T Level Foundation Programmes



T Level Foundation Course in Creative and Design

Version V1

Contents

Summary of changes **4**
Welcome to VQA **5**
Our commitment to you 5
What you need before you can deliver a T Level Foundation Course 5
About this specification 5
Using the VQA name and logo 6
Advertising rules 6
Accessibility 6
T Level Foundation Year **8**
Overview 8
How will a T Level Foundation Course benefit your students? 8
Diagnostic assessment 9
The Foundation Year 9
Entry requirements 10
Key areas of learning 10
Course structure 11
English, maths, and digital skills in the T Level Foundation Course 12
Assessment **13**
Assessment approach 13
Establishing consistency in assessment writing 13
Achievement and progression 14
Health and safety considerations 14
Course Delivery **15**
Monitoring student progress 15
Adapted learning 15
Resources 15
Personal development opportunities 16
Student pastoral support 16
Work preparation 16
Student registration 17
Progression after this course 17
Staffing and Quality Assurance **19**
Tutor Requirements 19
Assessors 19
Quality Assurance 19
Useful Websites **21**
Teaching Content **22**
Course structure 22
Outcome 1 (OC1): Develop ideas to meet creative and design client briefs 22
Outcome 2 (OC2): Produce sustainable creative and design outputs to meet client briefs 32
Outcome (OC3): Develop enterprising ideas for business development opportunities in creative and design 42
Appendix 1 ..... **56**

Level 2 Command Verbs.....56

Summary of changes

The following table provides a summary of the changes that have been made to the course specification since the publication of the previous version.

Version number	Summary of changes

Welcome to VQA

Our commitment to you

At VQA, we believe learning should be meaningful, flexible, and of an exceptional quality, whether it's a regulated qualification or part of our non-regulated course provision.

VQA is a recognised Awarding Organisation regulated by Ofqual in England and CCEA Regulation in Northern Ireland. We apply the same high-quality standards to our non-regulated courses, ensuring they are well-designed, purposeful, and aligned with the skills, behaviours, and knowledge to support students on their learning journey.

This endorsed, unregulated **T Level Foundation Course in Creative and Design** is part of that commitment. It provides a supportive, structured route for students who would benefit from a preparatory year before progressing to a full T Level qualification.

What you need before you can deliver a T Level Foundation Course

To deliver a T Level Foundation course, your organisation must be recognised by VQA.

Our **endorsed course requirements** check that your policies, systems, and staffing are in place to deliver high-quality learning. Centres must show they have:

- appropriate resources
- qualified and occupationally competent staff
- clear systems in place to deliver and assess the course.

Approval must be confirmed by VQA before any teaching takes place.

Full guidance on centre recognition and approval is available in the VQA Endorsed Course Customer Requirements accessible from the VQA website.

About this specification

This course specification sets out everything centres need to plan, deliver, and assess the T Level Foundation Course in Creative and Design. Inside you will find:

- a clear statement of the course purpose
- the three outcomes with the underpinning knowledge and skills
- practical guidance for delivery.

Reproduction of this document:

Centres may reproduce this specification for internal use only. The content must not be altered, edited, or adapted in any way.

Using the VQA name and logo

We're proud of the VQA brand, and we know our centres are too. That's why we allow recognised centres to use the VQA logo and name to promote approved courses, with a few simple rules:

- logos must not be altered in colour, shape, size, or design

- use only on approved materials: e.g., course brochures, web pages, or promotional flyers relating to VQA courses
- centres must monitor how the logo is used — both by themselves and any third parties they work with.

If your centre is no longer recognised, or if your marketing relationships change, you must inform VQA and remove any use of the logo or name.

More details about logo use and brand guidelines can be found in our full brand policy on the VQA website.

Advertising rules

As an Awarding Organisation, VQA and its registered centres are subject to the Conditions of Recognition defined by the regulator, Ofqual. Two of these conditions (B5.1 and B5.2) stipulate that VQA and its centres must take steps to ensure that non-regulated products are not advertised or promoted to students as regulated qualifications.

To guarantee these conditions are met, we have provided the following requirements that all centres must follow when marketing this course:

- marketing materials should not mislead a student into believing they will gain a regulated qualification
- all marketing materials must not describe this course as “regulated” or “nationally recognised”
- all marketing materials must not describe this course as equivalent to a regulated qualification
- all marketing must not state that this course meets industry standards for employment.

Accessibility

As an Awarding Organisation, VQA is committed to ensuring that all our products are accessible, inclusive, and non-discriminatory. We ensure that no aspect of this course disadvantages any group of students who share a protected characteristic or introduces unjustifiable barriers to entry, other than those essential to the course’s intended purpose. Where such features are necessary, they will be clearly stated and justified.

VQA monitors and reviews the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) throughout qualification development to maintain accessibility and inclusivity. This approach promotes positive attitudes and fosters good relations among all students.

More information can be found in our Equality and Diversity Policy.

T Level Foundation Year

Overview

A T Level Foundation Year is a preparatory study programme designed to support students who have the potential to progress to a T Level.

The programme comprises 5 key components:

- industry-relevant technical knowledge and skills
- skills for successful study
- English, maths, and digital skills
- knowledge and skills for the workplace
- positive attitudes and behaviours.

The primary purpose of this T Level Foundation Course in Creative and Design is to provide the foundational technical knowledge and skills relevant to the student's preferred T Level route.

The course is designed for students who would benefit from additional preparation and study time before starting a T Level. It supports progression to their chosen subject route by developing the knowledge, skills, and behaviours needed for level 3 study.

A Foundation Year should support students in making informed decisions about their next steps. This may include progressing to a T Level or pursuing an alternative pathway, with guidance provided to ensure each student chooses the route that is right for them.

It is designed to meet the requirements outlined by the Department for Education (DfE) in its T Level Foundation Year: framework for delivery guidance.

The VQA T Level Foundation Course in Creative and Design is a non-regulated, accredited course.

How will a T Level Foundation Course benefit your students?

This T Level Foundation Course provides a tailored year of learning to help students prepare for the demands of level 3 study. It focuses on developing the core knowledge, skills, and behaviours needed to succeed on a T Level, providing a clear and supportive transition into level 3 study. It helps students build confidence and independence while gaining a clear understanding of what is expected within their chosen T Level route.

Students will have opportunities to engage with employers and make meaningful links between their learning and the world of work. The course also supports personal development by encouraging students to take ownership of their progress, with time built in to meet individual learning needs and provide appropriate pastoral support.

By the end of the course, students should have a clear understanding of what is required to succeed on their chosen T Level, or feel confident in making an informed decision about an alternative progression route or career path.

The course is intended for students identified through diagnostic assessment as not yet ready to meet the demands of a T Level. It provides targeted preparation and structured study to support progression to level 3 study.

Diagnostic assessment

Centres must ensure that all students complete an initial diagnostic assessment before the start of a foundation year. This may take different forms depending on centre practice, but should be used to identify each student's learning, development, and pastoral support needs.

The findings should inform how a foundation year is tailored, including any support for students with SEND. It will also assist in determining whether a T Level Foundation Course or direct entry to a T Level is the most appropriate route for each student. Diagnostic activities may include taster sessions, one-to-one discussions, self-assessments, assignments or reflective tasks, and may be supported by knowledge, skills and behaviour matrices.

This stage should help students make informed decisions about their next steps. Students who have identified a preferred T Level route should be supported to confirm that it is the most suitable option for them, while those who are undecided should be given opportunities to explore alternative options.

The Foundation Year

A T Level Foundation Year is designed to support students in building a strong basis for further study. It is structured around 5 areas that provide students with the essential academic, practical, and personal skills needed to successfully progress to a T Level qualification. The 5 areas that make up a foundation year are listed below:

Technical knowledge	Skills for successful study	English, maths, and digital skills development	Knowledge and skills for the workplace	Positive attitude and behaviours
Students are introduced to key concepts and practical skills relevant to their intended T Level. This builds early technical understanding and prepares them for level 3 learning.	This area focuses on essential study skills development to include time management and independent learning. Students will also develop techniques in formal writing, research, referencing, and critical thinking.	Students who have not yet attained a GCSE grade 4 in English and/or maths (or equivalent qualification) are required to continue working towards this achievement through GCSE resits, or by completing a Functional Skills qualification.	This component introduces students to professional workplace behaviours and the expectations of a T Level industry placement. It covers key areas such as professionalism, communication, teamwork, understanding organisational policies, and effective travel planning.	This component helps students build confidence, manage stress, and cultivate a positive mindset. It focuses on goal-setting, self-reflection, and using feedback to support their personal growth and enhance their wellbeing.

Entry requirements

There are no specific entry requirements for this VQA T Level Foundation Course.

The course is primarily aimed at students aged 16-19 years, but may be suitable for students up to the age of 24 who have an Education, Health, and Care (EHC) plan.

NOTE: The T Level Foundation Year is designed to support students who may not yet have achieved a GCSE grade 4 or equivalent qualification in English and maths by providing targeted teaching and additional time to build their confidence and ability. Students who have not achieved the minimum requirement in English and maths will be expected to work towards achieving a GCSE grade 4 or a level 2 Functional Skills qualification during the course to meet the entry requirements for their chosen T Level route.

Key areas of learning

This T Level Foundation Course offers a balanced programme that helps students develop the essential technical knowledge, skills, and behaviours needed to progress onto a T Level within the Creative and Design routes.

This includes an introduction to the core principles and industry-relevant practices drawn from the National Technical Outcome (NTO) for the T Level route.

Students will explore areas such as:

- creative and design principles and processes
- creative and design materials, tools, and equipment
- technical knowledge of the creative and design sector
- produce a sustainable creative and design output
- consideration of audience and cultural context.

These topics are designed to give students a strong foundation for the more advanced technical learning they will encounter on the T Level and will support their understanding of how technical knowledge is applied in real workplace settings.

English, maths, and digital skills, relevant to the creative and design sector, and transferable skills, such as communication, problem-solving, and teamwork, will also be developed during the course.

There are opportunities for employer engagement, personal development, and work experience linked to creative and design, helping students build confidence, gain industry insight, and prepare for the expectations of the workplace.

Course structure

Students must complete the 3 Outcomes to achieve this T Level Foundation Course.

We have devised a simple, clear structure to showcase the knowledge and skills that students must be able to evidence to ensure they can successfully demonstrate each of the 3 outcomes. The layout comprises:

- technical knowledge and skills
- blended delivery (through a combination of theoretical and engaging, practical learning)
- supplementary delivery information for student stretch and challenge
- positive behaviours that may be demonstrated (such as professionalism, resilience).

The course provides the knowledge students must develop and the skills they are expected to demonstrate to fulfil the expectations of each outcome.

Each topic includes the essential knowledge, and the skills section details what students must be able to do in practice, ensuring that learning is applied and demonstrable within relevant contexts.

To support effective teaching and learning, each topic includes some suggestions on how the content can be taught.

Supplementary information is also provided to extend learning and encourage stretch and challenge for those who are ready to progress beyond the core requirements.

Outcome title	Guided learning hours (GLH)
O1: Develop ideas to meet creative and design client briefs	50
O2: Produce sustainable creative and design outputs to meet client briefs	50
O3: Develop enterprising ideas for business development opportunities in creative and design	50
Total (GLH) **Contact time, guidance, and supervision of a student for this course**	150*

*** The Guided Learning Hours (GLH)** for this course are set at 150 hours to ensure appropriate provision for students with varying needs and to accommodate opportunities for stretch and challenge in each of the 3 outcomes.

English, maths, and digital skills in the T Level Foundation Course

English (communication), maths (numeracy), and digital skills are essential components of the T Level Foundation Course. Details of where these skills are embedded and developed are set out in the National Technical Outcome (NTO), linked in the website section of this specification, which outlines the specific opportunities for teaching and application. Some skills will be explicitly taught, while others will be embedded through the delivery of the wider course content.

- **English (Communication)**: Communication skills will be developed through tasks that require students to articulate their ideas and present information clearly. These skills will be embedded within the context of the course, ensuring they are relevant to industry and student learning.
- **Maths (Numeracy)**: Numeracy skills are integrated into the qualification, particularly when students need to apply mathematical principles in real-world contexts. This includes tasks involving measurement, calculations, and data interpretation.
- **Digital Skills**: Digital skills will be embedded through the use of relevant software and tools that students will need in creative and design. These skills will be developed and applied in context, ensuring students understand their practical applications.

Assessment

Assessment approach

All students must be assessed in English.

Centres are expected to create their own assessments that reflect the aims of this T Level Foundation Course, ensuring alignment with the National Technical Outcome (NTO) for the subject area. When designing them, tutors must consider the depth and breadth of knowledge allowed by each task.

The assessments may be carried out on an individual outcome basis or designed holistically for the whole course across all 3 outcomes. Whichever approach is used, assessments should also reflect and align with the embedded English, maths, and digital skills.

Assessment might include a mix of:

- examinations
- assignments
- case studies
- projects
- observations.

Assessment activities should enable students to demonstrate the knowledge, skills, and behaviours outlined across all outcomes, showing how these can be applied in realistic, work-related contexts to support progression to T Level study or employment.

The specification does not prescribe a fixed approach, as this allows centres the flexibility to adapt delivery to their own context and to respond to the individual needs of students. Tutors should use their professional judgement to select methods that provide students with meaningful opportunities to apply and develop the required skills, whether in classroom, simulated, or workplace settings.

All assessments should be supported by appropriate internal quality assurance activities to make sure they are consistent, purposeful and support each student's progression, particularly when holistic assessment is used.

All assessments must be designed to ensure that students are appropriately prepared for the demands of the T Level route and reflect real-world applications.

Establishing consistency in assessment writing

Centres must implement appropriate and consistent assessment approaches to ensure student work is marked fairly and in line with VQA expectations.

All delivery staff must be familiar with the mandatory teaching content and assessment expectations and apply the same interpretation of knowledge and skill topics when designing and marking their assessments.

Assessments should follow a standardised format to ensure consistency in language, structure, and level of demand.

Tutors must use clear marking criteria and participate in regular standardisation activities to agree on the pass standard. Processes must be in place to confirm the authenticity of student work, and centres should ensure a transparent, accessible procedure is available for students to appeal a fail decision.

Achievement and progression

This is an unregulated course, and assessment will take place throughout the academic year. The assessment model is based on a pass/fail outcome, with no grading.

To pass the course, tutors must be satisfied that the students have met the 3 outcomes.

It is essential that tutors actively monitor student progress and provide timely and constructive feedback, highlighting areas for improvement and reinforcing their achievements. This ongoing feedback will ensure that students are given every opportunity to address any challenges and stay on track to successfully demonstrate the outcomes by the end of the course.

Centres should ensure that the Student Certification Form, available in the T Level Foundation Course resources section on the website, is completed when claiming learner certificates. Certificates will not be issued without the submission of the completed form. Centres are required to submit the form via email to operations@vqa.org

Health and safety considerations

Centres must ensure that all activities and tasks undertaken as part of this T Level Foundation Course are carried out with due regard to health and safety.

Students should only engage in activities within a supervised environment, or where appropriate, in a suitably controlled simulated setting. Centres are responsible for ensuring that all delivery and assessment activities comply with relevant health and safety requirements and safeguarding considerations.

Course Delivery

Monitoring student progress

Centres are expected to monitor students' progress throughout the course through regular tutor and student review points. Ongoing reviews should be used to identify each student's strengths and development needs, track progress in English, maths and digital skills, and monitor competency in employability skills and behaviours.

A range of methods should be used to review their progress, including regular feedback, formative assessments, and observations, with all activities documented to inform decisions about any additional support or interventions.

Students should be supported to take ownership of their learning and development by having a clear understanding of their goals and working with their tutors to agree on an individual development plan that sets out key objectives and milestones.

VQA has devised a number of templates to support the administration and delivery of this course. These can be accessed via the VQA website.

Adapted learning

Centres should take reasonable steps to ensure that all students are given fair access to learning and assessment opportunities. This includes anticipating potential barriers, adapting delivery methods where appropriate, and offering flexible arrangements that enable participation. Centres are encouraged to adopt a student-centred approach that reflects best practice in supporting diverse needs.

For more information, please refer to VQA's Reasonable Adjustments and Special Considerations Policy on our website.

Resources

All teaching materials and additional resources used to support the delivery of this foundation course must be age-appropriate. Centres should carefully consider student safeguarding and wellbeing when developing or sourcing materials in line with the centre's policies and procedures.

VQA has produced a Centre Resources Pack that includes a range of useful templates to support the assessment, ongoing monitoring, and pastoral support of your students.

This is a free, optional resource to support the administration of the T Level Foundation Course and may be accessed via the VQA website.

Personal development opportunities

Centres should include meaningful personal development and enrichment opportunities that help students to build the study skills, behaviours, and transferable skills needed for success on a T Level and in the workplace.

Additional enrichment opportunities, ideally aligned with students' intended T Level route or career goals, might include trips or volunteering activities, or participation in programmes such as The King's Trust.

Student pastoral support

Pastoral support is a vital part of any T Level Foundation Year and plays a key role in preparing students for progression to the demands of a T Level. Many students who register on a foundation year need encouragement, structure, and clear guidance to help them move forward.

A T Level Foundation Year should offer students tailored support to help them build confidence, resilience, and independence as they make the transition from GCSEs to level 3 study. This includes helping students to develop personal skills and support their wellbeing.

Centres should provide regular mentoring sessions as part of the pastoral support offer. These meetings will allow students to reflect on their progress, set goals, and address any issues at an early stage. Pastoral support should also monitor engagement, attendance, and personal development.

Safeguarding and mental health support are essential. Centres must have clear procedures in place to identify and respond to any wellbeing concerns, and students should have access to mental health services or signposting where needed. This is particularly important for students who are unsure of their next steps.

Support for students with special educational needs or disabilities (SEND) must be personalised, with appropriate adjustments made both in the classroom and during work experience activities. Centres should work closely with employers to ensure that any specific needs are understood and met. Overall, pastoral support should help ensure that every student feels supported, understood, and ready to progress confidently to their T Level.

Work preparation

Work experience is a key element of a T Level Foundation Year, supporting students to prepare for their T Level industry placement. Wherever possible, placements should align with the student's intended T Level route; however, alternative opportunities may be offered where employer availability is limited. All students should participate in meaningful, work-related activities and tailored workplace preparation, informed by an assessment of their individual work readiness.

Where a formal work placement is not possible, centres are encouraged to provide alternative forms of industry engagement to ensure students gain relevant and practical exposure to the workplace.

Preparation activities may cover core workplace knowledge and skills and may include:

- employer-led talks
- presenting projects to employers
- industry visits

- pre-placement site visits
- site visits
- mock interviews
- industry mentoring
- travel planning.

Centres must work closely with employers to ensure support and accessibility, safeguarding and health and safety considerations, including reasonable adjustments under the Equality Act 2010.

Student registration

Once approved to offer this T Level Foundation Course, centres must follow VQA's procedures for registering students. Student registration is at the centre's discretion, in line with equality legislation and health and safety requirements.

Centres must register students before any assessment can take place.

Progression after this course

This T Level Foundation Course aims to prepare students to progress onto a T Level. Successful students can progress to:

- T Level Technical Qualification in Media, Broadcast and Production
- T Level Technical Qualification in Craft and Design.

Students will need to apply for entry to the T Level via a centre's standard enrolment processes.

Where progression to a T Level is not appropriate for a student, centres will need to provide students with advice and guidance to support them in determining their next steps, which may include:

- a level 2 or level 3 study programme
- an apprenticeship
- employment.

Centres must provide appropriate careers guidance to help students plan their next steps and ensure the completion of any qualifications, including English and maths.

Staffing and Quality Assurance

All members of staff involved with the delivery of this T Level Foundation Course (tutors or internal quality assurance staff) will need to be occupationally competent in the subject area. This could be evidenced by a combination of:

- a higher-level qualification in the same subject area
- experience in the delivery/assessment/IQA of the course
- work experience in the subject area.

Staff members will also be expected to have a working knowledge of the requirements of the foundation course and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the courses they assess or quality assure.

Tutor Requirements

Tutors who deliver this foundation course must possess a teaching qualification appropriate for the level. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessors

Staff who assess this foundation course must possess an assessing qualification appropriate for the level or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Quality Assurance

Quality assurance for this VQA T Level Foundation course should be carried out by experienced professionals within the centre to ensure it meets learning standards.

Centres should implement regular checks on student progress, provide constructive feedback, and maintain a supportive environment. Centres should also ensure that staff delivering the course are suitably qualified and experienced.

Additionally, centres will receive an annual request to provide samples of student work and confirmation of the qualifications of those involved in delivery.

Useful Websites

- Department for Education
- T Levels
- T Level Foundation Year Framework for Delivery
- The Skills Builder
- Barclays Life Skills
- Skills England

You may also find the following website useful:

- National Technical Outcome Creative and Design

Teaching Content

Course structure

The structure of the T Level Foundation Course is informed by the National Technical Outcome (NTO) to ensure a comprehensive and cohesive learning experience for the students.

Each outcome is underpinned by a clear rationale, providing context for its relevance to support progression to a T Level.

The content is divided into **knowledge** and **skills** to support a focused and progressive approach to learning.

We provide **supplementary information** to deepen understanding and offer opportunities for stretch and challenge, ensuring students are encouraged to reach their full potential and support progression to level 3 study.

Additionally, English, maths, and digital skills are embedded throughout the course, with guidance on how these competencies may be integrated into learning activities.

The course also includes a strong emphasis on **transferable skills** and **behaviours**, preparing students for successful progression in both their further studies to a T Level and to future employment.

Outcome 1 (OC1): Develop ideas to meet creative and design client briefs

This outcome focuses on developing ideas as a key stage in the design process, essential for all creative and design careers. Students will build an understanding of the wider creative sector, exploring different types of design outputs and how ideas are generated with a clear awareness of audience and client needs.

They will learn how to present and communicate ideas effectively using images and text, maintaining communication with a client by responding to and clarifying a brief.

Students will also gain knowledge of how digital tools support idea presentation and concept development. Working from a client brief, they will learn how ideas are generated, developed, and refined to meet requirements, laying the foundations for progression in creative and design disciplines.

Knowledge Topic 1: Creative and design outputs	
	The student must understand:
K1	Media, broadcast, and production products: types, features, and applications
K2	Craft objects: types, features, and applications
	Tutor guidance:

K1 Media, broadcast and production products:

Tutors should introduce students to **media**, **broadcast,** and **production products**, including **video content**, **media assets**, **events,** and **productions**. Tutors should explore key **types**, **features,** and **applications** of these creative and design outputs (e.g., motion graphics, videography, photography, animation) within industry contexts. Tutors could explain how creative and technical choices (e.g., visuals, sound, editing, composition) convey meaning.

K2 Craft objects:

Tutors should support students to explore different **types** of craft objects, including **jewellery**, **ceramics**, **furniture,** and **textiles**. Tutors should discuss their main **features** and **applications,** and how they enhance creative and production outputs. Students could consider how materials, techniques and design features express ideas and enhance creative outcomes. Students could explore how craftsmanship, form and function influence design thinking.

Knowledge Topic 2: Generating ideas	
	The student must understand:
K3	Methods for generating ideas: types, characteristics and application
K4	Sources of inspiration for generating ideas: types, characteristics and application
	Tutor guidance:

K3 Methods for generating ideas:

Tutors should guide students through a range of **methods for generating ideas**, including **writing down ideas**, **associative thinking**, **creating prototypes** and **testing**. Tutors could also explore the use of script outlines, mind maps, mood boards, sketches, storyboards, video clips, as well as client, peer and audience feedback. The tutor should explain the **characteristics** of each method and their **application** in creative projects.

K4 Sources of inspiration for generating ideas:

Tutors should encourage students to investigate a variety of **sources of inspiration** for generating ideas (both primary and secondary sources should be considered), including **books**, **museums**, **galleries**, the **work of others,** and **online sources**. Tutors should discuss the **types** and **characteristics** of these sources and their **application** in supporting creative design.

Supplementary information to support stretch and challenge

Tutors could introduce:

- develop risk planning and contingencies to address potential constraints in their design ideas
- factors that will affect the ability to turn design ideas into actual outputs, such as budget limits, time restrictions, and copyright issues.

Knowledge Topic 3: Audience	
	The student must understand:
K5	Factors to consider in relation to intended audience: types, purpose of output, equality, diversity, inclusion, accessibility, and cultural sensitivities
	Tutor guidance:

K5 Factors to consider in relation to intended audience:

Tutors should teach students to consider key factors related to the **intended audience**, including the **purpose of output**, **equality**, **diversity**, **inclusion**, **accessibility,** and **cultural sensitivities**. Tutors should also explore types of audience such as **age**, the **general public** or **specific groups/individuals**, **interests**, **location,** and **lifestyle**, using relevant examples from media and production contexts. Students could consider how the information gathered on intended audience will influence design outcomes.

Knowledge Topic 4: Sustainability	
The student must understand:	
K6	The concept of sustainable development
K7	Opportunities to address and support sustainability through innovative designs
Tutor guidance:	

K6 Sustainable development:

Tutors should introduce students to the concept of **sustainable development** (e.g., meeting today's needs without compromising future resources). Students should learn how businesses, especially in creative and design sectors, can reduce waste, save energy, use ethical materials, and support responsible production, as well as how sustainability shapes media, broadcast, and production practices.

K7 Sustainability through innovative designs:

Tutors should guide students to identify opportunities to address and support **sustainability** through **innovative designs**, such as using eco-friendly materials, reducing waste, or designing for reuse. Students could explore the importance of problem-solving within a creative design context (e.g., finding new ways to package, display, or produce work that reduces environmental impact).

Knowledge Topic 5: Information and data	
	The student must understand:
K8	Sources of information required to support the production of designs: purpose, typical content, format, terminology, and differences between
K9	Types of information and data created and recorded when designing outputs
K10	Factors to consider when using information and data: confidentiality, privacy, intellectual property, and security
	Tutor guidance:
K8 Sources of information: Tutors should explain **sources of information** required to **support the production of designs**, including **design briefs**. Tutors should discuss the **purpose**, **typical content**, **format**, **terminology,** and **differences between sources** (e.g., comparing a design brief with market research data). **K9 Types of information and data:** Tutors should support students in understanding the **types of information and data created** and **recorded** when **designing outputs** (e.g., sketches, design specifications and production notes, and storyboards). **K10 Factors to consider when using information and data:** Tutors should introduce students to the key **factors to consider when using information and data**, including **confidentiality**, **privacy**, **intellectual property,** and **security.** This could include legislation such as GDPR in consent and seeking permission for filming, as well as considering intellectual property and Trademarks when researching and generating ideas.	

Knowledge Topic 6: Communication	
	The student must understand:
K11	Principles of effective communication: two-way process (send and receive messages), methods (verbal, non-verbal), styles (formal, informal), conventions of different types of written communication, and suitability for different purposes and audiences
K12	Reading: principles, reading for comprehension, identifying salient points, summarising key points, and synthesising information from different sources

K13	Spelling, punctuation, and grammar (SPAG): punctuation markers, grammatical conventions, and spelling of key technical and non-technical terminology
K14	Vocabulary: technical and non-technical, used to achieve particular effects and for different purposes
K15	Listening activities: deep and active
K16	Non-verbal communication: how they are presented, meaning of different types of body language, types and value of images and support materials as visual aids, and impact of non-verbal communication to support comprehension of key messages
K17	Oral communication: pitch, tone, and intonation, and their impact on how a message is received
K18	Engaging with an audience: techniques for establishing rapport when presenting proposals
K19	Differences between social and professional communication styles and applications to different audiences for different purposes

Tutor guidance:

K11 Principles of effective communication:

The tutor should introduce students to the **principles** of effective communication, explaining it as a **two-way process** where messages are both **sent** and **received**. Students will explore different communication **methods** (**verbal** and **non-verbal**) and how each plays a role in conveying information. The tutor will also cover communication **styles**, distinguishing between **formal** and **informal** approaches, particularly in relation to dealing with clients and production staff. Tutors should guide students to explore the **conventions of different types of written communication** (e.g., emails, reports, letters, and social media posts). Tutors should support students in identifying key features, including tone, structure, formality, and layout, and how these vary depending on the **purpose** and **audience**.

K12 Reading:

Students should be introduced to the **principles** of reading for **comprehension,** focusing on how to **identify salient points**, **summarise key points,** and **synthesise information** from **different sources**. The tutor could explain how these skills are essential for analysing data and making informed decisions, helping students develop the ability to process and interpret client briefs accurately.

K13 Spelling, punctuation, and grammar (SPAG):

The tutor should introduce students to the importance of correct spelling, punctuation, and grammar (SPAG) in both **technical** and **non-technical** communication and terminology (**punctuation markers, grammatical conventions,** and **spelling of key technical** and **non-technical terminology**) related to media production and presentation of ideas.

K14 Vocabulary:

Students should explore the concept of vocabulary, focusing on the distinction between **technical** and **non-technical terms**. Students will learn how to use both types of vocabulary effectively to achieve **particular effects** and suit **different purposes**. The tutor will explain how **technical** vocabulary is used in specialised fields to convey precise meaning, while **non-technical** vocabulary is used for general communication.

K15 Listening activities:

Students should explore listening techniques (**active** and **deep listening**). Students will explore how **active** listening involves fully concentrating, understanding, responding, and remembering what is being said, while **deep** listening requires a more reflective and analytical approach to grasp the underlying meaning and emotions.

K16 Non-verbal communication:

The tutor should introduce students to non-verbal communication, explore the meaning of **different types of body language,** and how they can be **presented**. Students will consider the **types** and **value of images** and **support materials** as visual aids and how these elements enhance understanding. The tutor will also highlight their impact of **non-verbal communication** in supporting the **comprehension** of key messages, demonstrating how body language and the use of visual aids play a crucial role in conveying meaning.

K17 Oral communication:

Tutors should introduce students to oral communication (**pitch, tone**, and **intonation**). Students will explore how these can influence how a **message is received**. The tutor could explain how variations in pitch, tone, and intonation can impact clarity, emphasis, and listener engagement.

K18 Engaging with an audience:

Tutors should teach and demonstrate a range of techniques for **engaging with an audience** when **presenting proposals**. This includes helping students understand how to **establish rapport** through positive body language, clear communication, and appropriate tone of voice. Students should be encouraged to use a range of methods to engage an audience (e.g., make eye contact, use visual aids effectively, and speak confidently about their proposals).

K19 Social and professional communication:

Tutors should help students understand the difference between **social communication** (e.g., talking with friends or peers) and **professional communication** (e.g., used when speaking to tutors, clients, or industry professionals).

Knowledge Topic 7: Digital	
	The student must understand:
K20	Software: features, functions, and applications for presenting designs
K21	Management of digital information and data: classification and organisation, naming conventions, storage systems, protection methods, accessibility, and formats
K22	Protection of organisational and client data: risks, software, and procedures
	Tutor guidance:
K20 Software: Tutors should explore **software used for presenting designs**, including its **features**, **functions,** and **applications**. Presentation software helps students create visually engaging presentations with images, text, animations, and layouts to clearly communicate design concepts to a client or class. Students could explore the use of AI to enhance presentations. **K21 Management of digital information and data:** Tutors should guide students in **managing digital information and data**, covering **classification**, **organisation**, **naming conventions**, **storage systems** (e.g., local and remote), **protection methods** (e.g., physical security and software security), **accessibility,** and file **formats**. **K22 Protection of organisational and client data:** Tutors should explain the **protection of organisational** and **client data**, including common **risks** (e.g., viruses, malware, phishing emails, accidental deletion, unauthorised access), relevant **software** (e.g., anti-virus software and firewall protection), and **procedures** (e.g., encrypting files, using strong passwords, conducting regular backups, and restricting access to sensitive information) to ensure data security.	
	Supplementary information to support stretch and challenge
Tutors could introduce: • use software with advanced functions and features to present design ideas.	

Outcome 1 (OC1): Develop ideas to meet creative and design client briefs

This outcome develops the skills needed to generate, refine, and communicate creative ideas in response to a client brief. Students will learn how to develop ideas from concept to proposal, considering purpose, audience, and practical constraints.

They will build creative and critical thinking skills by exploring options, evaluating ideas, and making informed design decisions. Confidence and independence will grow as they tackle briefs, adapt to feedback, and develop resilience in the creative process.

Communication skills will be strengthened through presenting ideas clearly in visual, written, and oral formats, learning to justify their decisions, and communicate professionally with clients.

Students will also develop digital skills, using appropriate tools to present ideas to a professional standard. Working to an industry-relevant brief, they will learn to generate purposeful ideas aligned with client and audience needs.

Skill Topic 1: Critical thinking	
Students must be able to:	
S1	Use effective questioning to elicit information
S2	Evaluate pros and cons of information provided
S3	Review information from different perspectives
S4	Apply logic and reasoned argument to information presented
S5	Synthesise information from different sources
S6	Draw evidence-based conclusions
Skill Topic 2: Creativity skills	
Students must be able to:	
S7	Lateral thinking to consider opportunities from different perspectives
S8	Make novel connections between ideas
S9	Recognise ideas, alternatives, and possibilities
S10	Form ideas iteratively
Skill Topic 3: Communicating	
Students must be able to:	
S11	Synthesise information and data from different sources

S12	Engage an audience
S13	Summarise information and data
S14	Apply technical language in relevant contexts
S15	Apply oral communication skills to clearly articulate a message
S16	Engage in discussion and conversation, listening to and responding to feedback
S17	Show respect for others' views and opinions
S18	Apply an inclusive approach to engaging with others
S19	Apply written communication techniques to produce formal reports following standard conventions
S20	Apply written communication skills to clearly articulate a message
S21	Create documents appropriate to purpose and audience
S22	Produce clear and coherent texts
S23	Sketch 2D and 3D designs for craft outputs
S24	Apply communication techniques to secure audience understanding
S25	Interpret information and data presented in different formats
S26	Apply appropriate vocabulary, grammar, form, structural, and organisational features to reflect audience, purpose, and context
Skill Topic 4: Digital skills	
Students must be able to:	
S27	Organise digital information
S28	Store digital information securely
S29	Retrieve digital information
S30	Apply software functions to present designs to clients
Behaviours	

B1 Self-confidence	**B2** Socially adept	**B3** Empathetic	**B4** Respectful

Outcome 2 (OC2): Produce sustainable creative and design outputs to meet client briefs

This outcome focuses on developing knowledge of processes involved in the production of media, broadcast, and production products and craft objects to meet client briefs. Students will learn how ideas are translated into sustainable outcomes through key stages of production and will gain knowledge of tools, materials, and equipment, including safe and appropriate use. They will explore material properties and how these affect technical and design decisions.

Health and safety knowledge is embedded, alongside an understanding of sustainability, covering material choice, waste reduction, and responsible resource use. Students will also build knowledge of planning and resource management, including calculating time and materials to support efficient workflow.

Knowledge Topic 1: Creative and design production processes	
The student must understand:	
K1	Media, broadcast, and production products: production procedures and processes, and use of media software
K2	Craft objects: techniques, procedures, and processes
Tutor guidance:	
K1 Media, broadcast and production products: Tutors should introduce students to **media**, **broadcast,** and **production products**, including **video content** and **media assets** (e.g., live or digital productions). Tutors should guide students through the **production procedures** and **processes** involved in creating them. Tutors should also introduce students to the use of **media software** to support the production process and the creation of creative and design outputs. **K2 Craft objects:** Tutors should support students to explore different types of **craft objects** (e.g., **jewellery**, **ceramics**, **furniture,** and **textiles**). Students should investigate the **techniques**, **procedures**, and **processes** used to create these objects, and understand how these craft skills contribute to the development of creative and design outputs.	
Supplementary information to support stretch and challenge	

Tutors could introduce:

- Type of products and objects produced: more complex multi-step processes required
- Production of 'linked' digital product and craft output (for example, a fashion item that is used in a film or digital asset which showcases several produced craft objects in an online exhibition
- Factors that can impact on successful completion and quality of products and objects
- Quality of information provided for the production process, including missing information.

Knowledge Topic 2: Health and safety	
The student must understand:	
K3	Typical health and safety hazards that individuals can create and encounter when producing creative and design outputs
K4	Likelihood and severity of health and safety risks associated with typical hazards
K5	Risk assessment: purpose, use, and content
K6	Controls used to minimise risks
K7	Techniques used to support healthy and safe working practices, including manual handling
Tutor guidance:	

K3 Health and safety hazards:

Tutors should teach students about common health and safety hazards that an **individual** can **create** or **encounter** when producing creative and design outputs (e.g., **sharp objects**, **broken tools**, and **equipment**). Tutors should ensure students understand the risks linked to specific tools and materials (e.g., burns from hot glue guns or heat tools, fumes from paints or adhesives causing respiratory issues). Tutors should also guide students to identify hazards arising from improper storage, handling, or maintenance of equipment and tools. Students could also be made aware of other potential risks, such as loose wires, trip hazards from obstacles in the studio and on location shoots, as well as cluttered workspaces.

K4 Health and safety risks:

Tutors should explain the **likelihood** and **severity** of **health and safety risks** associated with **typical hazards**, including **slips**, **trips,** and **falls**, and discuss how these risks are assessed in creative and production environments.

K5 Risk assessments:

Tutors should introduce learners to the **purpose**, **use,** and **content** of risk assessments, explaining that they are simple planning documents used to identify possible dangers before starting a creative task and exploring the potential mitigations they can put in place to minimise risk. Students should understand that risk assessments help keep both themselves and others safe by encouraging them to think ahead and make sensible choices in their workspace.

K6 Controls to minimise risk:

Tutors should explore with students the **controls** used to minimise risks, such as regular **inspection of equipment** and **good housekeeping practices**, and explain how these contribute to safe working environments.

K7 Healthy and safe work practices:

Tutors should introduce students to a range of techniques used to support healthy and safe working practices in creative and design environments. This includes demonstrating **safe manual** (e.g., bending the knees instead of the back when lifting heavy materials like boxes of clay, stacks of paper, large boards used for model-making or filming, and audio equipment).

Knowledge Topic 3: Tools and equipment	
The student must understand:	
K8	Tools: characteristics, purpose, safety, security, storage, maintenance, operation, and applications
K9	Equipment: characteristics, purpose, safety, security, storage, maintenance, operation, and applications
Tutor guidance:	
K8 Tools: Tutors should introduce students to a range of tools used in creative and design production, explaining their **characteristics**, **purpose**, **safety** requirements, **security** considerations, **storage**, **maintenance**, **operation,** and **applications**. **K9 Equipment:** Tutors should explore different types of equipment with students, discussing their **characteristics**, **purpose**, **safety**, **security**, **storage**, **maintenance**, **operation,** and **applications** in media, broadcast, production, and craft contexts.	

Knowledge Topic 4: Materials, consumables, and products	
The student must understand:	
K10	Materials, consumables, and products: characteristics, purpose, applications, qualities, and different types used to achieve objectives
K11	Material quantities required to ensure minimum wastage
K12	Properties of different types of materials and their suitability for different purposes and applications

Tutor guidance:

K10 Materials, consumables, and products:

Tutors should introduce students to a range of **materials**, **consumables,** and **products** commonly used in creative design projects, including their **characteristics**, **purpose**, **applications**, **qualities,** and **types** used to achieve project objectives. Tutors could guide students to identify what the material is, why it is used, and how it helps meet the goals of a design brief.

K11 Minimising waste:

Tutors should support students in understanding how to calculate **material quantities** required for production processes to ensure **minimum wastage** and efficient resource use. Students could be encouraged to sketch cutting plans, measure accurately, and compare estimated versus actual usage to understand how to reduce waste and save resources.

K12 Properties of different types of materials:

Students should explore the **properties** of **different types of materials** and their **suitability** for **different purposes** and **applications**.

Knowledge Topic 5: Sustainability	
The student must understand:	
K13	Waste management: principles, techniques (refuse, reduce, reuse, repurpose, recycle), procedures, and impact on the production of creative and design outputs
K14	Sustainable materials: characteristics, purpose, applications, and impact on the production of creative and design outputs
K15	Supply chain management: key principles, concept of sustainable procurement, benefits, and limitations
Tutor guidance:	

K13 Waste management:

Tutors should introduce students to the **principles** and **techniques** of **waste management**, including **refuse**, **reduce**, **reuse**, **repurpose,** and **recycle**, and explain **procedures** and their **impact on the production of creative and design outputs**.

K14 Sustainable materials:

Tutors should explain the **characteristics**, **purpose**, **applications,** and **impact** of **sustainable materials** on the production of creative and design outputs, encouraging students to consider sustainability in their work.

K15 Supply chain management:

Tutors should introduce students to **supply chain management.** Students should explore the **key principles**. Students should also be introduced to the **concept of sustainable procurement (**e.g., choosing suppliers and materials that are ethical, environmentally conscious, and responsible). Tutors should encourage students to think about how their design choices affect cost, time, quality, and the environment, and discuss the **benefits** and **limitations** of different approaches in supporting creative production.

Knowledge Topic 6: Information and data	
The student must understand:	
K16	Sources of information required to produce creative and design outputs: purpose, typical content, format, terminology, and differences between
Tutor guidance:	
K16 Sources of information required to produce creative and design outputs: Tutors should explain **sources of information** required to produce creative and design outputs, including design briefs, and discuss their **purpose**, **typical content**, **format, terminology,** and **differences**. Tutors should help students understand the different **sources of information** that guide creative work (e.g., design briefs, client notes, mood boards, technical specifications, and reference materials like trend forecasts or brand guidelines).	

Knowledge Topic 7: Communication	
The student must understand:	
K17	Reading: principles, reading for comprehension, identifying salient points, summarising key points, and synthesising information from different sources
Tutor guidance:	
K17 Reading: Students should revisit the **principles** of reading for **comprehension,** focusing on how to **identify salient points**, **summarise key points,** and **synthesise information** from **different sources**. The tutor could explain how these skills are essential for analysing data and making informed decisions, helping students develop the ability to process and interpret client briefs accurately.	

Knowledge Topic 8: Numeracy	
The student must understand:	
K18	Numbers and the number system: techniques for application of the four operations (addition, multiplication, division, subtraction), working with whole numbers, fractions, decimals, and percentages
K19	Techniques for checking calculations: estimation and approximation
Tutor guidance:	
K18 Numbers and the number system: Tutors should teach students techniques for applying the **four operations** (**addition**, **subtraction**, **multiplication,** and **division**) and **working with whole numbers**, **fractions**, **decimals,** and **percentages** in the context of production calculations. **K19 Techniques for checking calculations:** Tutors should support students in developing techniques for **checking calculation**s, including **estimation** and **approximation**, to ensure accuracy in production planning and processes.	

Outcome (OC2): Produce sustainable creative and design outputs to meet client briefs

This outcome develops students' practical and technical production skills through hands-on creation of media, broadcast products, or crafted objects. Students will apply industry-relevant processes and build a foundation for future T Level specialisms.

They will learn to use tools, equipment, and materials safely and competently, applying health and safety practices in a work-relevant context. Planning and organisational skills will be developed through managing workflow, resources, and time during production tasks.

Students will strengthen problem-solving skills by identifying and responding to technical challenges, building resilience and adaptability. Sustainability is embedded, encouraging responsible material use, waste reduction, and informed decision-making.

Communication skills will be developed through interpreting instructions and technical specifications accurately, while numeracy skills will be applied in calculating measurements, materials, and time. Those focusing on media and production will also build digital skills through relevant software and workflows aligned with industry practice.

Skill Topic 1: Media, broadcast, and production products	
Students must be able to:	
S1	Prepare environment
S2	Handle equipment and materials
S3	Manipulate media software
S4	Apply technical skills in the production of a product
Skill Topic 2: Craft object	
Students must be able to:	
S5	Prepare environment
S6	Handle tools, equipment, and materials
S7	Manipulate materials
S8	Apply technical skills in the production of an object
Skill Topic 3: Health and safety skills	
Students must be able to:	
S9	Assess a situation for potential adverse effects
S10	Assess an area for potential health and safety risks
S11	Establish a safe working area
S12	Apply Personal Protective Equipment (PPE) appropriately following agreed procedures
S13	Apply manual handling techniques when lifting, carrying, handling, and moving tools, equipment, and materials
Skill Topic 4: Use of tools and equipment	
Students must be able to:	
S14	Apply techniques to effectively use tools to meet requirements of a task and situation

S15	Apply techniques to effectively use equipment to meet requirements of a task and situation
Skill Topic 5: Sustainability skills	
Students must be able to:	
S16	Use materials sustainably
S17	Dispose of waste sustainably
S18	Minimise waste
Skill Topic 6: Planning	
Students must be able to:	
S19	Identify discrete steps required to achieve an outcome with attention to detail
S20	Estimate time and resources required to achieve an outcome
S21	Prioritise activities required to achieve an outcome
S22	Sequence activities required to achieve an outcome
S23	Allocate resources required for the production of outputs
Skill Topic 7: Self-managing	
Students must be able to:	
S24	Monitor own performance against objectives
S25	Manage own time in achieving objectives
S26	Move within an environment demonstrating situational awareness
Skill Topic 8: Self-reflecting	
Students must be able to:	
S27	Identify success criteria for a task
S28	Consider process and evidence available for review
S29	Make judgements based on the evidence available
Skill Topic 9: Communicating	

Students must be able to:	
S30	Interpret information and data presented in different formats
Skill Topic 10: Numeracy skills	
Students must be able to:	
S31	Apply the four operations to calculate required resources
S32	Estimate resources required for the production of creative and design outputs
Behaviours	
B5 Resilient	**B6** Self-confidence

Outcome (OC3): Develop enterprising ideas for business development opportunities in creative and design

This outcome develops students' understanding of enterprise in the creative and design sector, showing how professionals identify and act on business opportunities. Students will explore ways to generate income or promote work, such as exhibitions, product development, space improvement, or expanding client networks.

They will gain knowledge of the industry's structure and cultural context, understanding how trends, audience expectations, and sector values shape viable business opportunities. Fundamental project management concepts, including scope, cost, and time, will support realistic and achievable idea development.

Students will also learn research methods for analysing opportunities, including evaluating credible sources and interpreting market or client information. Knowledge of professional documentation and communication practices will enable them to record, structure, and present ideas effectively to clients, stakeholders, or funding bodies.

Students will build knowledge of digital tools for project management, presentation, and promotion, alongside understanding professional communication expectations in client-facing scenarios.

Knowledge Topic 1: Cultural context	
The student must understand:	
K1	Cultural contexts in relation to business opportunities: social, political, technological, and economic
K2	Style, taste and trends: characteristics and applications

Tutor guidance:
K1 Cultural contexts in relation to business opportunities: Tutors should introduce students to cultural contexts in relation to business opportunities. Students should explore **social, political, technological,** and **economic factors** within the creative industries (e.g., design does not exist in isolation; it reacts to what's happening in the world, and businesses adapt their creative output to match trends, needs, and audience behaviour). **K2 Style, taste and trends:** Tutors should help students explore how the **characteristics** and **applications** of **style** (e.g., visual look), **taste** (e.g., personal or cultural preference) and **trends** (e.g., popular or current looks) impact design choices and business decisions. Students should begin to recognise different visual styles, understand why audiences like certain aesthetics, and see how trends can impact business decision-making and direction of creative projects.

Knowledge Topic 2: Business	
The student must understand:	
K3	The creative and design sector: contribution of the sector to the economy, relationship of the sector to other sectors, strategies and techniques used by businesses to improve competitiveness and features of different types of workplaces in the sector, including working conditions and types of employment
K4	Enterprise: key principles, concept of risk and reward, how enterprise is used to develop business change and controls that can be applied to mitigate risk
K5	Finance: key financial terms, sources of finance, concepts of profit, revenue, expenditure and budgeting, how they are tracked, controlled and measured and how they contribute to business success
K6	Stakeholders: internal, external, how they are affected by business activities and how they affect business activities
K7	Business competitiveness: strategies and techniques used by businesses to improve competitiveness
Tutor guidance:	
K3 The creative and design sector:	

Tutors should help students understand how the **creative and design sector contributes to the economy** and explore the **relationships** with other **sectors** (e.g., fashion, marketing, technology, retail, art, film, and engineering). The tutor should introduce the **strategies** used by businesses to improve competitiveness (e.g., design, branding, customer communications, advertising, and innovation). Tutors should explain how different **workplaces** and job roles function within the creative design sector. They should also introduce **employment types** (e.g., **freelance**, **partnership,** and **limited company**) and typical **working conditions.**

K4 Enterprise:

Tutors should explain the key principles of **enterprise** using creativity, initiative, and decision-making to inform **business change**. Students should be made aware that every creative project involves a **risk** (e.g., something could go wrong) but also a **reward** (e.g., something positive could happen, like profit, attention, or new clients). Tutors should also introduce simple ways to **mitigate risk**, known as **controls**.

K5 Finance:

Tutors should explore with students **key financial terms** and **sources of finance (**e.g., **grants**, **incentives**, **sponsorship**, **crowdfunding,** and **commercial funding).** Students should explore **the concepts of profit**, **revenue**, **expenditure,** and **budgeting**. Tutors should explain how financial performance is **tracked**, **controlled,** and **measured** and how it **contributes to business success.**

K6 Stakeholders:

Tutors should explore **stakeholders,** including **internal** (e.g., team members, managers, and support staff) and **external groups** (e.g., clients, customers and suppliers) and how they are affected by business activities, and how they influence business operations.

K7 Business competitiveness:

Tutors should guide students in understanding **business competitiveness**, discussing **strategies** and **techniques** (e.g., style, branding, customer experience, trend awareness, social media presence, and product quality) and how they can be used to improve performance and market position.

Supplementary information to support stretch and challenge:

Tutors could introduce:

- The influence of a range of external factors on ideas for a business development opportunity
- Implications of using different funding sources for a business development opportunity
- How the supply chain of the creative economy impacts ideas for a business development opportunity.

Knowledge Topic 3: Sustainability	
The student must understand:	
K8	The concept of sustainable development
K9	Opportunities to address and support sustainability through innovative solutions
Tutor guidance:	

K8 Sustainable development:

Tutors should introduce the concept of **sustainable development** (e.g., meeting today's needs without harming future resources). Students should understand that businesses in the creative and design sector can make choices that reduce waste, save energy, use ethical materials and support responsible production.

K9 Sustainability through innovative solutions:

Tutors should encourage students to explore **innovative solutions** that **support sustainability** (e.g., finding new ways to package, display, or produce work that reduces environmental impact).

Knowledge Topic 4: People	
The student must understand:	
K10	Characteristics of ethical behaviour
K11	Professional behaviours: definitions and how behaviours are demonstrated
Tutor guidance:	

K10 Ethical behaviour:

Tutors should help learners understand the **characteristics of ethical behaviour** (e.g., doing the right thing, even when it is not the easiest or cheapest option). In creative businesses, ethical practice involves being honest, respectful, fair, inclusive, and responsible, especially when working with clients, collaborators, or customers.

K11 Professional behaviours:

Tutors should define **professional behaviour** as the way a person presents themselves and communicates in a work or project setting (e.g., manage time, meet deadlines, communicate politely, work in teams, listen to feedback, and handle criticism positively).

Knowledge Topic 5: Project management	
The student must understand:	
K12	Project management lifecycle: terminology, key stages, and requirements at each stage
K13	Project planning and monitoring tools and techniques: characteristics, functions, and applications
K14	Project proposals: key features, including summary and description
K15	Factors to consider when planning projects: project scope, client expectations, budget, resources' availability, sustainability, and timeframe
Tutor guidance:	

K12 Project management lifecycle:

Tutors should introduce students to the **project management lifecycle** (e.g., **terminology, key stages** and the **requirements** at each **stage**).

K13 Project planning and monitoring tools and techniques:

Students should be introduced to **project planning** and **monitoring tools** (e.g., Gannt charts, timelines).

K14 Project proposals:

Tutors should guide students in preparing **project proposals**, including **key features**, summary (e.g., a short, clear overview of their project idea) and **description** (e.g. a more detailed information about the project, including its purpose, intended audience, and design approach).

K15 Factors to consider when planning projects:

Tutors should encourage students to explore factors to consider when **planning projects**, including **project scope (**e.g. what is included in the project and what is not), **client expectations (**e.g., understanding and meeting what the client wants), **budget** (e.g., the importance of costs and how to plan within limits), **resource availability** (e.g., tools, materials, and skills needed), **sustainability** (e.g., environmental and ethical impacts) and **timeframe** (e.g., planning and meeting deadlines).

Knowledge Topic 6: Investigation	
The student must understand:	
K16	Data collection: methods, purpose, suitability, and types of data
K17	Validity of information and data: accuracy, reliability, currency, and bias
K18	Referencing of sources: techniques used to reference sources directly, paraphrasing, and different types of sources
Tutor guidance:	

K16 Data collection:

Tutors should introduce students to **data collection methods**, their **purpose** (e.g., answering questions, making decisions or predictions about future probabilities and trends), and the **suitability** of each method for various **types of data**.

K17 Validity of information and data:

Tutors should explain the **validity** of information **and data** and explain its importance for creative projects. They should focus on **accuracy, reliability, currency**, and **bias**.

K18 Referencing of sources:

Tutors should introduce students to **referencing sources.** Students should explore **different types of sources** and **techniques used to reference sources directly,** including **paraphrasing**.

Knowledge Topic 7: Communication	
The student must understand:	
K19	Principles of effective oral communication: two-way process (send and receive messages), methods (verbal, non-verbal), and styles (formal, informal)
K20	Reading: principles, reading for comprehension, identifying salient points, summarising key points and synthesising information from different sources
K21	Spelling, punctuation and grammar (SPAG): punctuation markers, grammatical conventions, and spelling of key technical and non-technical terminology
K22	Vocabulary: technical and non-technical, used to achieve particular effects and for different purposes
K23	Listening techniques: active and deep
K24	Non-verbal communication: meaning of different types of body language, types and value of images and support materials as visual aids and impact of non-verbal communication to support comprehension of key messages
K25	Oral communication: pitch, tone and intonation and their impact on how a message is received
K26	Positive communication: techniques and their application to presenting ideas
K27	Engaging with an audience: techniques for establishing rapport, in conversation, in discussion, in debate, obtaining and clarifying information and presenting ideas

Tutor guidance:

K19 Principles of effective oral communication:

Tutors should explain the **principles** of effective **oral communication** and that it is a **two-way process** where messages are both **sent** and **received**. Students will explore different communication **methods** (**verbal** and **non-verbal**). The tutor will also cover communication **styles**, distinguishing between **formal** and **informal** approaches when developing enterprising ideas for business development opportunities in creative and design.

K20 Reading:

Students should explore the **principles** of reading for **comprehension,** focusing on how to **identify salient points**, **summarise key points,** and **synthesise information** from **different sources**. The tutor will explain how these skills are essential for interpreting information and making informed decisions when developing enterprising ideas for business development opportunities in creative and design.

K21 Spelling, punctuation, and grammar (SPAG):

Students should gain an understanding of the importance of correct spelling, punctuation, and grammar (SPAG) in both **technical** and **non-technical** communication and terminology (**punctuation markers, grammatical conventions,** and **spelling of key technical** and **non-technical terminology**) when developing enterprising ideas for business development opportunities in creative and design industries.

K22 Vocabulary:

Tutors should explain the concept of vocabulary and the use of **technical** and **non-technical** terms to achieve **particular effects** for **different purposes** in the creative and design sector.

K23 Listening:

Students should explore listening techniques (**active** and **deep listening**). Students will learn how **active** listening involves fully concentrating, understanding, responding, and remembering what is being said, while **deep** listening requires a more reflective and analytical approach to grasp the underlying meaning and emotions when developing enterprising ideas for business development opportunities in creative and design.

K24 Non-verbal communication:

Tutors should explain non-**verbal communication** and the meaning of **different types of body language,** and how they can be **presented**. Students will consider the **types** and **value of images** and **support materials** as **visual aids** and how these elements enhance understanding. The tutor will also highlight their impact of **non-verbal communication** in supporting the **comprehension** of key messages.

K25 Oral Communication:

Tutors should explain oral communication (**pitch, tone**, and **intonation**) and how they can influence how a **message is received**.

K26 Positive Communications:

Tutors should introduce **techniques** for **positive communication** (e.g., expressing ideas clearly, collaborating well, and receiving feedback constructively) and their application when **presenting ideas** in projects or discussions.

K27 Engaging with an audience:

Students should be encouraged to engage with an audience. Exploring the techniques for **establishing rapport** in **conversation, discussion**, and **debate**. The students should explore techniques for **obtaining** and **clarifying** information and **presenting** ideas in a way that is engaging and clear, ensuring effective communication in creative and design contexts.

Knowledge Topic 8: Digital	
The student must understand:	
K28	Software: features, functions, and applications for project management
K29	Software: features, functions, and applications for presenting
K30	Software: features, functions, and applications for production of reports
K31	Management of digital information and data: classification and organisation, naming conventions, storage systems, protection methods, accessibility, and formats
K32	Online/internet searches: techniques used to carry out and refine searches, Search Engine Optimisation (SEO), and its implications for search results
K33	Protection of organisational data: risks, software and procedures
Tutor guidance:	

K28 Software for project management:

Tutors should introduce **software used for project management**, explaining key **features**, **functions,** and **applications** (e.g., managing steps for creating a poster, advertising video, or other product prototype).

K29 Software for presenting:

Tutors should explore **software used for presenting,** including its **features**, **functions,** and **applications** (e.g., create visually engaging presentations with images, text, animations, and layouts to clearly communicate design concepts).

K30 Software for producing reports:

Tutors should explain the software used for **producing reports**, highlighting **features**, **functions,** and **applications** relevant to project work. Students should use a range of methods to format reports (e.g. use headings, tables, visuals, and references).

K31 Management of digital information and data:

Tutors should introduce the management of digital information and data. Students should explore classification and **organisation, naming conventions, storage systems, protection methods, accessibility,** and **formats**.

K32 Online/internet searches:

Tutors should introduce techniques for **online/internet searches**, including **refining searches** (e.g., using specific keywords and filters), understanding **Search Engine Optimisation (SEO)** and its **implications for search results** (e.g., top results may be biased due to endorsement and sponsorships, may not have the most relevant, accurate, or current information).

K33 Protection of organisational data:

Tutors should explain **protection of organisational data**, including common **risks** (e.g., viruses, malware, phishing emails, accidental deletion, unauthorised access), relevant **software** (e.g., anti-virus software and firewall protection), and **procedures** (e.g., encrypting files, using strong passwords, conducting regular backups, and restricting access to sensitive information) to ensure data security.

Outcome (OC3): Develop enterprising ideas for business development opportunities in creative and design

This outcome focuses on developing students' enterprising and investigative skills to identify and act on business opportunities within the creative and design sector. Throughout this outcome, students engage in research, analysis, and critical thinking to evaluate potential opportunities in relevant cultural and sector contexts.

The outcome also supports the development of decision-making and planning abilities through the application of project management principles — considering scope, cost, and time — to create realistic and achievable enterprising ideas. Students will strengthen written communication through note-taking, research synthesis, and the clear documentation of ideas.

Digital skills will be applied to support project management, presentation, and promotion, while oral communication skills will be enhanced through presenting proposals to clients or stakeholders, building confidence in professional pitching and receiving feedback.

Skill Topic 1: Planning	
Students must be able to:	
S1	Identify discrete steps required to achieve an outcome
S2	Estimate time and resources required to achieve an outcome
S3	Prioritise activities required to achieve an outcome
S4	Sequence activities required to achieve an outcome
S5	Coordinate activities required to achieve an outcome
Skill Topic 2: Analysing	
Students must be able to:	
S6	Identify common features in information
S7	Organise common features into types
S8	Discern patterns in information
S9	Deconstruct information
S10	Classify information

S11	Order information
Skill Topic 3: Investigating	
Students must be able to:	
S12	Develop focused search criteria and queries to support an investigation
S13	Identify sources of information and data required for an investigation
S14	Reference sources of information
S15	Interrogate information and data for validity
Skill Topic 4: Decision-making	
Students must be able to:	
S16	Clarify logical choices
S17	Identify likely impact of decisions
S18	Assess evidence and advice to support decision-making
S19	Justify how a decision would lead to achieving objectives
S20	Substantiate proposals with evidence
S21	Conclude arguments
Skill Topic 5: Communicating	
Students must be able to:	
S22	Synthesise information and data from different sources with attention to detail
S23	Engage an audience
S24	Summarise information and data with attention to detail
S25	Apply technical language in relevant contexts
S26	Apply active listening techniques when presenting solutions
S27	Apply oral communication skills to clearly articulate a message with attention to detail
S28	Apply written communication skills to clearly articulate a message

S29	Apply non-verbal communication techniques to support communication
S30	Create documents appropriate to purpose and audience
S31	Write for impact
S32	Engage in discussion, debate and conversation, listening to and responding to questions and feedback
S33	Show respect for others' views and opinions
S34	Apply communication techniques to secure audience understanding
S35	Interpret information and data presented in different formats
S36	Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose, and context
Skill Topic 6: Digital skills	
Students must be able to:	
S37	Organise digital information
S38	Store digital information securely
S39	Retrieve digital information
S40	Apply software functions for project management
S41	Apply software functions for presenting
S42	Apply software functions to produce reports

Behaviours		
B7 Focused	**B8** Reflective	**B9** Independent

Appendix 1

Level 2 Command Verbs

These command verbs require students to demonstrate their understanding of facts, ideas, or concepts.

Command word	Definition
Apply	Use knowledge or understanding in a familiar situation to complete a task
Assess	Make a judgement about the value or importance of something using simple reasoning
Calculate	Work out the value of something, showing relevant working out
Choose	Select the most appropriate option from a limited range
Classify	Group items based on shared features or characteristics
Compare	Examine in detail and identify similarities and differences between them
Define	Give a definition or specify the meaning of an idea or concept
Demonstrate	Show understanding of a process or concept through simple examples, actions, or explanations
Describe	Give a detailed account of a subject or set out its characteristics or features
Discuss	Present key points about different ideas or strengths and weaknesses of an idea
Estimate	Make an approximate judgement or calculation based on known information
Explain (why)	Set out purposes or reasons, or make something clear in relation to a particular situation
Explain how	Provide a detailed account of a process or way of doing something
Give examples	Provide specific cases or instances that support or illustrate a point
Identify	Select from a list of options, point something out or give a list of main features

Illustrate	Explain or clarify something using examples, diagrams, or comparisons
Interpret	Explain the meaning of information or data
List	Provide a series of items or points without explaining or describing in detail
Outline	Set out the main characteristics or features
Plan	Outline basic steps or actions needed to achieve a goal, showing understanding of the order or purpose of each step
Record	Accurately document information, actions, observations, or results
Select	Choose the most appropriate option from a limited range, showing understanding of why it fits the given purpose or situation
Show	Present or demonstrate understanding through action, response, or simple explanation in a familiar setting
State	Express in clear, brief terms
Suggest	Apply knowledge to a new situation to provide a reasoned explanation
Summarise	Give a brief account of the main points or ideas
Use	Apply a tool, technique or method correctly and safely in a familiar context, following set procedures or instructions

www.vqa.org

Copyright © 2026 VQA. All rights reserved.
Company number 07827508.
Registered address: Crossgate House, Cross Street, Sale, England, M33 7FT.

August 2026