

**all you need
to know.**

Qualification Specification

NCFE Level 2 Certificate in Creative
Studies: Craft (601/0043/6)

Issue 7 September 2017

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Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about the qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Creative Studies: Craft.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website www.ncfe.org.uk.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Creative Studies: Craft.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/0043/6.

This qualification forms part of a suite of qualifications which have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications which:

- have appropriate content for the learner to acquire core knowledge
- allow the qualification to be graded
- provide synoptic assessment
- enable progression to a range of study and employment opportunities.

The qualification features on the DfE list of approved qualifications for Key Stage 4 performance tables.

Things you need to know

- Qualification number (QN): 601/0043/6
- Aim reference: 60100436
- Total Qualification Time (TQT)*:210
- Guided learning hours (GLH):120 plus a 30 hours external assessment
- RQF level: 2
- Assessment requirements:
 - Internally assessed and externally moderated portfolio of evidence and externally set and assessed question paper and task-based assessment.

*Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Qualification purpose

This qualification is designed for learners with an interest in craft and can be delivered in a variety of contexts. Examples could include wood crafts, floristry, textiles, garment making, stained glass, cake decoration etc.

This qualification aims to:

- develop a broad and comprehensive understanding of craft
- develop a significant knowledge core which spans the vocational sector
- provide academic and study skills that will support progression within craft and more broadly.

The objectives of this qualification are to help learners to:

- use raw materials, tools and equipment in a safe and competent manner
- develop analytical and research skills
- evaluate their own work, develop ideas and learning through the craft process
- develop an understanding of health and safety considerations in the craft environment
- develop an overview of enterprise skills and characteristics present in successful enterprising individuals
- develop communication skills through a range of media.

Throughout the delivery of this qualification, the following core areas and transferable skills should be evident:

- the ability to identify hazards and risks and apply safe working practices
 - skills in planning
 - skills in the use of craft materials
 - development of social and moral skills, with an emphasis on environment and sustainable issues
 - the ability to combine skills with knowledge and understanding to design quality products
 - the ability to investigate enterprising opportunities
 - development of positive attitudes towards working as a team and co-operation
 - to manage resources appropriately and efficiently
 - to manage resources with regard to personal safety and safety of others
-

Entry guidance

There are no specific recommended prior learning requirements for this qualification.

This qualification has been developed for learners aged 14 -16 in schools and colleges but is also accessible for learners post-16.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of the qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding levels.

Achieving this qualification

This qualification consists of:

Unit number and title	Mandatory/optional	Assessment
Unit 01 Exploring craft and enterprise skills	Mandatory	Internally assessed portfolio of evidence
Unit 02 Research and develop design ideas for craft items	Mandatory	Internally assessed portfolio of evidence
Unit 03 Respond to a craft brief	Mandatory	Externally assessed assignment
Unit 04 Produce final craft work	Mandatory	Internally assessed portfolio of evidence

To be awarded the NCFE Level 2 Certificate in Creative Studies: Craft, learners are required to successfully complete **4** mandatory units.

The learning outcomes and assessment criteria for each unit are provided in Section 4 (page 30).

To achieve the NCFE Level 2 Certificate in Creative Studies: Craft, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

Learners must achieve a minimum of a Pass in all assessment criteria within a unit in order to pass the unit as a whole.

If a minimum of a Pass is not achieved in one or more of the assessment criteria, the learner will receive a grade of 'Not Yet Achieved' for the unit. If a learner does not achieve a minimum of a Pass in all units, they will receive a grade of 'Not Yet Achieved' for the overall qualification.

A Unit Certificate can be requested for learners who don't achieve the full qualification but who have achieved at least one whole unit.

Grades are awarded for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 3 (page 25).

Progression opportunities

Learners could progress to this qualification from:

- other V Cert qualifications:
 - NCFE Level 1 Certificate in Creative Studies: Craft
- or other NCFE Level 1 qualifications:
 - NCFE Level 1 Award in Creative Craft using Art and Design

Learners who achieve this qualification could progress onto further Level 3 qualifications and A levels, such as:

- NCFE Level 3 Certificate in Creative Craft
- NCFE Level 3 Certificate in Art and Design
- NCFE Level 3 Employability qualifications
- A level Product Design, Resistant Materials, Textiles, Art and Design

It may also be useful to those studying qualifications in the various creative sectors or enterprise.

Qualification dates

Qualifications on the RQF have review dates, operational end dates and certification end dates.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

We'll post information relating to changes or extensions to qualifications on our website www.ncfe.org.uk, and centres approved to offer the qualification will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

Learner registrations may not be accepted by NCFE after the operational end date for a specific qualification if an extension to the operational end date is not obtained from the regulators. However, certification is allowed until the certification end date so that learners have time to complete any programme of study.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

The external assessment for this qualification can only be taken up to the last assessment window set by NCFE. No external assessments will be allowed after this date so please ensure that your learners are entered in enough time.

Staffing requirements

This section is intended to give some guidance on the experience and qualifications needed to deliver and assess this qualification.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

Centres must provide sufficient numbers of suitably experienced Assessors and Internal Moderators to ensure that qualifications are

delivered effectively. NCFE can't be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it's their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant expertise and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Resource requirements

Although NCFE does not specify the resource requirements for the qualification, centres are expected to have appropriate equipment to allow learners to cover all of the assessment criteria. NCFE does not stipulate the software packages or equipment centres should use. However, centres must offer learners access to equipment and software packages appropriate to the craft context being followed.

Support for learners

Evidence and Grading Tracker

We've produced an Evidence and Grading Tracker for each internally assessed unit to help learners keep track of their work and to help Teachers to reach a judgement on the overall unit grade.

They can be downloaded free of charge from our website www.ncfe.org.uk. You don't have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

Support for centres

There are a number of documents available that you might find useful. These are available to download from our website www.ncfe.org.uk or can be requested from the Centre Support team on 0191 239 8000 or by emailing service@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Assessment and Moderation Handbook for Schools

This guide describes the moderation process so that you can be aware of what systems and processes you should have in place.

Regulations for the Conduct of External Assessments - V Certs

This is designed to assist centres in the correct administration of the external assessment component of NCFE V Cert qualifications.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers, including learners, using our products and services and who submit requests for reasonable adjustments and special considerations.

Directory of Products and Services

This provides summary information about all NCFE qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Useful websites

Teachers may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- www.etsy.com
- www.pinterest.com
- www.craftcouncil.org.uk
- [Creative & Cultural Skills](#) – Sector Skills Council for Visual Art, Design and Craft
- www.skillset.org – Sector Skills Council for Creative Media
- www.citb.co.uk – Sector Skills Council for Construction
- www.vam.ac.uk – Victoria and Albert Museum
- www.ceramicreview.com – The Magazine for Ceramic Art and Craft
- www.hse.gov.uk – Health and Safety Executive
- www.architecture.com – Royal Institute of British Architects (RIBA)
- www.rics.org – Royal Institute of Chartered Surveyors (RICS)
- www.ice.org.uk – Institution of Civil Engineers (ICE)

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

Please visit the NCFE website www.ncfe.org.uk for more information.

Mapping to Literacy, Numeracy and ICT

For this qualification we've provided mapping to Literacy, Numeracy and ICT.

This qualification can be used to develop learners':

- Literacy skills
- Numeracy skills
- Information and Communication Technology skills*

Section 6 (page 60) shows how the units of these qualifications relate to the skills above.

Please note: as the National Curriculum for ICT is currently being developed, we've provided mapping information to the Level 2 Functional Skills qualification in Information and Communication Technology. This section will be updated when the information becomes available.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The NCFE Level 2 Certificate in Creative Studies: Craft has been mapped against the Creative and Cultural Skills Standards for Craft. More detailed mapping is provided in Section 7 (page 69).

School accountability measures (performance points)

This V Cert qualification has been developed to meet the criteria set by the DfE to be included in the Key Stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website, <http://register.ofqual.gov.uk> for further information.

Work experience

Work experience can be very valuable to learners to gain a realistic insight into the career or job they may be interested in. The following websites provide useful information and guidance:

- <http://www.bbc.co.uk/careers/work-experience/>
- <http://www.creativeskillset.org/careers/advisors/faq/>
- <http://www.hse.gov.uk/youngpeople/workexperience/index.htm>

Essential skills

In order to complete high-quality project-based learning, learners may spend some time exploring how such projects are undertaken in the commercial sector of their subject area. They may also seek work experience opportunities and develop contacts with workplaces and employers.

All this activity requires that they develop a thorough understanding of the essential skills employers look for in employees.

These range from familiar 'key skills' such as team working, independent learning and problem solving to the softer skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

NCFE has a range of qualifications that schools can use to formalise learning in these aspects of essential work-ready skills. NCFE offers valuable support to learners whose portfolio of qualifications may benefit from some work-specific enhancements. For more information please go to our website www.ncfe.org.uk.

Section 2

Assessment and moderation

Assessment and moderation

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The assessment for the NCFE Level 2 Certificate in Creative Studies: Craft consists of 2 types of assessment:

- internal assessment – portfolio of evidence. This will be graded by centre staff and externally moderated by NCFE.
- external assessment – assignment. This will be graded by NCFE.

Learners must be successful in **both** types of assessment to achieve the qualification.

Learners must achieve a minimum of a Pass in all assessment criteria to achieve a unit, this applies to both internal and external assessments. Learners must achieve a minimum of a Pass in all units to meet the minimum requirements of the qualification. If a grade of 'Not Yet Achieved' is awarded for one or more units, a grade of 'Not Yet Achieved' will be awarded for the overall qualification.

Internal assessment

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 4 (page 30).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative

number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Teacher. Assessment activities can be integrated throughout although separate from the teaching of the unit and do not have to take place directly at the end

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the [Internal assessment writing and delivery: Guide for centres](#) on our website.

Supervision of learners and your role as an assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our website in the document [Internal assessment writing and delivery: Guide for centres](#).

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our website in the document [Internal assessment writing and delivery: Guide for centres](#).

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

The use of word frames/templates provided by Teachers which give learners an advantage at meeting the assessment criteria must be avoided. If you're unsure whether a word frame/template does give learners an advantage, please contact your External Moderator for advice before using them. If on your moderation visit, your External Moderator identifies that a word frame/template has been used which gives learners an advantage at achieving the assessment criteria, then the evidence will not be accepted and the unit grade may be rejected.

Recorded

Where audio/visual evidence of multiple learners is used, centres must ensure that each learner that is being assessed is clearly visible and can be identified by the Examiner/Moderator.

The recorded evidence should allow the learner to demonstrate the assessment criteria clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group the Examiner/Moderator will need to be able to see how each learner being assessed has contributed and met the assessment criteria.

To help our Examiners and Moderators to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact timing of the start and finish times so that the Examiner/Moderator can go straight to that spot on the tape/recording
- a running order list **and** a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Examiner/Moderator to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence starts: 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Teachers, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blond hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blond hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to moderate or examine the work.

Late submissions

Teachers and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

NCFE has produced grading exemplifications for each internally assessed unit to help Assessors reach grading decisions of the learner's work. The Grading Exemplification documents can be found on the NCFE website.

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Moderator to ensure consistency with national standards. See our website www.ncfe.org.uk for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally moderated, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external moderation visit.

Following the external moderation visit the unit grades will either be accepted and banked by your External Moderator or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected the centre must resubmit the grades discussed and agreed with the External Moderator at the moderation visit. The External Moderator will then accept these new grades in line with their discussion. This will count as the learner's first submission for the unit. The work must then be standardised within the centre to ensure Assessors and Internal Moderators are clear on the standard required.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Moderator, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally moderated again, and the centre will be required to resubmit the updated grade to NCFE for further external moderation. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Moderator?

This would occur if the External Moderator did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to resubmit grades as agreed at the Moderation visit.

External assessment

Each learner is required to undertake an external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills based on Unit 03 of the qualification.

The external assessment should be treated independently from the teaching of the unit. Work completed during the teaching of the unit cannot be used in the external assessment. Any stimulus material used by the centre during the teaching of the unit cannot be used as evidence provided for the external assessment.

The external assessment is administered under specified assessment conditions and will last for 30 hours.

The external assessment for this qualification consists of both a preparatory period as well as a timed period. There are different levels of control that need to be applied to each.

The 30 hours external assessment is split as follows:

- 15 hours preparation time – there will be specific tasks that learners must complete within this time. The completion of the preparation tasks must be supervised by the Teacher and can be carried out in the normal classroom environment.
- 15 hours timed external assessment – there will be specific tasks that learners must complete within this time. These tasks must be done under timed external assessment conditions and must be invigilated in accordance with the Regulations for Conduct of External Assessment – V Certs, which can be found on the NCFE website www.ncfe.org.uk/centre-information/working-with-ncfe/policies-and-regulations.

Centres may manage the 30 hours (this includes the preparation time) as a series of smaller sessions (eg 6x5-hour sessions etc).

The tasks must not be altered in any way by the centre.

Further instruction on how to administer the external assessment and the conditions under which it must be sat will be sent out with the external assessment materials.

To access the external assessment, centres need to ensure that learners are entered for the external assessment prior to beginning the 15 hours preparation time. The assessment material may be given to learners at the centre's discretion but must allow for sufficient time for the 15 hours preparatory period to take place prior to the 15 hours timed period.

There are 2 assessment windows during the year. Please refer to the assessment windows on our website www.ncfe.org.uk for specific dates.

Centres are free to choose the date, time and location of the assessment at any time within the chosen assessment window.

To access the external assessment, centres must have entered learners using the NCFE Portal. When you make your registrations in the NCFE Portal you will be prompted to select an assessment date for your learners. NCFE will issue external assessment papers to the learner for the assessment date selected at registration. If you want your learners to sit the external assessment in a different assessment date you will need to contact your Centre Support Assistant and arrange a transfer of entry.

Centres must enter learners at least 10 working days in advance of the assessment date. Late entries cannot be accepted.

The external assessment material will be sent out in time for the start of your chosen assessment window. The material must be kept secure at all times throughout the duration of the assessment period.

You must return all external assessment material, learner work and associated paperwork to NCFE one working day after the external assessment has taken place. The last date that NCFE will accept learner work for a specified assessment window is by that assessment window's cut-off date.

Please note: the 'cut-off date' is the last day that returned scripts will be accepted by NCFE for the specified assessment window.

Learners are entitled to one resit, which will be chargeable. This means that learners can have a total of 2 attempts at the external assessment. 'Did Not Attend' will not be classed as an attempt at the external assessment. If you know before the assessment window opens that a learner is no longer able to sit the external assessment please contact NCFE to cancel or transfer the entry.

Learners must include their preparation work for external assessment so that Examiners can see the progression from initial idea through to final presentation. It is expected that the preparatory work will make a significant contribution to the final ideas presented in the timed assessment.

On completion of their timed assessment learners must sign the assessment declaration on the Learner Front Sheet to declare that the work produced is their own.

For guidance on conducting external assessments, please refer to the Regulations for the Conduct of External Assessments for V Certs, available from our website www.ncfe.org.uk, or contact the Quality Assurance team on 0191 239 8000.

Moderation

Internal moderation

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Moderators to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting Assessors by offering advice and guidance.

The Internal Moderator will follow the centre's own sampling strategy in selecting the sample to be internally moderated. See the guidance on sampling on our website www.ncfe.org.uk.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

External moderation

External moderation of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External moderation is carried out by External Moderators who are appointed, trained and monitored by NCFE. External Moderators are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Moderator's contact details on registration of learners with NCFE.

For further information on the responsibilities of Assessors and Internal and External Moderators, please refer to NCFE's Centre Support Guide.

Section 3

Grading

Grading

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction. Due to the synoptic nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all units are weighted equally.

Learners must achieve a minimum of a Pass in all assessment criteria to achieve that unit. Learners must achieve a minimum of a Pass in all units to meet the minimum requirements of the qualification. If a grade of 'Not Yet Achieved' is awarded for one or more units, a grade of 'Not Yet Achieved' will be awarded for the overall qualification.

Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 8 (page 71).

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external moderation process. This is known as 'banking' units.

Grading the external assessment

NCFE will assess and award the learner's external assessment grade using grading descriptors similar to those used for other units.

Awarding the final grade

The final grade for the qualification will be aggregated by combining the grades achieved for each unit. The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction*.

A Distinction* grade will be awarded to learners who have consistently achieved a Distinction grade in every unit which demonstrates the learners' high standard of knowledge, understanding and skill at Level 2.

Learners are required to successfully achieve 4 mandatory units (one of which is an external assessment). This equates to 4 grades to be aggregated.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit grades				Final qualification grade
P	P	P	P	P
M	M	M	M	M
D	D	D	D	D*
P	P	P	M	P
P	P	P	D	P
P	M	M	M	M
M	M	M	D	M
P	D	D	D	D
M	D	D	D	D
P	P	M	M	M
P	P	D	D	M
M	M	D	D	D
P	P	M	D	M
P	M	M	D	M
P	M	D	D	M

Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from learners at each grade.

Not Yet Achieved
The learner will not have met all the assessment criteria and will not have enough work or evidence of progress available to allow a valid judgement to be made.
Pass
To achieve a Pass grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit. The learner will make some effort to apply knowledge, and will have a basic understanding of key concepts but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The learner's evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure. The learner will have shown that they can complete the tasks to the minimum standard.
Merit
To achieve a Merit grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The learner will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. The learner's evidence will show planning, organisation and investigatory skills in a clear and logical way. The learner will have been able to complete the tasks in a manner exceeding the minimum standard.

Overall qualification grading descriptors (cont'd)

Distinction
To achieve a Distinction grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The learner will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. The learner will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. The learner's evidence will make cross-curricular connections showing planning, organisation and investigatory skills in a well-structured and thorough way. The learner will have shown a high degree of motivation, ability and commitment and will have been able to complete the tasks effectively in a manner far exceeding the minimum standard.
Distinction*
The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.

Section 4

Structure and content

Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional
- an indication of how the unit is assessed.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- range (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment)
- grading descriptors.

The regulators' accredited unit reference number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about the qualification please contact our Research and Product Development team on 0191 239 8000.

Unit summaries

Unit 01 Exploring craft and enterprise skills (H/505/2773)

At this level, learners will already have developed basic craft skills and knowledge of materials and techniques. In this unit, learners will extend their understanding of how to exploit the strengths and weaknesses of materials and resources according to their ideas and intentions. They will develop techniques to use the materials and resources appropriately and will observe health and safety procedures.

Learners will also identify and explore enterprising project opportunities, selecting one to develop further. The unit encourages learners to reflect on their own enterprise skills and to relate them to their own career progression.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **internally** assessed

Unit 02 Research and develop design ideas for craft items (K/505/2774)

Learners will draw ideas from a range of sources to explore possible ways forward and will develop them creatively to achieve their intended outcome(s). Learners will record significant points of development in their craft work and will reflect on what they have done, making appropriate modifications in response to circumstances and feedback from Teachers and peers. Learners will follow health and safety procedures when developing and adapting ideas.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **internally** assessed

Unit summaries (cont'd)

Unit 03 Respond to a craft brief (M/505/2775)

In this unit, learners will use the information from a range of sources they research to inform their ideas in response to a given design brief. Learners will use visual techniques to present their final idea together with a costed project plan.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **externally** assessed

Unit 04 Produce final craft work (T/505/2776)

In this unit learners will prepare and produce final craft item(s) following health and safety procedures. Learners will demonstrate a level of skill when using materials and techniques and will set and adhere to their own targets for production. Learners will evaluate what they have learnt through the whole craft process and how their final item(s) portrays their original ideas and intentions. Learners will reflect on their own technical skills.

Guided learning hours: 30

Level: 2

This unit is **mandatory**

This unit is **internally** assessed

Unit 01 Exploring craft and enterprise skills (H/505/2773)

The learner will:

- 1 Be able to use materials and resources to develop craft skills and techniques

The learner can:

- 1.1 Describe the **properties** of available materials for a craft item or items
 - 1.2 Select suitable materials and **techniques** and give reasons for choices
 - 1.3 Use **appropriate tools and equipment** for selected techniques
 - 1.4 Develop technical skills in craft to make effective use of materials, techniques and resources
 - 1.5 Maintain a **safe working environment** by ensuring safe use of:
 - tools and equipment
 - materials and resources
 - learning environment
-

The learner will:

- 2 Know what enterprise opportunities are associated with a craft project

The learner can:

- 2.1 Identify an enterprising project opportunity
 - 2.2 Identify financial considerations for the production of the craft item
 - 2.3 Identify ways in which to market the product
-

Unit 01 Exploring craft and enterprise skills (H/505/2773)
(cont'd)**The learner will:**

- 3 Be able to relate their own enterprising skills to their future career planning

The learner can:

- 3.1 Identify their own enterprising skills
 - 3.2 Describe how their enterprising skills relate to their future career planning
-

Range

Properties: can include flexibility, texture, strength, durability, malleability, visual

Techniques: ways of using materials, tools, equipment and other resources

Appropriate tools and equipment: will vary across the craft options but will include a range of hand and power tools

Safe working environment: follow health and safety procedures, safe use of tools, equipment, resources, risk assessment

Unit 01 Exploring craft and enterprise skills (H/505/2773) (cont'd)

Assessment guidance

Learners' portfolios should contain exploratory and investigative work. Learners are expected to demonstrate coverage of all assessment criteria. One piece of evidence can be used to show that learners have covered a range of assessment criteria within a particular unit or across a number of units with the exception of Unit 03. It is important to reference evidence clearly, showing which assessment criteria are covered, for both internal and external moderation.

Knowledge of the range for each unit can be evidenced through practical work or where appropriate through learners' records of taught sessions, eg notes, annotated drawings etc.

Types of evidence: experimental pieces of work exploring materials, techniques and resources, written, audio visual, diagrams

Assessment criteria: 1.1, 1.2

Additional information: the nature of these will vary widely according to the context of the craft work. The evidence should display an intermediate level of craft skills.

Types of evidence: experimental pieces of work exploring tools and equipment.

Assessment criteria: 1.3, 1.4

Additional information: this will involve an investigation into a range of tools and equipment appropriate to the context of the learners' craft work. These will inevitably be influenced by the materials and techniques used.

Types of evidence: risk assessment, learner reports, observation

Assessment criteria: 1.5

Additional information: maintain a safe working environment by using tools and equipment, materials and resources safely.

Unit 01 Exploring craft and enterprise skills (H/505/2773)
(cont'd)**Assessment guidance (cont'd)**

Types of evidence: witness statement, observation of conversation, presentation, written report

Assessment criteria: 2.1

Additional information: learners should be able to demonstrate that they know how enterprise skills will be used and what further skills need to be developed.

Types of evidence: spreadsheets, graphs, charts, reports, project plan, SMART objectives

Assessment criteria: 2.2

Additional information: costs of making – materials, machinery, labour and training costs, definition of overheads, profit and loss. Looking at other enterprising costs – environmental (6 Rs), moral and social issues.

Types of evidence: written evidence, flyers, leaflets, worksheets

Assessment criteria: 2.3

Types of evidence: witness statement, observation of conversation, presentation

Assessment criteria: 2.3, 3.2

Unit 01 Exploring craft and enterprise skills (H/505/2773) (cont'd)

Assessment guidance (cont'd)

Types of evidence: poster, skills audit, peer review, learner reporting, mind mapping

Assessment criteria: 3.1

Additional information: learners could produce a poster which demonstrates their enterprise skills. It could show the importance of enterprise characteristics and skills. These could include: communication; creativity; negotiation; risk awareness and management; time management; managing money; problem solving; research and information gathering; networking; team working; understanding need; initiative; identifying opportunity; positive attitude; project management; and any other enterprising skill or characteristic relevant to learners.

Types of evidence: skills audit, skills profile, careers research, written evidence, charts/tables

Assessment criteria: 3.2

Additional information: the skills audit should show that the learner can relate their skills to future career planning.

NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further guidance on internal assessment, please contact the Quality Assurance team.

Grading descriptors – Unit 01 Exploring craft and enterprise skills (H/505/2773) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.1 Describe the properties of available materials for a craft item or items	learners describe the properties of available materials	learners provide a detailed description of the properties of available materials	learners provide a comprehensive description of available materials
1.2 Select suitable materials and techniques and give reasons for choices	learners have selected appropriate materials with limited reasons	learners have experimented with materials and techniques and justified their reasons	learners have experimented with materials and techniques and have demonstrated a critical judgement
1.3 Use appropriate tools and equipment for selected techniques	learners have used appropriate tools and equipment for selected techniques	learners have used appropriate tools and equipment for selected techniques confidently	learners have used appropriate tools skilfully for selected techniques
1.4 Develop technical skills in craft to make effective use of materials, techniques and resources	learners demonstrate a competent level of technical skills	learners demonstrate a detailed level of technical skills with initiative and confident application	learners demonstrate a thorough level of technical skills with perception and creative application

Grading descriptors – Unit 01 Exploring craft and enterprise skills (H/505/2773) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.5 Maintain a safe working environment by ensuring safe use of: <ul style="list-style-type: none"> tools and equipment materials and resources learning environment 	learners maintain a safe working environment by ensuring safe use of: <ul style="list-style-type: none"> tools and equipment materials and resources learning environment 	no Merit for this AC	no Distinction for this AC
2.1 Identify an enterprising project opportunity	learners identify an enterprising project opportunity	learners outline a detailed enterprising project opportunity	learners explore a comprehensive enterprising project opportunity
2.2 Identify financial considerations for the production of the craft item	learners identify the costs for the production of the craft item	learners show critical understanding using financial tools to produce costs and prices	learners use financial tools to produce comprehensive analysis of costs and prices of the item
2.3 Identify ways in which to market the product	learners identify ways in which to market the product	learners identify detailed ways to market the product	learners make critical judgements about the ways to market the product
3.1 Identify their own enterprising skills	learners identify their own enterprising skills	learners make a detailed analysis of their own enterprising skills	no Distinction for this AC

Grading descriptors – Unit 01 Exploring craft and enterprise skills (H/505/2773) (cont'd)

Assessment criteria	Pass	Merit	Distinction
3.2 Describe how their enterprising skills relate to their future career planning	learners describe how their enterprising skills relate to their future career planning	learners provide a detailed description of how their enterprising skills relate to their future career planning	no Distinction for this AC

Unit 02 Research and develop design ideas for craft items (K/505/2774)

The learner will:

- 1 Be able to develop and adapt craft ideas

The learner can:

- 1.1 Research ideas using a range of **sources**
- 1.2 Use a range of 2D and 3D media to **explore** craft ideas
- 1.3 Select preferred idea(s) giving reasons for choice
- 1.4 **Communicate** ideas to others
- 1.5 Respond to feedback from others
- 1.6 **Identify safe working practices** associated with developing a craft item

Range

Sources: primary sources are those things that are investigated and responded to by the learner which the learner has had physical contact with or experience of, eg experimentation with materials and media, objects and images collected or created by the learner. A primary source requires the learner to interact with the source and extract information. Secondary sources are those things that are investigated and responded to by the learner which are the result of the aesthetic considerations, interpretation or presentations by others, eg other people's work – art, craft or design; literature, poetry; music. Secondary sources are second-hand versions. They represent someone else's thinking.

Explore: make connections between intentions and outcomes and between own work and the work of others with on-going guidance and support.

Communicate: in written work, tutorials, peer group meetings, presentations, video and audio recordings.

Identify safe working practices: follow health and safety procedures, safe use of tools, equipment, resources, risk assessment.

Unit 02 Research and develop design ideas for craft items (K/505/2774) (cont'd)

Assessment guidance

Learners' portfolios should contain exploratory and developmental work. The extent to which learners respond to sources and adapt ideas will differ depending upon the context in which they are working. Learners are expected to demonstrate coverage of all assessment criteria. One piece of evidence can be used to show that learners have covered a range of assessment criteria within a particular unit or across a range of units with the exception of Unit 03. It's important to reference evidence clearly, showing which assessment criteria are covered for both internal and external moderation.

Knowledge of the range for each unit can be evidenced through practical work or where appropriate through learners' records of taught sessions, eg notes, annotated drawings etc.

Learners should produce a range of viable and creative pieces of work from which a selection can be made. They should be able to select those ideas that are worth pursuing in depth and develop targets that are realistic and attainable. They should also show some ability to critically assess methods and outcomes and justify opinions. Learners should be able to reflect on and check their own progression in terms of process and outcome within a structured environment. There should be records of significant points of development in their work, with reflections on what they have done and modifications made.

Types of evidence: sketchbook, worksheets, photos, journals

Assessment criteria: 1.1, 1.3

Additional information: the term 'sketchbook' is used here in its broadest sense to describe a collection of personal, self-directed responses to visual stimuli, ideas and experiences. For this unit, the sketchbook should include experimental pieces of work responding to primary sources and also evidence of personal engagement with the work of others. The use of sources should show creativity and engagement with the source material, which should be evident in the development of the learners' craft item(s). Annotation provides some assessment evidence on the context of craft projects.

Unit 02 Research and develop design ideas for craft items (K/505/2774) (cont'd)

Assessment guidance

Types of evidence: drawings, models (plasticine, balsa wood, Styrofoam), CAD, software packages (Photoshop, Google SketchUp, pro/DESKTOP), annotated photographs, witness statement, observation, video and audio recording, written evidence

Assessment criteria: 1.2, 1.3

Additional information: these should show that learners have selected ideas worth pursuing and have developed them through a series of stages modifying ideas according to feedback and circumstances. Annotation should explain the development of ideas with reference to feedback and circumstances.

Types of evidence: written evaluations, records of discussions, peer reviews, presentations, observation, video/audio, risk assessment

Assessment criteria: 1.4, 1.5, 1.6

Additional information: these should show a competent level of skill in communicating ideas, making connections between intentions and outcomes. Evidence should show how learners have responded to feedback from the Teacher, peers and others and that ideas have been adapted or improved in the light of feedback.

NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further guidance on internal assessment, please contact the Quality Assurance team.

Grading descriptors – Unit 02 Research and develop design ideas for craft items (K/505/2774) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.1 Research ideas using a range of sources	learners research ideas using a range of sources	learners demonstrate detailed research into a range of sources	learners show a perceptive study of ideas from a wide range of sources
1.2 Use a range of 2D and 3D media to explore craft ideas	learners use a limited range of 2D and 3D media to explore craft ideas	learners experiment with a wide range of 2D and 3D materials	learners show a degree of technical skill and mastery to produce a sophisticated range of ideas using 2D and 3D media
1.3 Select preferred idea(s) giving reasons for choice	learners select preferred idea(s) giving reasons for choice	learners justify reasons for choice of preferred idea	learners show originality and perception in the choice of ideas
1.4 Communicate ideas to others	learners effectively communicate ideas to others	learners confidently communicate ideas to others	learners communicate fluently using visual aids
1.5 Respond to feedback from others	learners respond to feedback from others	learners review the feedback and justify their choice	learners respond fluently to feedback and offer sophisticated arguments

Grading descriptors – Unit 02 Research and develop design ideas for craft items (K/505/2774) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.6 Identify safe working practices associated with developing a craft item	learners identify safe working practices associated with developing a craft item	no Merit for this AC	no Distinction for this AC

Unit 03 Respond to a craft brief (M/505/2775) (External unit)**The learner will:**

- 1 Be able to interpret and respond to a craft brief

The learner can:

- 1.1 Interpret the requirements of a **craft brief**
- 1.2 Compare and evaluate different craft techniques
- 1.3 Research information using a range of different sources
- 1.4 Collate and present findings from sources to inform their own craft ideas
- 1.5 Develop a range of craft ideas appropriately in response to a brief
- 1.6 Select and present final idea giving reasons for choice
- 1.7 Produce a costed project plan based on ideas developed

Range

Craft brief: instructions outlining the requirements for the design solution, describing what has to be designed and why.

The assessment for this unit is externally set and marked by NCFE.

Unit 03 Respond to a craft brief (M/505/2775) (External unit) (cont'd)

Delivery guidance

The content of this unit must be delivered to the learners so that they are familiar with the underpinning knowledge of the unit that they're being externally assessed on. It is not necessary for any evidence to be generated throughout the teaching of the unit and any evidence that is produced cannot be used in the external assessment.

The external assessment will test learners on their knowledge, understanding and skills associated with this unit.

For further information about the external assessment, please see Section 2 (page 15).

Grading descriptors – Unit 03 Respond to a craft brief (M/505/2775) (External unit)

Assessment criteria	Pass	Merit	Distinction
1.1 Interpret the requirements of a craft brief	learners interpret the requirements of a craft brief	learners show a critical understanding of the requirements of the brief	learners demonstrate a thorough understanding of the brief and its requirements
1.2 Compare and evaluate different craft techniques	learners compare and evaluate different craft techniques	learners show a critical understanding of different craft techniques outlining their use and limitations	learners make critical judgements on the use of different craft techniques
1.3 Research information using a range of different sources	learners research information using a limited range of different sources	learners demonstrate detailed research from a range of sources	learners show a perceptive study of sources relating to their own work
1.4 Collate and present findings from sources to inform their own craft ideas	learners collate and present findings from sources to inform their own craft ideas	learners clearly collate and present detailed findings from sources to inform their own craft ideas	learners present findings in a sophisticated and creative way
1.5 Develop a range of craft ideas appropriately in response to a brief	learners develop a range of craft ideas appropriately in response to a brief	learners develop a detailed range of craft ideas appropriately in response to a brief	learners produce a series of inventive and creative ideas in response to a brief

Grading descriptors – Unit 03 Respond to a craft brief (M/505/2775) (External unit) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.6 Select and present final idea giving reasons for choice	learners select and present final idea giving reasons for choice	learners justify the selection of their final idea and confidently present their reasons for their choice	learners make a sophisticated presentation of their final idea, giving thorough and detailed reasons for their choice
1.7 Produce a costed project plan based on ideas developed	learners produce a costed project plan based on ideas developed	learners produce a detailed and fully costed project plan based on research into prices and availability of materials and tools	learners produce a convincing and sophisticated project plan

Unit 04 Produce final craft work (T/505/2776)**The learner will:**

- 1 Be able to plan the production of final craft work

The learner can:

- 1.1 Use ideas developed to create a production plan
 - 1.2 **Prepare** safe work area, tools and materials to produce craft work
-

The learner will:

- 2 Be able to produce craft work

The learner can:

- 2.1 Use appropriate tools and equipment to produce craft work
 - 2.2 Use materials and techniques to produce craft work that matches ideas
 - 2.3 **Display** craft work in an appropriate way or setting
 - 2.4 **Maintain a safe working environment** during the craft making process
-

The learner will:

- 3 Be able to evaluate the creative and craft making process

The learner can:

- 3.1 **Evaluate** the creative and craft making process
 - 3.2 Identify opportunities for improvements or further development
-

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Range

Prepare: use and check the availability of correct tools and equipment; ensure work area is clean, tidy and safe.

Display: for visual effect appropriate to the form and function of the craft work.

Maintain a safe working environment: follow health and safety procedures eg safe use of tools, materials and resources.

Evaluate: judgements on what has been learnt through the whole creative process with reference to the final work; materials and techniques used, development of ideas, compliance with health and safety procedures and how the final work portrays original ideas and intentions.

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment guidance

Learners are expected to demonstrate coverage of all assessment criteria. One piece of evidence can be used to show that learners have covered a range of assessment criteria within a particular unit or across a number of different units. It's important to reference clearly, showing which assessment criteria are covered, for both internal and external moderation.

Knowledge of the range of each unit can be evidenced through practical work or, where appropriate, through learners' records of taught sessions, or through preparatory work eg notes, annotated drawings etc.

For this unit learners' records should be sufficient to identify targets for completion of stages of the work, and enable learners to carry out the final work according to specific themes and intentions. The learners should show evidence of planning, ie of development work, timescales, setting achievable targets.

A project or assignment brief, which can be either set by a Teacher or self-originated, may form the basis of the record. Learners should make clear connections between intentions, ideas and outcomes, and ensure that the final work represents the end stage of a thorough development process.

The final work should be appropriate for its purpose, and should communicate creative and competent use of materials and techniques. The work should show that the learners have made clear connections between intentions, ideas and outcomes, and that the final work represents the end stage of a thorough development process.

Evaluation may be written, or may be a record of responses to oral questioning. In either case, learners should be able to evaluate the success of their final item(s) in terms of intentions, purpose, and the development of ideas.

Unit 04 Produce final craft work (T/505/2776) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: project plan

Assessment criteria: 1.1

Additional information: these should be sufficient to identify targets for completion of stages of the work and enable learners to carry out the final craft work. The plan should include information on materials and resources required and likely time schedules.

Types of evidence: observation, photos, annotation

Assessment criteria: 1.2, 2.1, 2.2, 2.4

Additional information: Assessor observations and witness statements should indicate the date the Assessor observed the learners, a record of the assessment criteria observed and brief comments on the learners' performance. Several assessment criteria may be observed and recorded in one entry in the Assessor observation records.

Type of evidence: final craft work

Assessment criteria: 2.1, 2.2

Additional information: learners should demonstrate competent use of tools and materials and a level of skill in realising their intentions. Work should be produced to a high standard of finish. Learners' final work should realise intentions, be appropriate for its purpose and should communicate a creative and competent level of technical skill in the use of materials and techniques. Presentation need not be elaborate, but should be appropriate to the form and function of the work.

Type of evidence: videos

Assessment criteria: 2.1, 2.2

Unit 04 Produce final craft work (T/505/2776) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: annotated photographs, videos, observation, learner reports, risk assessment

Assessment criteria: 2.1–2.4

Additional information: Video evidence can be used to provide evidence of various stages of the craft process including records of visits to libraries, galleries etc, records of discussions with peers and Teachers and views of the finished craft item. Where used it should contain a clear commentary explaining how the evidence relates to the learning outcomes.

Types of evidence: portfolios, presentations, videos, annotated photographs

Assessment criteria: 2.3

Types of evidence: written evaluation, SWOT analysis, audio/visual

Assessment criteria: 3.1

Types of evidence: worksheets, learner statements, records of discussions, action plan

Assessment criteria: 3.2

NCFE has provided a set of sample tasks which cover all learning outcomes and assessment criteria for this unit. These tasks can help to build up the portfolio of evidence. The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered, and if the evidence generated can be graded and internally and externally moderated. For further guidance on internal assessment, please contact the Quality Assurance team.

Grading descriptors – Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.1 Use ideas developed to create a production plan	learners can use ideas developed to create a production plan	learners will produce a detailed production plan including a work schedule and deadlines	learners will produce a comprehensive production plan showing a work flow and quality assurance and control
1.2 Prepare safe work area, tools and materials to produce craft work	learners prepare work area, tools and materials safely to produce craft work	no Merit for this AC	no Distinction for this AC
2.1 Use appropriate tools and equipment to produce craft work	learners use appropriate tools and equipment to produce craft work	learners will show a degree of confidence in their use of tools and equipment	learners will demonstrate skilful use of tools and equipment showing technical knowledge and mastery
2.2 Use materials and techniques to produce craft work that matches ideas	learners use materials and techniques to produce craft work that matches ideas	learners will show a degree of confidence in their use of materials and techniques	learners will use materials and techniques creatively to produce a sophisticated range of craft work which matches outcome with intentions

Grading descriptors – Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criteria	Pass	Merit	Distinction
2.3 Display craft work in an appropriate way or setting	learners display craft work in an appropriate way or setting	learners will display craft work clearly and coherently	learners will find inventive and creative ways to present and display their work
2.4 Maintain a safe working environment during the craft making process	learners maintain a safe working environment during the craft making process	no Merit for this AC	no Distinction for this AC
3.1 Evaluate the creative and craft making process	learners evaluate the creative and craft making process	learners will show a critical understanding in their evaluation outlining strengths and weaknesses	evaluations will be perceptive and will show critical judgements and sophisticated reasoning
3.2 Identify opportunities for improvements or further development	learners will identify opportunities for improvements or further developments	learners will identify detailed opportunities for improvements or further development	learners will identify creative and perceptive opportunities for improvement or further development

Section 5

Synoptic assessment

Synoptic assessment

What is synoptic assessment?

“A form of assessment which requires a learner to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task” (DfE).

Within the NCFE Level 2 Certificate in Creative Studies: Craft, synoptic assessment encourages learners to combine elements of their learning from different parts of the qualification which they are able to show as they progress through the qualification.

This qualification has been written to ensure that synopticity is embedded in the assessment criteria. It will therefore be evidenced when the learner successfully achieves the qualification.

In order to further support synoptic assessment the qualification encourages learners to take information from across the breadth of their experience and demonstrate how they have integrated and applied their knowledge, understanding and skills.

In Unit 01 the learner explores craft and enterprise skills which they can draw on in Units 02 and 03. The skills, supporting knowledge and understanding they have learned are then applied to achieve Unit 04. As part of this unit, learners are required to use their craft skills and craft ideas to produce their final craft work.

Section 6

**Mapping to Literacy, Numeracy
and ICT qualifications**

Mapping to Literacy, Numeracy and ICT qualifications

We know how important it is for learners to achieve Literacy, Numeracy and ICT qualifications. With this in mind we have mapped the opportunities for Literacy, Numeracy and ICT throughout this qualification.

There are many opportunities for learners to undertake integrated activities where they can practise and develop their Literacy, Numeracy and ICT skills. These are clearly identified in this section.

Ideas about aspects of Literacy, Numeracy and ICT skills that you can thread through your projects are given here and are all at Level 2. Information about Entry Level and Level 1 can be found on our website www.ncfe.org.uk/functional-skills.

Please note: as the National Curriculum for ICT is currently being developed, we've provided mapping information to the Level 2 Functional Skills qualification in Information and Communication Technology. This section will be updated when the information becomes available.

Literacy

Projects delivered in a genuine work-based context necessarily require effective communication and comprehension skills as well as number skills related to finance, budgets, logistics, materials, etc. Opportunities to explore and reward work in these areas should be an integral part of the project.

Literacy skills standards

Speaking, listening and communication

- make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.

Reading

- select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions
- consider complex information and give a relevant, cogent response in appropriate language
- present information and ideas clearly and persuasively to others
- adapt contributions to suit audience, purpose and situation
- make significant contributions to discussions, taking a range of roles and helping to move discussion forward
- select and use different types of text to obtain and utilise relevant information
- read and summarise succinctly information/ideas from different sources
- identify the purposes of texts and comment on how meaning is conveyed
- detect point of view, implicit meaning and/or bias
- analyse texts in relation to audience needs and consider suitable responses in three or more texts.

Writing

- write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively
- present information/ideas concisely, logically and persuasively
- present information on complex subjects clearly and concisely
- use a range of writing styles for different purposes
- use a range of sentence structures, including complex sentences and paragraphs, to organise written communication effectively
- punctuate written text using commas, apostrophes and inverted commas accurately
- ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.

Teachers should seek to exploit every opportunity to use industry-standard language and jargon, and to underpin outcomes with effective communications. This can include report writing, reviews, submissions to external bodies, presentations and understanding of technical language.

Numeracy

The number skills standards are identified below and opportunities for learners to undertake integrated activities where they can practice and develop their skills should be clearly identified. Learners should be aware of the common and frequent uses of number skills in the activities undertaken by people working in the craft sector. Learners should value and appreciate the importance of having basic number skills and understand that higher-level number skills will increase their opportunities in the world of work.

Number skills standards

Representing

- understand routine and non-routine problems in familiar and unfamiliar contexts and situations
- identify the situation or problems and identify the mathematical methods needed to solve them
- choose from a range of mathematics to find solutions.

Analysing

- apply a range of mathematics to find solutions
- use appropriate checking procedures and evaluate their effectiveness at each stage
- understand and use positive and negative numbers of any size in practical contexts
- carry out calculations with numbers of any size in practical contexts, to a given number of decimal places
- understand, use and calculate ratio and proportion, including problems involving scale
- understand and use equivalences between fractions, decimals and percentages
- understand and use simple formulae and equations involving one- or two-step operations
- recognise and use 2D representations of 3D objects
- find area, perimeter and volume of common shapes
- use, convert and calculate using metric and, where appropriate, imperial measures.

Interpreting

- interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations
- draw conclusions and provide mathematical justifications
- collect and represent discrete and continuous data, using information and communication technology (ICT) where appropriate
- use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate
- use statistical methods to investigate situations
- use probability to assess the likelihood of an outcome.

Numbers will feature in most projects with opportunities to work in percentages, fractions, decimals, ratio and proportion being fully grasped whenever possible.

Learners should be encouraged to estimate numerical outcomes using reliable methods and review/compare results. There are also lots of opportunities to explore the use and interpretation of data and to process, represent, analyse and interpret statistical outcomes.

ICT

It's common for learners to compile their work using lots of ICT-based resources, from using the internet for research to a variety of software for word processing, presentation and data collection. The Functional Skills list below shows that there will be lots of opportunities for Teachers to log achievement against the ICT Functional Skills criteria without any extra work for themselves or the learner.

Using ICT

- plan solutions to complex tasks by analysing the necessary stages
- use ICT to plan and analyse complex or multi-step tasks and activities and to make decisions about suitable approaches
- select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts
- manage information storage to enable efficient retrieval.

Finding and selecting information

- use appropriate search techniques to locate and select relevant information
 - select information from a variety of sources to meet the requirements of a complex task
 - select and use software applications to meet needs and solve complex problems
 - select and use a range of interface features and system facilities effectively to meet needs
 - select and adjust system settings as appropriate to individual needs
 - respond to ICT problems and take appropriate action
 - understand the danger of computer viruses and how to minimise risk
 - manage files, folders and other media storage to enable efficient information retrieval
 - use search engines, queries and AND/NOT/OR, >, <, >=, <=, contains, begins with, use of wild cards
 - recognise and take account of copyright and other constraints on the use of information
 - evaluate fitness for purpose of information.
-

Developing, presenting and communicating information

- enter, develop and refine information using appropriate software to meet the requirements of a complex task
- use appropriate software to meet the requirements of a complex data-handling task
- use communications software to meet the requirements of a complex task
- combine and present information in ways that are fit for purpose and audience
- evaluate the selection, use and effectiveness of ICT tools and facilities used to present information
- apply a range of editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numerical data, charts, graphs or other digital content
- process and analyse numerical data
- display numerical data in appropriate graphical format
- use appropriate field names and data types to organise information
- analyse and draw conclusions from a data set by searching, sorting and editing records
- organise electronic messages, attachments and contacts
- use collaborative tools appropriately
- understand the need to stay safe and to respect others when using ICT-based communication
- organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate
- work accurately and check accuracy, using software facilities where appropriate at each stage of a task and at the task's completion.

It's essential that if learners are using their work as evidence for more than one assessment process or qualification, it must be saved in the appropriate format in case moderation should occur simultaneously. Any ICT-based evidence can usually be copied and submitted. Should the evidence be paper-based, it may be necessary to keep more than one copy.

Functional Skills opportunities

NCFE offers Functional Skills qualifications in Mathematics, English and ICT. Many aspects of the learning for these can be embedded within the various projects used to deliver the V Certs. Functional Skills qualifications offer the chance for learners to achieve a nationally recognised qualification that can be used to support their progress in their chosen vocational area. By working in partnership with your Maths/English/ICT departments it would be possible to ensure that all your learners achieve both a V Cert qualification and at least one Functional Skills qualification.

Further information about NCFE Functional Skills qualifications can be found on our website www.ncfe.org.uk/functional-skills.

Even without the addition of a full Functional Skills qualification, V Certs offer many opportunities for Teachers to encourage greater understanding of Literacy, Numeracy and ICT fundamentals. If you can reference these explicitly in your teaching and learning you will be helping learners to build important skills for working life. Learners' achievement in these areas should be highlighted in their progression applications.

The nature of the integration of Functional Skills learning opportunities will vary according to each project. By detailing the skills standards for each Functional Skills subject, the Teacher should be able to quickly and easily explore the opportunities and work in tandem with their Literacy, Number and ICT skills Teachers to plan an effective programme of delivery that will enable learners, some of whom may not achieve the corresponding GCSE, to find success in these subjects and so develop a positive attitude towards them.

Functional Skills qualifications can be undertaken at a variety of levels from Entry Level through to Level 2. For more information please visit our website www.ncfe.org.uk/functional-skills.

Section 7

Links to National Occupational Standards

Links to National Occupational standards

We've mapped this qualification against Creative and Cultural Skills National Occupational Standards (NOS) for Craft. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

Creative and Cultural Skills Standards for Craft

NCFE unit number/title	NOS unit number/title
Unit 01 Exploring craft and enterprise skills	CR1, CR2, CR3, CR13, CR14, CR15, CR19, CR20, CR21, CR31, CR32, CR36, CR37, CR40, CR49, CR56
Unit 02 Research and develop design ideas for craft items	CR1, CR2, CR3, CR4, CR10, CR11, CR12, CR13, CR14, CR15, CR17, CR19, CR56
Unit 03 Respond to a craft brief	CR1, CR2, CR3, CR4, CR6, CR7, CR8, CR9, CR10, CR11, CR12, CR13, CR17, CR19, CR29, CR30, CR31, CR32, CR34, CR37
Unit 04 Produce final craft work	CR2, CR7, CR8, CR9, CR12, CR13, CR14, CR15, CR16, CR17, CR20, CR21, CR22, CR24, CR26, CR30, CR31, CR46, CR49, CR56

Section 8

Grading criteria glossary of terms

Grading criteria glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 1 V Cert qualifications and may not all appear in this qualification specification.

Pass	
Appropriate	Relevant to the purpose/task
Awareness	Knowledge, understanding, perception
Competent	Having the skill, knowledge and ability to complete a task to a given standard
Describe	Define, explain
Differentiate	Tell apart, distinguish
Effectively	In a manner which achieves a satisfactory solution
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess
Interpret	Understand and provide a meaning
Merit	
Clearly	Logically and without possibility of misunderstanding
Coherent	Logically connected
Confidently	With certainty in own ability
Critical understanding	The ability to deconstruct, analyse and evaluate, and express opinion
Detailed	Thorough and in-depth
Experimentation	Trial of different methods and techniques
Independent research	Work on one's own to investigate
Initiative	The ability to work without external direction
Justify	Give reasons or evidence to support an opinion
Realistic	Relevant and in context

Grading criteria glossary of terms (cont'd)

Distinction	
Advanced	Developed, refined and comprehensive
Comprehensive	All-encompassing
Convincing	Persuasive and credible
Creativity	Originality, imaginatively expressed
Critical judgement	Application of a critical understanding informing decisions
Curiosity	An eager desire to seek a fuller understanding
Explore	Search and investigate
Fluently	Smoothly flowing and without apparent effort
Insight	Intuitive perception
Inventive	Having creativity borne of original thought
Originality	Ability to think or express oneself in an independent and individual manner
Perceptively	Showing insight and understanding
Skilfully	In a manner underpinned by technical knowledge and a degree of mastery
Sophisticated	Developed, refined, advanced
Thorough	Completed fully, in some detail
Non-graded	
Accurately	In a manner which provides a correct reading or measurement – deviating only slightly
Demonstrate	Explain or describe through actions
Range of	A variety, an assortment, gamut
Reflect	To review and evaluate
Relate	To link or establish connections
Sufficient	Adequate for the purpose; enough to meet a need or purpose
Technical skill	Technique requiring understanding and ability to produce work of a good-quality standard
Various	Of different kinds, several, many

Section 9

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website

www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf.

Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

Feedback

Here at NCFE, we're continually looking to review and improve our portfolio of qualifications to make sure they are of a high standard and meeting the needs of both learners and employers.

In order to achieve this and to comply with the requirements of our regulator, Ofqual, we rely on the valuable feedback that you – our centres – provide us with.

For each NCFE qualification you deliver, we would be grateful if you could let us know the following:

- general feedback about the qualification and assessment
- whether the qualification is meeting its intended purpose
- the outcome for the learner – whether they have progressed to further education or into/within employment

You can provide us with this information by emailing qualificationfeedback@ncfe.org.uk, giving us a call on 0191 239 8000, responding to the next survey we send you, or completing this form <http://www.ncfe.org.uk/qualifications/qualification-feedback/> - the link to this is on the right hand side of our main 'Qualifications' page. By doing this, you're playing an important role in helping us continue to develop and enhance our qualifications for the benefit of your learners.

Contact us

NCFE
Q6
Quorum Business Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: service@ncfe.org.uk
Website: www.ncfe.org.uk

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