

Hull and Humber Ports City Region Enterprise, Employment and Skills Board

‘Branding Works’

From Project to full Commission

An invitation to participate in developing an identity and brand for the Board



Hull and Humber Ports City Region Enterprise, Employment and Skills Board

'Branding Works'
Project Information Pack for applicants

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Project /Commission Brief

As a young professional team of no more than 6 members working for a PR Consultancy you have been commissioned to develop that 'extra special dimension' to a submission for a highly lucrative new business contract.

Your Client –

The Hull and Humber Ports City Region Enterprise, Economic and Employment and Skills Board has invited your consultancy to develop and design a **Brand, Logo, Strapline and 12 month Marketing Campaign** to provide them with a clear and sustainable identity on which to build.

The Job–

Your team will work with your Tutor to

- create a Brand with an associated Strapline
- design a Logo
- develop an outline 12 month Marketing and Public Relations Campaign
- produce draft literature to support the above

The indicative budget for delivery of the final commission is £5,000

Your group will need to work as a team to identify your individual strengths and areas for development, allocate job roles and develop an Action Plan so that you are able to deliver solutions to the different aspects of this commission.

Selection Process–

First selection and feedback of concept submissions will take place week commencing December 13th 2009. Those invited to proceed with their Concept development will be asked to formally present to the selection panel by way of a powerpoint presentation and discussion format in early February 2010.

Final Commissioning of the work will take place in March 2010 with contracting for the funded work through Humber Economic Partnership and Yorkshire Forward.

Further details will be provided to participating groups as the project moves forward along with support from staff from the Humber EBP, Humber Economic Partnership and access to Board members.

Introduction to the Board/Commission

What is HHPCREESB?

Apart from a very long acronym.

It is a group of senior executives from all 4 local authorities, the Regional Development Agency, private sector businesses, Job centre Plus, Humber Education Business Partnership, Humber Economic Partnership, Chamber of Commerce and Shipping, Trades Union Congress, Principals of Colleges and Universities along with Government Office Yorkshire and Humber and Community and Voluntary sector representatives.

They are responsible for:

- Providing leadership to the sub region about employment and skills needed.
- Agree what the vision should be for future employment, enterprise and skills necessary in the sub region.
- Make sure the work gets done through a programme of actions carried out by the senior officers in all responsible organisations.
- Monitor the success or otherwise of those actions and make sure solutions are sought when problems are encountered.
- Make sure that skill issues facing young people aged between 14–25 are addressed through actions. Including worklessness.
- Make businesses cases to central government for future investment and funding in the sub region.
- Oversee Learning and training provision and Identify and gaps or duplication in order to make sure that learning and enterprise provision meets the necessary skill needs of the sub region.
- Make sure the key employment sectors and clusters are supported through focused actions and activities
- Promote what is good about the work that is done in the Humber sub region nationally and internationally to boost trade and investment.
- To provide a Forum for debate and discussion amongst senior decision makers so that agreed actions are carried out for the benefit of all who live and work in the Humber sub region.

To sum up, the HHPCREESB has decision-making powers given to it by the chief executives and leaders of the important authorities and organisations in the Humber sub region.

It is accountable to the Humber Economic Partnership Board of Directors, the Leaders and Chief Executives of all 4 Local Authorities.

It seeks advice from a wide range of officers who make sure that agreed actions and projects are carried out effectively.

For more information go to www.humberep.co.uk

Why the need for this Commission?

The HHPCREESB (pew) doesn't have a clear identity through which it can communicate its work and messages to other organisations and agencies. Neither can it develop positive channels of communication with young people as the future workforce and as beneficiaries of decisions made by the Board members unless it has a 'brand'.

The Board are hoping that Project Groups will be creative and forward looking in their thinking so that a credible and sustainable 'brand' is developed.

This Commission is for real, and selected proposals will be contracted with to make sure their concepts come to life in association with Board members.

The members and staff will provide support for the work from the Humber Economic Partnership (HEP) and Humber EBP. Dedicated mentor support will be available if required.

What else?

Some benefits from participating in the commission:

- Networking with local businesses
- Developing strong personal and employability skills
- Gaining access to key decision makers and being able to influence how they think about young people, their education and training, and engage in discussion with them about 'what matters most' to young people.
- Being involved with a high quality high profile project, which will develop long term relationships.
- Schools and colleges will further expand their relationships with the Board and its partner organisations for the benefit of themselves and their students.
- The chance to experience quality employment experience via a tailored Internship Programme beyond this project.

For more information or just a chat about the project please get in touch with Anne Shaw or Vicki Burton on 01482 611847 or Kate Carroll on 01482 596771

Supporting information about the important economic and employment matters in the Hull and Humber Ports City Region (Humber sub region).

The strategic view of the region is currently shifting from a sub regional approach to business investment planning towards a City Region way of working.

City Regions are economic geographies, and are defined by travel to work, business locations and housing markets. The relationship between this 'footprint' and service planning 'footprints' is still to be defined particularly in relation to 14-19 education provision planning.

Even though we are experiencing an economic recession, which is affecting everybody in terms of jobs and cost of living, according to the Humber Economic Partnerships Progress in the Region report 2008 there are longer-term positive economic trends.

However, in order to keep abreast of a changing and fragile economic climate data is being closely monitored by Yorkshire Forward the Regional Development Agency in order to maintain an accurate picture of economic conditions affecting jobs and businesses during this economic downturn. Yorkshire Futures Citizens Panel Finance Reports provide a quarterly look at how the present economic conditions are affecting individuals in the region.

Performance relating to Education and Skills is improving but remains at the foot of regional performances overall. Therefore the Yorkshire and Humber region is lagging behind in a vital area that supports life chances and choices affecting individual performance, productivity and innovation.

(Ref: Progress in the Region 2008)

Regional Priority Sectors

Advanced Manufacturing Materials (AEM)	Cross Sector and Diverse initiatives:
Digital and New Media	Chemicals
Environmental Technologies	Financial Services
Food and Drink	Logistics
Healthcare Technologies	Construction
	Renewable Energy

(Source: www.yorkshire-forward.com)

Hull and Humber Ports City Region view

The boundaries of the City Region are the same as with that of the Humber sub region, encompassing the four local Authorities, which are, City of Hull, East Riding of Yorkshire, North Lincolnshire and North East Lincolnshire. Two of these are rural Local Authority Districts. It has borders with both Leeds and Sheffield City Regions to the West, York and North Yorkshire to the North and East Midlands to the South. It is also worth noting that the sub region is equidistant from London, Edinburgh, Rotterdam and Dublin. The Humber Estuary handles approximately 93million shipping tonnage, or 16% of UK port traffic. The ports have a greater share of tonnage than any other UK port complex and have the fourth largest share of world shipping tonnage in Northern Europe, illustrating the importance of Logistics to the sub region. In addition the City Region has 20% of the UK's oil refining capacity and the new gas pipeline from Norway to Easington on the East Riding coast supplies 20% of the UK's natural gas requirements.

The sub region has good infrastructure generally, high quality environments, good quality of life, governance and civic participation with improving numbers of educated and skilled people. Performance of education and skills although lagging behind the regional levels have made huge progress in closing the gaps between them and with national equivalents, according to the Progress in the Hull and Humber Ports City Region report 2008.

Prior to the 2008 economic downturn (recession) encouraging progress were seen in employment levels and rural business development. Although levels of pay are still below regional and national averages according to 2007 figures, median weekly pay of full time workers is £20.90 less than in the rest of Yorkshire and £40.60 behind England as a whole.

(Ref: Progress in the Hull and Humber Ports City Region 2008, Humber Economic Partnership)

Humber Priority Employment Sectors

Business and Administration	Ports and Logistics
Engineering and Manufacturing	Retail
Public Sector	Chemicals
Construction and Built Environment	Health and Social Care
Leisure and Tourism	
Food and Drink	

(Source: www.lmihumber.co.uk)

Local Area Districts

City of Hull

The Port City of Hull has a rich heritage combined with a thriving social scene. Capital investment over the last five years has meant the city skyline now reflects an array of fine modern architectural buildings and developments with work continuing. This is realising a range of new Retail, Business, Hotel, Theatre and Museum developments increasingly attractive to visitors and investors. The presence of two universities and a leading national further education college add to the atmosphere of progress and growth in the city. Real improvements in skill and education are being driven forward with consistent support from all partners, but much remains to be done if the area is to benefit from future investment.

Hull area facts & figures

Population: 257,000 (2007)

Number of people of working age

(16 – 74): 166,700 (2007)

Number of people who are economically active: 119,500 (2007)

– men 67,800 (2007)

–women 51,800 (2007)

Number of people in employment: 108,500 (2007)

71.2% of people of working age are in employment

Hull has a history as a fishing port but today only 0.17% of the working population are employed in this industry.

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The economy of Hull has changed significantly in the last 20 years. Developments in the city have led to the growth of other occupational areas including food and drink manufacture, retail, logistics and, leisure & tourism.

The city is still a major port. Hull is one of the UK's leading ports for the import of forestry products (23% of total imported to UK). The Finland Terminal is a major UK hub for Finnish paper, handling about 1 million tonnes per year.

Princes Quay, the Prospect Centre and St Stephen's (opened September 2007) are major shopping centres in the city and there are further retail and leisure developments planned, including Quay West, due for completion in 2010.

Manufacturing is still an important employment area for the city; but there are less jobs today in this sector and technology is driving the changing types of jobs available, but in Hull around 30% of local employment is in manufacturing compared to 15% in the rest of Yorkshire & Humber region.

Hull was the first UK city to develop a completely digital telephone network. This enabled the city to pilot new digital technologies including interactive TV and broadband technology. The BBC now has a regional base in Hull where local news is filmed.

New employment areas are likely to be Renewable Energies, Leisure and Tourism, Food and Drink, Healthcare Technologies, Ports and Logistics

East Riding of Yorkshire

The East Riding encompasses coast and countryside with traditional market towns and villages. It is an accessible travel to work area for the rest of the sub region with good access to York and North Yorkshire and the motorway network. Farmers Markets are a notable feature of the local scene with some high quality retail outlets in

the market towns. Yorkshire Forward's Renaissance programme has been a feature for a number of market towns over the last four years promoting future sustainability of communities and business.

East Riding of Yorkshire Facts & figures

Population: 333,000 (2007)

Number of people of working age

(16–74 years): 197,400 (2007)

Number of people who are economically active (aged 16–74): 163,200 (2007)

– men: 88,000 (2007)

–women: 74,900 (2007)

Number of people in employment: 163,200 (2007)

78.9% of people of working age are in employment

Agriculture and Horticulture remain important economic areas but numbers of jobs are declining as technology becomes more effective within the industries. East Riding has increasing numbers of small niche businesses with remote working becoming more popular.

Future employment sectors are likely to include Leisure and Tourism, Food and Drink, Digital and media, Retail, Ports and Logistics and Renewable energy.

North East Lincolnshire

Until the 1970's Grimsby processed 20% of Britain's fish. The fishing industry has experienced some decline since then and new industries have grown up. The Port of Grimsby and Immingham handles over 54m tonnes of cargo and more foreign trade than any other single UK port. The hinterland of North East Lincolnshire has large areas of natural beauty and traditional market towns with coastline to Cleethorpes and beyond. It has natural travel to work areas relating to Lincolnshire and the City of Lincoln as well as increasingly close working relationship with North Lincolnshire.

The area benefits from a fibre optic network which was part of a Pathfinder project focusing on the use of digital technology.

North East Lincolnshire Facts & figures

Population: 158,400 (2007)

Number of people of working age

(16–74 years): 95,200 (2007)

Number of people who are economically active: 80,600 (2007)

– men: 43,000 (2007)

– women: 37,600 (2007)

Number of people in employment: 74,800 (2007)

74.6% of people of working age are in employment

A recent increase in fish being landed in Grimsby has provided a welcome boost to the industry. The Port of Grimsby and Immingham remains a key feature of the Humber Estuary with increasing port traffic and distribution to the hinterland via the transport infrastructure.

Future employment sectors are likely to include Ports and Logistics, Food and Drink, Bio mass refining, Renewable Energy, Digital and Creative Media, Leisure and Tourism.

North Lincolnshire

Scunthorpe as the main service area of North Lincolnshire has great history as a steel town. Traditional market towns and large rural areas are a feature of the local landscape with the outstanding Lincolnshire Wolds lying between North and North East Lincolnshire.

Facts & figures

Population: 159,400 (2007)

Number of people of working age:

95,800 (2007)

Number of people who are economically active: 81,500 (2007)

– men: 45,100 (2007)

– women: 36,400 (2007)

Number of people in employment: 77,000

74.8% of people of working age are in employment

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Scunthorpe is benefiting from being a member of the regional urban Renaissance programme with sustainable plans for a new urban heart with increasing knowledge based employment opportunities and sports academy. The Lincolnshire Lake development will provide further opportunities for biodiversity and associated employment. Steel and associated industries remain important employment sectors alongside future opportunities for Advanced Engineering, Chemicals, Food production, Distribution, Bio mass refining, as well as Renewable energy.

Project Selection Information/Process

Concept submissions:

Week commencing December 13th 2009 outline submissions will be considered by the Selection Panel and those considered to have 'captured the essence' of the Board's Commission will be asked to proceed to a more formal and complete submission stage in February 2010. Access to Board members will be available through the project team,

The following process and criteria will be applied to Panel decision-making.

Teams will be required to submit their concept proposals to the selection panel by making a 5-minute 'pitch' to a member of the Panel followed by discussion and feedback. Teams will also be invited to participate in a 'Master class' delivered by a professional team. *Further details will be supplied by the project team.*

Full submission stage:

In February 2010 those concept submissions invited to further development will deliver in a 10-minute 'powerpoint' presentation with following question and answer session and discussion to the full Panel, along with a 3-page word document report.

The following must be included:

- A storyboard detailing the origin of the brand, logo and strap line - to include text and pictures
- Evidence of the development of the supporting promotional campaign
- Evidence of the development of the support documents
- Evidence of market research
- Evidence of client and student consultation
- Team roles -who did what in the team and their key learning outcomes (what they learned from the experience)

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- What problems were encountered and how they were overcome (solution seeking)
- What input you had from local industry – and what were the benefits of that?
- What were the benefits of working on a ‘real’ project, or one that will lead to a contracted business commission?

Further details will be supplied through the project team.

The Commission

On behalf of the
Hull and Humber Ports City Region
Enterprise, Employment and Skills
Board

‘Branding Works’ Project Teaching Support Booklet



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Additional Material & Support

<p>Recording student curriculum and personal targets</p>	<p>The challenge will help identify a range of opportunities within the creative and media field.</p> <p>Whilst achieving experiences to support their vocational study 'The Creative and Media, IT and Business Administration and Finance Diplomas or media studies, students are encouraged to discuss any queries with their subject teacher, careers adviser and or parents.</p> <p>An on line help facility is available at info@lmihumber.co.uk</p> <p>Additional support is also available by direct contact to Vicki Burton 07788497422 and Anne Shaw 01482 611825 or Kate Carroll on 01482 596771</p> <p>N.B Students should record their progress in their own documentation.</p>
<p>Your Education Business Partnership (EBP)</p>	<p>Education Business Partnerships link education and the business community to provide 14 -19 year olds with a wide range of relevant, high quality, structured experiences of work.</p> <p>Your Education Business Partnership can help by providing support to you in a variety of ways.</p> <ul style="list-style-type: none"> • business support in the specialist sector needed to support the appropriate diploma, media courses and other related courses <p>Business support is crucial in the development of this programme to provide a real life experience equipping young people with the skills required to complete set tasks against specific modules included in their course work. Your local Education Business Partnership will provide you with links with businesses if necessary.</p> <p>Note: Refer to your invitation letter for contact details of your local EBP</p>
<p>Diploma and PLTS mapping material included in this Teachers support booklet</p>	<ul style="list-style-type: none"> • Experiences and Challenges to support 14-19 Creative and Media, IT and Business Administration and Finance Diplomas, mapped into the PLTS framework • Personal Learning Thinking and Skills (PLTS) Headings and Framework • Relevant diploma levels and units Mapped into the Project outline

What Do Employers Really Want?

Overview	Recent surveys of employers have shown that they decide who to employ not only on the basis of their academic achievements and the content of their qualifications, but also on their ability to show they have developed a wide range of other skills, and have had work experience.
People Skills	<p>Leadership – taking responsibility and getting things done</p> <p>Team working – being able to work with others and listen as well as make a contribution</p> <p>Interpersonal skills – being good with people from a wide range of backgrounds and able to communicate effectively</p>
Specialist Skills	<p>IT skills – having a strong computer knowledge</p> <p>Technical skills – having knowledge of real work areas often related to your vocational course</p> <p>Business understanding / commercial awareness – having a sound knowledge of the workings of the business world and in particular the organisation in which you would like to work.</p>
Self Reliance Skills	<p>Self awareness – feeling confident about yourself and your abilities</p> <p>Resourcefulness – using your initiative, being motivated and planning ahead, creating new ideas, working independently</p> <p>Networking skills – being good at linking up with others so you can help each other</p>
General Skills	<p>Problem solving – being practical and quick witted to ensure results</p> <p>Commitment – being dependable, trustworthy and dedicated</p> <p>Flexibility – being willing to do lots of different types of work and adapting to change</p> <p>Good communication skills – the ability to communicate, verbally and in writing, with a wide range of people</p> <p>Being well organised – managing your time effectively, being able to prioritise work</p>

The Project Brief

As a young professional team working for a Public Relations Consultancy, you have been commissioned to develop that 'extra special dimension' to a submission for a highly lucrative new business contract.

Your Client - The Hull and Humber Ports City Region Enterprise, Employment and Skills Board (HHPCREESB) has invited your consultancy to develop and design a Brand, Logo and Strapline with a 12 month Marketing Campaign to provide them with a clear and sustainable identity.

Your team will work with your Tutor and associated business Mentor to:

- Create a Brand with an associated Strapline
- Design a Logo
- Develop an outline 12 month Marketing and Public Relations Campaign
- Produce draft literature to support the above

The indicative budget for delivery of the final commission is £5,000

First selection of concept submissions will take place w/c December 14th 2009 along with a 5 minute 'pitch' to a Panel member. Those invited to proceed with their concept development to full submission will be asked to present to the Selection Panel by a formal powerpoint presentation in early February 2010. Formal Commissioning of the Project deliverables will take place in March 2010.

Your group of no more than 6 members will need to work as a team to identify individual strengths and areas for improvement, allocate job roles and develop an Action Plan in order to deliver the solutions to the several aspects of this commission. We liked the free self assessment at www.enterprisecatalyst.co.uk which is fun and connects to PLTS and will give you an individual report.

Benefits of Participating- for young people

Gain Access to sub regional decision makers and be able to influence future of education and training delivery for themselves and their peers.

Have an Opportunity to experience quality employment experience via a tailored Internship.

Participate in a high quality project 'for real' with tangible outputs and benefits to themselves and their school/college, E,g, CV's, Work Experience Journal.

The schools/colleges expand or further their relationships with strategic bodies and partner organisations for the benefit of themselves and their students.

Commission Judging Deadlines

Stage 1 – Project concept submissions. Format– Portfolio of Ideas and 5 minute ‘pitch’ and feedback.	W/c Monday December 14 th 2009
Stage 2 – 10 minute formal presentation to Judging Panel and report, with Q and A and discussion.	February 2010 date to be confirmed
Final Commissioning to successful submissions	March 2010

Aims and Objectives

<p>The Purpose</p>	<p>The Hull and Humber Ports City Region Enterprise, Employment and Skills Board wish to have a sustainable identity and follow on Brand which will facilitate effective communication channels and vehicles with its current and future workforce, in order to promote the economy and to be responsive to future development opportunities. The scope is sub regional across the 4 local authority areas that make up the Humber sub region. Particular emphasis is being placed on supporting Diploma delivery through inviting submissions from Creative and Media, IT and Business Administration and Finance Diploma groupings, schools and colleges with specialist Business and Enterprise status as well as Humber Apprentices.</p> <p>Taking part in this project will provide an opportunity to develop skills in enterprise and business understanding, confidence, risk taking, developing ideas and provide real life experiences, skills and knowledge that will support your course work should you have chosen to study the Diploma or Apprentice options.</p>
<p>Project Objectives</p>	<p>Through the project the Hull and Humber Ports City Region Enterprise, Employment and Skills Board will:</p> <ol style="list-style-type: none"> 1. Develop clear channels of communication with the future workforce through an interactive project. 2. Clarify HHPCREESB quality expectations of project deliverables through discussion with prospective groups so that quality assessment criteria are realistic and consistent. 3. Ensure 'do it for real' outcomes and deliverables, which are effectively supported by the Board via Project Review processes. 4. Ensure a clear project launch and engagement strategies are in place to attract the maximum potential concept submissions. Including Support materials. 5. Ensure consistent project support is available to project concept submission teams via on line, direct and business Mentor support. 6. Ensure the follow on offer of Internships is designed and Piloted so that iterative 14–16 and 16–19 Internships can be offered via the Board beyond the initial scope of this project. 7. Undertake Project Evaluation which ensures lessons learned, sustainability and ways forward are considered. 8. Ensure the Commission is delivered on schedule post project selection process.

The Project Links to the Creative and Media Diploma

<p>Links to the Creative and Media Diploma</p>	<p>Students will use the knowledge and skills acquired from the curriculum and work related learning opportunities to submit an initial project concept addressing the specified outcomes. As well as principle learning the project provides an opportunity to cover the following aspect of generic learning, this project will develop Personal Learning and Thinking Skills and students may use the opportunity to select a project area.</p> <p>Learning Outcomes Level 2 – Unit 1</p> <ul style="list-style-type: none">• Understand the range and types of creative and media activity in the sub region• Understand creative and media employment roles and requirements in the sub region• Be able to develop a personal critical response to a creative or media artefact, activity or event• Be able to create a guide to the creative and media scene in the sub region <p>Learning Outcomes for Level 2 – Unit 4</p> <ul style="list-style-type: none">• Understand how a specified medium can be used to create a record• Be able to plan the creation of a record in a chosen medium• Be able to take part in or complete the creation of a record in a chosen medium• Be able to monitor the creation of the record <p>Learning Outcomes for Level 2 Unit 5</p> <ul style="list-style-type: none">• Understand the nature and purpose of campaigns• Be able to prepare a campaign• Be able to conduct a campaign• Be able to monitor the preparation and conduct of a campaign <p>Learning Outcomes for Level 3 Unit 1</p> <ul style="list-style-type: none">• Understand past and current practice of capture a chosen medium or media• Be able to plan capture in a chosen medium or media• Be able to explore and experiment with different techniques of capture in a chosen medium or media• Be able to complete capture in a chosen medium or media
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	<p>Learning Outcomes for Level 3 Unit 3</p> <ul style="list-style-type: none">• Be able to identify opportunities for interaction work• Be able to work in partnership to develop an idea with a common purpose• Be able to work within the constraints that influence interaction work• Be able to produce material that fulfils the intentions of all partners
	<ul style="list-style-type: none">• Understand how own work relates to historical and contemporary practice. <p>Learning Outcomes for Level 3 Unit4</p> <ul style="list-style-type: none">• Know how to work with a client to develop a proposal in response to a commission• Understand the importance of the target audience when considering a commission• Be able to use materials, technologies and technique to fulfil a commission• Be able to manage the production process to fulfil a commission• Understand how completed commissions might further a career in the creative and media sectors.

The Project Links to the BAF Diploma

Project

Mapping of Project to links with:

AQA Business Administration and Finance Diploma – where units or Learning outcomes are written in bold then this project has the potential to enrich the unit with a ‘for real’ business problem.

Level 1

Unit 1 – Business Enterprise Learning Outcome (LO) 1–5

LO1 – understand what makes a product or service successful

LO2 – be able to generate and develop an idea for a product or service

LO3 – be able to test an idea for a product or service

LO4 – be able to present a business idea

LO5 – be able to implement and review a business enterprise

Unit 2 – Business Administration, Teams and Communication – LO 1–4

LO1 – know administrative processes used in business

LO2 – be able to produce simple business documents

LO3 – be able to plan and carry out administrative work safely

LO4 be able to work as part of a team

Unit 4 – Sales and Customer Service in Business LO 1–4

LO1 – know the role of sales and customer services in business

LO2 – know how organisations provide effective service to customers

LO3 – understand the importance for organisations of providing effective service to customers

LO4 – be able to interact with customers

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Level 2**

Unit 1 – Business Enterprise – Learning Outcome (LO) 1–5

LO1 – know the features of entrepreneurship

LO2 – be able to generate and develop an idea for a viable product or service

LO3 – be able to present a business idea

LO4 – be able to plan a business enterprise

LO5 – be able to implement and review a business enterprise

Unit 2 – Business Administration LO 1–5

LO1 – know the different administrative roles and processes in business

LO2 – understand the importance of effective administration

LO3 – be able to communicate effectively in writing

LO4 – be able to plan and carry out administrative work safely

LO5 – be able to organise and support a meeting

Unit 3 – Personal Finance and Financial Services

Unit 4 – Business Finance and Accounting LO 1–4

LO1 – know the nature of business finance and accounting

LO2 – be able to budget for a product or service

LO3 – be able to manage transactions

LO4 – be able to report on financial performance

Unit 5 – Marketing, Sales and Customer Service in Business LO 1–4

LO1 – know the principles of marketing

LO2 – be able to carry out market research

LO3 – understand how effective customer service is achieved

LO4 – be able to handle customers effectively in a sales situation

Unit 6 – Teams and Communication in Business LO 1–4

LO1 – understand benefits of team working

LO2 – know how individuals and team leaders contribute to team working

LO3 – be able to plan and monitor team work

LO4 – be able to work and communicate effectively in a team

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Unit 7 – Responding to Change in Business

Unit 8 – Corporate Social Responsibility – LO 1–3

LO1 – understand why organisations need to act responsibly

LO2 – know ways in which organisations can demonstrate corporate social responsibility

LO3 – be able to review and recommend improvements to business practices

Unit 9 – Careers and Employment in Business LO 1–4

LO1 – be able to use sources of job information

LO2 – be able to plan and set goals for their career

LO3 – be able to prepare for and participate as an interviewee in an interview for a job

LO4 – know how employment legislation, procedures and processes operate in the workplace

Level 3

Unit 1 – Business Enterprise

Unit 2 – Business Administration

Unit 3 – Personal Finance and Financial Services

LO 1 – understanding how to make the most of personal financial transactions

LO2 – understanding the key influences on personal finance and financial services

LO3 – understand the relevance and value of sources of financial information and advice

LO4 – be able to make appropriate financial decisions

Unit 4 – Business Finance and Accounting

LO1 – know the nature and purpose of business finance and accounting

LO2 – know how financial information is used in business and the factors that influence this

LO3 – be able to prepare and interpret financial statements

LO4 – be able to construct and interpret forecasts

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Unit 5 - Marketing and Sales

LO1 - know the principles of marketing

LO2 - be able to plan the marketing of a product or service

LO3 - be able to carry out market research

LO4 - be able to market a business on line

LO5 - be able to apply sales techniques and skills

Unit 6 - Customer Service in Business

LO1 - understand the benefits of customer satisfaction

LO2 - know the factors that impact on the customer experience

LO3 - understand how customer service standards are maintained

LO4 - know the challenge of providing customer service on line

LO5 - be able to handle challenging customer service transactions

Unit 7 - Teams and Communication in Business

LO1 understand the importance of effective business communication

LO2 - be able to communicate effectively using networking skills and different forms of business communication

LO3 - understand the factors that contribute to successful team working

LO4 - be able to work effectively as a team leader and member

Unit 8 - Responding to Change in Business

LO1 - understand the causes and impact of change in business

LO2 - understand the impact of change on employees

Unit 9 - Corporate Social Responsibility

LO1 - know the corporate social responsibility issues facing organisations

LO2 - understand the importance for organisations of acting responsibly

LO3 - understand responsible business practices from the perspective of different interest groups

Unit 10 - Careers and Employment in Business

LO1 - know the sources of careers information and recruitment methods

LO2 - be able to plan and set goals for their career

LO3 - be able to prepare for and take part in job interviews as interviewee and interviewer

LO4 - understand the impact of employment legislation, procedures and processes.

The Project Links to the IT Diploma

Mapping to the AQA IT Diploma:- those units or LO's (Learning Outcomes) in bold link directly to the Branding Works project.

Level 2

Unit 1 - The Potential of Technology LO 1-4

LO1 - understand the role, contribution and impact of technology on society and to the success of a range of organisations, including its impact on their efficiency and competitiveness

LO2 - understand how technology, including the internet and mobile communications, is changing the way organisations, individuals and societies communicate and operate

LO3 - know the key components of technology systems and the function and purpose of each in different business situations

LO4 - be able to explain and suggest why example organisations should implement new and/or improve their existing technology and communication systems

Unit 2 - Exploring Organisations LO1-4

LO1 - understand typical business functions, roles and responsibilities within different types of organisation, and how technology can be used to help meet the organisation's objectives

LO2 - understand different organisational cultures, values and goals

LO3 - know what business processes are, how they work, why they are important, and how technology supports them

LO4 - be able to set up and run a simulated mini enterprise for a specific purpose and within defined objectives

Unit 3 - effective communication - LO 1-4

LO1 -be able to identify and demonstrate the features of effective communication between individuals and groups

LO2 - know how to use confident, correct and contextually appropriate English in a business environment

LO3 - understand the need to plan and use different media for interpersonal and team communication in different situations

LO4 - be able to explore and reflect on the consequences of different behaviours, attitudes and actions in the business environment within a team working context

Unit 4 - skills for innovation

Unit 5 - technology systems

Unit 6 - multimedia

Unit 7 - managing projects - LO 1-3

LO1 - understand project management fundamentals as applied to simple projects, including the importance of people factors and team working, and the potential use of project management software tools

LO2 - be able to investigate key factors in the success or failure of business projects, including internal and external factors

LO3 - be able to develop simple, task based project plans, including those for technology enabled solutions.

PLTS

(The Personal Learning and Thinking Skills Framework)

QCA (Qualifications and Curriculum Authority) has identified six groups of The Personal Learning and Thinking Skills (PLTS) which are useful and relevant to whatever work you do and whatever sort of learning programme you wish to follow.

Practising and improving Personal Learning and Thinking Skills will help young people to be successful in employment and in lifelong learning. Taking part in the Project and recording achievements will show them and others that they are developing and using these important skills.

Also identifying how these are achieved whilst taking part in the various tasks included in the project.

<p>Practising and improving Personal Learning and Thinking Skills PLTS Come under these Headings:</p>	<p>Independent Enquirers Creative Thinkers Reflective Learners Team Workers Self Managers Effective Participators</p>
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(PLTS) Self Management

<p>Becoming effective at Self Management is an important skill which can be practiced as you carry out all activities within the Project. You can practice and improve the skills that can make an effective Self Manager as you carry out many of your everyday tasks; whether your learning is taking place in a school, a college, or a workplace. This section will give you an idea of what it means to be a good Self manager. All other descriptives will give you an understanding of ways to develop the other skills and qualities.</p>	<p>Plan and find out about an aspect of the work to be completed that interests you. Communicate what you learn in one of the following ways: an oral presentation using images, or a wall display</p> <p>You can show you are a good Self Manager by:</p> <ul style="list-style-type: none"> • Planning your work carefully • Communicating your findings in a creative way • Organising your time and resources carefully • Working hard towards your targets • Meeting your deadlines • Ask for help and advice when you need it <p>To practice and improve your skills as either of the above headings you need to decide which of the project activities you are going to do.</p>
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(PLTS) Independent Enquirer

<p>What is an Independent Enquirer? If you are an Independent Enquirer you:</p>	<p>Can explain why you need to find things out Know what you need to find out Can plan how to find things out Can look at things from different points of view Can judge the value of the information you find Support your findings with evidence</p>
<p>The Skills: Focus:</p>	<p>Young People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well reasoned decisions, recognising that others have different and attitudes.</p>
<p>Tasks</p>	<p>Identify questions to be answered and problems to resolve Plan and Carry out research, appreciating the consequences of decisions Explore issues, events or problems from different perspectives Analyse and evaluate information, judging it's relevance and values Consider the influence of circumstances, beliefs and feelings on decisions and events Support conclusions using reasoned arguments and evidence</p> <p>To practice and improve your skills as either of the above headings you need to decide which of the activities you are going to do.</p>

(PLTS) Creative Thinker

<p>What is a Creative Thinker? If you are a Creative Thinker you:</p>	<p>Have lots of ideas for dealing with problems and issues Think ideas through by looking at different possibilities Make original links between ideas Try different ways of tackling problems Work with other people to try out new ideas Adapt your ideas as situations change Work with other people to get useful results</p>
<p>The Skills: Focus:</p>	<p>Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.</p>
<p>Tasks:</p>	<p>Generate ideas and explore possibilities Ask questions to extend their thinking Connect own and others ideas and experiences in inventive ways Question own and others assumptions Try out alternatives or new solutions and follow ideas through Adapt ideas as circumstances change</p> <p>To practice and improve your skills as either of the above headings you need to decide which of the activities you are going to do.</p>

(PLTS) Reflective Learner

<p>What is a Reflective Learner? If you are a Reflective Learner you:</p>	<p>Know what you are good at, and know what you are not so good at Can decide on suitable goals for your learning (things you want to know or things you want to be able to do) Know how to measure success in meeting your goals Monitor how you are getting along with your learning, and make changes if needed Make good use of feedback from others Use learning experiences to help your own progress in the future Can communicate your learning in different ways</p>
<p>The Skills: Focus:</p>	<p>Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further learning.</p>
<p>Tasks:</p>	<p>Assess themselves and others, identifying opportunities and achievements Set Goals with success criteria for their development and work Review progress, acting on outcomes Invite feedback and deal positively with praise, setbacks and criticism Evaluate experiences and learning to inform future progress Communicate their learning in relevant ways for different audiences To practice and improve your skills as either of the above headings you need to decide which of the activities you are going to do</p>

(PLTS) Team Worker

<p>What is a Team Worker? If you are a Team Worker you:</p>	<p>Work in Partnership with other people Talk to others, and listen to their views, to agree what to do Co-operate with others when working towards shared goals Take responsibility for your part of the work Adapt your actions to suit particular situations Treat other people fairly and consider their feelings Support other people in the team and help to sort out any difficulties Give positive and useful feedback to others</p>
<p>The Skills: Focus</p>	<p>Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form trusting relationships, resolving issues to reach agreed outcomes.</p>
<p>Tasks:</p>	<p>Co-operate with others to work towards common goals Reach agreements managing discussions to achieve results Adapt behaviour to suit different roles and situations Show fairness and consideration to others Take responsibility, showing confidence to others Provide constructive support and feedback to others To practice and improve your skills as either of the above headings you need to decide which of the activities you are going to do.</p>

(PLTS) Effective Participator

<p>What is an Effective Participator? If you are an Effective Participator you:</p>	<p>Think about and discuss issues that affect you and other people Actively try to sort out issues of concern Persuade others that action is needed Suggest practical ways to move things forward Make sure action steps are manageable Suggest improvements that would help others as well as yourself and to support views and beliefs that may be different from yours Influence other people to help reach a solution</p>
<p>The Skills: Focus:</p>	<p>Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p>
<p>Tasks:</p>	<p>Discuss issues of concern, seeking resolution where needed Present a persuasive case of action Propose practical ways forward, breaking these down into manageable steps Identify improvements that would benefit others as well as themselves Try to influence others, negotiating and balancing diverse views to reach workable solutions Act as an advocate for views and beliefs that may differ from their own To practice and improve your skills as either of the above headings you need to decide which of the activities you are going to do</p>

Mapping the Project to the
AQA Creative & Media Diploma
Assignment Structure and Personal Learning Thinking skills

Level 2 Unit 5: Developing a Creative Response (CAM 2U5) What is this unit is all about?

The purpose of this unit is to encourage learners to use a variety of creative methods to explore alternative solutions to address an industry brief. This will enable learners to respond to the needs of a client and to target work at a specific audience.

Learners will be expected to research a brief using a variety of research methods, produce a creative outcome combining two disciplines, and present the creative outcome and research to the client or a target audience. Learners should continually review their work in a light brief, and again in light of audience feedback.

This unit alongside the others within the Level 2 Principle, Learning in Creative and Media, has been designed to allow learners the opportunity to develop a range of Personal Learning and Thinking Skills (PLTS), and to demonstrate these on more than one occasion. This approach will allow them to build towards a full range of PLTS. There will be opportunities within the unit for collaborative work which will provide opportunities to develop team-working skills.

Learning Outcomes	1) be able to research methods to explore alternative solutions to address an industry brief
The learner will:	2) be able to develop a production plan and generate a creative outcome, combining at least two disciplines, to meet the requirements of an agreed brief 3) be able to review their performance, the creative outcome, and the presentation in light of feedback.

Diploma Mapping The Project to the Assignment Structure Creative & Media Diploma (Level 2 Unit 5)	
The Project	The Assignment Structure
<p>The client specification: HHPCREESB will provide details (in project brief) Prepare a Concept proposal using client specification provided by the client To work with a media company (Project team will help with these links if necessary). Concept proposals to be presented to a panel of Board members. To collect evidence which will support the creative and media Diploma course work.</p>	<p>Confirm and negotiate with the client a proposed response to an externally set brief</p> <p>Undertake appropriate pre-production research and planning. Draw up a project schedule Produce the creative outcomes, combining appropriate disciplines</p> <p>Present the creative outcomes to a target audience, and gain feedback</p> <p>Review and evaluate their performance, the creative outcome and the presentation, in light of audience and client feedback.</p> <p>Identify potential improvements</p>

C&M Personal Learning and Thinking Skills

The list below is indicative of the way this unit supports the development of PLTS, as opposed to the achievement of PLTS that are possible through the assessment. The unit supports the development of more PLTS than are covered through assessment criteria alone. There will be opportunities within the unit for collaborative work, which will provide opportunities to develop team-working skills.

Alternative approaches could be selected.

The Learner could develop by:

Personal Learning and Thinking Skills	
Independent enquirers	Using a variety of research methods to explore alternative solutions in order to address a brief
Creative thinkers	Using a variety of research methods to explore alternative solutions in order to address a brief Addressing the creative possibilities in a brief Selecting ideas to meet target audience and client requirements
Reflective thinkers	Evaluating the indicators of success
Self-managers	Producing and presenting the creative outcome to meet the requirements of the brief Reviewing the creative outcome against the brief
Effective- participators	Using a variety of research methods to explore alternative solutions in order to address the brief Producing and presenting the creative outcome to meet the requirements of the brief Reviewing the creative outcome against the brief Evaluating the indicators of success

Themes

Theme One- Creativity in Context
Exploration of: Creative and Media production and practice in a range of social, cultural and global contexts Issues relating to diversity and representation in the context of Creative and Media production and practice
Theme Two-Thinking and working creatively
Exploration of: Ideas to suit a range of purposes The need for flexibility and the ability to adapt a creative outcome Why research is important in the development of creative ideas Challenging own ideas and the ideas of others
Theme Three-Principles, processes and practice
Exploration of: The stages of the marketing process and how they relate to each other The creative principles and conventions that underpin marketing processes A range of materials, platforms and technologies including new technologies Health and Safety issues and legal and ethical constraints in the context of professional working practices Producing a range off Creative and Media forms The importance and impact of the user, audience and consumer in the concept production process
Theme- Four
Exploration of: Working creatively with available resources and developing skills in managing resources Promoting own work and engaging in self-promotion Enterprising behaviour and the personal qualities that support it

Supporting the Creative and Media Diploma

Student Curriculum Targets

Overview	<p>You might have some targets or goals that are related to the course you are studying, that you would like to work on during the commission/project. These could be to find out more about a particular topic, or to gather information on a specific subject for a piece of coursework. List the targets that are important to you in the space provided. After taking part in this commission/project complete these records again and check if your targets have changed!</p>
My curriculum targets are:	<ul style="list-style-type: none">•••••

Project

Pre-Project Skills Audit

Name:

During the project you will be developing a range of skills and finding out about your strengths and areas for development.

What are you like at the moment? Rate yourself on the following categories. TICK your answer- be honest!

Excellent

Good

Okay

Not very confident



1. Teamwork- working with others, especially those you do not know very well



2. Communicating your ideas in group situations



3. Problem solving- Do you manage to sort out the problems you face effectively?



4. Being innovative and creative with your ideas



5. Using your initiative (not having to wait for someone else to tell you what to do)



6. Leadership or carrying out a task effectively



7. Having a positive outlook - feeling that you can achieve your goals

Now that you have completed this audit you will have gained a better understanding of where your strengths and areas for development are.

Hull and Humber Ports City Region Enterprise, Employment and Skills Board

List the skills you still need to develop in the box below:

As part of the project/Commission you are going to be working in a team. The skills you will be developing during the Commission/project may help you decide if working in the creative and media sector is something you would like to do for yourself in the future.

8. Do you already know an entrepreneur (i.e. someone that who runs their own business)?

YES

NO

9. Would you consider setting up your own business in the future?

YES

NO

Project Skills Audit and Evaluation

Name:

During the Commission/project you will be developing a range of skills and finding out about your strengths and areas for development.

How did you do? Do you think you have improved in any of these skills? Rate yourself on the following categories. TICK your answer – be honest!

Excellent

Good

Okay

Not very confident



1. Teamwork– working with others, especially those you do not know very well



2. Communicating your ideas in group situations



3. Problem solving– Do you manage to sort out the problems you face effectively?



4. Being innovative and creative with your ideas



5. Using your initiative (not having to wait for someone else to tell you what to do)



6. Leadership or carrying out a task effectively



6. Having a positive outlook – feeling that you can achieve your goals

Hull and Humber Ports City Region Enterprise, Employment and Skills Board

Now that you have completed this audit you will have gained a better understanding of where your strengths and areas for development are.

List the skills you still need to develop in the box below:

Now list the skills you still need to develop to become more enterprising:

What I will do to improve these skills and / or develop these qualities:

Having participated in this project would you consider a future career in the creative and media industry?

Yes

No

Maybe

If yes would you be interested in exploring this option further in school/college?

Yes

No

Maybe



EXPRESSION OF INTEREST
 'The Branding Works Project'

Please return to:

Email: info@lmihumber.co.uk

Or

Fax Back to: 01482 611870

(Please Print)

I would like to participate in The 'Branding Works' Project		
I would like further information, please contact		
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School/College:		
Role Title		
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e-mail:		

Diploma Group	C&M	
	BAF	
	IT	
	Other	

Closing Date for applications: Friday, 9th October 2009