

**all you need
to know.**

Qualification Specification

NCFE Level 1 Certificate in Creative
Studies: Craft (601/0489/2)

Issue 9 April 2018

Contents

Section 1

Qualification overview	Page 3
------------------------	--------

Section 2

Assessment and moderation	Page 15
---------------------------	---------

Section 3

Grading	Page 22
---------	---------

Section 4

Structure and content	Page 27
-----------------------	---------

Section 5

Synoptic assessment	Page 49
---------------------	---------

Section 6

Links to National Skills Standards	Page 51
------------------------------------	---------

Section 7

Links to National Occupational Standards	Page 54
--	---------

Section 8

Grading criteria glossary of terms	Page 56
------------------------------------	---------

Section 9

General information	Page 59
---------------------	---------

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 1 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 1 Certificate in Creative Studies: Craft.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/0489/2.

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): 601/0489/2
- Aim reference: 60104892
- Total Qualification Time(TQT):180
- Guided learning hours (GLH): 120
- Level: 1
- Assessment requirements:
 - internally assessed and externally moderated portfolio of evidence

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.
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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 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
- review their own work, and develop ideas and learning through the craft process
- develop an understanding of health and safety considerations in the craft environment
- 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
 - 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 Explore craft skills	Mandatory	Internally assessed portfolio of evidence
Unit 02 Develop design ideas for craft	Mandatory	Internally assessed portfolio of evidence
Unit 03 Create ideas in response to a brief	Mandatory	Internally assessed portfolio of evidence
Unit 04 Produce and review final craft work	Mandatory	Internally assessed portfolio of evidence

To be awarded the NCFE Level 1 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 28).

To achieve the NCFE Level 1 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 22).

Progression opportunities

Learners who achieve this qualification could progress onto other V Cert qualifications, such as:

- NCFE Level 2 Certificate in Creative Studies: Craft
- NCFE Level 2 Certificate in Creative Studies: Art and Design
- NCFE Level 2 Certificate in Creative Studies: Graphic Design
- NCFE Level 2 Certificate in Creative Studies: Interactive Media

or further Level 2 qualifications and GCSEs:

- NCFE Level 2 Certificate in Photography
- NCFE Level 1 Award or Certificate in Enterprise Skills
- GCSE Design and Technology

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications <https://register.ofqual.gov.uk> and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification/s must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally 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 software packages and equipment 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 and claiming their certificates, 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.

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.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

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.hse.gov.uk
- www.craftcouncil.org.uk
- www.ceramicreview.com
- [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.architecture.com – Royal Institute of British Architects (RIBA)
- www.rics.org – Royal Institution 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.

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

Section 6 (page 51) shows how the units of this qualification relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 6 (page 51).

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 1 Certificate in Creative Studies: Craft has been mapped against the relevant Creative and Cultural Skills Standards for Craft. More detailed mapping is provided in Section 7 (page 54).

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 1 Certificate in Creative Studies: Craft is an internally assessed portfolio of evidence. This will be graded by centre staff and externally moderated by NCFE.

Learners must achieve a minimum of a Pass in all assessment criteria to achieve a 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.

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 27).

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 of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be 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 hours.

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 [Internal assessment writing and delivery: Guidance for centres](#)

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: Guidance 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: Guidance 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, or the on-going numbered record of the recorded evidence 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.

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 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 56).

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. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

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.

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 1.

Learners are required to successfully achieve 4 mandatory units. 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' regulated 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 Explore craft skills (A/505/4559)

Learners will develop basic craft skills and knowledge of materials and techniques. They will select appropriate tools, equipment and materials whilst maintaining a safe working environment.

Guided learning hours: 30

Level: 1

This unit is **mandatory**

This unit is **internally** assessed

Unit 02 Develop design ideas for craft (M/505/4560)

Learners will identify a range of sources to inspire their work. They will develop their ideas, responding to feedback from others. They will use tools, materials and techniques to develop craft ideas in 2D and 3D, observing safe working practices.

Guided learning hours: 30

Level: 1

This unit is **mandatory**

This unit is **internally** assessed

Unit 03 Create ideas in response to a brief (T/505/4561)

Learners will use the information they have gathered to inform their ideas to respond to a craft brief. Learners will share their ideas and respond to feedback from others.

Guided learning hours: 20

Level: 1

This unit is **mandatory**

This unit is **internally** assessed

Unit summaries (cont'd)

Unit 04 Produce and review final craft work (A/505/4562)

In this unit learners will produce final craft items following health and safety procedures. Learners will demonstrate a level of skill when using materials and techniques and will create a production plan. Learners will review the final craft items and how they match their original ideas. Learners will reflect on their own craft-making skills identifying actions for further development.

Guided learning hours: 40

Level: 1

This unit is **mandatory**

This unit is **internally** assessed

Unit 01 Exploring craft skills (A/505/4559)

The learner will:

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

The learner can:

- 1.1 Identify appropriate materials
- 1.2 Select suitable materials and **techniques**
- 1.3 Use **appropriate tools, equipment and materials**
- 1.4 Maintain a **safe working environment** by ensuring safe use of:
 - tools and equipment
 - materials and resources
 - learning environment

Range

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

Appropriate tools, equipment and materials: these will vary across the craft options but may include a range of hand and/or power tools.

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

Unit 01 Exploring craft skills (A/505/4559) (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. 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 and techniques, written evidence, tables, examples annotated.

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 a basic level of craft skills.

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

Assessment criteria: 1.3

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.

Assessment criteria: 1.4

Types of evidence: eg photographs, witness statement, risk assessment, worksheets, case studies.

Additional information: to provide evidence of correct use of PPE.

Unit 01 Exploring craft skills (A/505/4559) (cont'd)

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 skills (A/505/4559)

Assessment criteria	Pass	Merit	Distinction
1.1 Identify appropriate materials	Learners will identify appropriate materials	Learners will confidently identify appropriate materials	Learners will identify the properties of appropriate materials
1.2 Select suitable materials and techniques	Learners will select suitable materials and techniques	Learners will confidently select suitable materials and techniques	Learners will justify their selection of suitable materials and techniques
1.3 Use appropriate tools, equipment and materials	Learners will use appropriate tools, equipment and materials	Learners will confidently use appropriate tools, equipment and materials	Learners will use appropriate tools, equipment and materials effectively
1.4 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

Unit 02 Develop design ideas for craft (M/505/4560)

The learner will:

- 1 Be able to develop and adapt craft ideas

The learner can:

- 1.1 Identify **sources** to inspire ideas for craft
- 1.2 Use sources identified to **inform** ideas for craft
- 1.3 Use materials and techniques to make experimental **test pieces** in 2D
- 1.4 Use materials and techniques to make experimental test pieces in 3D
- 1.5 **Share** test pieces with others
- 1.6 Respond appropriately to feedback from others
- 1.7 **Identify safe working practices** associated with developing ideas

Range

Sources: eg drawings, photographs, written work, craft items, web pages, historical artefacts, the natural or man-made environment or the work of others.

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

Test piece(s): eg prototypes, partially resolved ideas, sketches, models, mock-ups, screenshots

Share: eg 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 Develop design ideas for craft (M/505/4560) (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. 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 may also show some ability to review methods and outcomes and justify opinions. There should be records of points of development in their work, with reflections on what they have done and modifications made.

Assessment criteria: 1.1, 1.2

Types of evidence: sketchbook/workbook, worksheets, photos, journals.

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 could include experimental pieces of work responding to 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 evidence of the context of source material.

Where possible learners should be encouraged to seek out and find new opportunities to gather new inspiration for their own craft work. These opportunities may be visits to permanent and travelling exhibitions in galleries, museums, libraries and exhibition centres. Learners should be able to list these possible sources including those local to them.

Unit 02 Develop design ideas for craft (M/505/4560) (cont'd)

Assessment criteria: 1.3, 1.4

Types of evidence: eg drawings, mood boards, ideas sheets, sketchbooks, models (Plasticine, balsa wood, Styrofoam), CAD, software packages (Photoshop, Google Sketch up, prodesktop), CAM photos, observation.

Additional information: at this stage ideas will not be fully resolved and there should be clear evidence of experimentation, discussion and revision. The test piece(s) should show that learners have modified their work according to feedback. Annotation should explain the development of ideas with reference to feedback and circumstances.

Assessment criteria: 1.5, 1.6

Types of evidence: eg video, group discussion, tutorial, peer review, presentation, audio/visual presentation, performance, written feedback, annotation.

Assessment criteria: 1.7

Types of evidence: eg health and safety audit, risk assessment, worksheet, witness statement, observation.

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 Develop design ideas for craft (M/505/4560)

Assessment criteria	Pass	Merit	Distinction
1.1 Identify sources to inspire ideas for craft	Learners will identify a limited range of sources to inspire ideas for craft	Learners will identify a range of sources to inspire ideas for craft	Learners will identify a wide range of sources to inspire ideas for craft
1.2 Use sources identified to inform ideas for craft	Learners will use a limited range of sources identified to inform ideas for craft	Learners will use a range of sources identified to inform ideas for craft	Learners will use a wide range of sources identified to inform ideas for craft
1.3 Use materials and techniques to make experimental test pieces in 2D	Learners will use a limited range of materials and techniques to make experimental test pieces	Learners will use a range of materials and techniques to make experimental test pieces craft ideas in 2D	Learners will use a wide range of materials and techniques to make experimental test pieces in 2D
1.4 Use materials and techniques to make experimental test pieces in 3D	Learners will use a limited range of materials and techniques to make experimental test pieces in 3D	Learners will use a range of materials and techniques to make experimental test pieces in 3D	Learners will use a wide range of materials and techniques to make experimental test pieces in 3D

Grading descriptors – Unit 02 Develop design ideas for craft (M/505/4560) (cont'd)

Assessment criteria	Pass	Merit	Distinction
1.5 Share test pieces with others	Learners share test pieces with others	Learners confidently share test pieces with others	Learners share test pieces fluently with others
1.6 Respond appropriately to feedback from others	Learners respond appropriately to feedback from others	Learners actively respond to feedback from others	Learners actively respond to feedback from others and justify their choices
1.7 Identify safe working practices associated with developing ideas	Learners identify safe working practices associated with developing ideas	No Merit for this AC	No Distinction for this AC

Unit 03 Create ideas in response to a brief (T/505/4561)**The learner will:**

- 1 Be able to respond to a craft brief

The learner can:

- 1.1 Develop a range of **appropriate craft ideas** in response to a given brief
 - 1.2 Share ideas with **others**
 - 1.3 **Review** ideas in response to feedback from others
 - 1.4 Select preferred idea, giving reasons for choice
-

Range

Appropriate craft ideas: this will vary according to the craft discipline to reflect the brief.

Others: eg Teachers, peers, other craftspeople, audience, social media, centre VLE.

Review: modify or improve ideas.

Unit 03 Create ideas in response to a brief (T/505/4561) (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 is important to reference clearly, showing which assessment criteria are covered, for both internal and external moderation.

Types of evidence: models, maquette, designs, drawings, sketches, photographs, graphic images, screenshots, written work, podcasts, audio/visual recordings, annotate modifications.

Assessment criteria: 1.1

Types of evidence: presentation notes, written work, audio/visual, discussion notes, observations.

Assessment criteria: 1.2

Additional information: learners should be encouraged to actively participate in group discussions and presentations. At this level the active participation of each learner is more important than a demonstration of presentation skills and techniques.

Types of evidence: written work, sketch, annotations, recorded oral feedback, observation.

Assessment criteria: 1.4, 1.3

Additional information: through activities such as class discussions, debates, critiques of others' work and items highlighted by the teacher, learners will develop appropriate language to support their choices. At this level the learners' participation is more important than a demonstration of a clear justification.

Unit 03 Create ideas in response to a brief (T/505/4561) (cont'd)**Assessment guidance (cont'd)**

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 03 Create ideas in response to a brief (T/505/4561)

Assessment criteria	Pass	Merit	Distinction
1.1 Develop a range of appropriate craft ideas in response to a given brief	Learners develop a range of appropriate craft ideas in response to a given brief	Learners develop a range of different craft ideas appropriately in response to a given brief	Learners develop a wide range of ideas in response to a given brief
1.2 Share ideas with others	Learners share ideas with others	Learners confidently share ideas with others	Learners share ideas fluently with others
1.3 Review ideas in response to feedback from others	Learners review ideas in response to feedback from others	Learners modify ideas in response to feedback from others	Learners modify ideas and justify their changes
1.4 Select preferred idea, giving reasons for choice	Learners will select preferred idea giving basic reasons for choice	Learners will select preferred idea demonstrating understanding of the reasons for choice	Learners will select preferred idea identifying strengths and weaknesses for their choice

Unit 04 Produce and review final craft work (A/505/4562)**The learner will:**

- 1 Be able to produce craft work

The learner can:

- 1.1 Use chosen idea to create a **production plan**
- 1.2 **Prepare** and maintain a safe work area, tools and materials to produce craft work
- 1.3 Produce final craft item(s)
- 1.4 **Present** the final craft work appropriately

The learner will:

- 2 Be able to review final craft work

The learner can:

- 2.1 Review the final work
- 2.2 Produce an action plan for the future development of craft work

Range

Production plan: could include eg work schedule, materials list, tools and equipment list, stages of development, costings, health and safety actions, risk assessment, time plan.

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

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

Unit 04 Produce and review final craft work (A/505/4562)
(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 is 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 ideas and outcomes, and that the final work represents the end stage of a thorough development process.

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

Unit 04 Produce and review final craft work (A/505/4562) (cont'd)

Assessment guidance (cont'd)

Assessment criteria: 1.1

Types of evidence: sketchbook, annotations, mind map, table, Gantt chart, work flow diagram, spreadsheet.

Assessment criteria: 1.2

Types of evidence: eg written statement, photographic evidence of safe working practice, observation, worksheets.

Assessment criteria: 1.3

Types of evidence: eg photographic evidence, video evidence, witness statements, observations, final craft item.

Assessment criteria: 1.4

Types of evidence: eg photographic evidence, mounted displays, portfolios, exhibition of final work.

Assessment criteria: 2.1

Types of evidence: written review, video

Additional information: where learners review and reflect on their work, they should also be encouraged to identify where there is room for development. At this level learners should be able to identify where further development is required in the planning, doing and exhibiting process which perhaps could be supported by video.

Assessment criteria: 2.2

Type of evidence: action plan

Additional information: at this level an action should simply be a list of areas where they, with the support of the Teacher, can see scope for improvement and future development.

Unit 04 Produce and review final craft work (A/505/4562)
(cont'd)

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 and review final craft work (A/505/4562)

Assessment criteria	Pass	Merit	Distinction
1.1 Use chosen idea to create a production plan	Learners use chosen idea to create a basic production plan	Learners will create a clear production plan for their chosen idea	Learners will create a detailed production plan for their chosen idea
1.2 Prepare and maintain a safe work area, tools and materials to produce craft work	Learners prepare and maintain a safe work area, tools and materials safely to produce craft work	No Merit for this AC	No Distinction for this AC
1.3 Produce final craft items	Learners to produce final craft item(s) showing a basic level of skill	Learners to produce final craft item(s) showing a confident level of skill	Learners to produce completed final craft item(s) showing a high level of skill
1.4 Present the final craft work appropriately	Learners will present the final craft work appropriately	No Merit for this AC	No Distinction for this AC
2.1 Review the final work	Learners will review the final work	Learners will clearly review the final work identifying strengths and weaknesses	Learners will review the final work and craft making process identifying improvements or further development producing a detailed action plan
2.2 Produce an action plan for the future development of craft work	Learners will produce a basic action plan for the future development of craft work	Learners will produce a clear action plan for the future development of craft work	

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 1 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. For example, when learners are producing their final item in Unit 04, they will use the knowledge and skills developed in Units 01–03.

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.

Section 6

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

English

All units

Mathematics

All units

ICT

All units

PLTS Independent Enquirers

All units

PLTS Creative Thinkers

All units

PLTS Reflective Learners

All units

PLTS Team Workers

Unit 02

PLTS Self-managers

All units

PLTS Effective Participators

Unit 02

Unit 03

For further information please contact a member of the Research and Product Development team.

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 Explore craft skills	CR1, CR2, CR3, CR13, CR14, CR15, CR19, CR20, CR21, CR31, CR32, CR36, CR37, CR40, CR49, CR56
Unit 02 Develop design ideas for craft	CR1, CR2, CR3, CR4, CR10, CR11, CR12, CR13, CR14, CR15, CR17, CR19, CR56
Unit 03 Create ideas in response to a brief	CR1, CR2, CR3, CR4, CR6, CR7, CR8, CR9, CR10, CR11, CR12, CR13, CR17, CR19, CR29, CR30, CR31, CR32, CR34, CR37
Unit 04 Produce and review 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	
Basic	Simple, not detailed
Limited range	More than one (learner shows no originality in selection)
Merit	
Actively	In an involved manner
Clear understanding	Complete grasp of the meaning
Clearly	Logically and without possibility of misunderstanding
Confidently	With certainty in own ability
Consistent	Done in the same way repeatedly
Give reasons for	Provide information to show why
Range of	More than one (learner may show some originality in selection)
Suitable	Of the right type or quality for a particular purpose
Distinction	
Compare	Examine two or more things in order to discover similarities or differences between them
Detailed	Thorough and in-depth
Effectively	In a manner which achieves a satisfactory solution
Fluently	Smoothly flowing and without apparent effort
Justify	Give reasons or evidence to support an opinion
Realistic	Relevant and in context
Well structured	Demonstrating a good level of planning and organisation
Wide range	Many more than one (learner shows originality in selection)

Grading criteria glossary of terms (cont'd)

Non-graded	
Accurately	In a manner which provides a correct reading or measurement – deviating only slightly
Demonstrate	Show skills or understanding
Range of	A variety, an assortment
Reflect	Review and evaluate
Relate	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.

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