

EXPERT GROUP REPORT
FOR
AWARD SEEKING ADMISSION TO
THE UCAS TARIFF

ABC Level 3 Diploma in Fashion Retail

July 2006

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THE CONDUCT OF THE COMPARABILITY STUDY

In order to ensure a robust and transparent procedure for allocating UCAS Tariff Points to qualifications seeking admission to the framework, UCAS approached the University of Oxford, Department of Educational Studies for assistance in developing an appropriate methodology.

Acknowledging the problematic nature of comparability studies, and recognising that a mechanical procedure would not work, the Department proposed a procedure based on the premise that such comparisons can only be achieved through the exercise of collaborative judgement by an Expert Group.

Guidelines were drawn up for the composition of the Expert Group, the evidence that would need to be collected and examined and the choice of a benchmark qualification.

Procedures were developed for the conduct of the work of the Expert Group, including detailed sets of questions to be addressed at different stages in the process. Questions appropriate to the awards under consideration are selected and are used to guide, not constrain, the work of the Expert Group.

The judgements made by the Expert Group in this report are presented as suggested allocations of UCAS points which take account of the size and demand of the award seeking admission to the Tariff, and a candidate's level of attainment within that award. The guidelines also provide for an automatic review process to be conducted at a later stage in the light of further evidence. This latter point acknowledges the fact that both benchmark qualifications and those seeking admission to the Tariff may still be relatively new. Consequently, there may only be a relatively small amount of evidence (particularly candidate evidence) available at the time of the work of the Expert Group. There is, therefore, a need to review the decisions of the Group when more evidence becomes available and when HE admissions tutors have gained more experience of using the awards as entry qualifications.

The work of the Expert Group is subject to a quality assurance procedure by an independent auditor from Higher Education (HE).

SUMMARY AND RECOMMENDATIONS

This report contains a detailed examination by an Expert Group of the ABC Level 3 Diploma in Fashion Retail employing a benchmark qualification, the BTEC National Diploma in Retail. Section 1 of the report sets out the composition of the Expert Group. Sections 2 and 3 provide, respectively, an overview of the benchmark qualification and the ABC qualification. Section 4 illustrates the procedures followed by the Expert Group and reflects, in its structure, the sets of questions which were addressed and the Group's decision making processes.

A comparison of the aims of the two awards showed that while they are expressed in similar terms, the differences lie in the assessment procedures of the qualifications. In contrast to the BTEC awards, the ABC qualification has a more specific vocational emphasis, reflecting its closer link to the industry's and the Sector Skills Council's (SSC) – Skillsmart Retail – requirements. Consequently, the emphasis on progression to HE, for example, with regard to more written assessment, found in the BTEC award was not so readily apparent in the ABC Diploma. However, during the course of the day, it became clear that the ABC Award did indeed require higher order thinking skills and an emphasis on research, analysis, evaluation and reflection was a requirement, albeit unwritten, of the student achieving the award.

The content of both specifications was analysed in terms of propositional knowledge (understanding what it means to work in a given specialism), procedural knowledge (the skills and techniques to realise outcomes in the given area), and personal knowledge (the skills of self-evaluation and independent thinking, and the ability to take responsibility for one's own work). This showed that the content of the ABC Diploma was similar to the BTEC award and that there was quite a large amount of overlap, with some elements having a direct correlation across the two qualifications; however, there were some units for which no correlation could be found. Nonetheless, the content of the ABC Diploma was covered to a suitable breadth and depth, as specified in the Learning Outcomes for the award, to have utility for supporting progression into HE.

A comparison of the relative sizes of the two awards, based on guided learning hours and a detailed comparison of content, suggested that the estimated volume for the ABC Level 3 Diploma in Fashion Retail was 7.5 BTEC units.

Significant differences in the assessment requirements of the two awards were noted. BTEC candidates are required to submit work for formal assessment and external moderation at regular intervals throughout the programme. ABC students, while required to provide evidence that all learning outcomes have been achieved in order to be awarded the Diploma, were only required to present formally one piece of work for summative assessment. These differences are reflected in the respective sets of assessment criteria. However, the ABC assessment scheme does contain a number of stages through which a student attaining the qualification is guided during the processes of formative assessment. As a consequence, the Expert Group concluded that the assessment demand for the two qualifications, as judged by an analysis of the assessment materials, was similar.

On the basis of the available evidence, our recommendation is to allocate the UCAS Tariff Points indicated in Table 1. However, there is a need to review this qualification when candidate evidence becomes more readily available. It is recommended that this should take place in the autumn of 2007.

Table 1: Recommended UCAS Tariff Points for different levels of attainment in the ABC Diploma in Fashion Retail.

Grade	Tariff points
Distinction	160 points
Merit	120 points
Pass	80 points

SECTION 1: THE COMPOSITION OF THE EXPERT GROUP

The expert group consisted of:

- Cathryn Atkinson, Chief Examiner & Sector Partnership Manager, ABC Awards
- Carol Handley, Chief Examiner, BTEC Nationals in Retail
- Jane Sarkar, Course Director, Fashion Retail Manager, BIAD, University of Central England
- George Bouvier, Senior Lecturer/Programme Leader, Department of Clothing, Hollings Faculty, Manchester Metropolitan University

The CVs of the Expert Group members are provided in Appendix 1.

The work of the Expert Group was supported by:

- Dr Susan James, an independent consultant, who acted as facilitator for the work, ensuring that the Group worked systematically through the procedures laid down in the Protocol, and
- Helen Wakefield, of the Outreach Department at UCAS, who acted as Secretary to the Group.

The whole process was overseen and quality assured by Dr Geoff Hayward, an independent HE consultant.

Observers

- Dr Julia Gaimster, Head of the Fashion Retail Academy
- Nigel Florence, Executive Director, ABC Awards

SECTION 2: OVERVIEW OF THE BENCHMARK AWARD – BTEC NATIONALS IN RETAIL

This award was chosen for the benchmarking exercise since it represented the closest match, in terms of its aims and content, to the ABC Fashion Retail Diploma of a qualification which had already been admitted to the UCAS Tariff.

1. Aims and purpose of the qualification

The BTEC Nationals in Retail focus on:

- The education and training for learners entering retailing or who are employed in a variety of types of selling, stock control, finance or visual merchandising
- Providing opportunities for technicians to achieve a nationally recognised level three vocationally specific qualification
- Providing opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enter employment in the retail sector or progress to HE vocational qualifications such as BTEC Higher National Diploma in Retail Management
- Developing the knowledge, understanding and skills of learners from a retailer's viewpoint
- The role of the retailer, their relationship with the section/department in which they work and how their role and their department/section fits within the overall company structure and the wider community
- Providing opportunities for learners to focus on the development of key skills and the wider key skills in a retail context, such as improving own performance, working with others and problem solving
- Providing opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life

BTEC Nationals are designed to relate to the National Occupational Standards in the sector that in turn form the basis of the National Vocational Qualifications (NVQs). BTEC Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide much of the underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievements of NVQs in due course.

Each unit identifies relevant aspects of the National Occupational Standards that are addressed by the outcomes and content of the unit. These BTEC Nationals in Retail relate to National Occupational Standards in Retail at Level 3.

The BTEC Nationals in Retail provide the knowledge, understanding and skills for learners wishing to enter a career as a retailer and/or provide progression to HE vocational qualifications such as the BTEC Higher National in Retail Management or a degree in Retail Management. This qualification programme provides access to more

specialist units and therefore broadens and deepens the learners' experience in preparation for the world of work.

2. History of the qualification

The BTEC Nationals have been accredited to the National Qualifications Framework (NQF) and as such are eligible for public funding as determined by the DfES under Sections 96 and 97 of the Learning and Skills Act 2000. The BTEC Nationals were reviewed and re-issued in August 2002, in accordance with QCA standards. Prior to this, the "legacy" programmes were bespoke to individual colleges.

3. Entry requirements for the qualification (including literacy standards)

Candidates' profiles are likely to include one of the following:

- A BTEC First qualification in Retail (the same vocational area) or a related vocational area
- An Intermediate GNVQ in an appropriate vocational area
- A GCSE equivalent to four passes at grade C
- Related work experience
- Other related Level 2 qualifications

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Details of the allowable arrangements, for learners who may find the standard arrangements for the assessment of their attainment an unfair barrier, are given in *Assessment of Vocationally Related Qualifications: Regulations and guidance relating to Learners with Special Requirements* (Edexcel Foundation, 2002).

4. Age of candidates

A minimum of 16 years old.

5. Guided Learning Hours

In BTEC National qualifications, each unit has a specified 60 guided learning hours. The definition of guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time, such as directed assignments or supported individual study. It excludes learner-initiated private study.

6. Content and structure of the qualification

National Award: 6 units (3 compulsory core; 3 specialist units)

National Certificate: 12 units (5 compulsory core; 7 specialist units)

National Diploma: 18 units (8 compulsory core; 10 specialist units)

Structure and content of the BTEC National Award in Retail

MANDATORY CORE UNITS:

Unit 1: Developments in Retail Services

Unit 2: Retail, Finance, Forecasting and Performance

Unit 3: Customer Service (assessed via an Integrated Vocational Assignment)

SPECIALIST UNITS (SELECT 3):

Unit 5: Retail Marketing and Promotion

Unit 6: Stock Management

Unit 7: Movement and Storage of Goods

Unit 10: Leadership and Supervision in Retailing

Unit 16: Ecology, the Environment and the Retail Sector

Unit 19: Retailing Financial Services

Unit 22: Technology in Retail

Structure and Content of the BTEC National Certificate in Retail

CORE UNITS:

Unit 1: Developments in Retail Services

Unit 2: Retail, Finance, Forecasting and Performance

Unit 3: Customer Service (assessed via an Integrated Vocational Assignment)

Unit 4: Human Resource Management (assessed via an Integrated Vocational Assignment)

Unit 5: Retail Marketing and Promotion

SPECIALIST UNITS (SELECT 7):

Unit 6: Stock Management

Unit 7: Movement and Storage of Goods

Unit 8: Visual Merchandising

Unit 9: Fashion Retailing

Unit 10: Leadership and Supervision in Retailing

Unit 11: Direct Selling

Unit 12: Personal Selling

Unit 13: Consumer Protection

Unit 14: Consumer Behaviour

Unit 15: Food Retailing

Unit 16: Ecology, the Environment and the Retail Sector

Unit 17: Not for Profit Retailing

Unit 18: Work-based Learning and Development

Unit 22: Technology in Retail

Structure and content of the BTEC National Diploma in Retail

CORE UNITS:

Unit 1: Developments in Retail Services

Unit 2: Retail, Finance, Forecasting and Performance

Unit 3: Customer Service (assessed via an Integrated Vocational Assignment)

Unit 4: Human Resource Management (assessed via an Integrated Vocational Assignment)

Unit 5: Retail Marketing and Promotion

Unit 6: Stock Management

Unit 7: Movement and Storage of Goods

Unit 8: Visual Merchandising

SPECIALIST UNITS (SELECT 10):

Unit 9: Fashion Retailing

Unit 10: Leadership and Supervision in Retailing

Unit 11: Direct Selling

Unit 12: Personal Selling

Unit 13: Consumer Protection

Unit 14: Consumer Behaviour

Unit 15: Food Retailing

Unit 16: Ecology, the Environment and the Retail Sector

Unit 17: Not for Profit Retailing

Unit 18: Work-based Learning and Development

Unit 19: Retailing Financial Services

Unit 20: Retail Buying

Unit 21: Procurement

Unit 22: Technology in Retail

Unit 23: E-commerce for the Retail Industry

Key Skills

Opportunities for the production of evidence for all 6 key skills are signposted.

7. Assessment – procedures, methods and levels

All assessment for BTEC Nationals is criterion-referenced, based on the achievement of specified outcomes. All units contributing to a programme are assessed either internally or externally. All units contain contextualised-grading criteria and will be individually graded as ‘pass’, ‘merit’ or ‘distinction’. To achieve a pass grade for the unit, learners must meet all of the assessment criteria set out in the specifications.

Assessment guidance

Each unit contains statements of the evidence that each learner should produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria refer to a qualitative improvement in the learner’s evidence,

i.e. learners are not required to perform additional tasks or work to attain higher grades over and above those required by learners achieving a pass grade.

Internal Assessment

The purpose of internal assessment is to ensure that effective learning of the content of each unit has taken place. Evidence of this learning is required for each unit designated as ‘internally assessed’.

Assessment instruments should ensure coverage of all criteria in the unit as set out in the *Assessment guidance* grid for each internally assessed unit. It is advised that outcomes are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to aid in ensuring feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that directly relates to the specified outcomes.

Assessment instruments constructed by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. They are more likely to meet this requirement if centres use a variety of assessment methods, including case studies, assignments, work-based assessments, along with projects, performance observation and time-constrained assessments. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt and making maximum use of practical work experience. The creation of assessment instruments that are fit for purpose is vital to achievement by learners and their importance cannot be over emphasised.

When reading the *Assessment guidance* grids, centres should note that learners should not be required to undertake additional tasks to achieve a merit/distinction grade but provide evidence that is qualitative in its nature. Centres are encouraged to look across *Assessment guidance* grids to identify common topics within units and assess a learner’s work according to the level that they have achieved as determined by the assessment criteria.

External Assessment

In the BTEC National Award, Certificate and Diploma in Retail, *Unit 3: Customer Service* is assessed through an externally set assignment. In addition, in the BTEC National Certificate and Diploma in Retail, *Unit 4: Human Resource Management* is also assessed through an externally set assignment. This externally set assignment will take the form of a criterion-referenced Integrated Vocational Assignment (IVA) set by Edexcel and externally verified by an appointed external verifier. The IVA covers all of the assessment criteria for the units specified above.

For the purpose of the overall award, the units assessed through externally set assignments will have double unit value in the Certificate and Diploma. Each IVA assessed unit in the Certificate and Diploma will therefore receive 4 (pass), 8 (merit) or 12 (distinction) points.

8. Grading

A three point grading scale of pass, merit and distinction is applied to all internal units. Points are awarded to each grade (pass = 2 points, merit = 4 points and distinction = 6 points) that contribute to the overall grade for each qualification.

For the purpose of the overall award, the externally assessed units will have double unit value. Each IVA assessed unit will therefore receive 4 (pass), 8 (merit) or 12 (distinction) points.

The following rules are used as a basis for awarding each qualification:

	Learners must complete all designated units:	Learners must achieve a minimum score of 2 points (pass grade) on:	Learners must achieve a minimum overall points score of:
BTEC National Award	6 units	6 units	12 points
BTEC National Certificate	12 units	10 units	24 points
BTEC National Diploma	18 units	16 units	36 points

Awarding of an overall grade

Each qualification will have an overall grade awarded of 'pass', 'merit' or 'distinction'. The overall grades will be calculated on the total points achieved from internally assessed units, combined with the grade points from the external assessment. Each grade will be determined by fixed grade boundaries.

Edexcel publishes tables (see the example below) that clearly define boundaries for all overall grades, which centres must make available to learners at the start of their course. This will enable them to track progress towards the overall grade. The overall qualification grades will be as follows:

- BTEC National Award – one grade (i.e. P, M or D)
- BTEC National Certificate – two grades (e.g. PP, MP, DD)
- BTEC National Diploma – three grades (e.g. PPP, MMP, DDM, DDD)

Certification for BTEC National Diploma will show the overall grade, or grades if the full qualification is achieved, as well as details of performance in individual units.

BTEC National Diploma in Retail	
Points	Grades
98-120	DDD
84-96	DDM
78-82	DMM
68-76	MMM
60-66	MMP
50-58	MPP
36-48	PPP

9. QA systems and code of practice

All aspects of the assessment process are subject to QCA codes of practice. Edexcel's qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is contained in the statement of outcomes and assessment criteria in each unit. Further guidance on assessment is contained in the *Essential information for teachers* section of each unit. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors, verifiers and markers. It achieves this through the following activities.

Internal Verification

Centres are required to have in place processes that ensure that each assessor's decisions are reviewed to ensure that they are correctly interpreting and applying the standards set out in the specifications. The system used to do this is a matter for individual centres, and Edexcel fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation.

External Verification

Edexcel will sample assessors' decisions using subject-specialist external verifiers. This process will follow the National Standards Sampling (NSS) protocol. Edexcel will tell centres in the **autumn** which units will be sampled by verification in the NSS window, normally in the spring term of each academic year. There will be four units identified from two-year programmes and two units from one-year programmes. Centres are required to make available, in the NSS window, eight pieces of learner work against two of the identified units (for two-year programmes) and four pieces of learner work against one of the identified units (for one-year programmes). This learner work **must** have been internally assessed and given an interim grade; additionally at least 50% of submitted work must have been internally verified. When the external verification process in the spring identifies that National Standards have not been correctly interpreted, the centre will be required to take appropriate action. In such a case, a second sampling will take place in the summer term to confirm that centre assessment is correct before certification of learner awards takes place.

External Assessment

The IVAs will be available in each year and each IVA will have validity of one year. The nature of the assignment makes it most appropriate for learners to attempt it in the final year of the qualification. An IVA comprises a series of linked tasks, some of which may involve working:

- Independently to research or produce work
- Under observed workshop/laboratory conditions
- Under supervised (without instruction) workshop/laboratory conditions, commensurate with ensuring safe practices
- Under specified and controlled conditions.

In each year, a window of assessment will be available for centres and learners to manage the IVA assessments. Advance notice of the general content, format and appropriate resources for each IVA in each year will be made available to centres by mid-September. The IVAs will normally be published in January and centres should submit learners' work from the IVA for external marking by the end of April. During this timeframe, some IVAs may require learners to undertake a common task, under controlled conditions, on a date specified by Edexcel. This information, where applicable, will be contained in the advance notice referred to above.

The nature of the IVAs will permit centre-assessor feedback (or formative assessment) to learners for tasks or components of the IVAs that are not carried out under controlled conditions. Following internal assessment and marking, an IVA is subject to external remarking, normally carried out on site. Centres should be aware that, once an IVA is submitted for external marking, no further amendment by the learner is permitted.

Risk Assessment

Edexcel has an approval process, which creates a quality profile of each qualification programme in each centre, and for the centre as a whole. This profile contributes to the determination of the nature of external verification activity for each programme and will also be used to initiate other quality control measures by Edexcel.

Approval

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme. Other centres wishing to offer a vocational area for the first time will need to apply for approval to offer the programme.

Centres that have not previously offered BTEC qualifications will first need to apply for and be granted centre approval before they can apply for approval to offer the BTEC, Nationals in Retail. When a centre applies for approval to offer a BTEC qualification they will be required to enter into an approvals contract. This is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations. Sanctions and tariffs will be applied if centres do not comply with the contract. This could ultimately result in the suspension of certification or withdrawal of approval.

SECTION 3: OVERVIEW OF THE AWARD SEEKING ADMISSION TO THE UCAS TARIFF - ABC LEVEL 3 DIPLOMA IN FASHION RETAIL

1. Aims and purpose of the qualification

- Enable candidates to develop knowledge, understanding and applied skills of specialist fashion retail management
- Encourage progression by assisting in the development of knowledge, understanding and skills that candidates will need to access further or HE or to enter employment
- Encourage an evaluative approach to personal and professional development

2. History of the qualification

This qualification has been developed with the primary aim of enabling candidates to acquire the depth of skills and underpinning knowledge to support progress into higher/further education/training or employment (on a management training programme) within a Fashion Retail Company. This is the first year (2005-06) that the programme has run.

The curriculum content has been researched and developed through an innovative and interactive collaborative relationship (industry focused) between academia (London College of Fashion, part of the University of the Arts) and Retail Business Employers (Arcadia).

This qualification has a uniqueness over existing provision within this sector in as much as there is integrated learning through practical application – in-store and academic activities. This uniqueness is also enhanced with the innovative assessment methodology combining both practical industry based assessment, along with traditional academic methods.

This qualification provides a unique opportunity to progress within the retail sector and is intended to provide an opportunity for further progression into higher study (Foundation Degree or Honours Degree) and a fulfilling career within fashion retail.

3. Entry requirements for the qualification (including literacy standards)

- Aptitude and enthusiasm
- Minimum 6 months of full-time work experience in a Fashion Retail Store
- GCSE Maths and English Grade C or equivalent
- Computerised keyboarding skills with a familiarity with standard software packages

Or

- Level 2 certificate in Fashion Retail

4. Age of candidates

17-18 years of age

5. Guided Learning Hours

- 360 hours internally assessed (420 hours notional learning time - nlt)
- 90 hours independently assessed (110 hours notional learning time)

The qualification is made up of 6 x 60 hour units equating to 360 hours, plus a *Professional Development and Progression in Fashion Retail Management* unit of 90 hours.

The qualification employs the Learning and Skills Council (LSC) definition of guided learning hours (glh): “all times when a member of staff is present to give specified guidance towards the learning aim being studied on a programme. This includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing candidates’ achievements. It does not include time spent by staff in the day-to-day marking of assignments or homework where the candidate is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the candidates”.

6. Content and structure of the qualification

7 units:

- 5 mandatory
- 2 optional

MANDATORY UNITS:

Unit 1: Management Skills for Retail

Unit 2: Store Management Operation for Retail

Unit 3: Fashion Merchandising for Business Success

Unit 4: Visual Merchandising for Successful Fashion Retail

Unit 5: Professional Development in Retail Management *

OPTIONAL UNITS:

Unit 6: Range Planning and Development for Fashion Retail

Unit 7: Developing Retail Brands

Unit 8: Fashion Promotion

Unit 9: Fashion Styling in Fashion Retail

Unit 10: Fashion Design for Business Success

* incorporates a final major project 90 glh (110nlt)

Key Skills

- Level 3 Application of Number
- Level 3 Information Technology

- Level 3 Communication
- Level 3 Working with Others
- Level 3 Problem Solving

7. Assessment – procedures, methods and levels

Candidates must be successful in both of the following assessment components to achieve the ABC Level 3 Diploma in Fashion Retail:

- Independent assessment – final major project (Unit 5) including a Statement of Intent – internally set, independently assessed, with external moderation by ABC
- An internally assessed portfolio of evidence, externally moderated by ABC

Independent Assessment¹

The independent assessment unit represents 20% of marks for the qualification. This unit will enable candidates to apply the skills, knowledge and understanding that they may have gained during the earlier stages of the course through a practice-based assignment. The unit also requires candidates to evaluate their learning and attainment and identify potential personal progression points and vocational applications for their learning. The level of achievement and the quality of the work produced will be recognised through the grading criteria.

Candidates should not be entered for independent assessment unless they have demonstrated sufficient progress in the coursework units that enables them to have the potential to pass the independent assessment unit.

Statement of Intent

Candidates are required to produce and submit for independent scrutiny a detailed statement of proposed intentions focusing on a final major project. It should not be less than 500 words and should cover:

Review: briefly summarises the candidate’s progress against personal and professional development aims expressed in terms of skill, knowledge and understanding acquired

Rationale and Context: identifies the purpose and aims and potential outcomes of the project proposal with some reference to a specialist industry context and current professional practice

Development and Rationalisation: outlines the project proposal and the methods by which they intend developing and realising the anticipated project outcomes

Evaluation and Progression: indicates the means by which the candidate will reflect upon their project work and personal and professional progression aims

The Statement of Intent should reflect the candidate’s experience to date. It should describe the overall project proposal and give an indication of its relationship to relevant industry context. In preparing both the Statement of Intent and the Professional Development in Retail Management unit, candidates should be aware of the unit assessment and grading criteria.

¹ Note that this is the same sort of assessment used in the Art and Design Foundation courses already accommodated within the Tariff.

Internal Assessment

Internal assessment could incorporate projects across units (e.g. Management Skills for Fashion Retail and Store Management Operations for Fashion Retail), short tasks covering single units or task sheets/workbooks covering a few learning outcomes at a time. Candidates must complete satisfactorily all the learning outcomes and knowledge requirements in a unit to achieve a pass for that unit.

This flexibility will utilise the most suitable assessment methods available for the specific candidate group. The demonstration of Fashion Retail skills and knowledge should take place in a 'mock shop' of a commercial quality, to be confirmed by the tutor or supervisor to be of pass standard and/or through access to work based learning. All units should be internally assessed and moderated. Evidence should be retained in a portfolio, cross-referenced to the Candidate Portfolio Checklist.

8. Grading

The qualification is graded Pass, Merit and Distinction.

To achieve a **Pass** for a qualification, the candidate must demonstrate acceptable standards of practice against the learning outcomes and assessment criteria for each component unit within a qualification.

Levels of achievement higher than a Pass-grade will typically demonstrate the following characteristics:

Merit performance is differentiated through evidence of analysis and explanation, with support from staff through negotiation and feedback. This would typically be characterised by:

- The consistent application of skills and knowledge
- A clarity of decision-making skills through analysis and explanation
- Commitment, collaboration and self-evaluation

Distinction performance emphasises critical awareness and rational argument, with support from staff through questioning and feedback. This is typically characterised by:

- Flexible and inventive applications of skills and knowledge
- A range of creative solutions with coherent supporting arguments
- Self-awareness, independence and initiative

The following table indicates the detailed requirements for obtaining Merit and Distinction grades.

	MERIT Your work should show:	DISTINCTION Your work should show:
Development and Exploration	<ul style="list-style-type: none"> ▪ In-depth analysis of and interpretation of problems and projects ▪ Selective and effective research is used to inform your ideas ▪ Individual approach to developing a wide range of alternative solutions 	<ul style="list-style-type: none"> ▪ Critical analysis and interpretation of complex issues and wider context of problems and projects ▪ Independent, wide-ranging and extensive research is used to inform your ideas ▪ Clear understanding of context in developing a range of inventive solutions
Personal and Professional Progression	<ul style="list-style-type: none"> ▪ Ongoing motivation and commitment to planning and deadlines ▪ Realistic evaluation of progress against your aims, identifying strengths and weaknesses 	<ul style="list-style-type: none"> ▪ High level of motivation, commitment, independence and flexibility in planning ▪ Continuous evaluation of progress with action taken to build on strengths and weaknesses
Practical and Technical Skills	<ul style="list-style-type: none"> ▪ Clear understanding of the potential, limitations and uses of the skills and knowledge gained ▪ Consistently applied processes, skills and knowledge in developing creative solutions ▪ Clear explanation of the context and working methods you chose 	<ul style="list-style-type: none"> ▪ In-depth technical understanding and aesthetic awareness of skills, knowledge and processes ▪ Imaginative and flexible application of processes, skills and knowledge in developing solutions ▪ Clear understanding of context in developing inventive solutions

9. QA systems and code of practice

There should be ongoing evaluation by the staff and candidates and this should take place in the following ways:

- Candidate self-evaluation
- Regular review of learning outcomes against agreed criteria
- Validation by suitably qualified and experienced internal assessor and internal moderator

Internal Moderation

ABC requires centres to implement a programme of internal moderation to ensure that:

- Candidates gain access to fair and reliable assessment opportunities
- Everyone assesses to the same standards
- Assessment decisions of assessors are sampled and monitored to ensure consistency
- Assessors are supported with advice and guidance
- All work carried out is within agreed systems and procedures

Internal Moderators must not, under any circumstances, check their own assessment decisions. Further guidance on Internal Moderation is provided on ABC's website.

External Moderation

ABC will appoint, train and allocate External Moderators to:

- Visit each centre on ABC's behalf, usually once per academic year
- Monitor and sample candidates' work to ensure that assessment decisions are fair, reliable, valid and consistent with required standards
- Liaise between centres and ABC to establish standardisation
- Establish goodwill and assist with any problems arising from the delivery of an ABC qualification.

Further guidance on External Moderation is provided on ABC's website.

SECTION 4: THE WORK OF THE EXPERT GROUP

The Expert Group met for one day, 12th July 2006, to examine and discuss the evidence listed in Appendix 2. This section contains an account of the deliberations of this meeting.

The full-day meeting involved sharing information about conducting comparability studies and the qualifications involved; carefully comparing the content of the two qualifications; and examining their assessment models in order to arrive at a reasoned judgement about the utility of the ABC Diploma to support progression to HE.

4.1 Prior to the meeting

Prior to the meeting, some preliminary work was carried out. This included a detailed mapping of the ABC Diploma in Fashion Retail against the BTEC National Certificate, reports from two HE representatives highlighting similarities and differences between the two qualifications, and comparative studies of the two qualifications undertaken by a representative from each Awarding Body. Pre-meeting papers were distributed, requiring members of the group to compare aims, content, study hours, relative size and assessment models of the ABC Diploma in Fashion Retail and the BTEC National Certificate in Retail, which was chosen as the benchmarking award from the suite of BTEC National qualifications in this area.

4.2 Comparison of aims

The meeting began with

- A briefing for the Expert Group setting out the current UCAS Tariff and on the Protocol agreed with UCAS for conducting a comparability study;
- The ABC Examiner, Cathryn Atkinson (in conjunction with Dr Julia Gaimster), briefing the group about the rationale for the ABC Diploma, describing the qualification's content and its assessment;
- The Edexcel Examiner, Carol Handley, presenting information about the BTEC Nationals in Retail, the benchmark award; and
- The HE representatives, Jane Sarkar and George Bouvier, articulating the appropriateness of the ABC Award for entry to HE from the perspective of admissions tutors.

During the explanations of the Awards given by the representatives, it became apparent that there was similarity in the language, aims and assessment of the qualifications, and that both qualifications have progression to HE as an aim. A key issue was the aims of the ABC Diploma and how these fitted with respect to progression within the Fashion Retail industry. The ABC Examiner, in conjunction with the Head of the Fashion Retail Academy, explained the progression routes available to students, particularly to HE, and the future outlook and objectives of the Fashion Retail Academy. The Diploma was in its pilot stage at the Fashion Retail Academy, but the plan was to make the qualification available nationally. The expert group established that the BTEC and ABC specifications

were similar in structure, content and criteria, and that there was sufficient overlap between the awards to justify using the BTEC National Certificate as a benchmark qualification.

4.3 Determining size – comparison of guided learning hours (glh)

The ABC Diploma has a recommended 450 glh for completing the assessed units, with an additional 300 hours of work-based learning, described in the specification as ‘work experience’. Some time was spent by the ABC Examiner and the Head of the Fashion Academy explaining the purpose and usefulness of the work-based element of the course. A student taking the ABC Diploma spends 27 weeks in the academy and 10 weeks in a placement. Information the student gathers while on work placement is used to inform the work completed at the Academy, and is integrated with that learning. As part of the discussion, it was decided that the term ‘work experience’ did not do justice to the depth of work and reflection provided by the work-based component of the qualification.

An analogy was drawn with trainee teachers spending time in an academic institution and time in the classroom. During the placement, the student experiences three modes of assessment: the tutor who visits the student in the workplace; assessment at the Academy; and from the mentor in the workplace. The student during the work-based component of the course receives both theoretical and practical inputs, and learning is underpinned by a reflective process. It was agreed, therefore, that the work-based component should be considered an integral part of the guided learning hours for the Diploma, as there was a mechanism for reflection on the work undertaken, and aspects of the Academy-based curriculum were required to be completed and signed off while undertaking on-the-job learning. The HE representatives were content that such experience, which develops what might be termed work-process knowledge, was suitable and valid for progression to HE. Including the 300 work-based learning hours makes the ABC Diploma comparable in size to a BTEC National Certificate in terms of glh (450 + 300 = 750 glh compared to 720 glh for the BTEC National Certificate). Furthermore, this volume of learning in the ABC Diploma is undertaken over a single year – i.e. this is an intense course.

On the basis of this metric, the maximum number of UCAS Tariff Points (UTPs) that could be allocated to the ABC Diploma in Fashion Retail would be

$$750/720 \times 240 = 250 \text{ UTPs}$$

However, the group was unsure whether the content of the ABC Diploma was comparable to the BTEC National Certificate, and therefore of its utility for supporting progression into HE. An initial hypothesis, based on this brief consideration of the content of the two awards, was put forward that the value of the ABC Diploma, in terms of enabling progression to HE, may lie somewhere between the BTEC Award and Certificate in terms of UCAS Tariff Points. In light of this conversation, the expert group began a comparative content analysis of the ABC Diploma and BTEC units using the specifications for the two awards and the initial mapping undertaken by the facilitator.

4.4 Determining size – breadth and depth of content coverage

The structure of the two awards is as set out above and is only reviewed briefly here.

Candidates taking the BTEC Nationals in Retail specification may follow an Award (six unit), Certificate (12 unit) or Diploma (18 unit) pathway. In each pathway, learners have to study a mixture of Core (mandatory) and Specialist (optional) Units, representing a mixture of theoretical and more practical learning, selected from the 23 units described in the specification. Grading criteria specified for each unit are used to judge performance at pass, merit or distinction level for each unit completed. Unit grades are then accumulated to produce the overall grade for the qualification – pass, merit or distinction.

The ABC Diploma in Retail requires the completion of seven units, five of which are mandatory and two optional (from a choice of five optional units). All units are assessed. Meeting all the learning outcomes of the seven units **and completing the 300 hours' work-based experience** is necessary to pass the ABC Diploma. However, the grading of the overall award (Pass/Merit/Distinction) is based solely on a project undertaken in Unit 5: Professional Development in Retail Management. This is internally set and assessed, and externally moderated. All other units are internally assessed and ungraded (pass/fail).

Despite these structural differences, the expert members felt that the ABC Diploma and the BTEC qualifications matched well for the purposes of allocating UCAS Tariff Points. Furthermore, the BTEC representative believed there would be a lot of parity between the BTEC and the ABC qualifications because the ABC Diploma had been closely developed with industry and HE. The ABC Diploma does, however, have a more specifically practical, vocational emphasis and a more specific focus on the student's immediate career intentions (that is, working in retail or progressing to other vocational courses) and associated employment opportunities. Such a learner may not necessarily have the intention of pursuing an HE progression route. An issue then is the utility of an award designed for more occupational purposes and to meet the demands of employers (as required by the Sector Skills Council) to support progression to HE. This issue is examined in detail below.

The content in both specifications is expressed in terms of the knowledge, understanding, processes, skills and techniques that candidates are required to demonstrate in the work they present for assessment. Within both the ABC and BTEC qualifications, it is intended that the units can be studied independently of each other in that the knowledge in one unit is not necessarily used as a precursor to learning in another unit. In reality, there will inevitably be some overlap and use of prior knowledge in each qualification.

The mapping exercise undertaken by the facilitator was discussed and the comparisons being drawn between each unit in the two qualifications were examined. In addition, the assessment criteria of the ABC Units were compared to the Grading Criteria of the BTEC Units. During this process, the Learning Outcomes of the ABC Units were also used to understand the breadth and depth of the content of the ABC Diploma. Here a clear difference between the specifications emerged: the BTEC qualification was more prescriptive with more reductive learning outcomes, while the ABC Diploma expressed

learning outcomes and content using more holistic statements. These belied the amount of knowledge that a student was required to learn in order to pass the qualification. It was hypothesised that the more holistic approach adopted in specifying the ABC Award may also result in a more HE-like approach to assessment compared to the BTEC qualification.

Comparing the 10 ABC Units with the BTEC Specification resulted in the following conclusions being reached:

- ABC Unit 1 mapped to parts of Units 10 and 3 of the BTEC specification. Combining the coverage of content in these two BTEC units would correspond to the content of a single BTEC unit that would require 60 glh to complete. On the basis of this evidence, the Expert Group concluded that ABC Unit 1 corresponded to a single BTEC Unit in terms of its volume of learning.
- ABC Unit 2 mapped to elements of BTEC Units 4, 5, 6 and 7. The Expert Group concluded that this ABC Unit was larger in terms of content than one BTEC unit but it would not be equivalent to the content of two BTEC units.
- ABC Unit 3 mapped to parts of BTEC Units 2, 6, 7, 8, 9 and 20 and covered exactly what fashion merchandising is all about. The Expert Group agreed that this ABC unit was equivalent to a whole BTEC unit.
- ABC Unit 4 mapped exactly to BTEC Unit 8 and was agreed to be equivalent in size to one BTEC unit.
- ABC Unit 5 mapped to BTEC Unit 18 and was agreed to be equivalent in size to one BTEC unit.
- ABC Unit 6 mapped to elements within BTEC Units 2, 20 and 21 and was agreed to be equivalent in size to one BTEC unit, if not slightly bigger.
- ABC Unit 7 mapped to elements of BTEC Units 5, 8, and 9 and was felt to be slightly smaller than a single BTEC Unit.
- ABC Unit 8 mapped to BTEC Unit 5 and was agreed to be equal in size to one BTEC unit, although the title of the unit – Fashion Promotion – was felt to be misleading.
- ABC Unit 9 mapped to BTEC Unit 12. It was agreed that this indicated that this ABC unit was equivalent in size to a BTEC Unit, but the HE representatives questioned the assessment process and this was revisited in the next stage (discussed in more detail below).
- ABC Unit 10 – Fashion Design for Business Success – had no direct match in the BTEC Specification. On examining the Learning Outcomes, it was felt to be similar in size to a BTEC unit.

The table below summarises the findings of the two estimates of size of the ABC units:

ABC Unit	Status	glh	Unit Size	Grading
1. Management Skills for Retail	Mandatory	60	1 BTEC	Pass/Fail
2. Store Management Operations for Retail	Mandatory	60	1+ BTEC	Pass/Fail
3. Fashion Merchandising for Business Success	Mandatory	60	1 BTEC	Pass/Fail
4. Visual Merchandising for Successful Fashion Retail	Mandatory	60	1 BTEC	Pass/Fail
5. Professional Development in Retail Management	Mandatory	90	1 BTEC	P/M/D*
6. Range Planning and Development for Fashion Retail	Optional	60	1?+ BTEC	Pass/Fail
7. Developing Retail Brands	Optional	60	1?- BTEC	Pass/Fail
8. Fashion Promotion	Optional	60	1 BTEC	Pass/Fail
9. Fashion Styling in Fashion Retail	Optional	60	1 BTEC	Pass/Fail
10. Fashion Design for Business Success	Optional	60	1 BTEC	Pass/Fail

* Pass/Merit/Distinction

At this stage of the work of the expert group, the initial hypothesis about the size of the ABC Diploma (based on guided learning hours) as being between a BTEC National Award and Certificate was revised. It was concluded that on the basis of this unit-by-unit comparative content analysis, the ABC Diploma (**excluding** the 300 hours of work placement) seemed more comparable in size to a BTEC National Award (about 7 BTEC units in total). This suggests that this component of the ABC Diploma would attract a maximum number of UCAS Tariff Points closer to that allocated to a BTEC National Award – 120 points – rather than the maximum 240 points allocated to the BTEC National Certificate.

4.5 Estimating relative demand - comparing Assessment Models

The second dimension of the analysis undertaken in a benchmarking study is to assess the relative demand of the two qualifications. Thus it was necessary to look at the assessment requirements of the two qualifications, a particular concern of the HE representatives, as mentioned above.

The ABC Diploma has two major components in its assessment:

- An internally assessed portfolio of evidence, including an evaluative log covering all of the units taken and the work placement
- A final major project, undertaken as part of Unit 5, which is internally set and assessed, externally moderated and which is graded.

Assessment is criterion referenced and employs specified learning outcomes with accompanying criteria. All of the units and the work placement must be passed for the Diploma to be awarded, i.e. a mastery learning model is being employed. A student who

does not pass a unit at the first attempt can be referred, but only once for each unit. If unsuccessful on a second occasion for a particular unit, the student could not be awarded the Diploma, but instead would be awarded a certificate showing the units achieved. The successful completion of each unit is recognised by the award of a pass grade with the exception of Unit 5. Here the major project is graded pass/merit/distinction and this grade provides the overall grade for the ABC Diploma.

During the three stages of the final major project – the Statement of Intent; the process of implementing the Statement of Intent; the final assignment – the student is given formative grades and a summative grade is awarded at the end of the project. This is similar to the assessment process followed in the Foundation Art programmes already accommodated within the UCAS Tariff. Grading criteria are indicated on page 30 of the ABC specification. A student is taken through this at each stage of the assessment process so that he/she is aware of the required standard to achieve a particular grade and what they must do in order to achieve that grade, a process similar to that followed in BTEC courses.

For the other units, the ABC candidates maintain an evaluative log, which addresses what they need to be assessing for each of the units.

Assessment of BTEC Nationals is also criterion-referenced, based on the achievement of specified outcomes. Units are either internally or externally assessed. All units contain contextualised-grading criteria and, unlike the ABC Diploma, are individually graded as 'pass', 'merit' or 'distinction'. A distinction grade corresponds to an industry standard of performance. Within the BTEC Nationals, each unit contains statements of the evidence that each learner should produce in order to receive a pass, merit or distinction grade. Internally assessed units may be subject to external scrutiny by a BTEC appointed External Verifier. Edexcel also samples internal assessors' decisions using subject-specialist External Verifiers, following the National Standards Sampling (NSS) protocol. In the BTEC National Certificate and Diploma in Retail, Unit 3: Customer Service and Unit 4: Human Resource Management are externally assessed (in the Award only Unit 3 is taken). This assessment employs a criterion-referenced Integrated Vocational Assignment (IVA) set by Edexcel, marked by the centre to an Edexcel criterion-referenced marking scheme, and re-marked by Edexcel-appointed markers. The IVA covers all of the assessment criteria in Units 3 and 4 (Unit 3 in the case of the BTEC National Award). For the purpose of the overall award of the qualification, the externally assessed units have a double unit value in the Certificate and Diploma and single unit value in the Award.

Discussion surrounded the issue of what actually was being assessed in the ABC Diploma, the form of that assessment and the difference in assessment methods between the qualifications, and the implications of this for the allocation of UCAS Tariff Points. While it was clearly acknowledged that there is considerable utility for supporting progression to HE in the quantity and quality of learning being undertaken by ABC Diploma candidates, the HE representatives were concerned with the assessment process as set out in the assessment matrix on page 26 of the ABC Diploma specification. At face

value, this matrix suggested a reluctance to use written assessment in the ABC Diploma compared to the BTEC National qualifications. Such a lack of written assessment, providing evidence of critical and deep thinking, would not (in the judgement of the HE representatives) adequately prepare students for progression to HE, and so reduce the utility of the ABC Diploma to support progression to HE.

Further discussion suggested four main areas of concern:

- Some lack of clarity in the assessment model allocating pass, merit and distinction grades to the major project
- An apparent lack of the use of discursive writing for assessment purposes
- Concern about the sources of reading that might be used to accomplish assessment tasks
- Some concern about the quality of tasks which were being set based on the student portfolios available for inspection.

4.6 Estimating relative demand - Comparison of candidate evidence

At this stage, the HE representatives and the BTEC examiner began to investigate the portfolios of evidence that were provided by the Fashion Retail Academy. During this examination, it became apparent that the assessment matrix did not do justice to the depth and quality of work completed by the students. The following comments (paraphrased) were made by the HE representatives:

JS - The course gives students the chance to develop good administration skills. They seem to be very confident in the workplace and have good people skills. When it comes to preparing for level 4, my personal feeling is that they would benefit if there was a more academic application of the subject – increase breadth without adding anything to the programme; perhaps the subject becomes more interesting. I can see how students who are more creative would benefit from this increased breadth. I can understand the resistance for additional written work, but written work does need to show proper referencing of both books and internet sources.

GB – I found it interesting to look at portfolios and see how they relate to the assessment process. The Assessment Matrix shows a range of different assessment tools are being used but it does not allow us to see the depth and quality of work being produced. I am seeing different things now than I did before lunch. However, I feel it is still a fair comment that there is a reluctance to present written material – but I would qualify that by saying reluctance to present written material in an extended format. A bullet point approach is being used which does not allow students to go into too much depth in any area. The plus side is that this is perhaps the right way to present information to someone with very little time in the workplace. Numerically the students are very well prepared and this aspect of the work being assessed does prepare for progression to HE. One project, on preparing weekly sales against proportion of floor space, stimulated argument on uniformity and demonstrated critical thinking skills. Students in HE have to know how to manage their time: the Diploma students by having to undertake a series of projects and meet deadlines

demonstrate that they are developing such time management skills. The use of verbal, numerical and visual information skills, and the combination of these, is good. The only thing missing is a type of writing [extended discursive writing]. However, this could be compensated by strengths in other areas.

It was concluded by the Expert Group that in trying to accommodate the demands of industry and the SSC to meet accreditation requirements, a disjuncture had occurred between what industry wanted and what HE expected in terms of assessment processes. Those being used in the ABC Diploma were thought to be more akin to those used in, for example, assessing an NVQ. The challenge of trying to meet both vocational and occupational requirements, and providing students with the skills needed to progress to HE - especially analytical and evaluative skills typically evidenced through extended, discursive writing - was apparent in this qualification.

Another possible way of comparing the two qualifications was then considered. Both specifications are derived from National Occupational Standards. To pass the ABC Diploma requires that learning objectives are met, i.e. all the specified national Occupational Standards are achieved. A Distinction Grade in a BTEC qualification also equates to achieving National Occupational Standards. So passing the ABC Diploma would equate to achieving a distinction in a BTEC qualification, albeit on the basis primarily of an assessment of observed performance rather than an assessment of extensive written work.

At this stage the following summary of progress to date was presented by the Chair:

- The Expert Group agreed this qualification does prepare students for progression to HE, but its utility in so doing needs to be recognised by the appropriate allocation of UCAS Tariff Points.
- This needed to take account of both the volume and the demand of the learning and assessment being undertaken by the ABC Diploma candidates.
- The Expert Group had agreed that on the basis of the comparison of Guided Learning Hours and the unit-by-unit comparative content analysis of the two qualifications, the 7 assessed units of the ABC Diploma were comparable in size to 7.5 BTEC units, which is 1.25 National Awards.
- This suggested that the ABC Diploma in Fashion Retail should be awarded an interim allocation of UCAS Tariff Points lying somewhere between a BTEC National Award and a BTEC National Certificate, i.e. between a maximum allocation of 120 and 240 UCAS Tariff Points.
- In terms of the ungraded units in the ABC Diploma, given the mastery nature of the assessment model of the ABC Diploma, and given that the learning outcomes and criteria of the ABC Diploma map to Distinction, Merit and Pass grading criteria of the BTEC Units, this suggested that passing an ungraded ABC unit, i.e. achieving an industry acceptable level of performance, might correspond to a Distinction grade in a BTEC Unit (which also corresponds to an industry level of performance).
- In addition, the graded major project undertaken as part of the assessment of Unit 5 in the ABC Diploma did provide an opportunity to demonstrate skills such as research,

analysis, evaluation and synthesis, which are needed to obtain the higher grades in the BTEC Nationals and which are valued by HE.

- Taken together, this evidence suggested that the grading system of the two awards aligned, at least to some extent. Further analysis of candidate evidence when this becomes available will be able to confirm or refute this conclusion.

At this stage, the Expert Group were offered three possible alternatives as to how to proceed further:

1. Agree that the evidence base, in terms of candidate evidence, is not yet complete and that the meeting would need to reconvene when the evidence was available in order to allocate UCAS Tariff Points.
2. Allocate UCAS Tariff Points now, but with the stipulation of an early review.
3. Allocate UCAS Tariff Points now, subject to the normal review process in three years' time.

The two HE representatives were asked to adjudicate and both agreed that option 2 was the sensible way to proceed.

4.7 Recommendations for Allocating UCAS Tariff Points

The group then turned to the task of allocating UCAS Tariff Points to the ABC Diploma. This was undertaken in two stages. First, consider the six units of the ABC Diploma and second, consider what, if any, value should be given to the work-based learning component of the award.

The Expert Group had agreed on the basis of the detailed comparative analysis of BTEC and ABC Diploma units that the ABC's six units were equivalent in terms of the volume of learning that they represented to about 7+ BTEC Units. Taking account of the guided learning hours for these six units (450), compared to a BTEC National Award (360), suggested that the ABC Diploma was about 1.25 times the size of the BTEC National Award (discounting the work experience component). The Expert Group agreed that this was a reasonable measure of the volume of learning for the ABC Diploma (excluding the work-experience component).

A National Award attracts 120 UCAS Tariff points for a Distinction, 80 for a Merit and 40 for a Pass. Given that the Distinction, Merit and Pass grades of the two qualifications align, this would suggest that the following UCAS Tariff Points could be allocated to the ABC Diploma:

- Distinction = $120 \times 1.25 = 150$ UCAS Tariff Points
- Merit = $80 \times 1.25 = 100$ UCAS Tariff Points
- Pass = $40 \times 1.25 = 50$ UCAS Tariff Points

This seemed reasonable given the following logic: 150 UCAS Tariff Points is equivalent to 3 Grade B's at As level, a programme of study that would be undertaken over one year, like the ABC Diploma. Furthermore, such an allocation of UCAS Tariff Points would facilitate progression to a Foundation Degree which would generally require 140

UCAS Tariff Points for entry (an Honours Degree would require 240 UCAS Tariff Points).

The Expert Group then turned to consider a possible additional allocation of UCAS Tariff Points to the extended period of work-based learning which had previously been identified as having value for progression into HE. Given the lack of candidate evidence, it was not possible for this to be a completely objective assessment and it was felt that a degree of caution needed to be exercised; allocating too many UCAS Tariff Points to the Diploma at this stage might lead to a situation where this allocation would need to be reduced after the planned review and this could damage the reputation of the qualification. The interim conclusion reached by the expert group was that 10 UCAS Tariff Points should be allocated to the work-based learning component at this stage, which would at least provide some recognition of its potential utility in supporting progression into HE. This suggested that the following UCAS Tariff Points should be allocated to the ABC Diploma at this stage:

- Distinction = 160
- Merit = 110
- Pass = 60

This suggestion provoked a further round of discussion. While the mechanistic process of allocating UCAS Tariff Points had maintained the relative weighting of the allocation of UCAS Tariff Points to the different grades in the BTEC National Award and the ABC Diploma, it had the effect of increasing the absolute distance between the grades of the ABC Diploma compared to the BTEC National (i.e. this had become 50 rather than 40 UCAS Tariff Points). This was felt by members of the expert group to be unhelpful in terms of utilising the innovative features of the ABC Diploma to support progression to HE. Thus, it was argued that the difference between the proposed allocations of UCAS Tariff Points to the different grades of the ABC Diploma should be the same as in the BTEC National Award. This produced the following recommended allocation of UCAS Tariff Points:

- Distinction = 160
- Merit = 120
- Pass = 80

However, as this qualification is new, the Expert Group agreed that this recommendation should also be subject to early review in the autumn of 2007 and that we would revisit the relative weighting being given to the two grading systems. This review would be subject to costs to be covered by the Awarding Body and would take place at the Fashion Retail Academy to facilitate access to candidate evidence.

Coda

During this Expert Group meeting, it became apparent that as we move to consider qualifications designed for occupational progression and, therefore, understandably, subject to meeting the demands of a more employer-led system, due attention must be

paid to the assessment model if the qualification is also to be suitable for progression to HE. One way of doing this is to provide opportunities to engage in more extended, discursive writing and critical engagement with a variety of written material through the assessment instruments.

**APPENDIX 1
CURRICULA VITAE**

Cathryn Atkinson	ABC Awards	Chief Examiner & Sector Partnership Manager
Carol Handley	BTEC	Chief Examiner
Jane Sarker	University of Central England	Course Director, Fashion Retail Manager, BIAD
George Bouvier BA MSc	Manchester Metropolitan University	Senior Lecturer/Programme Leader, Department of Clothing

Cathryn Atkinson

Employment History:

Sector Partnership Manager - ABC Awards

March 2006 – present

- Strategic responsibility across all sectors, for the company's relationships with Sector Skills Councils
- Co-ordinate the activities of other members of the Directorate in their activities with Sector Skills Councils
- Have strategic responsibility for reporting and leading on key sector developments and other key initiatives
- Manage strategic relationships with QCA in relation to the development of accredited qualifications
- Strategically direct the Biannual plan in liaison with the Director of Business Development

Qualifications Development Manager - ABC Awards

2002 – 2006

- Oversee and co-ordinate with the Qualifications Development Co-ordinator the development of new qualifications and the extension and re-accreditation of existing qualifications to meet current QCA criteria
- Oversee the work of the Development Team on a day to day basis
- Member of the Portfolio Strategy Sub-Group
- Seek external support for qualifications from SSc's etc
- Manage the Development Team budget

Development Officer - ABC Awards

1999 – 2002

- Active involvement in the development of new qualifications
- Revise and re-submit qualifications for national accreditation
- Work effectively with regional offices and working parties
- Organise / co-ordinate launch events – relating to development activities
- Chair working groups

Training Consultant – North Wales Training Ltd

1997 – 1999

- Interviewing and placing participants on NWT programmes
- Undertaking Induction of participants and providing counselling and guidance
- Training participants to Individual Plans, and amending them as appropriate
- Conducting Reviews with participants and placement providers
- Liaising with local Colleges, and representing NWT at External Meetings

Training Assessor – North Wales Training Ltd

1995 – 1997

- Carrying out ongoing assessments and reviews of trainees

Manager – Margaret Bardsley Management & Training

1994 – 1995

- Managing all contracts and achieving the maximum ORF and weeks; payments
- Ensuring that recruitment targets are met
- Liaising with Head of Training and Development on the implementation of NVQs and participating in the development work to bring new NVQs into the portfolio
- Ensuring that Merseyside TEC Quality Manual operational requirements are met
- Delivering directed training and carrying out trainee assessments and reviews

Assistant Tutor / Administrator – Margaret Bardsley Management & Training

1993 – 1994

- Delivering NVQs on a day-to-day basis
- Allocating work to trainees and delivering directed training as underpinning skills
- Carrying out ongoing assessments and reviews of trainees, with the Manager
- Assisting in recruitment and co-ordinating the attendance of trainees

Achievement – Gained good grounding in co-ordinating events and communicating effectively at all levels, developing in confidence and improving presentation skills

Education and Qualifications

1888 – 1992 University of the West of England
BSc (Hons) Applied Biological Sciences (Biomedical Science) 2(i)

1986-1988 St John Rigby Sixth Form College
2 A' Levels

1981 – 1986 St Albans RC High School
9 GCSEs

Training Courses

1997 Warrington Collegiate
City & Guilds 7307 Further & Adult Education Teachers' Certificate

1993 – 1996 Margaret Bardsley Management & Training
TDLB D32 & D33 Assessors' Award Certificates
TDLB D34 Internal Verifiers' Award

Carol Ann Handley

NAME Carol Ann Handley

UNIVERSITY

1971 - 74 University of York
BA (Hons) Social Sciences II, i Economics/Public Sector Accounting

1975 - 76 PGCE - Secondary and Further Education

1984 - 85 College of Ripon and York St John
Diploma in Guidance and Counselling

1996 - Leeds Metropolitan University - Masters in Managing Business and
Education Development

BTEC TDLB D35 External Verifier (1992), TDLB D32/3
Assessor Awards (1994),

CGLI TDLB D34 (1995) Internal Verifier

Edexcel NVQ level 5 Strategic Management (September 2005)

EMPLOYMENT HISTORY

1981 - 84 Boston Spa Comprehensive School - Economics Teacher

1985 - 99 Selby College
from Senior Lecturer to Senior Manager/ Assistant Principal having managed College Marketing and Enterprise, TEC (LSC) Programmes and generating non-FEFC funding, securing in excess of £1 million p.a. revenue and capital funding. Academic experience included- Subject leader accounting and finance, lecturer from level 1-4 in management, finance, marketing, administration, contemporary issues and communications on Business, Leisure, Tourism and Public Services Programmes. Internal Verifier for Accounting, Administration and Management NVQs. Independent IV for TDLB, Sport and Recreation NVQs. Wrote College Submissions to obtain approval for all new BTEC programmes including Public Services, Leisure, Travel and Tourism, Accounting. Six month secondment to Fenwicks Store and subsequent placements in Retail outlets including Levi Stores to maintain occupational competence. Set up and membership of Employer Advisory Groups. Member of Academic Board and Quality Assurance Group.

1999- Proprietor Future Solutions
Specialising in providing advice, project management educational training, financial consultancy and the preparation of funding applications to the public and private sector

2004 - ASET Head of Audit and Approval- Part of the Senior Management Team with overall responsibility for centre and programme approval and Quality Assurance of ASET Provision.

Other Related Activities

A comprehensive knowledge of the Education System which spans Primary, Secondary, Further and HE.

Extensive experience in supporting and working with the voluntary sector
Edexcel Consultant 1988 to 2005:

- External Verifier NVQs and BTEC programmes in Management, Business, Public Services, Accounting , Retail and Distribution, Learning and Development
- Edexcel Compliance Auditor and Quality Verifier
- Edexcel Lead Verifier Training and Development, Teaching Assistants, Accounting, Retail
- Edexcel Chief Standards Moderator Retail and Distributive Services
- Project Officer DFES NVQ Project
- Writer HND and ND programme Units for Business and Retail
- Edexcel INSET Trainer – Retail, Administration, Learning and Development

KEY ACHIEVEMENTS

- 1987 - 95 Governor - St George's RC Primary School
- 1990 - Part of local parish finance team involved in managing capital and revenue projects between 250k and £3 million.
- 1996 - GISMO (Graduates into SMEs in Wakefield) I and II: c.£1,500,000 in partnership with Leeds Metropolitan University, Wakefield TEC and Business Link.
- 1997 - Working with local voluntary and business organisations to secure funding e.g. GW Sissons £375,000 grant funding, Rechar partnership, Selby: ERDF Business Development Funding/ESF for over 20 companies.
- 1998 - 99 Financial Consultant £5.6 million ADAPT/UFI: CELL Project
- 1998 - 99 £300,000 bids for Landfill Tax (Entrust)

Working knowledge and experience of bids for Objective 2,3,4 and 5B, ADAPT, Rechar, Re-tex, HE/FE Competitiveness Fund, RDA Skillsline (1999 - £345,000) and Lottery Funding

Continuing Professional Development

Attendance at Awarding Body Training Events and briefings, keeping up -to -date with periodicals and other specialist publications. Represent ASET at Employment NTO Awarding Bodies Forum and worked with HOST on revision of TDLB standards and also FAB meetings; QCA Common Centre Recognition and LSC REX/RARPA project. Complete mandatory 5 day annual placement in retail to retain NVQ flag

JANE CAMELLIA SARKAR

Summary

I have nine years experience in Higher Education, over twenty years in industry and a background in art and design, textile technology and management. Since 2001 I have been the Course Director of the BA(Hons) Fashion Retail Management programme at UCE Birmingham.

Career

Course Director – BA(Hons) Fashion Retail Management

Birmingham Institute Of Art And Design, UCE Birmingham, September 2001 – Present

Role: All aspects of Academic Management, Planning and Delivery. Validation Preparation. Quality Assurance. International Liaison. Recruitment, Marketing and Industrial Liaison. Exchange Programmes. Research.

International Representation of UCE Birmingham in Singapore, Bangkok, Paris and Milan

Pathway Leader BA(Hons) Fashion Design with Retail Management

Sept 2001 - Feb 2003 responsibility for: BA(Hons) and MA Fashion Design, ND Fashion

External Roles: External Assessor for Fashion Design Mod'Art Paris 2006. Validation Panel Member - Derby University 2006/07). UCAS Higher Education Expert Representative for Fashion Retail 2006

Achievements: Fastest growing course in BIAD; best career progression rate in 2005 - 100% within three months with 70% three weeks before course completion with all graduates in Head Office positions in buying, visual merchandising, PR, store management, marketing and styling.

3 nominations at Graduate Fashion Week 2005; Harvey Nichols sponsorship across course; Industry involvement within every project.

Lecturer/Acting Course Leader - BA(Hons) Fashion with Business

Croydon College . Fairfield . Croydon . - March 1998 – September 2001

Role: All aspects of Programme Management . Validation Preparation . QAA Preparation .

Sponsorship and Promotion. . Development . Research . Industrial Liaison

Lecturer - HNC Business and Marketing European Business /Environmental Management

City Of Westminster College . London - September 2000 - September 2001 (part-time)

Role: Curriculum Delivery . Development . Assessment . Industrial Liaison

Lecturer - Professional Practice For Practising Designers (part-time)

Loughborough University - September 1997 - July 1998

Role: Delivery . Development and Assessment of business planning for local design businesses

UK Sales Manager . Estetik . London . UK - July 1994 - September 1995

International leather designer and manufacturer based in Cyprus

Role: Sales/marketing and product development for UK market; organisation of fashion shows and press relations

Clients: *Harrods, Browns, Pollyanna, Harvey Nichols, Liberty, Warehouse, Oasis and so forth.*

Floor Sales Manager . Fenwick . London . UK - November 1993 - January 1994

Designer fashion department store

Role: Short term contract - Management responsibility for 15 staff and £3million turnover p.a in International Collections.

Freelance Consultant (part-time) . May 1991 - January 1997

Role: Managing product and business development for small fashion designer businesses .

Marketing to *Harvey Nichols, Harrods, Liberty* and independents in the UK.

Buyer /Partner . Akimbo . Manchester . UK - June 1987 - May 1991

International designer independent retailer - Royal Exchange . Manchester . UK

Role: To negotiate exclusive labels, direct 6 staff and oversee press relations and customer service.

Labels: *Azzedine Alaia, Martine Sitbon, Ben de Lisi, Christian Dior, Dolce e Gabbana and so forth.*

Press: *Vogue, Elle, Marie Claire, Cosmopolitan, The Face, Manchester Evening News, Independent, Sunday Telegraph, Daily Mail, Mail on Sunday, Executive Woman and more.*

Achievement: Most directional shop interior ; "*most exciting designer labels for an independent outside London*"

Knitwear Designer/Owner . Factor X . Manchester . UK - June 1983 - September 1988

Permanent collection in *Gallery of English Costume*, Manchester UK.

Press: *Elle, City Life, Manchester Evening News, The Guardian.*

Various shows, exhibitions, commissions, sponsorships

Other commercial fashion experience 1977–98

Peter Jones, Harrods, Laura Ashley, Olivia Claire (sales/management/selection, London); *Caroline Berry, Jules Verne*, (sales/design/manufacture, Manchester)

Education

Stage 1 PGCE. Stage 2 PGCE - September 1998 - July 2001 - Croydon College

MSc Textile Technology Course - January 1997 - January 1998 - Huddersfield University

Knitwear Postgraduate Course - September 1983 - June 1984 - Manchester Polytechnic

BA(Hons) Fine Art - September 1979 - June 1982 - Manchester Polytechnic

Continuing Professional Development

UCE – 2001 to date: Instore - Chartered Institute of Marketing . New York 2005; Fashion in the City, LCF 2005; Milan Design Conference, Politecnico di Milano 2005; EU Legislation, UCE 2004 . Recruitment Training, Legislation and Selection Processes, UCE 2004 . UK Retail Display Week, 2004 . Visiting Designer - Virginia Commonwealth University 2004, Colour Symposium, Society of Dyers and Colourists 2003 . Erasmus Teaching – Politecnico di Milano 2003 . Introduction to the EU Framework 6 (Hyperion), UCE 2003 . QAA Subject Specialist Reviewer training *Quality Assurance Agency* 2003 . Premiere Vision, Paris (2002/03/04/05) . Commercial Skills Workshop for Managers, UCE 2002/03.

Miscellaneous Training: SME Business Programme, Manchester Business School 1990/91; Sales and Sales Management, St Helens School of Management (6 months intensive) 1987

Active Interests and Memberships

Research Interest : Environmental Politics; Sustainable Fashion Retail Management; Ecological Fashion Design and Production; Visual Merchandising; Sensory Design

Memberships: *Textile Institute* (1997 to present)

CHODA – Costume and Historical Dress Association

Name: **GEORGE BOUVIER**

Status: Senior Lecturer / Programme Leader

Subject: Financial Management
Graduate Enterprise
Business Project

Qualifications: MSc in Management Sciences
Postgraduate Diploma in Business Analysis
BSc in Business Administration
Postgraduate Certificate in Education - PGCE (HE)

Experience:

Educational

Teaching Experience:

At HND and BSc degree level;
BA/BSc and MSc supervision;
Year Tutor (BA in Fashion Design with technology)
Admissions Tutor (BSc in Fashion Buying for Retail)

2004 – Date Course Leader, Fashion Buying for Retail
2003- 2004 Senior Lecturer

Other professional activities – within MMU:

Member of the MMU Enterprise Group
Member of the Faculty Academic Enterprise Committee
Investor in People Steering Group member
Faculty Newsletter Editor

Other professional activities – outside MMU:

External adviser to London College of Fashion, FdA in
Fashion Buying and Merchandising

Industrial

Consultancy:

Giorgio Armani - Competitor analysis in the North
American market; theme origination and product
development.

Dewhirst - Technical development work

New Look - Product development and visual management.

Traffic Group, Dublin, Ireland - Brand Coordination of the Group's labels; development of Marketing and distribution strategy.

M&S, UK – Technical development work.

EBSCO / C&A Head-office, Düsseldorf, Germany - Design project (co-ordinates) for the re-launch of the Yessica label for C&A; trends and liaison with external consultancies.

Other Paid and Voluntary employment:

Cultural Industries Development Board (2000 to '05) - Consultation on the development of the Greater Manchester Fashion network; seminar work.

Praxis Tailoring/Next (1997) - Commercial Design Executive

George Bouvier Designs (1993 – 1996) -

Director – Design and promotion of couture designs for high public profile professionals (mainly actors and politicians).

Tie Rack plc (1990 – 1993) – Manager of Manchester branches.

Vivienne Westwood (1993)- Design team member

Forsyth Bros. Ltd. (1988 - 1990) - Executive Assistant to the company Board of Directors

Yves St. Laurent, Paris, France (1985) – Atelier design team member.

Balaskas-Georgiou, Greece (1982 – 1985) – Corporate liaison with overseas design studios.

Publications:

Colezzioni, 2001 – summer 2001 Womenswear Fashion trends (Armani show).

Vogue (USA), Vogue (Italia) and Vogue (Hellas) 2001 – Armani Colezzioni (eveningwear)

Harpers and Queen, 2000 – Womenswear Style Review

Trade Fairs / Conferences:

CPD, Düsseldorf (1998 – 2003)

Pitti Filati, Florence (1998 – 2005)

Première Vision, Paris (1996 – 2003)

Moda In, Milan (1998 – 2003)

Tissus Lille, Lille (1999 – 2001)

Research Interests:

Strategic management of luxury brands and relationship with the Couture end of the market.

Style and Colour fashion trends.

APPENDIX 2 EVIDENCE EXAMINED

EVIDENCE EXAMINED FOR THE ABC DIPLOMA IN FASHION RETAIL

Edexcel Specification for the Level 3 BTEC Nationals in Retail, November 2004.

These included:

- The unit structure of the awards
- Unit content
- Guidance for Centres
- Assessment criteria and guidance
- Grading criteria/grade descriptions

EVIDENCE EXAMINED FOR the ABC AWARD

Level 3 Diploma in Fashion Retail

This includes

- The unit structure of the award
- Unit content
- Guidance for Centres
- Assessment criteria and guidance
- Grade descriptions

Candidate materials

Portfolios and Final Projects

**APPENDIX 3
INITIAL MAPPING DOCUMENTS**

MAPPING OF QUALIFICATIONS

ABC LEVEL 3 DIPLOMA IN FASHION RETAIL	BTEC LEVEL 3 NATIONAL DIPLOMA IN RETAIL
<p>Aims</p> <ul style="list-style-type: none"> ▪ Enable candidates to develop knowledge, understanding and applied skills of specialist fashion retail management ▪ Encourage progression by assisting in the development of knowledge, understanding and skills that candidates will need to access further or higher education or to enter employment ▪ Encourage an evaluative approach to personal and professional development 	<p>Aims</p> <ul style="list-style-type: none"> ▪ The education and training for learners entering retailing or who are employed in a variety of types of selling, stock control, finance or visual merchandising ▪ Providing opportunities for technicians to achieve a nationally recognised level three vocationally specific qualification ▪ Providing opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enter employment in the retail sector or progress to higher education vocational qualifications such as BTEC Higher National Diploma in Retail Management ▪ Developing the knowledge, understanding and skills of learners from a retailer’s viewpoint ▪ The role of the retailer, their relationship with the section/department in which they work and how their role and their department/section fits within the overall company structure and the wider community ▪ Providing opportunities for learners to focus on the development of key skills and the wider key skills in a retail context, such as improving own performance, working with others and problem solving ▪ Providing opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life
<p>Age 17-18 years</p>	<p>Age 16 years (for all BTEC qualifications)</p>
<p>Entry Requirements</p> <ul style="list-style-type: none"> ▪ Aptitude and enthusiasm ▪ Minimum 6 months of full-time work experience in a Fashion Retail Store ▪ GCSE Maths and English Grade C or equivalent ▪ Computerised keyboarding skills with a familiarity with standard software packages <p>Or</p> <ul style="list-style-type: none"> ▪ Level 2 certificate in Fashion Retail 	<p>Entry Requirements</p> <p>Candidates profile is likely to include one of the following:</p> <ul style="list-style-type: none"> ▪ A BTEC First qualification in Retail (the same vocational area) or a related vocational area ▪ An Intermediate GNVQ in an appropriate vocational area ▪ A GCSE equivalent to four passes at grade C ▪ Related work experience ▪ Other related Level 2 qualifications <p>More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment</p>

<p>Hours 450 Guided Learning Hours (GLH):</p> <ul style="list-style-type: none"> ▪ 360 hours internally assessed (420nl) ▪ 90 hours independently assessed (110nl) 	<p>Hours 60 guided learning hours for each unit</p>
<p>Structure 7 units:</p> <ul style="list-style-type: none"> ▪ 5 mandatory ▪ 2 optional units 	<p>Structure National Award: 6 units (3 compulsory core; 3 specialist units) National Certificate: 12 units (5 compulsory core; 7 specialist units) National Diploma: 18 units (8 compulsory core; 10 specialist units)</p>
<p>Progression</p> <ul style="list-style-type: none"> ▪ Other Level 3 Fashion Qualifications ▪ Employment on a management training programme within a Fashion Retail Company ▪ New business start up or other employment ▪ Retail Fashion Management Foundation Degree or Honours Degree or associated HE programmes 	<p>Progression The BTEC National Diploma in Retail provides the knowledge, understanding and skills for learners wishing to enter a career as a retailer and/or provides progression to higher education vocational qualifications such as BTEC Higher National in Retail Management or a degree in Retail Management. This qualification programme provides access to more specialist units and therefore broadens and deepens the learners experience in preparation for the world of work.</p>
<p>Programme Structure/content MANDATORY UNITS: Unit 1: Management Skills for Retail Unit 2: Store Management Operation for Retail Unit 3: Fashion Merchandising for Business Success Unit 4: Visual Merchandising for Successful Fashion Retail Unit 5: Professional Development in Retail Management *</p> <p>OPTIONAL UNITS: Unit 6: Range Planning and Development for Fashion Retail Unit 7: Developing Retail Brands Unit 8: Fashion Promotion Unit 9: Fashion Styling in Fashion Retail Unit 10: Fashion Design for Business Success</p> <p>* incorporates a final major project 90 GLH (110nl)</p>	<p>Programme Structure/content CORE UNITS: Unit 1: Developments in Retail Services Unit 2: Retail, finance, Forecasting and Performance Unit 3: Customer Service # Unit 4: Human Resource Management # Unit 5: Retail Marketing and Promotion Unit 6: Stock Management Unit 7: Movement and Storage of Goods Unit 8: Visual Merchandising</p> <p>SPECIALIST UNITS: Unit 9: Fashion Retailing Unit 10: Leadership and Supervision in Retailing Unit 11: Direct Selling Unit 12: Personal Selling Unit 13: Consumer Protection Unit 14: Consumer Behaviour Unit 15: Food Retailing Unit 16: Ecology, the Environment and the Retail Sector Unit 17: Not for Profit Retailing Unit 18: Work-based Learning and Development Unit 19: Retailing Financial Services Unit 20: Retail Buying</p>

	Unit 21: Procurement Unit 22: Technology in Retail Unit 23: E-commerce for the Retail Industry
<p>Key Skills</p> <ul style="list-style-type: none"> ▪ Level 3 Application of Number ▪ Level 3 Information Technology ▪ Level 3 Communication ▪ Level 3 Working with Others ▪ Level 3 Problem Solving 	<p>Key Skills</p> All 6 key skills signposted for production of evidence at Level 3
<p>Assessment Criteria</p> Candidates must be successful in both of the following assessment components to achieve the ABC Level 3 Diploma in Fashion Retail: <ul style="list-style-type: none"> ▪ Independent assessment – final major project (Unit 5) including a Statement of Intent – internally set, independently assessed, with external moderation by ABC ▪ An internally assessed portfolio of evidence, externally moderated by ABC <p>Independent Assessment</p> The independent assessment unit represents 20% of the qualification. This unit will enable candidates to apply the skills, knowledge and understanding that they may have gained during the earlier stages of the course through a practice-based assignment. The unit also requires candidates to evaluate their learning and attainment and identify potential personal progression points and vocational applications for their learning. The level of achievement and the quality of the work produced will be recognised through the grading criteria. <p>Candidates should not be entered for independent assessment unless they have demonstrated sufficient progress of the course-work units that enables them to have the potential to pass the independent assessment unit.</p> <p>Statement of Intent</p> Candidates are required to produce and submit for independent scrutiny a detailed statement of proposed intentions focusing on a final major project. It should not be less than 500 words and should cover: <i>Review:</i> briefly summarises the candidate’s progress against personal and professional development aims expressed in terms of skill, knowledge and understanding acquired <i>Rationale and Context:</i> identifies the purpose and aims and potential outcomes of the project proposal with some reference to a specialist industry context and current professional practice	<p>Assessment Criteria</p> Assignments should ensure coverage of all criteria in the unit as set out in the <i>Assessment criteria</i> grid for each unit. <p>Each unit contains statements of the evidence that each learner should produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria refer to a qualitative improvement in the learner’s evidence. Learners should not be asked to perform additional tasks or work to that required of all learners including those who achieve a pass grade.</p> <p>Assignments constructed by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Centres should use a variety of assessment methods, including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt and making maximum use of practical activities and work experience. The creation of assessment instruments that are fit for purpose is vital to achievement by learners and their importance cannot be over emphasised. Centres are encouraged to look across each <i>Assessment criteria</i> grid to identify common topics within units and assess learners’ work according to the level that they have achieved as determined by the assessment criteria.</p> <p>External Assessment</p> In the BTEC National Certificate and Diploma in Retail, <i>Unit 3: Customer Service</i> and <i>Unit 4: Human Resource Management</i> will be assessed through an externally set assignment. This externally set assignment will take the form of a criterion-referenced Integrated Vocational Assignment (IVA) set by Edexcel and externally verified by an appointed external verifier. The IVA will cover all the assessment criteria for the units specified above.

<p><i>Development and Rationalisation:</i> outlines the project proposal and the methods by which they intend developing and realising the anticipated project outcomes <i>Evaluation and Progression:</i> indicates the means by which the candidate will reflect upon their project work and personal and professional progression aims</p> <p>The Statement of Intent should reflect the candidate’s experience to date. It should describe the overall project proposal and with an indication of its relationship to relevant industry context. In preparing both the Statement of Intent and the Professional Development in Retail Management unit, candidates should be aware of the unit assessment and grading criteria.</p> <p>Internal Assessment Internal assessment could incorporate projects across units (e.g. Management Skills for Fashion Retail and Store Management Operations for Fashion Retail), short tasks covering single units or task sheets/workbooks covering a few learning outcomes at a time. Candidates must complete satisfactorily all the learning outcomes and knowledge requirements in a unit to achieve a pass for that unit.</p> <p>This flexibility will utilise the most suitable assessment methods available for the specific candidate group. The demonstration of Fashion Retail skills and knowledge should take place in a ‘mock shop’ of a commercial quality, to be confirmed by the tutor or supervisor to be of pass standard and/or through access to work based learning. All units should be internally assessed and moderated. Evidence should be retained in a portfolio, cross-referenced to the Candidate Portfolio Checklist</p>	<p>For the purpose of the overall award the units assessed through externally set assignments will have double unit value in the Certificate and Diploma. Each IVA assessed unit in the Certificate and diploma will therefore receive 4 (pass), 8 (merit) or 12 (distinction) points.</p>
<p>Grading Pass, Merit and Distinction To achieve a Pass for a qualification, the candidate must demonstrate acceptable standards of practice against the learning outcomes and assessment criteria for each component unit within a qualification.</p> <p>Levels of achievement higher than a Pass-grade will typically demonstrate the following characteristics: Merit performance is differentiated through evidence of analysis and explanation, with support from staff through negotiation and feedback. This would typically be characterised by:</p> <ul style="list-style-type: none"> ▪ The consistent application of skills and knowledge ▪ A clarity of decision-making skills through analysis and explanation ▪ Commitment, collaboration and self-evaluation 	<p>Grading A three point grading scale of pass, merit and distinction is applied to all internal units. Points are awarded to each grade (pass = 2 points, merit = 4 points and distinction = 6 points) that contribute to the overall grade for each qualification.</p> <p>To achieve a qualification a learner must achieve all the required units against the programme structure for which they are registered. Centres must ensure that learners take a valid combination of units, for example taking all compulsory units and observing any stated rules of combination.</p> <p>Grading Criteria Each qualification will have an overall grade awarded of ‘pass’, ‘merit’ or ‘distinction’. The overall grades will be calculated on the total points achieved</p>

Distinction performance emphasises critical awareness and rational argument, with support from staff through questioning and feedback. This is typically characterised by:

- Flexible and inventive applications of skills and knowledge
- A range of creative solutions with coherent supporting arguments
- Self-awareness, independence and initiative

	MERIT Your work should show:	DISTINCTION Your work should show:
Development and Exploration	<ul style="list-style-type: none"> ▪ In-depth analysis of and interpretation of problems and projects ▪ Selective and effective research is used to inform your ideas ▪ Individual approach to developing a wide range of alternative solution 	<ul style="list-style-type: none"> ▪ Critical analysis and interpretation of complex issues and wider context of problems and projects ▪ Independent, wide-ranging and extensive research is used to inform your ideas ▪ Clear understanding of context in developing a range of inventive solutions
Personal and Professional Progression	<ul style="list-style-type: none"> ▪ On-going motivation and commitment to planning and deadlines ▪ Realistic evaluation of progress against your aims, identifying strengths and weaknesses 	<ul style="list-style-type: none"> ▪ High level of motivation, commitment, independence and flexibility in planning ▪ Continuous evaluation of progress with action taken to build on strengths and weaknesses
Practical and Technical Skills	<ul style="list-style-type: none"> ▪ Clear understanding of the potential, limitations and uses of the skills and knowledge gained ▪ Consistently applied processes, skills and knowledge in developing creative solutions ▪ Clear explanation of the 	<ul style="list-style-type: none"> ▪ In-depth technical understanding and aesthetic awareness of skills, knowledge and processes ▪ Imaginative and flexible application of processes, skills and knowledge in developing solutions

from internally assessed units combined with the grade points from the external assessment. Each grade will be determined by fixed grade boundaries. **Edexcel will publish tables on their website that clearly define boundaries for overall grades.** The overall qualification grades will be as follows:

- BTEC National Award – one grade (i.e. P, M or D)
- BTEC National Certificate – two grades (e.g. PP, MM or DD)
- BTEC National Diploma – three grades (e.g. PPP, MMM or DDD)

Certification for BTEC Nationals will show the overall grade or grades if the full qualification is achieved as well as details of performance in individual units.

The grading points awarded for each unit determine whether a learner has achieved a pass overall. The following rules will be used as a basis for awarding each qualification:

	Learners must complete all designated units:	Learners must achieve a minimum score of 2 points (pass grade) on:	Learners must achieve a minimum overall points score of:
BTEC National Award	6 units	6 units	12 points
BTEC National Certificate	12 units	10 units	24 points
BTEC National Diploma	18 units	16 units	36 points

	context and working methods you chose	<ul style="list-style-type: none"> ▪ Clear understanding of context in developing inventive solutions 	
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NOTES

- Similar assessment procedures
- No clear indication of practical work-based element in ABC award. Depending on what the requirement is, this could map well to *Unit 18: Work-based Learning and Development*, and cover the practical work aspects in some of the other units. More detailed knowledge of the Award will be able to tell this.
- Some of the BTEC units require two establishments to be evaluated where as ABC seems to only require one. For example, Unit 4 of the ABC award and Unit 8 of the BTEC
- No direct match for Unit 10 of the ABC Award but would be covered in the *BTEC National in Fashion & Clothing*

MAPPING OF ABC AWARD ASSESSMENT CRITERIA TO BTEC GRADING CRITERIA

UNIT	LEARNING OUTCOMES	ASSESSMENT CRITERIA	BTEC UNIT	GRADING CRITERIA									
1: Management Skills for Retail	1. Describe the key requirements of the role of a Store Manager, in making/implementing policies, procedures and processes 2. Evaluate how strong and effective teams can maximise performance 3. analyse how inspirational leadership and proactive team management related to delivering effective customer service 4. identify and evaluate key business performance information and data in driving sales and reducing costs	<ul style="list-style-type: none"> ▪ produce job descriptions for a Sales assistant, Deputy Manager and Branch Manager. Discuss how the tasks relate to the store sales environment and increased sales initiatives ▪ use work-based learning, KPIs and other relevant business data to describe an appropriate in-store team incentive that can be recorded, measured and analysed to drive sales for a particular department/event or account card openings. Explain the rationale behind the incentive and suggest improvements to the scheme ▪ make practical contributions to leadership in inspiring teams and maximising sales 	10: Leadership and Supervision in Retailing	P 1	P 2	P 3	P 4	M 1	M 2	M 3	D 1	Full Unit	
			3: Customer Service	P 1	P 2	P 3	P 4	P 5	M 1	M 2	D 1	D 2	Full Unit

UNIT	LEARNING OUTCOMES	ASSESSMENT CRITERIA	BTEC UNIT	GRADING CRITERIA												
2: Store Management Operations for Retail	<p>1. Evaluate the key store/operational roles and responsibilities undertaken on a daily basis by the store manager</p> <p>2. Identify and analyse the effect both external and internal factors can have on business performance. Consider how best to overcome these changes to ensure continued business success</p> <p>3. Identify and evaluate store operations as key business drivers and how they can be best utilised to improve performance</p>	<ul style="list-style-type: none"> ▪ Identify and research a business opportunity within a practical work experience area from the Store Manager’s perspective (problem area – stock loss; area for improvement – store card openings; or opportunity to drive sales – style advisors/personal shoppers). Describe how operational issues affecting business success interrelate with store performance management responsibilities and internal and external factors ▪ Propose and evaluate the effect of recommendations to the overall business performance considering the viability of the proposal, with relationships to external and internal factors which affect the business ▪ Record personal involvement and development in daily operational procedures 	4: Human Resource Management	P 2	P 3	M 2	D 2	4/9 of a unit								
			5: Retail Marketing and Promotion	P 4	P 5	P 6	M 1	M 3	D 2	D 3	7/12 of a unit					
			6: Stock Management	P 1	P 2	P 3	P 4	P 5	P 6	M 1	M 2	M 3	M 4	D 1	D 2	D 3
			7: Movement and Storage of Goods	P 5	P 6	2/9 of a unit										

UNIT	LEARNING OUTCOMES	ASSESSMENT CRITERIA	BTEC UNIT	GRADING CRITERIA								
3: Fashion Merchandising	1. Evaluate the roles and responsibilities of the fashion merchandiser in driving business to exceed customer expectations and achieve target profits 2. explain the fashion range development process in terms of commercially growing the fashion brand 3. understand the purpose and application of a model stock plan and how changes to the plan relate to planned and tactical promotions 4. examine the key drivers that effect profitability, through analysis of information and key numerical skills	<ul style="list-style-type: none"> construct a model stock plan using financial information for a new branch. Describe the role of the fashion merchandiser as a key team player and decision maker in developing a merchandising plan for a new branch. Explain the criteria used to a member of the fashion merchandising team (e.g. comparison to existing branches, profile of branch, local market conditions) review an existing fashion retail department or category's current performance (e.g. case study of a currently poor performing area) considering sales, srtock and intake, promotional activity and profitability, taking into account current fashion trends, identifying risks and opportunities. Suggest reactive ways to improve performance and outline recommendations to drive the fashion retail business forward 	2: Retail, Finance, Forecasting and Performance	P 2	P 3	P 4	M 2	4/11 of a unit				
			6: Stock Management	P 1	M 2	2/13 of a unit						
			7: Movement and Storage of Goods	P 1	P 3	2/9 of a unit						
			8: Visual Merchandising	P 2	P 5	2/10 of a unit						
			9: Fashion Retailing	P 2	P 3	P 4	D 1	D 2	5/10 of a unit			
			20: Retail Buying	P 1	P 2	P 3	P 4	P 5	M 1	M 2	D 1	Full unit

UNIT	LEARNING OUTCOMES	ASSESSMENT CRITERIA	BTEC UNIT	GRADING CRITERIA							
				P1	P2	P3	P4	M1	M2	D1	D2
4: Visual Merchandising for Successful Fashion Retail	<ol style="list-style-type: none"> 1. Set up a display of merchandise using VM communication tools 2. evaluate the impact of the display on sales in relation to current fashion trends and positive reflection of brand image 3. research, plan, and design fashion merchandise displays to achieve the effective flow of product within store 4. select and use appropriate fixtures, props and graphic material to display merchandise according to its characteristics 	<ul style="list-style-type: none"> ▪ Implement a VM window scheme or in-store display as part of a team ▪ Monitor sales performance of items relating to VM window scheme or in-store display and describe how the display set up reflects the brand identity ▪ Work in a team to investigate a case where VM techniques failed to meet the Brand minimum sales. Make possible suggestions for a new VM strategy including floor plans, props, lighting, music, and ambience to maximise sales opportunities and space opportunities ▪ Work in a team to set up the proposed total VM strategy in the mock shop. Justify the case in line with customer profile and store architecture. Suggest target sales increases and timescale for achievement 	8: Visual Merchandising	P1	P2	P3	P4	M1	M2	D1	D2
				Criteria met but for one retail outlet not two as prescribed in BTEC Unit.							

UNIT	LEARNING OUTCOMES	ASSESSMENT CRITERIA	BTEC UNIT	GRADING CRITERIA
5: Professional Development in Retail Management	<ol style="list-style-type: none"> 1. negotiate a project brief that enables skills and knowledge to be applied within a relevant professional retail management context 2. demonstrate clear understanding of factors that affect professional practice relating to the project 3. produce thorough research that supports the development of creative solutions 4. explain the balance between ideas generation and realisation in creating solutions to fashion retail management problems 5. plan and manage time and resources to meet the project's creative and professional intentions 6. select specialist techniques and processes that suit the intended project outcomes 7. prepare and present the outcomes of the project in a professional manner 8. evaluate and analyse project outcomes against the stated intentions and objectives 9. apply analysis and evaluation skills to reviewing progression opportunities 	<ul style="list-style-type: none"> ▪ project brief negotiated with tutor – outlined in Statement of Intent identifying appropriate creative intentions to a retail management brief, professional context and factors and intended project outcomes ▪ research and development work – reflective diary, records from critiques and discussions with tutors, peers and professionals, sketchbooks, notebooks ▪ presentation of work – final project outcomes produced in an appropriate format (identified within the project brief) ▪ evaluation – analysis of project outcomes against intentions and objectives, showing use of effective retail management skills to find a creative solution to a retail management brief; future progression opportunities identified and evaluated in relation to personal aspirations 	18: Work-based Learning and Development	Matches to project component of this unit combining elements of other units of the work-based nature. Equal to one full BTEC unit?

UNIT	LEARNING OUTCOMES	ASSESSMENT CRITERIA	BTEC UNIT	GRADING CRITERIA									
6: Range Planning and Development for Fashion Retail	1. interpret available data, trade and market information to formulate a fashion range rationale and buying strategy 2. analyse the merchandise mix of products within a fashion retail store in relation to the critical path and related store sales patterns 3. explain the significance of price structure within a fashion range and in relation to high street competitors	<ul style="list-style-type: none"> ▪ evaluate the scope of information available and use the selection process of sourcing supplier evaluation and negotiation to develop a verbal rationale for a fashion range ▪ investigate key fashion trends this season, in conjunction with historical and current sales data, review the current fashion ranges and identify gaps, opportunities and risks, developing a SWOT analysis to highlight opportunities to increase sales (commenting on critical path process) ▪ investigate key fashion trends for the forthcoming season and select a key look to develop a visual capsule range for a target customer within a specific brand. Set out the price structure of the fashion range, making comparisons to competitors and explain how you would promote it in store 	2: Retail, Finance, Forecasting and Performance	P 3	P 4	M 2	M 3	D 2	D 3	6/11 of a full unit			
			20: Retail Buying	P 1	P 2	P 3	P 4	P 5	M 1	M 2	D 1	Full unit	
			21: Procurement	P 1	P 4	2/9 of a unit							

UNIT	LEARNING OUTCOMES	ASSESSMENT CRITERIA	BTEC UNIT	GRADING CRITERIA							
7: Developing Retail Brands	1. identify the key components, attributes and benefits of branding 2. explain how the key components of branding are applied to a store brand and retail culture 3. apply a range of creative branding techniques to communicate and grow a branded product creating an in-store brand experience	<ul style="list-style-type: none"> ▪ plan a dynamic brand experience as a brand extension ▪ work as a team to demonstrate how a range of branding techniques can be applied to communicate the brand promise to the customer ▪ produce a written and visual record of individual contribution to the experience, including research undertaken and making reference to components, attributes and benefits of branding and the commercial application within retail business. Reflect on effectiveness of your teamwork 	5: Retail Marketing and Promotion	P 1	P 2	P 3	P 4	P 5	M 3	½ of a unit	
			8: Visual merchandising	P 4	1/10 of a unit						
			9: Fashion Retailing	P 4	1/10 of a unit						

UNIT	LEARNING OUTCOMES	ASSESSMENT CRITERIA	BTEC UNIT	GRADING CRITERIA				
8: Fashion Promotion	<ol style="list-style-type: none"> 1. identify the role and significance of fashion PR in relation to corporate strategy 2. evaluate how the unique characteristics of fashion PR are used to gain a competitive advantage 3. devise a fashion PR campaign that reflects the culture and identity of a fashion brand and evaluate its outcomes 4. select and use a range of fashion PR media to communicate persuasive messages to targeted audiences 	<ul style="list-style-type: none"> ▪ work as a member of a fashion PR account team to design and deliver a live brief that relates to corporate strategy and reflects the culture and identity of a fashion brand (e.g. launch of new range or customer event) ▪ use a range of media to promote the event ▪ reflect on the planning process, team working and evaluation of project outcomes in relation to gaining a competitive advantage 	5: Retail Marketing and Promotion	P 3	P 4	P 6	M 3	1/3 of a full unit

UNIT	LEARNING OUTCOMES	ASSESSMENT CRITERIA	BTEC UNIT	GRADING CRITERIA			
9: Fashion Styling in Fashion Retail	<ol style="list-style-type: none"> 1. describe the role of the fashion stylist and how this contributes to successful fashion promotion and selling to achieve sales targets 2. identify suitable styles for different body types 3. examine a variety of customer fashion needs, wants and practicalities and understand how accessories are integrated into a fashion look 4. assemble a range of individual fashion looks using available stock within the work based learning store 	<ul style="list-style-type: none"> ▪ use a range of visual tools (photographs, sketches, cuttings, samples) to demonstrate how different styles, textures and colours can be used to complement different figure types. Relate this to work based learning by selecting items from the current range to find solutions for scenarios ▪ describe to a member of store management team how the activities of an in-store Style Advisor relate to the wider role of fashion stylist (including meeting sales targets and developing loyalty through customer satisfaction) ▪ interpret and create 3 current fashion looks (using available in-store stock) to provide solutions for specific customer needs, wants and practicalities (e.g. act as a Style Advisor to effectively solve customer styling scenarios, or present a training session for new staff). Present solutions (e.g. to members of the store management team) and record best practice in customer service. 	12: Personal Selling	P 3	M 2	M 3	3/10 of a full unit

UNIT	LEARNING OUTCOMES	ASSESSMENT CRITERIA	BTEC UNIT	GRADING CRITERIA
10: Fashion Design for Business Success	<ol style="list-style-type: none"> 1. evaluate the fashion design process in relation to the brand customer's aspirations 2. examine the process of research into design, using cultural influences and the application of the process within a retail design department 3. apply and interpret research that responds to a set fashion design brief 4. use appropriate visual techniques to communicate and present final fashion design outcomes 	<ul style="list-style-type: none"> ▪ select and visually present a cultural design influence or theme through reflective practice, that meets customer aspirations for an identified fashion brand ▪ conduct primary and secondary research and record information on a chosen cultural theme ▪ explain how the research responds to a set brief ▪ visually present final developed ideas for a small capsule of fashion outfits (3-5) using creative ideas effectively (e.g. present to a Design Team) 	No direct match	