Pearson
Edexcel Level 3 NVQ Diploma in Design (QCF)

Specification

NVQ/Competence-based qualification

First registration September 2010

Issue 2

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The qualifications offered include National Vocational Qualifications/Competency-based qualifications, Scottish Vocational Qualifications, and other qualifications that attest to competence in the workplace, the suite of BTEC vocationally related qualifications, ranging from Entry Level to Higher National Diplomas, GCSE, GCE AS and GCE A levels. Working in partnership with universities, Pearson Education Limited has Degree awarding powers.

Pearson Education Limited is committed to supporting work-based learning through its BTEC Apprenticeship and Employability Frameworks and our suite of vocational qualifications.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website: www.edexcel.com

References to third party material made in this specification are made in good faith. Pearson 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.)

All information in this specification is correct at time of going to publication.

Contents

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 NVQ Diploma in Design (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 NVQ Diploma in Design (QCF)	501/0705/7	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 feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Reference Application (LARA), where relevant.

You should use the QCF Qualifications Number (QN), 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 Number (QN)	Accreditation start date	Accreditation end date
Edexcel Level 3 NVQ in Design	Q1054388	11/06/01	31/08/10

Key features of the Pearson Edexcel Level 3 NVQ in Design (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 Pearson Edexcel Level 3 NVQ Diploma in Design (QCF) has been approved as a component required for the Creative Apprenticeship framework.

What is the purpose of this qualification?

The Pearson Edexcel Level 3 NVQ Diploma in Design (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 are 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 Pearson Edexcel Level 4 NVQ in Design Management. Alternatively, learners could progress onto the Pearson BTEC Level 4 Higher National Certificate in Graphic Design or 3D Design.

Further information is available in *Annexe A*.

Qualification structure for the Pearson Edexcel Level 3 NVQ Diploma in Design (QCF)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	49
Minimum number of credits that must be achieved at level 3 or above	47
Number of mandatory credits that must be achieved (Group A)	29
Minimum number of optional credits that must be achieved (from Groups B1, C1 and C2)	20
Maximum number of credits that can be achieved from Business optional units groups C1 and C2	6
Maximum number of units that can be achieved from Business optional units group C1	1
Maximum number of units that can be achieved from Business optional units group C2	1

Mandatory units: Learners must achieve 29 credits from this group.

Unit	Unit reference number	Mandatory units (Group A)	Level	Credit	Guided learning hours
1	F/601/6485	Research a Design Concept	3	4	24
2	F/601/6518	Write a Design Brief	3	2	12
3	T/601/6483	Interpret a Design Brief and Follow the Design Process	3	4	24
4	R/601/6507	Understand the Concept and Techniques Used in Branding	3	3	18
5	K/601/6464	Develop and Extend Critical and Creative Thinking Skills	3	3	18
6	T/601/6452	Collaborate in a Creative Process	3	3	18
7	Y/601/6511	Understand Market Research	3	3	18
8	M/601/2528	Develop a Presentation	3	3	15
9	T/601/2529	Deliver a Presentation	3	3	15
10	F/501/3821	Working with Costs and Budgets	3	1	7

Optional units: Learners must achieve a minimum of 20 credits from groups B1, C1 and C2.

Unit	Unit reference number	Design optional units (Group B1)	Level	Credit	Guided learning hours
11	T/601/6502	The History and Social Impact of Creativity and its Influence on Design	3	3	18
12	L/601/6490	Research and Evaluate the Nature of Design in a Specific Industry Context	3	3	18
13	D/601/6459	Create 3D Models Using a Computer Aided Design System	3	4	24
14	M/601/6515	Undertake Market Research	3	4	24
15	F/601/6499	Support Marketing Activities	3	4	24
16	K/601/6495	Select and Develop Business Relationships with Preferred Suppliers	3	5	30
17	T/601/2580	Manage Budgets	4	5	29
18	J/601/2549	Contribute to Running a Project	3	5	30
19	R/601/6457	Create 2D Designs Using a Computer Aided Design System	3	4	24
20	K/601/6481	Identify and Understand a Client's Brand Strategy	3	4	24
21	T/601/6449	Articulate, Present and Debate Ideas in a Creative Environment	3	3	18
22	T/601/6466	Devise User Testing of Designs	3	2	12
23	F/601/6454	Conduct User Testing of Designs	3	1	6
24	J/601/6469	Evaluate User Testing of Designs	3	2	12

Unit	Unit reference number	Business optional units (Group C1) No more than one unit to be taken from this group.	Level	Credit	Guided learning hours
25	M/601/4375	Define the Product or Service of the Business	3	3	21
26	M/601/5803	Keep Financial Records	3	4	28

Unit	Unit reference number	Business optional units (Group C2) No more than one unit to be taken from this group.	Level	Credit	Guided learning hours
27	F/601/5823	Keeping Up to Date with Current Legislation in a Business	3	3	21
28	D/601/6266	Balance Business Needs and Personal Life	3	2	14
29	Y/601/5357	Carry out Banking for a Business	3	3	14
30	F/601/4378	Carry Out Plans for a Business	3	3	21
31	Y/601/5925	Check what Customers Need from the Business	3	3	21
32	Y/601/4404	Decide on a Business Location	3	3	21
33	R/601/6300	Manage Own Time and Efficiency	3	3	21
34	A/601/4394	Obtaining Support for a Business Idea	3	3	21
35	H/601/5944	Plan How to Let Customers Know about Products or Services	3	3	21
36	Y/601/5858	Review the Skills the Business Needs	3	2	14
37	J/601/6245	Seek Advice and Help for the Business	2	2	16

Centres should be aware that within the Level 3 qualification in this specification, learners may be required to meet the demands of optional Unit 17: *Manage Budgets* at level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit during delivery and assessment of the qualification.

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 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 these qualifications have/has 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 examples below. Centres should refer to the assessment strategy for information about which of the following are permissable.

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

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, where permitted by the assessment strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EPW)

- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

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.

Centre recognition and approval

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?

The qualification is designed to support learners working in the design sector. Physical resources need to support the delivery of the qualification 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:   Research a design concept

Unit reference number: F/601/6485

QCF level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit applies to individuals who research and generate concepts and solutions in response to a design challenge in an industry context. The starting point may be an open or closed brief; a spontaneous idea; modification of an existing product, service, process, or system; or a point in an ongoing 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	Establish client needs and design requirements	1.1	Determine and evaluate user/client needs			
		1.2	Clarify specifications, parameters and constraints of the design challenge in consultation with relevant stakeholders			
		1.3	Articulate the essence of the design challenge in an appropriate format			
		1.4	Establish and develop working relationships with key stakeholders and keep them informed throughout the design process			
2	Carry out research to inform design solutions	2.1	Research, evaluate and acknowledge information from relevant sources, which may assist in responding to the design challenge, including: – historical, current and future perspectives and trends – social, economical, environmental, sustainable, ethical and cultural issues – other designs and the work of design practitioners			
		2.2	Analyse, extract and collate information to inform the development of the design solution			
		2.3	Seek and integrate input and ideas from others during the design process			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Develop design options based on research and other information	3.1	Develop and use a range of criteria, which can be used to evaluate different options and ideas			
		3.2	Use a range of creative thinking techniques to generate different options and ideas			
		3.3	Apply relevant principles of functionality, ergonomics, aesthetics and sustainability to the development of different options			
		3.4	Seek and integrate input and ideas from others			
		3.5	Negotiate and agree any changed requirements or modifications			
4	Select and present preferred design solution	4.1	Select a preferred solution against agreed criteria and in consultation with relevant key stakeholders			
		4.2	Adjust and refine proposed design solution based on research testing and reflection			
		4.3	Present proposed design solution with appropriate supporting documentation according to project requirements			
5	Understand copyright, moral rights and intellectual property issues	5.1	Explain the relevant legislation that impacts on design, including: – copyright – moral rights – intellectual property			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Write a design brief

Unit reference number: F/601/6518

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit is about writing a design brief and what should be incorporated in to it. A design brief is a written document that thoroughly explains the problem that needs to be solved by a designer or designer team, focusing on results of design, outcomes of design, and the business objectives of the design project.

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 define the requirements for a design project	1.1	Define the aims and objectives of the design project in terms of: – results of design – outcomes of design – business objectives of design project			
	1.2	Define the target audience for the design project by reference to demographics such as: – age – gender – income – occupation – geographic location			
	1.3	Identify the main competitors and review their products in relation to design project objectives			
	1.4	Agree the budget and timescale for completing the design project			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to prepare a written design brief	2.1	Prepare a clear, concise and well constructed written design brief, in the appropriate format, which incorporates information about: – profile and values of the organisation – aims and objectives of the design project – target audience – competitors – budget and timescale			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Unit 3: Interpret a design brief and follow the design process

Unit reference number: T/601/6483

QCF level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is about interpreting and creatively responding to a design brief through the design process. It focuses on creative communication and planning processes that support effective responses to the design brief.

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	Confirm the nature and scope of the design brief with stakeholders	1.1	Establish and clarify the user or client for the proposed product/service to inform design decisions			
		1.2	Identify specifications, parameters or constraints of the design brief with relevant client and relevant colleagues			
		1.3	Identify factors that may determine or affect visual design concepts, including the design techniques			
2	Generate a range of ideas to respond to the design brief and agree the design concept	2.1	Source and evaluate products, designs, images, artwork and other creative work to inspire design ideas			
		2.2	Generate a range of ideas for the design concept through research, exploration and experimentation			
		2.3	Develop an initial design concept in line with design brief parameters and present this in an appropriate format			
		2.4	Evaluate and explore different options and creative ideas for refining the concept, working closely with the client and seeking feedback at each step of the process			
		2.5	Agree the concept for work which complies with the design brief			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Produce models/prototypes/ artwork and finalise production specification	3.1	Assess specific design production risks			
		3.2	Identify all components required to produce a model, prototype or artwork			
		3.3	Identify and consult with supporting services required for production			
		3.4	Produce a model, prototype or artwork and evaluate this against the design brief requirements			
		3.5	Analyse the model, prototype or artwork and determine if any further adjustments need to be made to production requirements			
		3.6	Finalise production specifications supported by accurate and complete documentation			
4	Be able to produce, or monitor production of product/service and obtain client approval	4.1	Collect and/or organise required components for the work			
		4.2	Produce or monitor the production of the work ensuring all parameters of the design brief are met			
		4.3	Document work progress accurately and in a format appropriate to the nature of the design and requirements of the design brief			
		4.4	Obtain client approval and signature for the work when appropriate			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4:   Understand the concept and techniques used in branding

Unit reference number: R/601/6507

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is about understanding the importance of branding for business performance and the tools and techniques that are used for this.

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 definition of brand and the role of brands for business performance	1.1	Identify a range of brand and branding models			
		1.2	Explain the difference between business plans and brand plans			
		1.3	Describe the types of market drivers, trends and issues involved in branding			
2	Understand different tools and techniques used in branding	2.1	Identify the range of audit tools and methods used for: – branding – design			
		2.2	Explain positioning, competitor's analysis, benchmarks and segmentation			
		2.3	Describe how user and market research information can be used to support brand strategy decision-making frameworks			
		2.4	Identify typical examples of success and failure in branding and the reasons for this			
		2.5	Identify a range of storytelling techniques that are used in branding			
		2.6	Explain the role of design management and the management design process			
		2.7	Describe how communications, products and services should be co-ordinated			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand the impact of social responsibility, sustainability and innovation in branding	3.1	Describe the policy, aims and impact on brand strategy of: – corporate social responsibility – sustainability			
	3.2	Explain the importance of innovation as a strategic competence and how to integrate design and innovation in brand strategy for business and brand competitiveness			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: 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
1	Understand the definitions, concepts and history of creative thinking	1.1	Describe different creative thinking techniques and how they work			
		1.2	Describe how creative thinking has developed over time and its impact on society			
		1.3	Explain how creativity can apply in both creative and non-creative contexts			
		1.4	Explain the potential impact of creative thinking on individuals and businesses			
		1.5	Identify the techniques that can be used for filtering diverse information			
2	Be able to use a range of creative thinking techniques to generate ideas and responses	2.1	Clarify information using questions asked from different perspectives			
		2.2	Analyse a variety of information sources			
		2.3	Interpret the central questions, issues and challenges from given information			
		2.4	Critically compare pre-conceptions and assumptions to determine actual constraints in defining a problem for resolution			
		2.5	Review and revise barriers to creative thinking from individuals and organisations			
		2.6	Analyse realities beyond the current situation and take risks with ideas and thought processes			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6: Collaborate in a creative process

Unit reference number: T/601/6452

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is about the skills required to collaborate in a creative process in a work context. The unit focuses on effective engagement in a collaborative process, underpinned by a commitment to trust and ethics as a key feature of collaborative creative effort.

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 collaborate effectively in a creative process	1.1	Respect collaborative efforts by relinquishing individual ownership of ideas			
		1.2	Identify, acknowledge and respect the different ways that different people may contribute to the creative process			
		1.3	Use professional discretion and judgement in dealing with others			
		1.4	Maintain a belief in personal ideas, combined with a willingness to move on from initial positions and pre-conceptions to accept and embrace new and unpredictable ideas as they emerge during the creative process			
		1.5	Use language and adopt a demeanour that demonstrates respect and trust for others			
		1.6	Listen to, value, respect and trust the contributions of others as material to work with rather than positions to argue against			
		1.7	Challenge, test and share ideas in a supportive way as part of the creative process			
		1.8	Play a role that encourages the movement and shift of ideas within the group towards a well conceived solution			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to sustain creative partnerships by demonstrating trustworthy and ethical behaviour	2.1	Reflect on own participation, relationships with others and personal behaviour in the collaborative process			
		2.2	Identify ways to do better and follow up on any issues that need to be resolved			
		2.3	Identify and seek opportunities to refine and expand own skills and knowledge, including learning from failure			
3	Be able to observe legal and ethical considerations	3.1	Acknowledge and work within the legal framework that applies to creative content as part of an individual commitment to an ethical approach, including issues relating to: – copyright – moral rights – intellectual property rights			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 7: 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			
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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*)

Unit 8: Develop a presentation

Unit reference number: M/601/2528

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about developing a presentation.

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 preparing for and evaluating a presentation	1.1	Explain the purpose of using different types of presentation and equipment to provide information			
	1.2	Explain the procedures to be followed when preparing a presentation, including planning, preparation of content, materials, and contingencies			
	1.3	Explain the benefits of preparing for giving a presentation			
	1.4	Explain and illustrate how presentations may be enhanced by materials and equipment			
	1.5	Explain the purpose and benefits of reflecting on the feedback obtained of the written presentation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to develop a presentation	2.1	Agree and confirm audience, purpose, content, style and timing of a presentation			
		2.2	Research and plan a presentation			
		2.3	Select any equipment needed for the presentation			
		2.4	Prepare content, shape and structure of a presentation to achieve its purpose and suit needs of audience			
		2.5	Obtain feedback on planned presentation and make adjustments, if required			
		2.6	Produce presentation handouts			
		2.7	Collect feedback on the written presentation			
		2.8	Reflect on the feedback obtained of the written presentation and identify learning points			
		2.9	Identify changes that will improve future written presentations			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 9: 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
1 Understand the purpose of preparing for and evaluating a presentation	1.1	Explain the purpose of using different types of presentation and equipment			
	1.2	Explain different ways of delivering presentations and their features			
	1.3	Explain the procedures to be followed when preparing a presentation			
	1.4	Explain the benefits of preparing for giving a presentation			
	1.5	Describe the types of problems that may occur with equipment and how to deal with them			
	1.6	Explain the purpose and benefits of contingency planning			
	1.7	Explain the purpose and benefits of collecting feedback from the audience on the presentation			
	1.8	Explain the purpose and benefits of evaluating presentations and own performance			

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

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: _____   Date: _____
(if sampled)

Unit 10: Working with costs and budgets

Unit reference number: F/501/3821

QCF level: 3

Credit value: 1

Guided learning hours: 7

Unit summary

To develop knowledge and understanding of costs and budgets as required by a practising or potential first line manager. Topics covered include knowing how to work to a budget and understanding costs 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	Know how to work to a budget	1.1	Explain the importance of agreeing to a budget and operating within it			
		1.2	Describe a method to monitor variance between actual performance and budget			
		1.3	Explain how information used in determining and/or revising budgets is gathered			
2	Understand costs within an organisation	2.1	Explain fixed and variable costs, and the concept of break even in relation to the organisation			
		2.2	Explain the purpose and nature of basic cost statements			
		2.3	Explain the value of standard costing and its role as a control mechanism			
		2.4	Briefly describe mechanisms in the organisation to maintain control of costs			

Learner name:

Learner signature: Date:

Assessor signature: Date:

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

Unit 11: The history and social impact of creativity and its influence on design

Unit reference number: T/601/6502

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit explores the broad history and social impact of creativity. It provides an understanding of the concept of creativity, how creative people think and how creativity has been applied through history and can provide individuals with inspiration and ideas to take into their own 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 the impact of creativity at different points in history including contemporary perspectives	1.1	Review and compare different definitions of creativity and explain how these relate in an historical context			
		1.2	Describe the ways in which creativity has occurred in different fields of human endeavour			
2	Understand the potential links between the history of creativity and current individuals and communities	2.1	Extract key information and ideas from the history of creativity for possible relevance to your own work and the work of others			
		2.2	Evaluate the impact of creativity on the way that people live and work			
		2.3	Discuss and explore ideas with others			
		2.4	Describe the relationship between creativity and different cultures and relate these to current contexts			
3	Know where to find information on the history and social impact of creativity	3.1	Identify relevant sources of information on the history of creativity			
		3.2	Identify and access opportunities to build own creative thinking skills			
4	Understand the ways in which different factors impact on creativity and how it is demonstrated in various cultural contexts	4.1	Describe how individuals and collaborative groups have demonstrated creativity			
		4.2	Identify and evaluate the factors that affect the presence or extent of creativity in a given situation			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 12: Research and evaluate the nature of design in a specific industry context

Unit reference number: L/601/6490

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is about researching and evaluating the nature and role of design in a particular industry context. Design occurs in all industries and increasingly quality design is considered a key factor in building organisational and industry capacity and competitiveness. This unit applies to any individuals who need to develop a basic appreciation and knowledge of the way that design works in a particular industry, and of its potential impacts on industry and individual work 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 role of design and designers in the industry	1.1	Describe the nature, history, role and importance of design in the industry			
		1.2	Explain the different definitions of design and the differences and similarities between design and product development			
		1.3	Compare the roles played by current and past designers and other contributors in the design process within the industry			
		1.4	Explain the impact of design on own work			
2	Understand the impact of current and emerging technologies on design in the industry	2.1	Explain the impact of current and emerging technologies on design in the industry			
3	Understand how design trends affect the industry	3.1	Evaluate how the roles of individual workers across the industry are affecting future design directions			
		3.2	Evaluate how design trends affect the overall industry and the way it operates			
		3.3	Share information and pro-actively discuss emerging trends with work colleagues			
		3.4	Identify design trends that will impact on own work and describe opportunities that will help to develop appropriate new skills			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand ethical issues and regulations that impact on the design industry	4.1	Describe the ethical issues and regulations that impact on the design industry			
	4.2	Explain current thinking, attitudes and approaches to key issues about professional design practice			

Learner name: _____   Date: _____

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(if sampled)

Unit 13: Create 3D models using a computer aided design system

Unit reference number: D/601/6459

QCF level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is about the skills and knowledge required to prepare the 3D CAD environment, creating and modifying 3D models, and producing output from the 3D model.

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 prepare the 3D computer aided design environment	1.1	Identify the purpose and work requirements for developing a 3D model			
		1.2	Establish an appropriate coordinate system to meet the work requirements, justifying the choice			
		1.3	Establish the orientation of the model with respect to the co-ordinate system to meet the work requirements			
		1.4	Establish the number of views to best meet the work requirements			
2	Be able to create and modify 3D models	2.1	Create and manipulate entities in 3D space to meet work requirements, using the correct procedures			
		2.2	Create ruled and revolved surfaces in 3D space to meet work requirements, using correct procedures			
		2.3	Modify existing 3D model to meet work requirements, using the correct procedures			
		2.4	Apply basic rendering techniques to the 3D model to meet work requirements, using the correct procedures			
		2.5	Save the file in various formats for retrieval as per standard operating procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to produce output from the 3D model	3.1	Extract physical properties using the correct procedures and to meet work requirements including: – Volume – Mass – Centre of gravity			
4	Be able to observe safe working practices and procedures	4.1	Observe all hazard and control measures associated with using computer aided design systems, including housekeeping			
		4.2	Conform to specified safe work practices and procedures			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 14: Undertake market research

Unit reference number: M/601/6515

QCF level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is about identifying the potential market demand for the design work you do for clients and developing your own product or business. It includes researching your competition, market trends and industry trends in order to help in the business planning of your design work or company.

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 create a needs analysis for market research activity	1.1	Define the market research activities needed to gather information required to make a commercial decision on the suitability of the potential offer			
		1.2	Identify the resources required to undertake the market research			
		1.3	Investigate the potential benefits of involving a market research company			
2	Be able to gather market research information from relevant sources	2.1	Research the products and services that you currently offer, or intend to offer, to identify potential innovation strategies, alternative suppliers etc			
		2.2	Source information that can provide an overview of industry and market trends, including: – size and scope of the market – business and economic trends – customer and buyer behaviour			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to analyse market information to inform business decisions	3.1 Develop a range of methods to interpret market research and employ it within the business proposition and plan			
	3.2 Analyse market research in order to identify:			
	– information on competitors			
	– potential needs of current and future clients			
	– macro and local trends in the industry			
	– market share of competitors			
	– how the company is positioned in relation to pricing and quality of products/services			
	3.3 Use the market research to develop ideas about what you can do differently or better			
4 Be able to record, monitor and update market research	4.1 Record the outcomes of market research in the marketing and communications strategy and business plan			
	4.2 Monitor and update market research on a regular basis			
	4.3 Demonstrate conformity with all relevant legislation, including:			
	– the Privacy Act			
	– any other act that applies to the collection of, and storage of confidential information			

Learner name: _____   Date: _____

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Assessor signature: _____   Date: _____

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(if sampled)

Unit 15: Support marketing activities

Unit reference number: F/601/6499

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	1.1	Identify the key principles of marketing			
		1.2	Explain the importance of branding and corporate identity in marketing			
2	Be able to identify the target audience and desired outcomes of marketing activity	2.1	Identify, through discussion with others, the: – target audience for marketing activities and materials – desired outcome of marketing activities and materials			
3	Be able to support the preparation, costing and implementation of an ongoing marketing plan	3.1	Support the preparation, costing and implementation of an ongoing marketing plan, taking into consideration: – relevant legislation – codes of conduct – internal and external policies and guidelines			
4	Be able to support 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to collect and analyse 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: _____

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Internal verifier signature: _____   Date: _____

(*if sampled*)

Unit 16: Select and develop business relationships with preferred suppliers

Unit reference number:	K/601/6495
QCF level:	3
Credit value:	5
Guided learning hours:	30

Unit summary

This unit is about identifying potential suppliers of goods and services, developing and agreeing criteria for their selection, selecting suppliers against agreed criteria and monitoring their performance.

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 principles of contractual agreements with suppliers	1.1	Explain the principles of contractual agreements with suppliers			
		1.2	Explain the importance and relevance of suppliers having suitable liability insurance			
2	Be able to identify potential suppliers and agree selection criteria	2.1	Identify potential suppliers that could provide goods and services to meet a business need, using appropriate sources of information			
		2.2	Develop a specification which can be agreed upon and which supplier selection will be based, which takes account of company purchasing policy			
		2.3	Apply company procedures to distribute the specification to potential suppliers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to select suppliers using agreed criteria	3.1	Assess potential suppliers against the criteria and select a shortlist, based on their: – range and quality of goods and services – business principles and ethics – quality of customer service and support – cost and availability of goods and services – viability, reliability and stability – relevant experience – intellectual or creative approach			
		3.2	Select and recommend the most suitable supplier from the shortlist			
		3.3	Implement the appropriate organisational procedures to confirm with the selected supplier their appointment and your acceptance of their proposal, estimate or quotation			
		3.4	Review and revise the requirements and request a fixed quotation from the supplier, if the selection was based on an estimate			
		3.5	Implement relevant company procedures for completing all necessary purchase records			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to assess supplier performance and maintain business relationships	4.1	Assess the performance of suppliers and the quality of goods and services against the specification and workplace requirements			
		4.2	Identify any shortfalls in the performance of suppliers and negotiate appropriate actions			
		4.3	Identify any unresolved issues, and report to the appropriate person			
		4.4	Demonstrate behaviour which maintains and builds on established business relationships with suppliers			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(if sampled)

Unit 17:   Manage budgets

Unit reference number: T/601/2580

QCF level: 3

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: _____   Date: _____

Learner signature: _____   Date: _____

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(*if sampled*)

Unit 18: Contribute to running a project

Unit reference number: J/601/2549

QCF level: 3

Credit value: 5

Guided learning hours: 30

Unit summary

This unit is about contributing to achieving a project's agreed aims and objectives as it impacts on stakeholders.

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 contribute to agree to a project brief	1.1	Describe the difference between routine work and taking part in a project			
	1.2	Explain the advantages and disadvantages of using projects and when projects are appropriate			
	1.3	Explain the project-planning methodologies appropriate to the types of projects run and the tools that can be used to assist project planning and control			
	1.4	Explain the purpose and benefits of identifying stakeholders involved in the project			
	1.5	Explain the purpose of contributing to agreeing a project's purpose, scope, timescale, costs, aims and objectives			
	1.6	Explain the purpose of agreeing a budget for a project			
	1.7	Describe how to estimate types and quantity of resources needed to run a project			
	1.8	Describe how to identify project risks and develop contingency plans, if required			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to contribute to a project	2.1	Describe the types of information needed to monitor projects and the methods that can be used to give information			
		2.2	Describe how to estimate and control resources in an area of work during a project			
		2.3	Explain the purpose of reporting own progress during a project			
		2.4	Outline reasons for seeking advice in response to unexpected events			
		2.5	Explain the purpose and benefits of contributing towards achieving projects within agreed timescales			
		2.6	Explain the purpose and benefits of keeping records of all project activity within the scope of own work			
		2.7	Describe different ways of communicating with those involved in or affected by a project to make sure it runs smoothly			
3	Understand the purpose of contributing to the evaluation of a project	3.1	Describe different types of methods available to monitor projects			
		3.2	Explain the purpose of making own contributions when evaluating projects			
		3.3	Describe how to learn lessons for the future for own work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to contribute to preparing and planning a project	4.1	Confirm the purpose of the project with all stakeholders			
		4.2	Confirm project scope, timescale, aims and objectives			
		4.3	Contribute to the preparation of a project specification			
		4.4	Confirm all types of resources for all stakeholders			
		4.5	Confirm with all stakeholders, the project plan and timed use of all types of resources for an area of work			
		4.6	Contribute to identifying risks and develop contingency plans for an area of work			
5	Be able to contribute to running a project	5.1	Implement a project			
		5.2	Communicate with all stakeholders involved with or affected by a project			
		5.3	Adapt project plans for stakeholders to respond to unexpected events and risks			
		5.4	Provide interim reports on project progress to relevant stakeholders			
		5.5	Achieve required outcomes for relevant stakeholders on time and to budget			
		5.6	Seek advice in response to unexpected events, if required			
		5.7	Keep records of project activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to contribute to evaluating the outcomes of a project	6.1	Evaluate project for all stakeholders			
		6.2	Report on the degree to which a project met its aims and objectives for all stakeholders			
		6.3	Report on project strengths and areas for improvement for all stakeholders			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

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(*if sampled*)

Unit 19: Create 2D designs using a computer aided design system

Unit reference number: R/601/6457

QCF level: 3

Credit value: 4

Guided learning hours: 24

Unit summary

This unit is about the skills and knowledge required to produce drawings required in design using computer aided techniques.

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 confirm project objectives and CAD requirements	1.1	Define project objectives			
		1.2	Identify and interpret relevant parameters			
		1.3	Specify CAD requirements and processes based on consideration of project objectives and identified parameters			
2	Be able to prepare the 2D computer aided design environment	2.1	Customise menus, system variables and drawing defaults to suit standard operating procedures			
		2.2	Retrieve, convert and manipulate files of digitised information relevant to the project			
		2.3	Determine and record any measurements of components, sub-assemblies, products, models, equipment, layouts or facilities needed for the preparation of the required drawings			
		2.4	Calculate the required dimensions and other drafting details based on measurements			
		2.5	Identify critical information relevant to the CAD project			
		2.6	Establish critical dimensions and data for the required drawings			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to create drawings using the full capability of the available software system	3.1	Link drawing entities to database attributes to meet job requirements, using the correct procedures			
		3.2	Prepare preliminary sketches/artwork, as required and review these with design, engineering, production and/or appropriate personnel			
		3.3	Create detailed views using various scales to meet the job requirements			
		3.4	Save files in various formats to standard operating procedures			
		3.5	Extract supplementary data from the drawings to meet job requirements, including area, lengths, angles and perimeters			
		3.6	Identify and take appropriate action to resolve problems during the process			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Unit 20: Identify and understand a client's brand strategy

Unit reference number:	K/601/6481
QCF level:	3
Credit value:	4
Guided learning hours:	24

Unit summary

This unit is about identifying and understanding a client's brand strategy, ie how they define themselves and what their values are, which have an impact on 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	Know how a client defines themselves	1.1	Develop a rapport with the client by creating a relationship based on trust and shared values			
		1.2	Define the client's aspirations to include: – values – vision – priorities			
		1.3	Identify what success means for the client and when and how the client has achieved success or failure			
2	Be able to define the client's brand model, strategy and value for the business	2.1	Identify who is responsible for the brand strategy and their level of authority			
		2.2	Identify the budget and timescale for projects			
		2.3	Agree the brand strategy with the client, to include: – meaning and vision – aims and objectives – target audience – how they create value and what value means – in what way they are different from other brands			
		2.4	Define the client's stakeholders			
		2.5	Identify key challenges, barriers, threats and opportunities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support brand development using brand and design tools	3.1	Select appropriate brand tools to address the brand challenges and support strategic decisions			
		3.2	Create and/or integrate the design strategy with the brand strategy			
		3.3	Use design tools to support and manage the achievement of brand strategic aims			
4	Be able to review and refine the brand value through market research and stakeholder engagement	4.1	Deliver the brand essence through tangible touch points by sharing brand vision values and culture, environment, communication channels, products and services			
		4.2	Undertake market research to: – gather user insights – map stakeholders' experience – understand future forecast and innovation			
		4.3	Build and manage emotional connections with employee engagement, brand loyalty and brand dialogue			
		4.4	Differentiate and enhance the uniqueness of the brand experience, look and feel through all brand channels and touch points, including internal and external audiences			
		4.5	Develop brand value by building credibility, attention and meaning with brand stakeholders			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 21: Articulate, present and debate ideas in a creative environment

Unit reference number: T/601/6449

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is about the skills required to articulate, present and debate ideas in a creative environment. The unit focuses on the creative ways in which ideas can be presented to provoke response, reaction and critical debate. Risk taking, storytelling and participation in critical debate are key features of the unit. Ideas might be complex in nature and relate to new products, services, creative works or new ways of doing things.

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 prepare for debating ideas in a creative environment	1.1	Identify key themes, messages and positions to aid clarity of thought and presentation			
		1.2	Compare different ways of communicating ideas for different purposes and to different audiences			
		1.3	Explore the ways that storytelling can be used to communicate ideas			
		1.4	Identify the enabling skills and attributes of individuals who can effectively participate in discussions about ideas			
2	Be able to explore and use a range of techniques to engage and involve others in the process of communication and exchange	2.1	Create innovative approaches to different communication challenges			
		2.2	Take risks in the way ideas are presented			
		2.3	Identify ways to provoke and encourage response in particular individuals or groups			
		2.4	Challenge and explore different concepts and approaches to generate new ideas			
		2.5	Present and argue substantiated positions on ideas			
		2.6	Respond to questions about ideas with confidence and relevant information			
		2.7	Be open to critical analysis of own ideas and to the ideas of others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to reflect on and appraise the views of others	3.1	Reflect on and appraise the views of others			
		3.2	Use the views of others to refine ideas and embrace new ideas			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 22: 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 23: 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)

Unit 24: 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*)

Unit 25: Define the product or service of the business

Unit reference number: M/601/4375

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit enables the learner to set appropriate charges and meet timetables for sales.

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

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 define the product or service	1.1	Review in detail the product or service and its place in the market			
		1.2	Analyse the customer base, the market and the competition			
2	Be able to charge the right price for products or services	2.1	Research all the costs of provision			
		2.2	Consider different ways of pricing and produce a financial analysis of prices to be charged including the profits to be made			
3	Be able to set targets for sales and distribution	3.1	Produce a plan showing how the product or service could be provided			
		3.2	Specify the business's financial goal and the sales needed to achieve this			
		3.3	Set targets to achieve financial sales			
		3.4	Devise a timetable for sales and distribution			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 26: Keep financial records

Unit reference number: M/601/5803

QCF level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit enables learners to understand the importance of financial records to running a business, and how financial information is recorded. It will also enable them to select an appropriate accounts management system and assess its effectiveness for their business.

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

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 importance of financial records to running a business	1.1	Explain how maintaining good financial records is an essential aspect of monitoring the state of the business			
		1.2	Explain how important financial measures and forecasts are in business planning and development			
2	Understand how financial information is recorded in a business	2.1	Explain the system and processes used to record all financial transactions in their business			
		2.2	Explain the information that needs to be recorded to maintain credit control, cash flow and bank monitoring			
		2.3	Ensure that the appropriate people are informed about accounting information (for example, accountants or financial providers)			
3	Be able to select an appropriate accounts management system to support a business	3.1	Explain the broad principles and procedures in accounting systems			
		3.2	Select an accounting system relevant to the trading state of their business that can facilitate: – accurate financial statements – statutory returns for reporting to the tax authorities – forecast cash flow, profits and losses – accurately identify variance			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Know how to assess effectiveness of the accounts management system for a business	4.1	Review the extent to which financial transactions are properly recorded in an appropriate place			
	4.2	Assess the extent to which the financial system is producing suitable invoicing and purchasing records			
	4.3	Explain the extent to which the financial records kept are in line with the legal requirements of the business			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 27: Keeping up to date with current legislation in a business

Unit reference number: F/601/5823

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit enables learners to understand why to keep up to date and comply with current legislation.

Assessment requirements/evidence requirements

This unit enables learners to keep up to date with current legislation affecting business and to develop appropriate systems to comply, and also to set terms and conditions in contracts or agreements to meet legal requirements.

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 comply with current legal requirements for the business	1.1	Research current laws and regulations that affect trading, the business and the environment			
		1.2	Explain who has the power to inspect the business activities and enforce laws and regulations			
		1.3	Specify developments needed, who is responsible within the business, and set a timescale to comply with current laws and regulations			
2	Understand the importance of setting terms and conditions that meet legal requirements	2.1	Evaluate the benefits of a patent or copyright for the business's trading name or product, and how to proceed if this is needed			
		2.2	Analyse the importance of agreeing terms and conditions with customers, suppliers and backers and the potential consequences if these are not in place			

Learner name: _____   Date: _____

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Assessor signature: _____   Date: _____

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

Unit 28: Balance business needs and personal life

Unit reference number:	D/601/6266
QCF level:	3
Credit value:	2
Guided learning hours:	14

Unit summary

This unit enables learners to review their business and personal priorities and take positive steps to achieve a better work-life balance. It includes managing other people's expectations and using networking support and advice to meet own needs.

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

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 review business and private life priorities	1.1	Describe the priorities that are important in the business and own personal life			
		1.2	Assess own difficulties in achieving a balance between business and private life			
		1.3	Identify temporary and long-term barriers to achieving a good work-life balance and different ways of dealing with them			
2	Be able to achieve a better work-life balance	2.1	Set boundaries and timescales to help achieve a better work-life balance (for example, working hours, holidays, ground rules, etc)			
		2.2	Review own success in sticking to these boundaries			
		2.3	Use different ways to delegate work and domestic tasks and assess how this helps to achieve a better work-life balance			
3	Be able to manage expectations and obtain positive support	3.1	Discuss expectations with significant other people (for example, family/neighbours) and explain to them own capacity and limitations to meet these expectations			
		3.2	Use different sources of networking support and advice			
		3.3	Review the extent to which the networking support obtained meets needs			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 29:   Carry out banking for a business

Unit reference number: Y/601/5357

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit enables learners to understand how to set up a business bank account, choose a bank based on researching and comparing the banking services available, and keep track of the operation of the business bank account.

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

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 banking facilities available for a business	1.1	Research the different banks, types of banking, types of accounts and financial products available to a business			
		1.2	Compare the financial services they offer and their associated costs			
		1.3	Assess the benefits and disadvantages of different types of accounts			
2	Be able to open and operate a bank account for a business	2.1	Choose a bank and type of account(s) that meet the needs of a business			
		2.2	Provide a bank with the relevant documents and information, meeting legal requirements for opening and operating a business account			
		2.3	Decide who will be responsible for dealing with account administration			
		2.4	Decide who will have access to and be signatories for the account(s)			
		2.5	Assess the effectiveness of the steps taken to ensure that access to the bank accounts is kept secure			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to monitor the operation of a business bank account	3.1	Put in place a systematic process for recording income received and payments made including their format (for example, cash, cheques, and credit or debit card receipts)			
	3.2	Review the business bank accounts at regular intervals against own records to ensure that they are correct and up to date			

Learner name: _____

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Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 30: Carry out plans for a business

Unit reference number: F/601/4378

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit enables learners to carry out a plan of action for their business, including the monitoring, controlling and evaluation of progress, developing contingency plans, and setting and meeting aims, targets and deadlines.

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

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 implement business plans	1.1	Develop a schedule to implement the business plan that includes targets, activities, timescales and milestones			
		1.2	Check the resources that are available to carry out the plan are sufficient and make any necessary adjustments			
		1.3	Motivate and encourage people involved in the business to help put the plan into practice			
		1.4	Put in place contingency plans to address any uncertainties in the plan			
2	Be able to monitor business plans	2.1	Establish a process with set deadlines for achieving goals and targets			
		2.2	Put in place monitoring arrangements for chasing and reviewing progress with the right people involved			
		2.3	Identify problems with putting the plans into practice and take prompt action to solve or change them if necessary			
		2.4	Explain the key performance indicators that will be used to judge if the plan has been successful			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to evaluate and revise business plans	3.1	Evaluate the costs, benefits and success of the plans, including the efficient use of resources			
	3.2	Analyse new opportunities for the business plan and what they are likely to entail, for example, new markets, products or services			
	3.3	Review and revise long-term plans in response to any new opportunities, including the resources needed to meet the new aims and targets			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 31: Check what customers need from the business

Unit reference number: Y/601/5925

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit enables learners to undertake market research to identify customers for the business, analyse markets and customer needs and match these to their business targets.

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

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	Undertake market research to identify the customers for the business	1.1	Use different methods to analyse which segments of the market need the products or services of the business			
		1.2	Compare and assess different methods of collecting information and communicating with customers about what they want and need			
		1.3	Select and use the most appropriate and reliable methods of collecting and communicating the information to customers			
		1.4	Ensure that relevant information is dealt with appropriately to ensure confidentiality where relevant			
2	Be able to analyse markets and customer needs	2.1	Analyse markets and customer needs using the information from the market research			
		2.2	Decide if any additional information is required and how to get it, for example, in relation to developing new products or services, or approaching new customers			
3	Be able to match customer needs to business targets	3.1	Explain why it is important to keep the business focus on customer needs and how customer needs can influence the future of the business			
		3.2	Review your analysis about customer needs and make sure it underpins any decisions about the business targets			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 32: Decide on a business location

Unit reference number: Y/601/4404

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit enables learners to evaluate information and financial considerations when deciding between a range of business locations when choosing which location will best meet the business needs.

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

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 factors affecting the business location	1.1	Assess the impact of different business locations on customers, existing staff, suppliers, and business services			
		1.2	Analyse the impact that each may have when determining the closeness of and accessibility to the business location			
		1.3	Assess the future staffing needs of the business and compare different localities to identify the areas with the best potential for skills availability			
		1.4	Analyse the critical requirements for the business location			
2	Be able to evaluate different business location options	2.1	Evaluate the advantages and disadvantages of different location options in relation to customers, existing staff, suppliers, competitors and business services			
		2.2	Compare the benefits to the business of different incentive schemes, enterprise zones or conditions associated with each of the different locations listed			
		2.3	Compare the benefits to the business of additional facilities available at each location (for example, leisure facilities, childcare and shops)			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to decide which location will best meet the business needs	3.1	Calculate the financial effects of different locations on the business (for example, fixed costs, cash flow and profitability)			
	3.2	Assess the impact of legal requirements when deciding on the business location			
	3.3	Decide which location will best meet the business needs and provide a rationale to support the decision			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Unit 33: Manage own time and efficiency

Unit reference number: R/601/6300

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit enables learners to evaluate their effectiveness and efficiency at work and make continual improvements to their own time management skills.

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

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 own work effectiveness and efficiency	1.1	Record own tasks undertaken and the time spent on them during a typical work day over several days or weeks (for example, using a diary or work log)			
		1.2	Decide own aspirations on what work needs to be achieved for business success and compare this against the information gathered			
		1.3	Use the comparison to analyse own work effectiveness and efficiency			
2	Be able to set targets to improve own time management skills	2.1	Use the evaluation to analyse how own time management skills are affecting ability to work effectively and efficiently			
		2.2	Set short and long term measurable targets to improve own time management skills			
		2.3	Break the targets down into smaller activities, prioritise them in terms of importance and urgency and set deadlines for their achievement			
3	Be able to monitor time management skills and work effectiveness	3.1	Monitor progress on achieving targets over a period of time			
		3.2	Analyse to what extent improvements have been made and identify any further time management improvements that may be made			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 34: Obtaining support for a business idea

Unit reference number: A/601/4394

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

The unit enables learners to obtain support for a creative business idea.

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

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 plan how to obtain support for a creative business idea	1.1	Explain the creative idea in detail			
		1.2	Assess the feasibility and benefit of using different means to protect the business idea and decide which are the most appropriate for example copyright, patents, non-disclosure agreements			
2	Understand the types of support available	2.1	Research and assess a range of business support or advice options that may be needed to support the development of the idea			
		2.2	Research and assess the availability and suitability of financial support options			
3	Be able to present the creative business idea	3.1	Prepare and rehearse a presentation aimed at potential supporters and backers			
		3.2	Diagnose the types of questions that may arise and how to respond			
		3.3	Explain the benefits that that would follow if the creative idea is successful			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 35: Plan how to let customers know about products or services

Unit reference number: H/601/5944

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit enables learners to develop marketing targets, forecasts, budgets, and timetables based on research.

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

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 review the market for the business's products or services	1.1	Research the market for the business's products or sales			
		1.2	Decide what goals to set for marketing and sales, matching these to existing business targets			
2	Be able to produce a plan for marketing the business's products or services	2.1	Research possible marketing and promotional methods and business opportunities			
		2.2	Prepare forecasts for marketing			
		2.3	Create a budget for marketing activities			
		2.4	Produce a marketing plan with a rationale for the decisions reached			
3	Be able to make plans for regular monitoring and reviewing of marketing performance	3.1	Plan how marketing information will be obtained on a regular basis			
		3.2	Develop criteria for measuring and monitoring success in reaching marketing targets			
		3.3	Produce a timetable to review marketing performance against targets			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 36: Review the skills the business needs

Unit reference number: Y/601/5858

QCF level: 3

Credit value: 2

Guided learning hours: 14

Unit summary

This unit enables learners to analyse and review the skills and abilities needed for the business, identify potential skills gaps and make informed decisions about current and future staffing needs.

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

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 assess what skills a business needs	1.1	Review all the activities of the business and identify what skills are needed to successfully run the business on a day-to-day basis			
		1.2	Analyse how often each type of skill and ability is needed or likely to be needed over the next 3 years to sustain business success			
		1.3	Decide whose skills contributions should be reviewed (for example, management, staff, advisers)			
		1.4	Assess what skills these people have and decide if there is currently a skills shortfall within the business, or whether there is likely to be in the next 3 years			
2	Be able to make decisions about filling skills gaps in order to meet the business needs	2.1	Explain whether or not the business has the right people and right number of people to meet the business needs now and over the next 3 years			
		2.2	Undertake a comparative analysis of benefits and costs, of different options for employing the right people (for example, full time/part time options, temporary/permanent options)			
		2.3	Identify different training options for current and or new staff (for example, in-house or external) and calculate all associated costs			
		2.4	Decide the best staffing and training options to meet the current and future business needs			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 37: Seek advice and help for the business

Unit reference number: J/601/6245

QCF level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit enables learners to identify and obtain sources of advice and help for the business.

Assessment requirements/evidence requirements

Assessment to be based on naturally occurring evidence or realistic work environment.

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 identify where to get the best advice and help for the business	1.1	Identify what kind of issues or problems the business may need help with (for example, business planning, funding, ICT, etc)			
		1.2	Describe what kind of help is needed to take the business forward in a way that satisfies own plans for the business			
		1.3	Identify different sources of information, advice and help to support the business (for example, friends, specialists, etc)			
		1.4	Work out the likely cost and benefits of obtaining information, advice and help from the sources selected			
2	Be able to obtain advice and help for the business	2.1	Decide when and how to make contact with those who can offer advice and help			
		2.2	Identify what questions need to be asked to get the advice and help required			
		2.3	Obtain advice and help and explain which points were discussed and why			
3	Know how to check and record the advice and help obtained	3.1	Identify the criteria to decide whether the advice and help obtained can be relied upon			
		3.2	Describe how to keep a record of the advice and help given			

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)
1		BTEC Level 1 Award/Certificate/Diploma in Art and Design (QCF); BTEC Entry Level Award in Art and Design (Entry 3) (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				

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel-recognised centre and must have approval its for qualifications.

- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to 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 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 processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them 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, 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 action
- 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 should be 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

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	11	12	13	14
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Reflective learners	✓			✓	✓	✓		✓	✓		✓	✓		✓
Team workers			✓		✓	✓						✓		
Self-managers	✓	✓	✓	✓	✓	✓		✓			✓		✓	✓
Effective participators	✓	✓	✓		✓	✓			✓			✓	✓	

✓ — opportunities for development

Personal, learning and thinking skills	Unit										
	15	16	17	18	19	20	21	22	23	24
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers	✓	✓	✓	✓	✓	✓	✓	✓		
Reflective learners		✓	✓	✓		✓	✓		✓	✓
Team workers	✓	✓		✓		✓	✓	✓		✓
Self-managers	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Effective participators	✓	✓	✓	✓	✓	✓	✓			✓

✓ — opportunities for development

Personal, learning and thinking skills	Unit												
	25	26	27	28	29	30	31	32	33	34	35	36	37
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers		✓		✓		✓	✓	✓		✓	✓	✓	✓
Reflective learners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Team workers				✓	✓							✓	
Self-managers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Effective participators				✓	✓	✓		✓	✓	✓	✓	✓	✓

✓ — opportunities for development

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169