



Qualification specification

**NCFE Entry Level Award in Creative Craft (Entry
1)**

QN: 600/4942/X

Contents

Summary of changes	4
Section 1	5
Qualification overview	6
Introduction	6
Things you need to know	7
Total Qualification Time (TQT)	7
Credit	7
About this qualification	8
Qualification purpose	8
Qualification objectives	8
Achieving this qualification	9
Recognition of Prior Learning (RPL)	10
Credit transfer	10
Direct Claim Status	10
Entry guidance	11
Progression opportunities	11
Qualification dates	11
Staffing requirements	12
Assessors and Internal Quality Assurance	12
Support for learners	12
Learner's Evidence Tracking Log (LETL)	12
Support for centres	12
There are a number of support documents available on the NCFE website that the centres might find useful.	12
Support handbook	12
Customer Support team	12
Reasonable Adjustments and Special Considerations Policy	13
Subject maps	13
Fees and Pricing	13
Training and support	13
Learning resources	13
Section 2	14
Unit content and assessment guidance	15
Unit 01 Create a piece of craft or design (D/503/4580)	16
Section 3	17
Assessment and quality assurance	18
How the qualification is assessed	18
Internal assessment	18
Supervision of learners and your role as an Assessor	19
Feedback to learners	19
Presenting evidence	19
Quality Assurance	20
Internal quality assurance	20
External quality assurance	20
Section 4	21
Entry level 10 point continuum	22
Section 5	25

Explanation of terms	26
Section 6	27
General information	28
Equal opportunities	28
Diversity, access and inclusion	28
Contact us	29

Summary of changes

This document summarises the changes to this qualification specification.

- Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 13).

Version	Publication date	Summary of amendments
v3.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1
v3.2	June 2022	<p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p> <p>Further information added to section 3 to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>

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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 this qualification and should be used by everyone involved in the planning, delivery and assessment of the Entry Level Award in Creative Craft (Entry 1).

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

To ensure that you're 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

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.

Things you need to know

Qualification number (QN)	600/4942/X
Aim reference	6004942X
Total Qualification Time (TQT)	20
Guided Learning Hours (GLH)	20
Credit value	2
Level	Entry 1
Assessment requirements	internally assessed and externally quality assured 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.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 600/4942/X.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

Qualification purpose

This qualification is designed to support engagement in learning.

This qualification will:

- provide opportunities to acquire elementary practical skills in creative craft.

Qualification objectives

The objectives of this qualification are to:

- introduce learners to craft and design materials
- allow learners to combine materials to create a craft item.

Achieving this qualification

To be awarded the Entry Level Award in Creative Craft (Entry 1), learners are required to successfully complete 1 mandatory unit.

Mandatory unit

Unit No	Unit title
Unit 01	Create a piece of craft or design

The learning outcomes for this unit are provided in Section 2.

The unit above may be available as a stand-alone unit programme. Please visit the NCFE website for further information.

To achieve the Entry Level Award in Creative Craft (Entry 1), learners must successfully demonstrate their achievement of all learning outcomes of the unit as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

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

This qualification is suitable for learners aged pre-16 and above.

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 learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this 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 eligibility.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Progression opportunities

Learners who achieve this qualification could progress to:

- Entry Level Award in Creative Craft (Entry 2)
- Entry Level Certificate in Personal and Social Development (Entry 2)

Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on the NCFE website.

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.

If we extend the review date then this will be shown on the qualification page on the NCFE website and approved centres 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.

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.

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 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 internal quality assured. This may be gained through experience and/or qualifications.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of support documents available on the NCFE website that the centres might find useful.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support assistant call 0191 239 8000 or email customersupport@ncfe.org.uk

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

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

The current fees and pricing guide is available on the NCFE website.

Training and support

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

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

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

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment)

The regulated unit number is indicated in brackets for the unit (eg M/100/7116).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

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

Unit 01 Create a piece of craft or design (D/503/4580)

Unit summary	This unit introduces learners to craft and design materials and enables them to combine 2 or more of these to create a craft item.
Credit value	2
Guided learning hours	20
Level	Entry 1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 understand how a craft or design project is made

The learner can:

- 1.1 demonstrate awareness of materials to create crafted items or designs

Learning outcome 2

The learner will:

- 2 be able to create a crafted item or design

The learner can:

- 2.1 combine 2 or more materials/items to create a craft item or design

Delivery and assessment
<p>1.1 - Work which shows evidence of the use of a limited range of craft materials with support from the Tutor. This could be supplemented by photographs, videos, witness statements.</p> <p>2.1 - With guidance from the Tutor, learners will be able to select from a range of materials/methods with which they are familiar to produce a finished craft item. This can be supplemented by photographs, videos, witness statements.</p>
Types of evidence
<ul style="list-style-type: none"> • photographs/videos – 1.1 • learner product – 2.1 • witness statement.

Section 3

Assessment and quality assurance

Assessment and quality assurance

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 Entry Level Award in Creative Craft (Entry 1) is internally assessed and externally quality assured.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

You are required to assess learners against a '10 point continuum' (see section 4). The Assessor should conduct an initial assessment to determine which stage on the continuum a learner starts at.

The learner demonstrates some form of achievement to show progression. The Assessor then has to make a decision as to where the learner has progressed to on the continuum; this is done against each learning outcome for each unit. The Assessor can decide to claim a unit at any time for the learner, or to claim the full qualification. For each unit to be claimed the Assessor has to complete a standard transcript. They provide this to the learner to accompany the certificate from us. We only ever certificate at Entry Level 1.

A learner can repeat a unit to show further progression; however, learners are only ever certificated once so we won't issue a further certificate. The Assessor has to provide a new transcript for the learner to show each new achievement on the continuum.

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 the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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.

Recorded

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

The recorded evidence should allow the learner to demonstrate the learning outcomes 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 Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

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

- the exact start and finish times so that the Quality Assurer 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 Quality Assurer 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: Assessors, 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 (blonde 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 quality assure or examine the work.

Quality Assurance

Internal quality assurance

Internal quality assurance 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 Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

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

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers 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 Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Entry 1 achievement continuum

Entry level 10 point continuum

This section shows the Entry 1 achievement continuum. There are 10 developmental stages in the continuum, each with a stage characteristic and a stage descriptor. These stages should be used by the Assessor to make a decision against each learning outcome. A learner transcript can then be produced to show where the learner is at.

1. Encounter

Characterised by presence and reflex responses

Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant.

Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.

2. Early awareness

Characterised by fleeting attention and inconsistent responses

Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person.

Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening.

3. Interest

Characterised by more consistent and differentiated reactions

Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects.

Learners begin to give reactions that show that they can tell the difference between specific people objects, places and events in their surroundings.

4. Supported participation

Characterised by co-operation and engagement

Learners accept supported participation. They co-operate with shared exploration. Learners engage in activities and participate in shared activities, although their responses may be supported by staff or other learners.

5. Active involvement

Characterised by recognition, anticipation and proactive responses

Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people.

Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.

6. Development

Characterised by remembered responses and intentional communication

Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time.

Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities.

7. Exploration

Characterised by concentration, recall and observation

Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support.

Learners remember responses over more extended periods and they observe the results of their actions with interest.

8. Initiation

Characterised by established responses and conventional communication

Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication.

Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore objects and events for more extended periods.

9. Consolidation

Characterised by the formation of skills, knowledge, concepts and understandings

Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results.

Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.

10. Application

Characterised by the application of skills, knowledge, concepts and understandings

Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages.

They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities.

Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems.

Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions.

Section 5

Explanation of terms

Explanation of terms

This table explains how the terms used at Entry Level 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Contribute to	Give ideas or opinions about the subject.
Demonstrate	Show an understanding of the subject.
Describe	Provide some details about the subject or item.
Explain	Provide some details about the subject with simple reasons showing how or why.
Give (an example of...)	Provide a relevant example to support the subject.
Identify	List or name some of the main points.
Indicate	Point out or show.
Label	Give the correct name to identify the subject.
List	Make a list of words, sentences or comments.
Name	Give the correct words which identify the subject.
Order	Arrange in a logical way.
Plan	Think about, organise and give information in a logical way. This could be presented as written information, a diagram or an illustration.
Respond to	Reply or answer in words.
Show	Give some information that includes knowledge about the subject.
State	Give some of the main points in brief, clear sentences.

Section 6

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 our Diversity and Equality policy is available on the NCFE website.

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 throughout the delivery, external quality assurance 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 the NCFE website

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