T Level Foundation Programmes



T Level Foundation Course in Sales, Marketing and Procurement

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? 9
Diagnostic assessment 9
The Foundation Year 10
Entry requirements 10
Key areas of learning 12
Course structure 12
English, maths, and digital skills in the T Level Foundation Course 13
Assessment **14**
Assessment approach 14
Establishing consistency in assessment writing 15
Achievement and progression 15
Health and safety considerations 15
Course Delivery **16**
Monitoring student progress 16
Adapted learning 16
Resources 16
Personal development opportunities 17
Student pastoral support 17
Work preparation 17
Student registration 19
Progression after this course 19
Staffing and Quality Assurance **20**
Tutor Requirements 20
Assessors 20
Quality Assurance 20
Useful Websites **22**
Teaching Content **23**
Course structure 23
Outcome 1 (O1): Apply market research skills to discover market insights 24
Outcome 2 (O2): Develop marketing propositions for the sustainability agenda in response to client briefs 37
Outcome 3 (O3): Create marketing assets for marketing propositions 49
Appendix 1 ..... **59**

Level 2 Command Verbs.....59

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 (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 Sales, Marketing, and Procurement** 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 Sales, Marketing and Procurement. 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 Sales, Marketing, and Procurement 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 Sales, Marketing, and Procurement 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 Sales, Marketing, and Procurement 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:

- how sales, marketing, and procurement functions work together
- applying market-research methods
- researching markets, customers, competitors, and supply chains
- designing and producing marketing assets for specific audiences and promotional channels
- developing marketing propositions in response to client briefs.

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 sales, marketing, and procurement, 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 sales, marketing, and procurement, 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: Apply market research skills to discover market insights	50
O2: Develop marketing propositions for the sustainability agenda in response to client briefs	50
O3: Create marketing assets for marketing propositions	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 sales, marketing, and procurement. 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. They can be accessed on 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 Marketing.

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 Sales, Marketing and Procurement

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 (O1): Apply market research skills to discover market insights

This outcome focuses on students developing knowledge of how market research can support effective sales, marketing, and procurement decisions. Students will learn about the purpose and use of market research to identify customer needs, discover market insights, and inform product design, promotion, and supplier selection.

The outcome provides students with an opportunity to investigate business contexts in relation to sales, marketing, and procurement and the interrelationship between them. Students will consider the importance of sustainability and value for money when sourcing products or services, as well as how digital tools and research methodologies are used to gather, analyse, and present data effectively.

It is envisaged that students will be provided with a research brief (whether written or video format), outlining the purpose of the research and the problem to be answered such as building a strong brand, improving customer loyalty, testing a new product, and understanding new markets.

Knowledge Topic 1: Sales, marketing, and procurement	
The student must understand:	
K1	Typical activities: sales, marketing, and procurement
K2	Scope of the marketing mix: price, product, promotion, and place
K3	Internal factors affecting marketing: business objectives, business culture, operational issues, finance, including costs, budgetary constraints, and timescales
K4	External factors affecting marketing: economic environment, competitor actions, ethical considerations, social and political issues, cultural issues, technology and technological change, market dynamics, and share of voice
Tutor guidance:	
K1 Typical activities: Tutors should introduce students to **typical activities** that take place in **sales** (**sale of products or services, increasing profitability, building** and **maintaining relationships with customers, repeat purchases,** and **brand loyalty**). Students should explore **marketing** (**identification of the needs** and **wants of customers** and **developing products/services to meet customer needs**) and **procurement** (**obtaining goods** and **services**). **K2 Scope of the marketing mix:** Tutors should explain the **marketing mix**, outlining how the four key elements of **price**, **product**, **promotion** and **place** must be carefully considered when planning and developing effective marketing campaigns.	

K3 Internal factors affecting marketing:

Tutors should explain the **internal factors** affecting marketing: **business objectives**, **business culture**, **operational issues**, **finance including costs**, **budgetary constraints**, and **timescales** (e.g. influence marketing strategies and decisions).

K4 External factors affecting marketing:

Tutors should explain the **external factors** affecting marketing: **economic environment**, **competitor behaviour**, **ethical considerations**, **social** and **political issues**, **cultural influences, technology** and **technological change**, **market dynamics, and share of voice** (e.g., can shape marketing strategies and influence key business decisions).

Supplementary information to support stretch and challenge:

The tutor could introduce:

- business features: how these affect marketing, sales, and procurement activities.

Knowledge Topic 2: Supply chain	
The student must understand:	
K5	Supply chain: types of organisations involved, their role, and the relationships between them

Tutor guidance:

K5 Supply chain:

Tutors should introduce the concept of a **supply chain,** explaining the different **types of organisations,** their **roles,** and **the relationships between them**. Students should explore the **supply of products** and **services** and the differences between **for-profit** and **not-for-profit businesses**. Students should also consider concerns, including **working conditions**, **restrictive trading practices**, the **environmental impact of sourcing**, and **logistics and distribution practices**.

Supplementary information to support stretch and challenge:

The tutor could introduce:

- ownership: private, public, and not-for-profit
- purposes: production of goods, distribution of products, and benefit to society
- reach of business activities: local, national, and international.

Knowledge Topic 3: Sustainability

The student must understand:

K6	Supply chain management: key principles, concept of sustainable procurement, and benefits and limitations
K7	Social responsibility: products, services, sales, and marketing and procurement practices

Tutor guidance:

K6 Supply chain management:

Tutors should explain the **key principles** of **supply chain management**, including the **product life cycle** and the **concept of sustainable procurement**. Students should explore the **benefits** (e.g., cost savings through waste reduction and enhanced brand reputation) and the **limitations** (e.g., potential for increased costs, supply chain complexity, and implementation challenges).

K7 Social responsibility:

Tutors should introduce social responsibility in relation to **products**, **services**, **sales**, **marketing**, and **procurement practices** (e.g., ethical sourcing of materials, ethical marketing, and promoting sustainability).

Knowledge Topic 4: Information and data	
The student must understand:	
K8	Sources of information required to investigate market and competitor activity and range of suppliers: purpose, typical content, typical format, and terminology
K9	Types of information (including social media) and data created and recorded when investigating market and competitor activity, and suppliers
K10	Factors to consider when using information and data: confidentiality, privacy, intellectual property, and security
K11	Types of documents used to record primary data
K12	Key elements of data: qualitative, quantitative, primary, secondary, discrete, continuous, structured, unstructured, advantages and disadvantages, and suitability for purpose
K13	Client brief: purpose, characteristics, terminology, and place in the development process of marketing assets

Tutor guidance:

K8 Sources of information:

Tutors should introduce students to **sources of information (social listening tools, customer reviews, vox pops, social media, rating** and **attitude scales)** used to **investigate the market, competitor activity,** and **range of suppliers**. Students should explore the **purpose**, **typical content**, **typical format**, and **terminology** of these sources (e.g., market reports, competitor analysis).

K9 Types of information (including social media) and data created and recorded:

Tutors should explain the **types of information** (including **social media**) and **data created** and **recorded** when **investigating markets, competitor activity, and suppliers.** Students could explore how businesses gather information (e.g., customer feedback, competitor activity online and on social media).

K10 Factors to consider when using information and data:

Tutors should discuss **factors to consider when using information and data**. Students should explore **confidentiality** (e.g., ensuring sensitive data is protected), **privacy** (e.g., respecting individuals' rights to control their personal data), **intellectual property** (protecting creative works and inventions), and **security (**e.g., safeguarding data from unauthorised access or theft), and consider these factors when using information and data for research and market insight.

K11 Types of documents used to record primary data:

Tutors should explain the **types of documents used** to gather and **record primary data** (e.g., questionnaires, interview notes, surveys). Students could explore the different approaches and how they help gather first-hand information to support market research.

K12 Key elements of data:

Tutors should explain the **key elements of data**, the different types of data (**qualitative** and **quantitative**), and sources of data (**primary** and **secondary**). Exploring key data characteristics (**discrete** and **continuous data**) and the distinction between **structured** and **unstructured** data. Students should consider the **advantages** and **disadvantages** of each type and source of data, and their **suitability** for different purposes in business and research contexts.

K13 Client brief:

Tutors should introduce students to the **client brief**, its **purpose**, key **characteristics,** and **place** in the **development process** for marketing assets. Students could examine examples of client briefs, which outline the objectives and requirements for marketing campaigns (e.g., a brief for a social media campaign may specify the target audience, selected platform (e.g., Instagram, TikTok), desired tone, and expected outcomes).

Supplementary information to support stretch and challenge:

The tutor could introduce:

- design characteristics: standardised (survey), narrative (interview), and non-reactive designs.

Knowledge Topic 5: Investigation	
The student must understand:	
K14	Data collection: methods, purpose, suitability, and types of data
K15	Validity of information and data: accuracy, reliability, currency, and bias
K16	Referencing of sources: techniques used to reference sources directly, paraphrasing, and different types of sources

Tutor guidance:

K14 Data collection:

Tutors should introduce students to data collection **methods (questionnaires** and **interviews) and sampling methods (random, cluster, and quota).** Explore their **purpose, suitability,** and **types of data** when applied **in** different sales, marketing, and procurement activities.

K15 Validity of information and data:

Tutors should explain the concepts of the **validity of information (accuracy**, **reliability**, **currency**, and **bias).** Explore how these factors can affect the quality of data when conducting market research to gain insights.

K16 Referencing of sources:

Tutors should introduce **referencing of sources** and the **techniques** used to **reference sources directly**, **paraphrasing,** and **different types of sources** when researching market insights.

Supplementary information to support stretch and challenge:

The tutor could introduce:

- complex research analysis methods: descriptive statistics, data mining, prescriptive analysis, narrative inquiry
- how to reference using Harvard and Vancouver referencing styles.

Knowledge Topic 6: Communication	
The student must understand:	
K17	Principles of effective communication: conventions of different types of written communication, and suitability for different types of audiences
K18	Reading: principles, reading for comprehension, identifying salient points, summarising key points, and synthesising information from different sources
K19	Spelling, punctuation, and grammar (SPAG): punctuation markers, grammatical conventions, and spelling of key technical and non-technical terminology
K20	Vocabulary: technical and non-technical, used to achieve particular effects and for different purposes

Tutor guidance:

K17 Principles of effective communication:

Tutors should explain the **principles** of effective communication, **conventions** of different types of **written communication,** and the **suitability** for **different audiences (storytelling as a form of communication,** its **characteristics, fact** versus **fiction**, and **improvisation)** that can be used to inform, engage, or influence different audiences.

K18 Reading:

Tutors should explain the **principles of reading for comprehension,** focusing on **identifying salient points,** how to **summarise key points,** and **synthesise information from different sources** (e.g., comparing two marketing articles, extract and summarise the main similarities and differences in message or target audience).

K19 Spelling, punctuation, and grammar (SPAG):

Tutors should highlight the importance of accurate spelling, punctuation, and grammar (SPAG) in all written communications. Explain how **punctuation markers** are used (e.g., full stops, commas, apostrophes); **grammatical conventions** (e.g., sentence structure, verb agreement), and the importance of the correct spelling of **key technical** and **non-technical terminology** (e.g., procurement, negotiation).

K20 Vocabulary:

Tutors should explain how to use both **technical** and **non-technical** vocabulary. Exploring how this is used to **achieve** particular effects and for **different purposes** (e.g., technical vocabulary may be used to show expertise in a report, while simpler language may be needed to ensure clarity when communicating with customers).

Knowledge Topic 7: Numeracy	
The student must understand:	
K21	Data analysis: techniques used to identify patterns and variances, trends, correlation, causation, interpolation, extrapolation, and predictions
K22	Descriptive statistics: purpose, suitability for different situations, techniques – frequency, central tendency (mean, median, mode), and variation (range)
K23	Visual representation of data: techniques, formats, benefits, and limitations

Tutor guidance:

K21 Data analysis:

Tutors should introduce students to **data analysis techniques** used to **identify patterns, variances, trends, correlation** (e.g., when two variables change together)**, causation** (e.g., when one variable directly causes the other to change), **interpolation, extrapolation**, and **predictions**. Students could explore how identifying trends in data can help businesses make informed decisions (e.g., identifying a sales trend over several months can help predict future sales performance).

K22 Descriptive statistics:

Tutors should introduce students to **descriptive statistics.** Students should explore the **purpose**, **suitability for different situations**, **techniques** (**frequency**), **central tendency** (**mean, median, mode**), and **variation** (**range**)

K23 Visual representation of data:

Tutors should introduce students to the **techniques for the visual representation of data**, different **formats (**e.g., graphs, charts, tables**)**, and their **benefits** and **limitations** (e.g., a bar chart to show the number of products sold over a month, while a line graph can show trends over time).

Knowledge Topic 8: Digital	
The student must understand:	
K24	Software: features, functions, applications for marketing and communication platforms
K25	Management of digital information and data: classification and organisation, naming conventions, storage systems, protection methods, accessibility, and formats
K26	Online/internet searches: techniques used to carry out and refine searches, Search Engine Optimisation (SEO), and its implications for search results
K27	Social media: platforms, features, uses, audiences, benefits and limitations, and implications for use

Tutor guidance:

K24 Software:

Tutors should introduce students to different types of **software** and its f**eatures, functions, and applications for marketing and communication platforms.** Students should explore **new** and **emerging technologies, artificial intelligence (AI),** and **augmented reality (AR),** and **the impact they have on the way organisations operate.**

K25 Management of digital information and data:

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

K26 Online/internet searches:

Tutors should introduce **techniques** used to **carry out** and **refine online/internet searches** and the use of **Search Engine Optimisation (SEO)** and its **implications** for search results when applying market research skills to discover market insights.

K27 Social media:

Tutors should revisit **social media platforms**, and introduce their **features**, **uses**, **audiences**, **benefits** and **limitations**, and **implications for use** when applying market research skills to discover market insights.

Supplementary information to support stretch and challenge:

The tutor could introduce:

- complex research analysis methods: descriptive statistics, data mining, prescriptive analysis, narrative inquiry.

Outcome 1 (O1): Apply market research skills to discover market insights

This outcome enables students to apply market research skills to investigate business contexts within sales, marketing, and procurement. Students will plan and conduct research using appropriate primary and secondary research methods, such as surveys, focus groups, observations, or interviews. They will collate and present findings using the most appropriate formats, including tables, charts, or graphs, and analyse data to draw conclusions that inform business decisions.

Students will also develop communication skills through the production of clear and coherent documentation, and digital skills through the use of technology to research, record, and present information effectively.

Skill Topic 1: Analysing	
Students must be able to:	
S1	Identify common features in information
S2	Deconstruct information
S3	Classify information
S4	Order information

Skill Topic 2: Investigating	
Students must be able to:	
S5	Develop search criteria, hypotheses and queries to support market and supplier investigation
S6	Identify sources of information and data required for an investigation
S7	Reference sources of information
S8	Interrogate information and data for validity
S9	Design tests related to a hypothesis

Skill Topic 3: Critical thinking	
Students must be able to:	
S10	Use effective questioning to elicit information
S11	Evaluate the pros and cons of information provided
S12	Apply logic and reasoned argument to information presented
S13	Draw evidence-based conclusions

Skill Topic 4: Self-managing	
Students must be able to:	
S14	Manage own time in achieving objectives
S15	Set personal goals

Skill Topic 5: Evaluating	
Students must be able to:	
S16	Identify criteria
S17	Review process
S18	Make judgements against criteria

Skill Topic 6: Communicating	
Students must be able to:	
S19	Synthesise information and data from different sources
S20	Summarise information and data
S21	Apply technical language in relevant contexts
S22	Create documents appropriate to purpose and audience
S23	Produce clear and coherent texts
S24	Interpret information and data presented in different formats
S25	Apply appropriate vocabulary, grammar, form, structural, and organisational features to reflect audience, purpose, and context

Skill Topic 7: Numeracy skills	
Students must be able to:	
S26	Construct tables, charts, and graphs to present information and data
S27	Apply statistical techniques to identify market trends

Skill Topic 8: Interpreting data	
Students must be able to:	
S28	Identify common features in data sets presented numerically and graphically

Skill Topic 9: Digital skills	
Students must be able to:	
S29	Organise digital information
S30	Store digital information securely
S31	Retrieve digital information
S32	Apply software functions to input and combine text and other source materials, format cells, rows and columns, use formulae and tools to summarise and display data, to generate charts and graphs, and format documents

Behaviours		
B1 Focused	**B2** Independent	**B3** Perceptive

Outcome 2 (O2): Develop marketing propositions for the sustainability agenda in response to client briefs

This outcome focuses on students developing an understanding of marketing propositions for the sustainability agenda, shaped by the requirements and objectives outlined in client briefs. Students will explore the business principles and objectives that underpin marketing propositions and the role of sustainability in promoting a responsible business culture. They will also examine the key features of marketing methods and their impact on business, with particular emphasis on the four elements of the marketing mix: Price, Product, Promotion, and Place (the 4Ps).

Students will learn how these four key elements interact and evolve over time. They will understand the importance of making appropriate statements when promoting products and services. Additionally, they will explore both external and internal factors and the role of market analysis in creating effective marketing propositions.

Knowledge Topic 1: Marketing	
The student must understand:	
K1	Targeting the market: importance and impact on design of marketing assets
K2	Target market(s): market segmentation, internal and external
K3	Size, structure and trends in the market
K4	Pen portrait, and persona
Tutor guidance:	

K1 Targeting the market:

Tutors introduce targeting the market. They should explain the **importance** of identifying and **targeting the market**, with a focus on exploring the **impact on the design** of **marketing assets** in response to client briefs.

K2 Target market(s):

Tutors should introduce the **target market(s).** Exploring **market segmentation (age**, **gender, socio-economic groups, income, and client type**), the need for **internal** (e.g. existing customers or staff) and **external segmentation** (e.g. new or potential customers) communication and engagement.

K3 Size, structure and trends in the market:

Tutors should explain the **size**, **structure**, and **trends in markets.** Students could consider how businesses can assess the size and structure of target markets and how this influences marketing strategies (e.g. business operating in a large market might focus on broad-reaching strategies, a smaller, niche market may tailor its efforts to a specific audience).

K4 Pen portrait, and persona:

Tutors should introduce the concept of **pen portraits** (e.g., a short, factual summary of a typical customer or audience group**)** and **personas** (e.g., a more detailed, semi-fictional profile that includes personal goals, motivations, behaviours).

Supplementary information to support stretch and challenge:

The tutor could introduce:

- Key Performance Indicators (KPIs) for marketing campaigns and how they are measured
- the effects of different factors in relations to the marketing mix.

Knowledge Topic 2: Price	
The student must understand:	
K5	Pricing strategies: types, characteristics, and suitability
K6	Pricing methods and models
K7	Factors that influence pricing decisions
Tutor guidance:	

K5 Pricing strategies:

Tutors should explain **pricing strategies**, their **types (consumer versus industrial), characteristics, and suitability**. Students could explore different pricing strategies that businesses may use and their appropriateness for various markets (e.g. penetration pricing strategy might be used when a company wants to gain market share quickly by offering low prices).

K6 Pricing methods and models:

Tutors should introduce students to the different **pricing methods (price skimming and penetration**, **competitive pricing, loss leader**, and **cost plus)** and **models.**

K7 Factors that influence pricing decisions:

Tutors should explain the **factors** that can **influence pricing decisions (costs**, **customer profile, degree of competition, product life cycle), profit aspiration** and **associated risk, consumer versus industrial.**

Knowledge Topic 3: Product	
The student must understand:	
K8	Product differentiation
K9	Product life cycle
Tutor guidance:	

K8 Product differentiation:

Tutors should explain **product differentiation (unique selling point (USP), brand** and **image)** and how product(s) stand out from others in the market and drive competitive advantage**.**

K9 Product life cycle:

Tutors should introduce students to the **product life cycle (research and development, introduction, growth, maturity, decline, extension strategies, advertising,** and **price reduction).** Students should explore all the stages a product can go through from its conception to its decline.

Knowledge Topic 4: Promotional marketing	
The student must understand:	
K10	Types of promotional marketing
K11	Factors influencing selection: budget, competitor actions, nature of the product or service, market and target market
K12	Rationale: information, sales, image, persuasion to buy, and decision making

Tutor guidance:

K10 Types of promotional marketing:

Tutors should introduce students to the different **types** of promotional marketing: **advertising (print, social media, influencers, television, internet, billboards), sales promotion (point of sales displays, 2 for 1 offers, free gifts, samples, prize draws, competitions, instant wins), sponsorship, and public relations.** Students could explore how businesses select the most suitable method based on their product and intended audience.

K11 Factors influencing selection:

Tutors should introduce **factors influencing selection** of promotional marketing methods. Students should explore how decisions on promotional marketing are influenced by **budget**, **competitor actions**, **nature of the product** or **service** and the **market** and **target market**.

K12 Rationale:

Tutors should introduce students to the rationale behind promotional marketing **(system 1** and **system 2 thinking)**. Students should explore the **information**, **sales**, **image**, **persuasion to buy**, and **decision-making**.

Supplementary information to support stretch and challenge:

The tutor could introduce:

- use of web analytic data: page views, visits, bounce rate, session duration, demographics, device type tracking, traffic source, browser and operating system, language and location, keyword analysis, and goal conversion.

Knowledge Topic 5: Place	
The student must understand:	
K13	Channels used by businesses: characteristics, types
K14	Routes to market used by businesses: characteristics and types

Tutor guidance:
K13 Channels used by businesses: Tutors should explain the marketing **channels used by businesses** and their specific **characteristics** and **types**. Exploring the different channels businesses can use to promote their products or services (e.g., website, social media, advertising). **K14 Routes to market used by businesses:** Tutors should introduce the **routes to market used by businesses**, their **characteristics** and **types** (e.g., direct route to market, selling directly to consumers versus indirect route to market, using intermediaries like wholesalers or distributors).

Knowledge Topic 6: People	
The student must understand:	
K15	Characteristics of ethical behaviour
Tutor guidance:	
K15 Characteristics of ethical behaviour: Tutors should introduce the concept and **characteristics** of **ethical behaviour** (e.g., integrity, respect, fairness, and accountability). Students could explore how ethical behaviour involves acting in ways that are consistent with accepted moral principles.	

Knowledge Topic 7: Business	
The student must understand:	
K16	Business organisations: types of ownership, governance, common structures, aims and values, products and services provided, types of risks and rewards, interrelationships and their contribution to business success
K17	Stakeholders: internal, external, how they are affected by business activities, and how they affect business activities
K18	Business competitiveness: strategies and techniques used by businesses to improve competitiveness
Tutor guidance:	
K16 Business organisations: Tutors should explain business ownership, the different **types of ownership, governance, common structures**, **aims** and **values, interrelationships** and how they contribute to **business success** (e.g. generation of brand awareness, specific, measurable, achievable, realistic, and time-bound (SMART) targets**).** Students should examine the **products (client briefs: clothing, electrical goods, and food)** and **services (client briefs: banking,**	

education, and content streaming) offered by businesses and consider the types of risks and rewards associated with marketing these different offerings.

K17 Stakeholders:

Tutors should explain the different types of **internal and external stakeholders** (e.g. employees, customers, suppliers) and how they are affected by the **activities of the business**.

K18 Business competitiveness:

Tutors should introduce students to business **competitiveness**. Students should explore the **strategies** and **techniques used by businesses** to **improve competitiveness** (e.g. cost leadership, differentiation, innovation).

Knowledge Topic 8: Sustainability	
The student must understand:	
K19	The concept of climate change and scientific views on causes and impacts
K20	Technological developments and their contribution to sustainability and business contexts
K21	Sustainable development: national and international development goals, targets, purpose of targets, associated and related actions, benefits of sustainability actions to organisations, societies and environments, factors affecting organisations, societies and environments, restrictions and permissions
Tutor guidance:	

K19 The concept of climate change and scientific views on causes and impacts: Tutors should introduce students to **the concept of climate change** and scientific views on **causes** (e.g**.** greenhouse gases, population growth) and **impacts** (e.g**.** global warming, rising sea levels, extreme weather events).

K20 Technological developments and their contribution to sustainability and business contexts:

Tutors should explain how **technological developments contribute** to both **sustainability** and **business contexts**. Students could explore how technological advances can reduce environmental impact and improve business efficiency (e.g. using digital email marketing tools to reduce the need for printed materials).

K21 Sustainable development:

Tutors should introduce the concept of sustainable development. Students should explore **national** and **international development goals, targets,** and the **purpose** of targets. Students should consider the associated and related actions, **benefits** of **sustainability actions** to **organisations, societies,** and **environments**. Students should investigate the **factors affecting organisations, societies, and environments** (e.g., economic conditions and technological advancements) **restrictions** and **permissions** (e.g., environmental regulations), in shaping sustainable business practices.

Knowledge Topic 9: Communication	
The student must understand:	
K22	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
K23	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
K24	Oral communication: pitch, tone, and intonation and their impact on how a message is received
K25	Engaging with an audience: techniques for establishing a rapport and presenting proposals

Tutor guidance:

K22 Principles of effective communication:

Tutors should explain the principles of effective communication. Students should explore **the importance of making accurate product** and **service claims**. Students should understand that communication is **a two-way process**, involving **sending** and **receiving** messages**, using methods** of **verbal** and **non-verbal** communication, and applying different **styles** of **formal** and **informal communication**. Students should explore the **conventions** of different types of **written** communication and the **suitability** for **different purposes** and **audiences** when developing marketing propositions for the sustainability agenda.

K23 Non-verbal communication:

Tutors should explain the **meaning** of different **types** of **body language**, focusing on the **types** and **value of images** and **support materials** as **visual aids**, and the **impact** of **non-verbal communication,** which can help audiences understand key messages.

K24 Oral communication:

Tutors should introduce the concepts of **pitch**, **tone**, and **intonation** in oral communication. Students should explore how these elements can **impact** how a message is received and understood, particularly where clear communication is essential for developing marketing propositions.

K25 Engaging with an audience:

Tutors should introduce students to the principles of **how to engage with an audience**. They could explore techniques for **establishing a rapport** and **presenting proposals** in a way that is engaging and clear, ensuring effective communication.

Knowledge Topic 10: Numeracy	
The student must understand:	
K26	Numbers and the number system: techniques for application of the four operations (addition, multiplication, division, subtraction), working with whole numbers, fractions, decimals, and percentages
Tutor guidance:	
K26 Numbers and the number system: Tutors should introduce students to **numbers**, the **number system. Students should explore return on investment (ROI)** (e.g. ROI = (Gain from Investment – Cost of Investment) ÷ Cost of Investment × 100) and use of the **four operations** (**addition, subtraction, multiplication,** and **division**), and work with **whole numbers, fractions, decimals,** and **percentages**, applying these when developing marketing propositions for the sustainability agenda**.**	

Knowledge Topic 11: Digital	
The student must understand:	
K27	Software: features, functions, and applications for creating and presenting propositions
Tutor guidance:	
K27 Software: Tutors should introduce students to the **software, features**, **functions**, and **applications** used for developing, **creating** and **presenting propositions** (e.g. PowerPoint, Google Slides, Microsoft Word)**.**	

Outcome 2 (O2): Develop marketing propositions for the sustainability agenda in response to client briefs

This outcome enables students to develop the skills needed to create compelling marketing propositions for the sustainability agenda in response to a client brief. Students will develop skills in applying marketing methods and understand how to apply using the four elements of the marketing mix (Price, Product, Promotion, and Place – the 4Ps). They will gain skills in decision-making and be able to recommend appropriate marketing activities for different business contexts.

Students will develop the ability to create key messages that trigger specific behaviours and desired outcomes. They will also develop skills in presenting or pitching, interacting with a 'client' to clarify the brief and then present their final proposition, using role plays or employer representatives to enhance their communication and presentation skills.

Skill Topic 1: Decision-making	
Students must be able to:	
S1	Clarify logical choices
S2	Identify likely impact of decisions
S3	Assess evidence and advice to support decision-making
S4	Justify how a decision would lead to achieving objectives
S5	Substantiate proposals with evidence
S6	Conclude arguments

Skill Topic 2: Communicating	
Students must be able to:	
S7	Engage an audience
S8	Apply oral communication skills to clearly articulate a message
S9	Apply non-verbal communication techniques to support communication
S10	Create documents appropriate to purpose and audience
S11	Engage in conversation, listening to and responding to questions and feedback
S12	Show respect for others' views and opinions
S13	Apply an inclusive approach to engaging with others

S14	Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

Skill Topic 3: Numeracy skills	
Students must be able to:	
S15	Apply the four operations to calculate pricing models
S16	Apply the four operations to calculate budget

Skill Topic 4: Digital skills		
Students must be able to:		
S17	Apply advanced techniques to produce digital presentation materials	
Behaviours		
B4 Inclusive	**B5** Enterprising	**B6** Take personal responsibility for sustainable outcomes

Outcome 3 (O3): Create marketing assets for marketing propositions

This outcome focuses on creating marketing assets that target specific audiences. Students will learn how to design assets that reflect customer needs, competitor activity, and market trends, while ensuring legal compliance and quality standards are met.

Students will gain an understanding of the growing importance of digital marketing and how digital tools are used in the production and delivery of marketing assets. Students will also explore how well-designed marketing assets contribute to business success and how the use of feedback and design briefs can guide creation and evaluation.

Knowledge Topic 1: Marketing	
The student must understand:	
K1	Competitors and their activities
K2	Customer wants, needs, expectations, and aspirations
Tutor guidance:	
K1 Competitors and their activities: Tutors should introduce students to **competitors** and their **activities**. Students could explore how different competitors operate, what products or services they offer, how they set prices, and promote their businesses. **K2 Customer wants, needs, expectations, and aspirations:** Tutors should explain the difference between **customer wants, needs, expectations,** and **aspirations.** Students could consider how understanding customers' collective wants and needs can help businesses improve satisfaction, build loyalty, and attract new audiences.	
Supplementary information to support stretch and challenge:	
The tutor could introduce: • review and feedback: iterative feedback, use of audience for testing, feedback types: peer review, interviews, and surveys.	

Knowledge Topic 2: Design considerations	
The student must understand:	
K3	Design and copywriting: purpose, features, and benefits
K4	Content production: workflows, tasks, and steps
K5	Design considerations: colour, font, icons, image creation and editing, and tone of voice

K6	Timelines and storyboards: techniques

Tutor guidance:

K3 Design and copywriting:

Tutors should introduce **design and copywriting**. Students should explore the **purpose, features,** and **benefits** (e.g**.,** clear layout, persuasive language, and consistent branding) when creating effective marketing assets**.** Students could explore how bold, original designs can attract attention and advocacy and how copywriting communicates key messages to different audiences.

K4 Content production:

Tutors should explain the stages involved in **content production**. Explore **workflows** (e.g., support efficiency and accuracy), typical **tasks** (e.g., writing copy, sourcing images, reviewing, and sign off of content before release) and the **steps** (e.g**.,** taken to produce the final product).

K5 Design considerations:

Tutors should explain **design considerations** and how **colour, font, icons, image creation** and **editing**, and **tone of voice** contribute to the design of impactful marketing materials.

K6 Timelines and storyboards:

Tutors should explain the **techniques** used to create **timelines** and **storyboards.** Students could also explore how these tools help to organise content and structure ideas visually.

Supplementary information to support stretch and challenge:

The tutor could introduce:

- design and use of images and how they can support messaging and accuracy.

Knowledge Topic 3: Tools	
The student must understand:	
K7	Offline and online tools: characteristics and applications used for the marketing of products and services

Tutor guidance:

K7 Offline and online tools:

Tutors should explain to students the **characteristics** and **applications** of **offline** and **online tools** used for the marketing of products and services. Students should explore **offline tools – printed direct mail materials (flyers, newsletters, mailshots), point-of-sale tools (posters, in-store display materials), samples/free trials, and events**

(opening events for new products) and **online tools (videos, social media groups, and direct marketing; website landing pages).**
Supplementary information to support stretch and challenge:
The tutor could introduce: • how to use tools to communicate with customers • digital marketing communications optimisation, including social media optimisation • design and use of images and how they can support messaging and accuracy.

Knowledge Topic 4: Business	
The student must understand:	
K8	Legal guidelines related to storing and retrieving information on a computer, smartphone, or tablet, and consent and privacy legislation
K9	Legislation: purpose, compliance and consumer protection
Tutor guidance:	
K8 Legal guidelines: Tutors should explain the **legal guidelines** for **storing** and **retrieving information** on **computers**, **smartphones** and **tablets**, including the importance of **consent** and **privacy legislation**. Students could explore how to handle personal data securely and lawfully (e.g. the Data Protection Act and UK GDPR). **K9 Legislation:** Tutors should introduce students to **legislation (protecting the stakeholder and Cookie Law 2015)**, its **purpose**, **compliance** and **consumer protection.**	

Knowledge Topic 5: Quality	
	The student must understand:
K10	Quality: principles, difference between quality control and quality assurance, standards, and application to format, layout, and style
K11	Measurement of quality: performance measures, external standards, regulatory bodies, customer feedback, content accuracy, and timescales readiness for sign off
	Tutor guidance:

K10 Quality:

Tutors should introduce students to the **principles** of **quality**, the **difference** between **quality control** (e.g., checking marketing materials before they are released) and **quality assurance** (e.g., processes and procedures used to produce marketing content)**.** Explore the **standards** (e.g., organisational or brand standards) and **applications** (e.g., format, layout and style) when creating assets for marketing campaigns.

K11 Measurement of quality:

Tutors should explain how **quality** is **measured** through **performance measures, external standards, regulatory bodies, customer feedback, content accuracy** and **timescale readiness for sign off** (e.g., customer surveys to assess service quality, checking information for accuracy before submission, meeting deadlines to ensure work is ready for approval).

Supplementary information to support stretch and challenge:

The tutor could introduce:

- review and feedback: iterative feedback, use of audience for testing, feedback types: peer review, interview, and survey.

Knowledge Topic 6: Sustainability	
The student must understand:	
K12	Sustainable materials: characteristics, purpose, and applications
Tutor guidance:	

K12 Sustainable materials:

Tutors should introduce students to the **characteristics**, **purpose,** and **applications** of **sustainable materials** for the creation of marketing assets. Students could explore how materials are sourced and used in ways that minimise environmental impact (e.g., recycled paper, biodegradable packaging, and reusable or digital display materials).

Knowledge Topic 7: Communication	
The student must understand:	
K13	Principles of effective communication: conventions of different types of written communication, suitability for different purposes and audiences
K14	Spelling, punctuation and grammar (SPAG): punctuation markers, grammatical conventions, spelling of key technical and non-technical terminology
K15	Vocabulary: technical and non-technical, used to achieve particular effects, and for different purposes
Tutor guidance:	

K13 Principles of effective communication:

Tutors should introduce students to the **principles of effective communication**, including different **communication tools**, **formats, and conventions tailored to target customers**. Students should explore the **conventions** of various types of written communication and assess their **suitability for different purposes and audience**s, such as customers in sales, marketing, and procurement.

K14 Spelling, punctuation and grammar (SPAG):

Tutors should highlight the importance of accurate spelling, punctuation and grammar (SPAG). They should explain how **punctuation markers are used** (e.g., full stops, commas, apostrophes), **grammatical conventions** (e.g., sentence structure, verb agreement), and spelling of **key technical and non-technical terminology** (e.g., campaign, promotion and target market) and the importance of accurate spelling, punctuation and grammar (SPAG), when creating assets for marketing campaigns.

K15 Vocabulary

Tutors should explain how to use both **technical and non-technical** vocabulary, exploring how this is used to **achieve** particular effects and for different **purposes** (e.g., using

persuasive language in an advert, clear factual language in a product specification, and formal, precise language in a procurement email).
Supplementary information to support stretch and challenge:
The tutor could introduce: • digital marketing communications optimisation, including social media optimisation • design and use of images and how they can support messaging and accuracy • how to use tools to communicate with customers.

Knowledge Topic 8: Information and data	
The student must understand:	
K16	Factors to consider when using information and data: confidentiality and privacy
Tutor guidance:	
K16 Factors to consider when using information and data: Tutors should discuss the **factors to consider when using information and data**, including **confidentiality** (e.g., keeping sensitive information secure and only sharing it with authorised individuals), **privacy** (e.g., respecting personal data and complying with data protection laws) and how to consider these factors when using information and data to create assets for marketing campaigns.	

Knowledge Topic 9: Digital	
The student must understand:	
K17	Software: features, functions, and applications for creating and editing marketing assets for print and digital platforms
Tutor guidance:	
K17 Software: Tutors should introduce students to different types of **software (drawing, painting, image manipulation, video and audio editing software)** used to **create** and **edit marketing assets** for **print** and **digital platforms**. Explain the key **features**, **functions** and **applications** (e.g**.,** Canva, Adobe Express, Publisher), highlighting how different software functions support professional, consistent marketing outputs.	
Supplementary information to support stretch and challenge:	
The tutor could introduce: • design and use of images and how they can support messaging and accuracy.	

Outcome 3 (O3): Create marketing assets for marketing propositions

This outcome focuses on the development of skills related to the creation of marketing assets. Students will learn how to design assets for the marketing of products and services, targeting specific audiences while being conscious of customers, competitors, and emerging trends. They will gain technical skills in using digital and design tools for marketing, with an emphasis on digital marketing

Students will also develop planning skills to support the creation of marketing assets, helping them to build confidence in their ability to manage new concepts. Additionally, students will apply communication skills, such as engaging an audience and writing impactful messages for specific target markets, and they will learn how to gather feedback and critically review their assets against the design briefs and objectives.

Skill Topic 1: Use of tools	
Students must be able to:	
S1	Apply techniques to effectively use offline and online marketing tools for the design and creation of assets

Skill Topic 2: Planning	
Students must be able to:	
S2	Identify discrete steps required to achieve an outcome
S3	Estimate time and resources required to achieve an outcome
S4	Prioritise activities required to achieve an outcome
S5	Sequence activities required to achieve an outcome

Skill Topic 3: Creativity skills	
Students must be able to:	
S6	Lateral thinking to consider opportunities from target market perspectives
S7	Make novel connections between ideas
S8	Recognise ideas, alternatives and possibilities

Skill Topic 4: Evaluating
Students must be able to:

S9	Identify criteria
S10	Review evidence for strengths and weaknesses
S11	Make judgements against criteria

Skill Topic 5: Self-managing	
Students must be able to:	
S12	Reflect on feedback on own performance

Skill Topic 6: Self-reflecting	
Students must be able to:	
S13	Identify success criteria
S14	Consider process and evidence
S15	Making judgements

Skill Topic 7: Communicating	
Students must be able to:	
S16	Engage an audience
S17	Apply technical language in relevant contexts
S18	Create documents appropriate to purpose and audience
S19	Write for impact

Skill Topic 8: Digital skills		
Students must be able to:		
S20	Apply software functions to create and edit assets	
Behaviours		
B7 Responsible	**B8** Professional	**B9** Takes initiative

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

Command word	Definition
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

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