

## Level 4 Market Research Executive

# Innovate Awarding Assessment Specification





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# Innovate Awarding

## Meet our Managing Director



Welcome to the Level 4 Market Research Executive Apprenticeship. Our Innovate Awarding EPA Journeys are designed to ensure the employer, provider, assessor and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

**Charlotte Bosworth**





## About Innovate Awarding

We are an EPAO approved by the Education and Skills Funding Agency (ESFA) with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners ensuring a 'no surprises' approach to EPA for all apprentices.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>





## Our EPA Journeys

We have created four bespoke EPA Journeys tailored to the individual needs of the employer, provider, assessor and apprentice to enable a cross functional approach to EPA.

The Level 4 Market Research Executive EPA Journeys are available to download on EPAPro.

## EPAPro

EPAPro is our EPA platform, streamlining the process including:

- Apprenticeship registration
- Assessment scheduling to results and certification
- Policy and guidance documents
- Reporting

The platform increases efficiency and reduces administration to support every step of EPA.

EPAPro:

<https://innovate.epapro.co.uk/login>

## The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 4 Market Research Executive apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

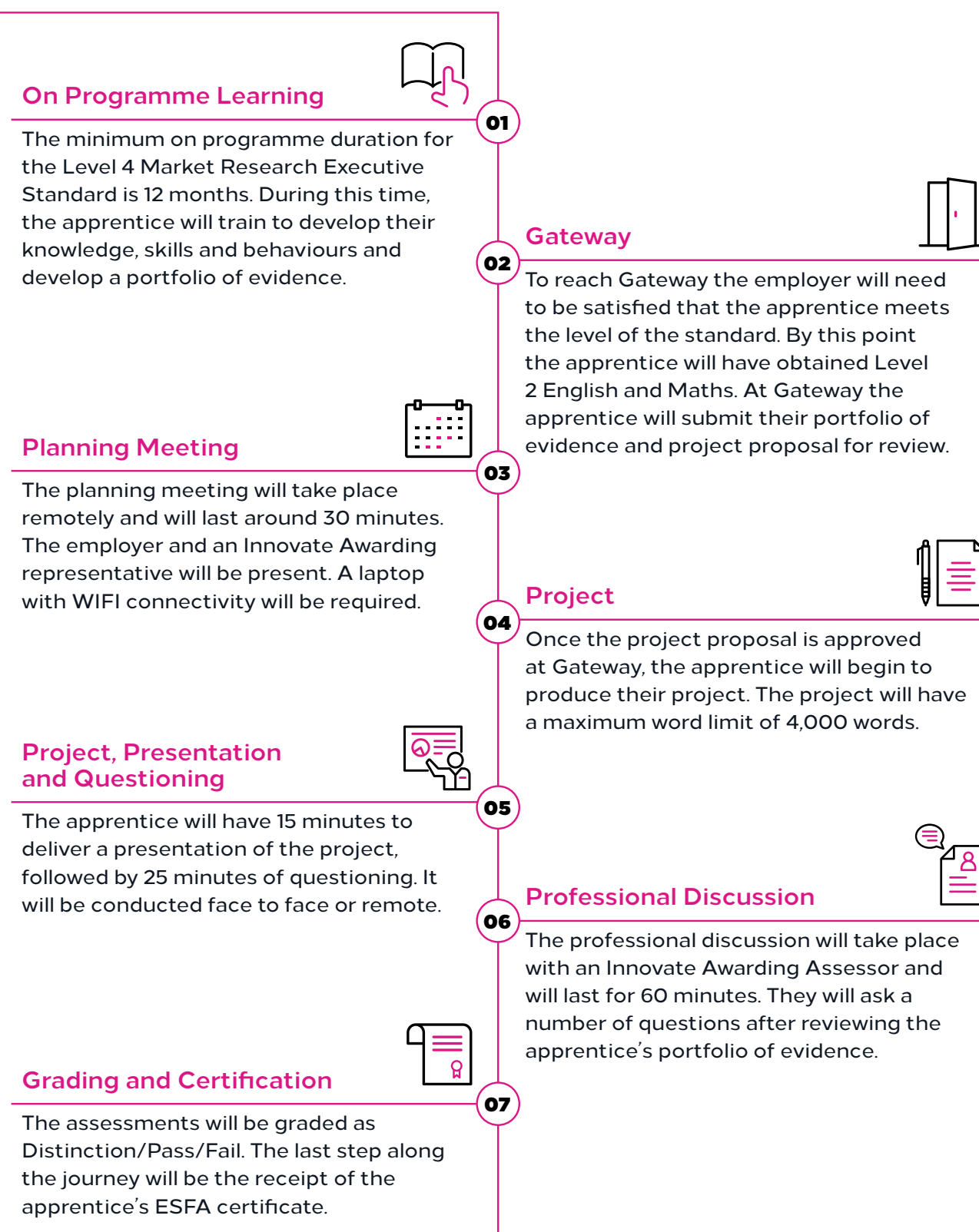
The apprentice will typically spend 18 months on-programme, working towards the Level 4 Market Research Executive Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last six months, consisting of:

- Project with a presentation and questions and answers
- Professional discussion, underpinned by a portfolio of evidence

# Assessment Journey



# The Apprentice

A Market Research Executive will work in private, public and third sector organisations including media, finance, local government, central government and health.

Market, Social and Opinion Research enables organisations to understand customers, develop new products, identify business growth opportunities, understand society, develop new policies and address significant social concerns such as smoking, addiction, poverty and inequality.

The role of a Market Research Executive is to work on research projects to generate data and insight. They will collect, analyse and interpret information collected from participants using digital and non-digital methods. They will use qualitative techniques such as focus groups, in-depth interviews, and ethnography; quantitative techniques such as face to face/telephone/online surveys, statistical analysis; and analysis of numerical data; and secondary data analysis such as summarising, collating and synthesising existing research. The Market Research Executive role is key within the research function. They support the team from the beginning to end of the research project, across a range of research duties. This includes working closely with the research team to ensure project delivery in line with agreed resources and budgets. As part of this role, it is essential to build and maintain relationships with internal

and external clients and suppliers as appropriate.

In their daily work, a Market Research Executive interacts with internal teams such as research, sales, marketing, IT, product development, finance, HR, legal and Operations. (Operations is the part of the research function that undertakes data collection, coding, data processing and data delivery to the research teams for analysis and reporting.) They also interact with external stakeholders, including members of the public, clients, service providers, agencies, the media, local and central government and research participants. They are expected to work independently on certain duties and as part of the wider office-based research team on other duties including day to day responsibility for leading elements of a research project. A Market Research Executive is accountable to a line manager within the research team, with no staff management or budgetary responsibilities. The Market Research Executive role is predominantly office based, however there may be some off-site duties at various locations such as attendance at research group discussions, research interviews, client/agency meetings.

A Market Research Executive will be responsible, under supervision, for the investigation, design and set up of research projects, organisation, preparation and collection of data and summarising, evaluating and analysing of data and reporting of research



findings undertaken with awareness and understanding of human resource, costs and budgetary restraints/opportunities. These activities will require capturing, comparing, checking and analysing primary research data; undertaking desk research/secondary research; checking, monitoring and screening participants; structuring and segmenting data for analysis and validating data for quality and accuracy. There will also be day to day responsibility for leading elements of research project delivery and specific research tasks in collaboration with internal and external stakeholders as appropriate. The areas of responsibility, resources they manage, and reporting will vary across employers depending on factors such as size or type of organisation.



## Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme. At the same time, it can develop a deeper understanding of the wider business, giving a learner insight into the supply chain or different departments.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

The minimum volume of off-the-job training is six hours per week, irrespective of the hours worked by the apprentice.

# Gateway



Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 4 Market Research Executive Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they are satisfied that the apprentice is competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Market Research Executive and ready to enter EPA. This decision should be taken after conversation with the provider and the apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

## ✧ Pre-Gateway Checks

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 4 Market Research Executive Assessment Plan. Although this is important, it is about the provider, the apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for EPA, so they can claim competency.

To pass through Gateway, typically the apprentice will have been training for 18 months. They must also have:

- Achieved Level 2 English and Maths
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 4 Market Research Executive
- Compiled, and be ready to submit, a portfolio of 15 discrete pieces of evidence towards the professional discussion
- A Project Proposal
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio of evidence meets the requirements of the knowledge, skills and behaviours set out within the Level 4 Market Research Executive Standard. This will be confirmed at Gateway and documented on EPAPro. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

## ✧ What happens during Gateway?

The apprentice will use the Project Proposal to scope out and provide a summary brief of what the project will cover and submit this to us at Gateway. This should demonstrate that the work-based project will provide sufficient opportunity for the KSBs to be met. The Project Proposal is not assessed and will typically be no longer than 500 words.

The summary brief needs to include:

- Outline of the project plan
- Research requirements
- Overview of time frames considering the deadlines stipulated within this Assessment Plan

We will agree the project title and summary in consultation with the employer within two weeks of Gateway.

The project may be based on:

- Research to develop a marketing strategy to increase sales and market share for a retail client
- Research to understand why there is low take-up of a product, service or educational/vocational training programme
- Research to identify strengths and weaknesses in a current service provided by a supplier and develop a strategy to improve its marketing



### Examples of project ideas:

- Undertake research for a bank in order for them to gain a deeper understanding of its customers and identify the strengths and weaknesses of its current service. Support the bank in developing a credible strategy for its retail banking arm.
- Undertake research for a government educational body who has instructed local authorities to focus on one area for improvement. The research will focus on the low uptake of science, technology, engineering and mathematics (STEM) subjects by female students to gain an understanding on why this is happening and to ascertain what support can be given to increase take up.
- Work with a manufacturer to undertake research to understand why its leading brand is falling behind competitor brands on key attributes, and what they can do to increase preference for their brand among customers.
- Collaborate with a travel agent to undertake research in order to understand which types of attraction people are interested in visiting whilst on holiday, to allow their marketing team to develop a targeted email marketing campaign ahead of the Spring/Summer holiday season.

## ✧ Assessment Booking

Applications for any reasonable adjustments and/or special considerations should be submitted prior to Gateway, to allow time to review the request before the planning meeting.

The Innovate Awarding Assessor will contact the apprentice to book a planning meeting once Gateway documents have been reviewed and approved by us.

The purpose of the meeting is to discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting the Innovate Awarding Assessor will discuss what happens if assessments are cancelled/rescheduled and how this could impact the EPA period, as well as

providing information on certification and appeals.

The Level 4 Market Research Executive 30 minute planning meeting will book assessment timeslots for the:

- Project with a presentation and questions and answers
- Professional discussion underpinned by a portfolio of evidence

The provider will incur a charge for non-attendance of a planning meeting.

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invite for all booked assessments. The apprentice will then prepare for EPA.

## ✧ Portfolio of Evidence Guidance

Employers will ensure their apprentice has compiled a portfolio during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the professional discussion but will not be assessed by us.

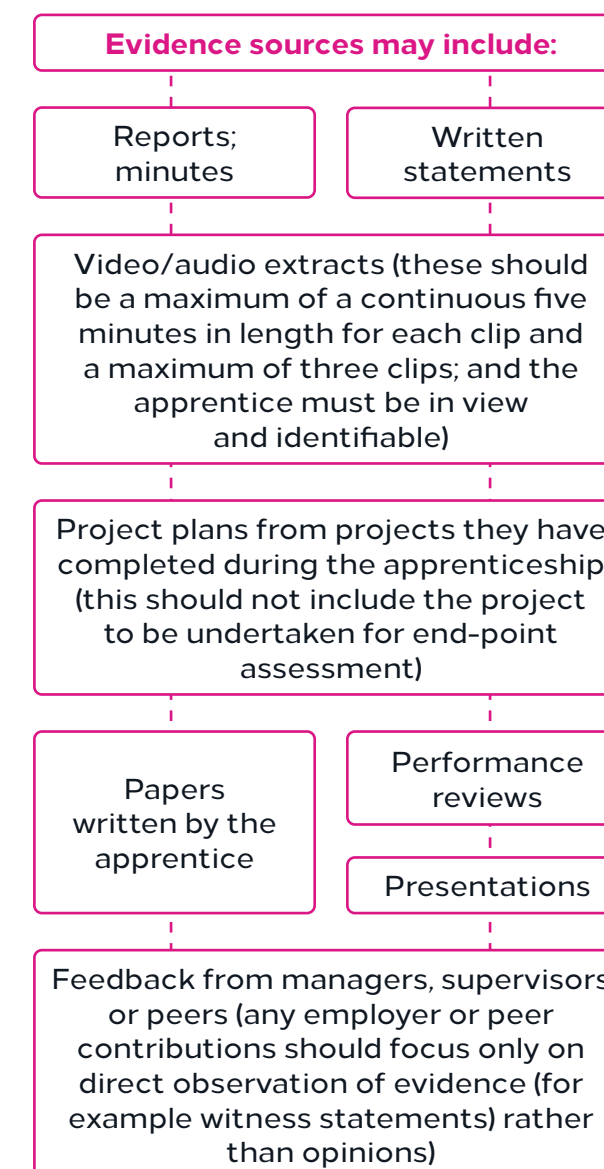
The Innovate Awarding Assessor will review the portfolio in preparation for the professional discussion but will not provide feedback on the portfolio itself. The portfolio of evidence can be electronic or paper-based (or a mixture of both).

Portfolio content and format are typically Word documents, presentations, video or audio recordings. The provider will upload the portfolio to EPAPro at Gateway, either by inserting a link to a SharePoint or including a zip file. The Innovate Awarding Assessor will then check the portfolio prior to accepting Gateway. Feedback is not required, although generally if they are rejecting Gateway due to the portfolio being inadequate, a courtesy email will be sent with explanation, as well as the reason being included in the rejection on EPAPro.

Portfolio of evidence requirements:

- The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the knowledge, skills and behaviours (KSBs) that will be assessed by the professional discussion

- The portfolio of evidence will typically contain 15 discrete pieces of evidence
- Evidence must be mapped against the KSBs
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to a quantitative approach is suggested





# End-Point Assessment

## ✦ Assessment Methods

### Assessment Method 1

#### Project with a presentation and questions and answers

During this assessment method the apprentice will complete a work-based project that will contribute to their employer's business and be part of the apprentice's everyday work. The provider will need to ensure that it has real business application and we will ensure it meets the requirements of the EPA.

The work-based project is the most valid method as it allows the demonstration of professional competence. This also reflects normal practice in the workplace for a Market Research Executive.

The presentation assesses certain skills and behaviours within the standard directly, for example using communication skills and techniques such as negotiation, collaboration, problem solving and decision making.

Please see Annex 3 for Assessment Method Grading Descriptors.



### Assessment Method 1, Component 1 Project

The project will require the apprentice to produce a contextualised work-based project report. It should be designed to ensure that the apprentice's work:

- Meets the needs of the business
- Is relevant to their role
- Allows the relevant KSBs to be demonstrated for EPA

The project is to be compiled after the apprentice has gone through the Gateway process. The apprentice will conduct their project and submit electronically to us a maximum of twelve weeks after the Innovate Awarding Assessor has agreed the project title with the employer.

The employer must ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

Whilst completing the project, the apprentice should be subject to normal workplace supervision and support. The project has a maximum word limit of 4,000 (+/- 10%). Appendices including references, pictorial representations, diagrams etc will not be included in this total.

The apprentice must use the Project Evidence Locator to map how the report evidences the KSBs assessed by this assessment method.

The project must include:

- Identifying and producing key findings and judgements in assessments
- How the apprentice identified gaps and opportunities for further analysis
- How the apprentice engaged with stakeholders, their own organisation and other interested parties

As a minimum all projects must include:

- An introduction
- An executive summary
- The scope of the project (including key performance indicators)
- Objectives
- Research and methodology
- Approach taken and risks to consider
- Financial budgeting and resources
- Outcomes and impact of the project implemented
- Measure of success
- Recommendations and conclusions



## End-point assessment Method 1 Component 2

### Presentation with questions and answers

The apprentice will prepare and deliver a presentation that appropriately covers the KSBs assigned to this assessment method followed by supplementary questioning by the Innovate Awarding Assessor.

The presentation will be completed and submitted after Gateway and will be presented either face-to-face or via online video conferencing a minimum of two weeks after the submission of the project.

The apprentice will submit the presentation, project and Project Evidence Locator, a maximum of 12 weeks after we have agreed the project title with the employer.

The presentation should include:

- A summary of the project report and an explanation of the apprentice's role and level of responsibility
- The outcomes of the project, the project tools used, and how risks were mitigated to ensure required outcomes
- The methods used for research and data collection and why these methods were chosen
- The challenges of the project and an explanation of how and why specific techniques have been selected and used within the project
- Recommendations moving forward to meet business needs including solutions identified and reasons why some options were not feasible

The presentation and questioning will last for 40 minutes (+/- 10%). The presentation will typically take 15 minutes, followed by 25 minutes of supplementary questioning. At the end of the presentation the Innovate Awarding Assessor will ask a minimum of five questions which will be used to confirm understanding of the presentation and how it demonstrates the relevant KSBs. A minimum of one question will be asked from the bullet point themes listed.

To deliver the presentation, the apprentice will have access to:

- Audio-visual presentation equipment
- Flip chart
- Writing materials
- Drawing materials
- Computer

## Assessment Method 2

### Professional discussion, underpinned by a portfolio of evidence

The professional discussion will be appropriately structured to draw out the best of the apprentice's competence and give them the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

This method was judged to be the most appropriate for the KSBs being assessed. It allows a range of KSBs which may not occur in every workplace to be assessed. The apprentice can draw upon supporting evidence in the portfolio and can affectively confirm the authenticity of their supporting evidence.

The professional discussion must last for 60 minutes (+/- 10%), and the Innovate Awarding Assessor will ask a minimum of eight open questions, plus follow up questions to draw out further evidence.

Please see Annex 3 for Assessment Method Grading Descriptors.





## Annex 1

### ✧ Assessment Plan and Occupational Standard

The Level 4 Market Research Executive Occupational Standard and the latest version of the Assessment Plan can be accessed following this link:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/market-research-executive-v1-0>

**Level 4 Market Research Executive ST0883/AP01  
Version 1.0**

**Sector: Sales, Marketing and Procurement  
EQA Organisation: Ofqual**



## Annex 2

### Additional Information

### ✧ Results and Certifications

All final assessment component results are published on EPAPro within **7 working days** of the assessment taking place.

We will submit a certificate claim with the ESFA within 15 working days after the final result has been uploaded to EPAPro. The ESFA will send the certificate directly to the employer.

For replacement certificates a request must be emailed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org). Within two days of receiving the email, a replacement certificate will be requested from the ESFA.

### ✧ Re-sits and Re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only. Apprentices may not need to complete a different project where a re-sit/re-take is required but may need to either re-work their project report and/or presentation, but can use the same portfolio.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless, in the opinion of us, exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

### ✧ Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

<https://innovateawarding.org/end-point-assessment/apprentice-information>



## **Annex 3**

# Support Materials

### ✧ Assessment Method 1 Grading Descriptors





Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K3</b> The principles of quantitative research and the underlying theories such as sampling, representativeness, statistical theory, data collection and analysis.	Justifies their research design and use of qualitative and quantitative techniques with reference to principles and underlying theories. <b>(K3 K4 S9)</b>	Analyses and critiques a range of quantitative and qualitative principles and theories in order to determine the appropriate approach. <b>(K3 K4 S9)</b>
<b>K4</b> The principles of qualitative research and underlying theories of the social sciences e.g. representativeness, sampling theory analysis methods.		
<b>S9</b> Select and use appropriate research design techniques.		
<b>K5</b> The research methodologies including face to face (f2f), telephone, online, and postal.	Outlines the research methodologies (face-to-face, telephone, on-line and postal) used and explains how the findings have been used to make evidence-based recommendations. <b>(K5 S4)</b>	Evaluates the strengths and weaknesses of the research methodologies used and explains how this informs the recommendations they have made. <b>(K5 S4)</b>
<b>S4</b> Make evidence-based recommendations from research results.		
<b>K8</b> The principles of research project management such as time management, scheduling, resourcing, costs and budgeting.	Interprets and takes responsibility for research objectives, using their initiative to organise and translate them into research design and implementation processes that incorporate the principles of research project management such as time management, scheduling, resourcing, costs and budgeting. <b>(K8 S6 B6)</b>	Analyses and evaluates the design and implementation approach they have taken with reference to how well the research objectives have been met. <b>(S6)</b>
<b>S6</b> Interpret research objectives and translate into research design and implementation.		
<b>B6</b> Takes responsibility, shows initiative and is organised.		



<b>S2</b> Undertake data collection, data analysis, data presentation and data storage including analysis and validation of the outputs from primary or secondary research data sources.	Demonstrates how they undertake data collection, data analysis, data presentation and data storage, including the analysis and validation of the outputs from primary or secondary research data sources. <b>(S2)</b>	N/A
<b>S3</b> Interpret, prepare and communicate research findings such as presentations, reports, and workshops.	Presents research findings clearly, providing examples of methods used to communicate findings to stakeholders, through forms such as reports, presentations and workshops, and how they have ensured their interpretation of results is free of bias. <b>(S3 B1)</b>	Justifies the communication methods used to present their findings and why others were not suitable. <b>(S3)</b>
<b>B1</b> Works without bias.		
<b>K11</b> Technology and software used to provide appropriate representation of data and manipulate them into appropriate formats (tables, graphs and portfolios) for publication.	Outlines the technology and IT software, relevant to their role, and how they use these to provide representations of data such as tables, graphs and portfolios for publication. <b>(K11 S7)</b>	N/A
<b>S7</b> Use digital and IT software packages relevant to the role.		



## **Annex 3**

# Support Materials

### ✧ Assessment Method 2 Grading Descriptors





Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K1</b> The role research plays in the business process, such as the target market, consumers (behaviour or attitudes), competitors or the industry as a whole.	Explains the role that research plays in the business process, such as the target market, consumers, competitors or the industry as a whole. <b>(K1)</b>	Critically evaluates the importance of research to their organisation and the sector in which they work. <b>(K1)</b>
<b>K2</b> How research is used to address business, customer and policy questions, such as information related to products, services or advertising etc.	Describes how they have used research to address business, customer or policy questions in line with legislative requirements such as GDPR and the Market Research Society Code of Conduct. Ensures that the participants’ needs, and data privacy are considered. <b>(K2 K9 B4)</b>	N/A
<b>K9</b> Relevant regulatory and legislative requirements such as data protection, GDPR, confidentiality, informed consent and safeguarding, ethics and The Market Research Society Code of Conduct.		
<b>B4</b> Works ethically recognising participants needs and data privacy.		
<b>K6</b> Approaches to primary research and the different sources of primary research data.	Describes the approaches they take to primary and secondary research, explaining how the information is sourced and how they utilise data from previously conducted studies. <b>(K6 K7)</b>	Explains the advantages and limitations of the approach they have used when undertaking primary and secondary research and how these should be evaluated. <b>(K6 K7)</b>
<b>K7</b> Approaches to secondary research and how information is sourced and utilised from previously conducted studies.		
<b>S10</b> Evaluate data and research findings to derive insights to support improvements to future research projects.	Explains how they have evaluated data and research findings to derive insights with examples of how this has been used to recommend improvements to subsequent research projects. <b>(S10)</b>	Reviews recommendations gathered from data and research findings, enabling improvements to future research projects. <b>(S10)</b>



<b>S1</b> Liaise with and manage, clients, stakeholders, internal teams and external suppliers to deliver required outcomes.	Describes how they have liaised and managed a range of external and internal stakeholders, using communication skills and collaborative working to deliver required outcomes. <b>(S1 S5 B3)</b>	N/A
<b>S5</b> Use communications skills and techniques such as negotiation, collaboration, problem solving, and decision making.		
<b>B3</b> Works collaboratively.		
<b>B2</b> Seeks learning opportunities and continuous professional development.	Outlines how they have adapted to changing circumstances including how this has led to them identifying and seeking out opportunities for professional development. <b>(B2 B5)</b>	N/A
<b>B5</b> Works flexibly and adapts to circumstances.		
<b>K10</b> Technologies such as digital sources, systems and software, that can help deliver market research, delivery and evaluation.	Explains how technology, including research/survey software, has helped them deliver research and evaluation activities. <b>(K10 S8)</b>	Evaluates research/survey software they have used, identifying its strengths and weaknesses in gathering audience insight. <b>(S8)</b>
<b>S8</b> Use research/survey software to gather audience insight and/or evaluation such as SPSS (Statistical Product and Service Solutions).		



## **Level 4 Market Research Executive**

# **Innovate Awarding Assessment Specification**

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