an audience.

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
<p>1 Understand the purpose of preparing for and evaluating a presentation</p>	<p>1.1 Explain the purpose of using different types of presentation and equipment</p> <p>1.2 Explain different ways of delivering presentations and their features</p> <p>1.3 Explain the procedures to be followed when preparing a presentation</p> <p>1.4 Explain the benefits of preparing for giving a presentation</p> <p>1.5 Describe the types of problems that may occur with equipment and how to deal with them</p> <p>1.6 Explain the purpose and benefits of contingency planning</p> <p>1.7 Explain the purpose and benefits of collecting feedback from the audience on the presentation</p> <p>1.8 Explain the purpose and benefits of evaluating presentations and own performance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the techniques used in enhancing a presentation	2.1 Explain and illustrate how presentations may be enhanced by materials and equipment 2.2 Explain and illustrate how presentations may be enhanced by use of communication and interpersonal skills 2.3 Describe how to gauge audience reaction to the presentation 2.4 Explain the purpose and benefits of summarising important features of the presentation 2.5 Describe the purpose and benefits of giving the audience opportunities to ask questions			
3 Be able to prepare for delivery of a presentation	3.1 Select any equipment needed and plan how to use it to best effect 3.2 Make contingency plans in case of equipment failure or other problems, if required 3.3 Practise the presentation and its timing 3.4 Obtain feedback on planned presentation and make adjustments, if required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to deliver a presentation</p>	<p>4.1 Check equipment and resources</p> <p>4.2 Circulate presentation materials</p> <p>4.3 Introduce self to audience and state aims of the presentation</p> <p>4.4 Address the audience, speaking clearly and confidently, using language to suit the topic and audience</p> <p>4.5 Vary tone, pace and volume to emphasise key points</p> <p>4.6 Gauge audience reaction during the presentation and adapt if required</p> <p>4.7 Summarise throughout the presentation to emphasise key points and help to maintain audience interest</p> <p>4.8 Use body language in a way that reinforces presented information</p> <p>4.9 Use equipment, where appropriate, to enhance the presentation, and deal with any problems that may occur</p> <p>4.10 Provide the audience with opportunities to ask questions</p> <p>4.11 Listen carefully to questions and respond in a way that meets the audience's needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to evaluate a presentation	5.1 Collect feedback on the presentation 5.2 Reflect on own performance and identify learning points 5.3 Evaluate the presentation and own performance and identify changes that will improve future presentations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the concept of a 'design industry'	<p>1.1 Describe the concept of a 'design industry'</p> <p>1.2 Explain what the design industry does and how it relates to other industries</p>			
2 Understand the scope for employment in the design industry	<p>2.1 Outline the entry opportunities for employment in the design industry</p> <p>2.2 Outline key design disciplines and how they interrelate</p> <p>2.3 Identify the key job roles and responsibilities in a design company</p>			
3 Understand the current changes that impact on the design industry	<p>3.1 Describe briefly how the following factors may have an impact on the design industry:</p> <ul style="list-style-type: none"> - Globalisation - New technology - Convergence - Working across disciplines in design companies 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how ownership rights impact on the design industry	4.1 Outline how: <ul style="list-style-type: none"> - Intellectual Property Rights - Copyrights - Moral rights impact on the day to day work in the design industry			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
(if sampled)

Unit 12: **Applying research on the history and theory of design to design activities**

Unit reference number: F/601/6387

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit requires you to research, identify and apply information on the history and theory of design to your own area of 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 how to find relevant sources of information on design history and theory	<p>1.1 Explain where they might research information on design history and theory</p> <p>1.2 Select information relevant to a given research task on design theory or history</p> <p>1.3 Organise and present the research information selected so that it can be accessed and cross referenced for their future use</p>			
2 Be able to use opportunities to update and expand their knowledge of design trends and developments	<p>2.1 Incorporate and integrate research information into their own design activities</p> <p>2.2 Give examples of current trends in design</p> <p>2.3 Explain how design ideas have evolved, in one context of their own choice</p> <p>2.4 Describe how an aspect of design history or theory has been interpreted in their own design work</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 13: **Assist in the production of prototypes, models, mock-ups, artwork, samples or test pieces**

Unit reference number: T/601/6404

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit is about the realisation or production of 2D and 3D prototypes, models, mock-ups, artwork, samples or test pieces using small-scale techniques. Designers need to understand how their final design will be made, function and perform to check that their ideas will work in practice and be suitable for the client. You will be involved in providing design support to the lead designer, for example contributing ideas, using craft skills or recording the results of tests.

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 Design prototype, model, mock-up, artwork, sample or test piece	<p>1.1 Explain how design prototypes contribute to realisation of the design brief</p> <p>1.2 Give examples of how different media can be used to create prototypes, models, mock-ups, artwork, samples or test pieces</p> <p>1.3 Outline how to plan the realisation of a prototype</p>			
2 Follow a brief to create a prototype, model, mock-up, artwork, sample or test piece	<p>2.1 Select suitable media/materials and associated tools, equipment, techniques and processes to meet a given design brief</p> <p>2.2 Realise a viable prototype using small scale realisation techniques</p> <p>2.3 Produce the prototype to agreed standard within budget and on time</p> <p>2.4 Gather and record data for evaluation of performance, function and ease of use</p> <p>2.5 Produce a concise evaluation report on the prototype and client response</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 14: Explore the use of colour in a creative environment

Unit reference number: T/601/7505

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit is about the basic skills and knowledge required to explore the use of colour and to apply colour theory in design.

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 application of colour theory in design	1.1 Give examples of colour theory 1.2 Explain colour attributes and colour relationships 1.3 Describe how different cultures attribute different meanings to colours 1.4 Give examples of how Designers use colour to distinguish their work			
2 Use colour theory in design practise	2.1 Test different colours and colour combinations through experimentation 2.2 Use own ideas to challenge or confirm a colour theory 2.3 Show how colour can be used to communicate a particular idea or concept 2.4 Explain some of the potential limitations of colour theory in design work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 15: Provide written information in relation to design work

Unit reference number: D/601/6445

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit is about the skills and knowledge required to communicate effectively in writing, in relation to your 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 Be able to understand the purpose of the written communication	1.1 Say who the intended audience is 1.2 Explain what information is needed and where to get it 1.3 Show they have all the necessary correct and current information needed for the task			
2 Produce written information in an approved style and format	2.1 Write clearly and legibly, giving all the essential information needed 2.2 Use approved styles and formats for written communication including any house styles			
3 Understand how confidentiality applies to the production of written information	3.1 Explain why written information should only be passed to those people authorised to receive it 3.2 Describe how they would maintain confidentiality in relation to a given piece of written work			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 16: Develop and extend critical and creative thinking skills

Unit reference number: K/601/6464

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is for individuals who need to develop and extend their critical and creative thinking skills; it is about developing the habit of thinking in a more creative way. Creative thinking involves looking at things differently, musing, testing, experimenting and challenging existing thought patterns. Creative thinking can take place at any time at any place and can be applied to any type of issue or situation. When used effectively it can assist with the improvement of existing or the development of new or innovative services, products or processes.

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
<p>1 Understand the definitions, concepts and history of creative thinking</p>	<p>1.1 Describe different creative thinking techniques and how they work</p> <p>1.2 Describe how creative thinking has developed over time and its impact on society</p> <p>1.3 Explain how creativity can apply in both creative and non-creative contexts</p> <p>1.4 Explain the potential impact of creative thinking on individuals and businesses</p> <p>1.5 Identify the techniques that can be used for filtering diverse information</p>			
<p>2 Be able to use a range of creative thinking techniques to generate ideas and responses</p>	<p>2.1 Clarify information using questions asked from different perspectives</p> <p>2.2 Analyse a variety of information sources</p> <p>2.3 Interpret the central questions, issues and challenges from given information</p> <p>2.4 Critically compare pre-conceptions and assumptions to determine actual constraints in defining a problem for resolution</p> <p>2.5 Review and revise barriers to creative thinking from individuals and organisations</p> <p>2.6 Analyse realities beyond the current situation and take risks with ideas and thought processes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.7 Investigate familiar sources of information for new inspiration</p> <p>2.8 Record observations, experiences, ideas and reflective thoughts to broaden personal knowledge base</p> <p>2.9 Demonstrate an acceptance of the opportunity for revelation when least expected</p> <p>2.10 Identify connections and associations from things that seem unconnected</p> <p>2.11 Identify, interrogate and challenge assumptions behind existing ideas</p> <p>2.12 Critically compare a range of different solutions and ideas</p> <p>2.13 Evaluate ideas and situation in new ways to change perspective</p> <p>2.14 Review and revise ideas with others to identify how they might be changed or improved</p> <p>2.15 Review and revise own thought patterns and ways of responding to work and life situations</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 17: Principles and implementation of relevant legislation in design

Unit reference number: K/601/6447

QCF level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit is about understanding the legislation, principles and codes of practice and their impact on the design industry.

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
<p>1 Understand relevant legislation, principles and codes of practice in the context of the design industry</p>	<p>1.1 Identify relevant legislation, principles and codes of practice that must be taken into consideration in the design industry, especially in regard to:</p> <ul style="list-style-type: none"> - Copyright - Moral rights - Ethical considerations - Intellectual property - Sale of goods - Employment - Health and safety <p>1.2 Identify key sources of information and advice on legislation, principles and codes of practice and their impact on the design industry</p>			
<p>2 Understand the impact of relevant legislation on the design industry</p>	<p>2.1 Describe the impact of relevant legislation, principles and codes of practice on the development and presentation of design concepts</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

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)		

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
4		<p>BTEC Level 4 HNC Diploma in Fashion and Textiles/Fine Art/Graphic Design/Interactive Media/Photography/3D Design (QCF)</p> <p>BTEC Level 4 Foundation Diploma in Art and Design (QCF)</p>		Level 4 NVQ in Design Management (QCF)
3	<p>GCE AS in Art and Design</p> <p>GCE Advanced in Art and Design</p> <p>AS in Applied Art and Design</p> <p>Advanced in Applied Art and Design</p>	<p>BTEC Level 3 Foundation Diploma in Art and Design (QCF)</p> <p>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)</p>	<p>Level 3 Award, Certificate and Diploma in Interactive Media/ 3D Design/ Design Crafts/ Graphic Design/ Photography/ Textiles/ Fashion and Clothing/Fine Art (QCF)</p>	Level 3 NVQ in Design (QCF)

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
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)
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.

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. n 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.

Annexe E: Personal, Learning and Thinking Skills

Summary of the PLTS coverage throughout the programme

Personal, learning and thinking skills	Unit									
	1	2	3	4	5	6	7	8	9	10
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers				✓		✓	✓	✓	✓	✓
Reflective learners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Team workers				✓			✓	✓	✓	✓
Self-managers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Effective participators	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓ – opportunities for development										

Personal, learning and thinking skills	Unit						
	11	12	13	14	15	16	17
Independent enquirers	✓	✓	✓	✓	✓	✓	✓
Creative thinkers	✓	✓	✓	✓	✓	✓	✓
Reflective learners	✓	✓	✓	✓	✓	✓	✓
Team workers						✓	
Self-managers	✓	✓	✓	✓	✓	✓	✓
Effective participators		✓	✓	✓		✓	
✓ – opportunities for development							

Ofqual
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Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Publications Code N025330 September 2010

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Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 077

