

Qualification Handbook

BIIAB Level 2 NVQ Certificate in Design Support

601/6670/8
C00/0719/9

BIIAB Level 3 NVQ Diploma in Design

601/6672/1
C00/0719/2

Version 4

BIIAB Design Qualifications Handbook

Version and date	Change, alteration or addition	Section
Version 2, March 2016	Unit CAA14 recoded MS60	Rules of Combination and Structure, Unit Pack, Matrix Pack
Version 3, May 2016	Optional Unit Group B2a replaced	Rules of Combination and Structure
Version 4, January 2018	Updated handbook throughout to remove reference to "QCF"	Front page, header, Section 1, 5, 8, 13

Table of Contents

1. About the BIIAB Design Qualifications	3
2. Objective and Purpose of these Qualifications.....	3
3. About this Handbook.....	5
4. BIIAB Customer Service.....	5
5. What are Rules of Combination (ROC)?.....	6
6a. BIIAB Level 2 NVQ Certificate in Design Support Rules of Combination (ROC) and Structure.....	7
6b. BIIAB Level 3 NVQ Diploma in Design Rules of Combination (ROC) and Structure	
7. Age Restriction	12
8. Entry Requirements and Progression	13
9. Assessment	14
10. Initial Assessment and Induction	18
11. Resources	18
12. Design and Delivery.....	19
13. Format of Units.....	20
14. Initial Registration	21
15. Qualification Review and Feedback	22
16. Mandatory Units	22

1. About the BIIAB Design Qualifications

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulations in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)	Qualification Wales Approval/Designation Number
BIIAB Level 2 NVQ Certificate in Design Support	601/6670/8	C00/0719/2
BIIAB Level 3 NVQ Diploma in Design	601/6672/1	C00/0719/9

2. Objective and Purpose of these Qualifications

The BIIAB Level 2 NVQ Certificate in Design Support has been designed to give learners the knowledge, understanding and skills to work in a variety of roles such as a Design Assistant/Trainee Designer, Technical Illustrator, Technical Graphic Design Assistant or Junior Artworker.

The BIIAB Level 3 NVQ Diploma in Design has been designed to give learners the knowledge, understanding and skills to work in a variety of roles such as a Desktop Publishing Assistant, Junior Graphic Designer, Technical Illustrator, Junior Product Designer or Assistant Copywriter.

Both qualifications form the competence components of the Apprenticeship in Design in England and Wales. The other components are knowledge qualifications, Functional Skills in English, Maths and Information and Communications Technology and Employment Rights and Responsibilities.

The primary purpose of these qualifications is to confirm occupational competence.

As such, these qualifications have value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check these qualifications have been placed in the relevant Apprenticeship Framework and / or are funded

for use with individual learners before making registrations. If you are unsure about the qualifications' status please contact BIIAB head office.

3. About this Handbook

This handbook has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the handbook is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this handbook is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6a. BIIAB Level 2 NVQ Certificate in Design Support Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 NVQ Certificate in Design Support learners **must** gain a **total of 31** credits. This **must** consist of:

- **Minimum total** credit: **31**
- Mandatory Group A **minimum** credit: **23**
- Optional Group B **minimum** credit: **8**
- GLH: 202
- TQT: 310

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH
CDS1	F/601/6406	Develop design principles and techniques and processes for designing products	3	2	21
CDS2	M/601/6448	Understanding the design brief	2	2	14
CDS3	K/601/6433	How to follow a design process	3	2	21
CDS4	T/601/6418	Assist in following a design process	4	2	28
CDS5	F/601/6437	Application of techniques for the design of products	3	2	21
CDS6	H/601/6446	Research, test and apply techniques for the design of products	3	2	21
CAA1	F/502/3538	Working in a team	2	2	12
CDS7	D/601/7501	Create Visual Designs	3	3	18

Optional Group B

Unit No.	URN	Unit Title	Credit	Level	GLH
CDS8	M/601/6451	Assist with marketing activities	4	3	24
CAA15	T/601/2529	Deliver a presentation	3	3	15
CDS9	D/601/6428	How the design industry works	2	2	14
CDS10	F/601/6387	Applying research on the history and theory of design to design activities	2	2	14
CDS11	T/601/6404	Assist in the production of prototypes, models, mock-ups, artwork, samples or test pieces	2	2	14
CDS12	T/601/7505	Explore the use of colour in a creative environment	2	2	14
CDS13	D/601/6445	Provide written information in relation to design work	2	2	14
CDS14	K/601/6464	Develop and extend critical and creative thinking skills	3	3	18
CDS15	K/601/6447	Principles and implementation of relevant legislation in design	1	2	7

6b. BIIAB Level 3 NVQ Diploma in Design Rules of Combination (ROC) and Structure

To achieve the Level 3 NVQ Diploma in Design learners **must** gain a **total of 49** credits. This **must** consist of:

- **Minimum total** credit: **49**
- Mandatory Group A **minimum** credit: **29**
- Optional Groups B1 and B2 (B2a and B2b) **minimum** credit: **20**

This **must** consist of:

- Optional Group B1 **minimum** credit: **14**
- A **maximum** of **6 credits** can be achieved through completion of optional units in Group B2
- Learners choosing to achieve credits from Group B2 must take **one unit** only from each of Groups B2a and B2b
- A **minimum of 46** credits **must** be achieved through the completion of units at **Level 3** and above
- **GLH: 289**
- **TQT: 490**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed overleaf are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH
CDS16	F/601/6485	Research a design concept	4	3	24
CDS17	F/601/6518	Write a design brief	2	3	12
CDS18	T/601/6483	Interpret a design brief and follow the design process	4	3	24
CDS19	R/601/6507	Understand the concept and techniques used in branding	3	3	18
CDS20	K/601/6464	Develop and extend critical and creative thinking skills	3	3	18
CDS21	T/601/6452	Collaborate in a creative process	3	3	18
CDS22	Y/601/6511	Understand market research	3	3	18
MS60	M/601/2528	Develop a presentation	3	3	15
CAA15	T/601/2529	Deliver a presentation	3	3	15
CDS23	L/503/9354	Understanding costs and budgets in an organisation	1	3	7

Optional Group B1

Unit No.	URN	Unit Title	Credit	Level	GLH
CDS24	T/601/6502	The history and social impact of creativity and its influence on design	3	3	18
CDS25	L/601/6490	Research and evaluate the nature of design in a specific industry context	3	3	18
CDS26	D/601/6459	Create 3D models using a computer aided design system	4	3	24
CDS27	M/601/6515	Undertake market research	4	3	24
CDS28	K/601/6495	Select and develop business relationships with preferred suppliers	5	3	30
CDS29	T/601/2580	Manage budgets	5	4	29

Optional Group B1 (continued)

Unit No.	URN	Unit Title	Credit	Level	GLH
CDS30	R/601/6457	Create 2D designs using a computer aided design system	4	3	24
CDS31	K/601/6481	Identify and understand a client's brand strategy	4	3	24
CAA27	F/601/6499	Support marketing activities	4	3	24
CDS32	T/601/6449	Articulate, present and debate ideas in a creative environment	3	3	18
CDS33	F/601/6454	Conduct user testing of designs	1	3	6
CDS34	J/601/6469	Evaluate user testing of designs	2	3	12
CDS35	T/601/6466	Devise user testing of designs	2	3	12
CDS36	J/601/2549	Contribute to running a project	5	3	30
LEP22	T/502/7537	Understanding the core knowledge needed by those who work with children and young people	3	2	26
LEP21	T/600/8948	Manage and market own freelance services	6	3	60
LEP23	D/505/3355	Understanding the core knowledge needed by those who work with children and young people, and its impact	4	3	28

Optional Group B2a

Unit No.	URN	Unit Title	Credit	Level	GLH
LEP37	F/505/1159	Keeping up to date with current legislation in a business	3	3	24
LEP35	M/505/1156	Define the product or service of a business	3	3	24
LEP36	A/505/1158	Keep financial records	3	3	24

Optional Group B2b

Unit No.	URN	Unit Title	Credit	Level	GLH
LEP38	A/505/1161	Obtain Support for a Business Idea	3	3	24
LEP39	Y/505/1149	Balance Business Needs and Personal Life	3	3	24
LEP40	Y/505/1152	Carry Out Plans for a Business	3	3	24
LEP41	F/505/1162	Plan How to Let Customers Know About Products or Services	3	3	24
LEP42	L/505/1164	Seek Advice and Help for a Business	3	3	24
LEP43	T/505/1160	Manage Own Time and Work Effectiveness	3	3	24
LEP44	K/505/1155	Decide on a Business Location	3	3	24
LEP45	R/505/1151	Carry out Banking for a Business	3	3	24
LEP46	J/505/1163	Review the Skills a Business Needs	3	3	24
LEP47	D/505/1153	Check what Customers Need from a Business	3	3	24

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for these qualifications. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The BIIAB Design qualifications are designed to equip learners with the knowledge and skills to work effectively in a variety of roles. They will also allow for a number of progression routes into other qualifications, to employment or into other areas of learning.

Achievement of the BIIAB Level 2 NVQ Certificate in Design Support offers opportunities for progression, including:

- BIIAB Level 3 NVQ Diploma in Design
- Intermediate Apprenticeship in Design

Achievement of the BIIAB Level 3 NVQ Diploma in Design offers opportunities for progression, including:

- BIIAB Level 4 NVQ Diploma in Management
- Advanced Apprenticeship in Design

9. Assessment

Overview of Assessment Strategy

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the team leading qualification.

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

BIIAB Design Qualifications Handbook

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.

- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Awarding organisations require all assessors, moderators and verifiers to maintain current subject competence to deliver these functions and recognise this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted

that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB expects most appeals from learners to be resolved within the centre. BIIAB will only consider a learners appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- a Learner Summative Reflection
- Access to the units

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

15. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be reviewed and revised to ensure the approach remains appropriate and that it is fit for purpose.

16. Mandatory Units

The following units are mandatory for these qualifications. For access to all optional units please visit centrezone.bii.org.

Unit Title	Working in a team	
BIIAB Reference	CAA1	
Level	2	
Credit Value	2	
GLH	12	
Unit Reference No.	F/502/3538	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to apply the skills needed to form collaborative relationships	1.1	Demonstrate the ability to participate effectively in a team, showing they can: a. Help establish a consensus and reach agreements b. Be open and receptive to other people's ideas and input. c. Provide constructive support and feedback to others. d. Perform their agreed role and assigned tasks in a manner that ensures group success
2 Be able to adapt their behaviour within a team to ensure successful working relationships are established and maintained	2.1	Reflect on their own performance and behaviour in the team and assess the influence this has on others
	2.2	Use a range of verbal and non-verbal techniques that help facilitate discussions and support other team members
3 Know the approaches that can be used to resolve issues and achieve team goals	3.1	Demonstrate some empathy skills in appreciating other team members' positions
	3.2	Demonstrate the ability to compromise if necessary to ensure that the team goals are achieved

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Deliver a presentation CAA15 3 3 15 T/601/2529	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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
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

Unit Title	Deliver a presentation	
BIIAB Reference	CAA15	
Level	3	
Credit Value	3	
GLH	15	
Unit Reference No.	T/601/2529	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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
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

Unit Title	Develop design principles and techniques and processes for designing products	
BIIAB Reference	CDS1	
Level	2	
Credit Value	3	
GLH	21	
Unit Reference No.	F/601/6406	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the formal elements and principles of design	1.1	Give examples of how formal elements and principles of: <ul style="list-style-type: none"> • Balance • Proportion • Rhythm • Emphasis • Unity are applied in the design of products
	1.2	Describe how formal elements and principles of design are visible in the work of two major designers
2 Understand how to apply common techniques, materials, tools and equipment to design and manufacture	2.1	Describe a range of common techniques, materials, used in design and manufacture
	2.2	Give examples of common tools and equipment used in design
	2.3	Describe the physical properties and capabilities of a range of materials, tools and equipment used in design
	2.4	Describe the characteristics of different materials and the potential of these characteristics to achieve different effects

Unit Title	Understanding the design brief	
BIIAB Reference	CDS2	
Level	2	
Credit Value	2	
GLH	14	
Unit Reference No.	M/601/6448	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Able to understand why a design brief is critical to the design process	1.1	Explain the purpose of a design brief
	1.2	Outline the type of information you would expect to find in a design brief
	1.3	Outline why the design brief is critical to the design process
2 Able to determine the design brief requirements	2.1	Identify the key client expectations within the design brief
	2.2	Explain what the design solution must achieve
	2.3	Identify the parameters and limitations in the design brief
	2.4	Give examples of formats used for design briefs
	2.5	Give examples of key terms used in a design brief and their meanings

Unit Title	How to follow a design process	
BIIAB Reference	CDS3	
Level	2	
Credit Value	3	
GLH	21	
Unit Reference No.	K/601/6433	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to understand the relationship between business needs and the design process	1.1	Explain the features of the design supply chain
	1.2	Explain how different business contexts may impact on the design process
	1.3	Outline how to relate the design process to different business needs
2 Know the key features and steps in the design process from concept to review	2.1	Outline the key features of the design process
	2.2	Explain how creative thinking techniques can be used to generate ideas in any design context
	2.3	Describe the purpose of using prototypes, proofs and mock-ups in the design process
	2.4	Describe potential sources of information for new ideas, relevant to a specific design process
3 Understand how different ownership rights may impact on the design process	3.1	Explain how copyright, moral rights, and intellectual property rights may impact on the design process

Unit Title	Assist in following a design process	
BIIAB Reference	CDS4	
Level	2	
Credit Value	4	
GLH	28	
Unit Reference No.	T/601/6418	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Interpret the nature and scope of the design challenge set by stakeholders	1.1	Follow specific objectives set by stakeholders
	1.2	Identify any constraints that may impact on the design process
	1.3	Identify and source relevant supporting information and assistance
2 Contribute to the range of ideas to respond to the design challenge	2.1	Generate a range of ideas that respond to the challenge
	2.2	Explore different options and ideas for meeting objectives
3 Suggest a preferred design solution	3.1	Reflect on stakeholder ideas and feedback
	3.2	Identify one or more solutions for stakeholders
	3.3	Present an agreed solution to stakeholders in an appropriate format
4 Contribute to generation of the preferred design solution	4.1	Schedule own key tasks and organise resources to support implementation
	4.2	Undertake design tasks to assist trialling of the proposed solution
	4.3	Maintain records of the implementation process
5 Collate feedback from stakeholders	5.1	Check the success of the solution based on the original objectives
	5.2	Review the complete design process to identify what succeeded and failed

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Application of techniques for the design of products CDS5 2 3 21 F/601/6437	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the formal elements and principles of design	1.1	Give examples of how formal elements and principles of: <ul style="list-style-type: none"> • Balance • Proportion • Rhythm • Emphasis • Unity are applied in the design of products
	1.2	Describe how formal elements and principles of design are visible in the work of two major designers
2 Know about common techniques, materials, tools and equipment and their application to design and manufacture	2.1	Describe a range of common techniques, materials, used in design and manufacture
	2.2	Give examples of common tools and equipment used in design
	2.3	Describe the physical properties and capabilities of a range of materials, tools and equipment used in design
	2.4	Describe the characteristics of different materials and the potential of these characteristics to achieve different effects
3 Adopt the preferred approach based on the requirements of the brief	3.1	Document the planned design approach
	3.2	Use a selected technique make a product, prototype or sample ensuring consistency with the selected approach and the brief
	3.3	Present the designed product, prototype or model in accordance with the brief specifications

Unit Title	Research, test and apply techniques for the design of products	
BIIAB Reference	CDS6	
Level	2	
Credit Value	3	
GLH	21	
Unit Reference No.	H/601/6446	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to produce a plan which interprets a design brief	1.1	Correctly interpret the specifications of a design brief
	1.2	Source and evaluate information pertinent to the brief
	1.3	Correctly identify the resources required for the design of the product
	1.4	Produce a preliminary visual representation of the brief
2 Identify possible approaches to a design brief	2.1	Select appropriate materials, tools and equipment for the testing of approaches and techniques
	2.2	Test and experiment with a range of technique, technology and materials which might meet the requirements of the brief
3 Adopt the preferred approach based on the requirements of the brief	3.1	Document the planned design approach
	3.2	Use a selected technique make a product, prototype or sample ensuring consistency with the selected approach and the brief
	3.3	Present the designed product, prototype or model in accordance with the brief specifications

Unit Title	Create Visual Designs	
BIIAB Reference	CDS7	
Level	3	
Credit Value	3	
GLH	18	
Unit Reference No.	D/601/7501	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to clarify the visual design requirements for a brief	1.1	Define the target user and audience
	1.2	Identify factors that may determine or affect visual design concepts, including the design techniques
	1.3	Research products, designs, images, artwork and other creative work that may inspire design ideas
2 Be able to generate a range of visual design ideas to meet the brief	2.1	Experiment with imaging techniques to create required visual design
	2.2	Explore a range of typographical and visual design elements to create designs
	2.3	Generate a range of visual design ideas that are technically feasible, meet the brief and provide creative solutions
3 Select the final design concept for client approval	3.1	Evaluate initial design ideas and specifications against findings
	3.2	Secure agreement with the relevant people on the final design concept
	3.3	Ensure the selected final design technique meets the requirements of the brief
4 Develop the design using agreed concepts and techniques	4.1	Produce the design in the format agreed with the client
	4.2	Review the design to ensure it meets the design brief and technical specifications and undertake any modifications if necessary

Unit Title	Research a design concept	
BIIAB Reference	CDS16	
Level	3	
Credit Value	4	
GLH	24	
Unit Reference No.	F/601/6485	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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: <ul style="list-style-type: none"> • 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
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: <ul style="list-style-type: none"> • Copyright • Moral rights • Intellectual property

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Write a design brief CDS17 3 2 12 F/601/6518	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
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: <ul style="list-style-type: none"> • Profile and values of the organisation • Aims and objectives of the design project • Target audience • Competitors • Budget and timescale

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Interpret a design brief and follow the design process CDS18 3 4 24 T/601/6483	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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
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

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Understand the concept and techniques used in branding CDS19 3 3 18 R/601/6507	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the definition of brand and the role of brands for business performance	1.1 1.2 1.3	Identify a range of brand and branding models Explain the difference between business plans and brand plans Describe the types of market drivers, trends and issues involved in branding
2 Understand different tools and techniques used in branding	2.1 2.2 2.3 2.4 2.5 2.6 2.7	Identify the range of audit tools and methods used for: <ul style="list-style-type: none"> • Branding • Design Explain positioning, competitor's analysis, benchmarks and segmentation Describe how user and market research information can be used to support brand strategy decision-making frameworks Identify typical examples of success and failure in branding and the reasons for this Identify a range of storytelling techniques that are used in branding Explain the role of design management and the management design process Describe how communications, products and services should be co-ordinated
3 Understand the impact of social responsibility, sustainability and innovation in branding	3.1 3.2	Describe the policy, aims and impact on brand strategy of: <ul style="list-style-type: none"> • Corporate Social Responsibility • Sustainability Explain the importance of innovation as a strategic competence and how to integrate design and innovation in brand strategy for business and brand competitiveness

Unit Title	Develop and extend critical and creative thinking skills	
BIIAB Reference	CDS20	
Level	3	
Credit Value	3	
GLH	18	
Unit Reference No.	K/601/6464	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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
	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

Unit Title	Collaborate in a creative process	
BIIAB Reference	CDS21	
Level	3	
Credit Value	3	
GLH	18	
Unit Reference No.	T/601/6452	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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
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: <ul style="list-style-type: none"> • Copyright • Moral rights • Intellectual property rights

Unit Title	Understand market research	
BIIAB Reference	CDS22	
Level	3	
Credit Value	3	
GLH	18	
Unit Reference No.	Y/601/6511	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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: <ul style="list-style-type: none"> • Use of surveys • Qualitative and quantitative research • Use and application of hypotheses
	1.2	Describe how to locate and interrogate information about: <ul style="list-style-type: none"> • 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
3 Understand legal requirements for market research activities	3.1	Explain the relevant legislation applicable to market research activity, including: <ul style="list-style-type: none"> • The Privacy Act • Any other act that applies to the collection of, and storage of confidential information

Unit Title	Understanding costs and budgets in an organisation	
BIIAB Reference	CDS23	
Level	3	
Credit Value	1	
GLH	7	
Unit Reference No.	L/503/9354	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand budgets within an organisation	1.1	Explain the importance of agreeing to a budget and operating within it
	1.2	Describe the process by which a budget is agreed in an organisation
	1.3	Explain the process of gathering information to be used for the determination and/or revision of budgets
	1.4	Describe a method to monitor variance between actual and budgeted performance
2 Understand costs within an organisation	2.1	Explain fixed and variable costs in relation to the organisation
	2.2	Explain the concept of break even in relation to the organisation
	2.3	Explain the purpose and nature of basic cost statements
	2.4	Explain the value of standard costing and its role as a control mechanism
	2.5	Describe mechanisms in the organisation to maintain control of costs

Unit Title	Develop a presentation	
BIIAB Reference	MS60	
Level	3	
Credit Value	3	
GLH	15	
Unit Reference No.	M/601/2528	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
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
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 hand-outs
	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 Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____

Date: _____

Assessor Signature: _____

Date: _____

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Infor House
1 Lakeside Road
Farnborough
Hampshire
GU14 6XP