



Qualification specification

NCFE Level 2 Award in Creative Craft
QN: 601/3361/2

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v3.1	November 2017	Information regarding the wellbeing and safeguarding of learners added to Section 1.
v3.2	June 2022	Information regarding entry requirements added to Section 1 Information about the support handbook added to Section 1 Information about the language of assessment evidence added to Section 2

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 NCFE Level 2 Award in Creative 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.

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

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/3361/2.

Things you need to know

- Qualification number (QN): 601/3361/2
- Aim reference: 60133612
- Total qualification time (TQT): 100
- Guided learning hours (GLH): 70
- Credit value: 10
- Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

Centres can register learners on the generic creative craft qualification or one of the following craft pathways:

- Art and Design (ART)
- Heritage and Traditional Crafts (HTC)
- Textiles (TEX)
- Construction (CON)
- Floristry (FLO)
- Cake Decoration (CAK)
- Cookery (COO)

When registering learners for the generic creative craft qualification, centres should use the accreditation number (601/3361/2). If registering learners for a specific craft pathway, centres should use the accreditation number followed by the 3 letter craft option code shown in brackets above. For example, to register learners on the Textiles pathway, use 601/3361/2/TEX.

Please note - as the craft options will be listed on the certificate, it is important that Tutors make clear to learners the specific craft option they will be registered against.

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.

Aims and objectives of this qualification

This qualification aims to:

- extend and further develop learners' skills
- extend learners' knowledge and understanding of the creative craft process
- extend learners' understanding of health and safety issues provide the opportunity for further development
- provide a basis for progression onto further study.

The objectives of this qualification are to help learners to:

- use raw materials, tools and equipment in a safe and competent manner
 - evaluate own work, develop ideas and learning through the craft process
 - develop an understanding of health and safety considerations in the craft environment.
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Entry guidance

This qualification is designed for learners aged pre-16 and above who wish to develop skills and knowledge in craft.

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

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

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 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.

Achieving this qualification

To be awarded the NCFE Level 2 Award in Creative Craft, learners are required to successfully complete **3** mandatory units.

NCFE Level 2 Award in Creative Craft (601/3361/2)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- H/506/2672 Develop craft ideas (4 credits)
- T/506/2675 Create, present and evaluate final craft item (3 credits)

NCFE Level 2 Award in Creative Craft (Art and Design) (601/3361/2/ART)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- H/506/2672 Develop craft ideas (4 credits)
- L/506/2682 Create, present and evaluate final art and design item (3 credits)

NCFE Level 2 Award in Creative Craft (Heritage and Traditional Crafts) (601/3361/2/HTC)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- H/506/2672 Develop craft ideas (4 credits)
- J/506/2681 Create, present and evaluate final heritage and traditional crafts item (3 credits)

NCFE Level 2 Award in Creative Craft (Textiles) (601/3361/2/TEX)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- H/506/2672 Develop craft ideas (4 credits)
- F/506/2680 Create, present and evaluate final textiles item (3 credits)

NCFE Level 2 Award in Creative Craft (Construction) (601/3361/2/CON)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- H/506/2672 Develop craft ideas (4 credits)
- A/506/2676 Create, present and evaluate final construction item (3 credits)

NCFE Level 2 Award in Creative Craft (Floristry) (601/3361/2/FLO)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- H/506/2672 Develop craft ideas (4 credits)
- L/506/2679 Create, present and evaluate final floristry item (3 credits)

NCFE Level 2 Award in Creative Craft (Cake Decoration) (601/3361/2/CAK)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- H/506/2672 Develop craft ideas (4 credits)
- J/506/2678 Create, present and evaluate final cake decoration item (3 credits)

NCFE Level 2 Award in Creative Craft (Cookery) (601/3361/2/COO)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- H/506/2672 Develop craft ideas (4 credits)
- F/506/2677 Create, present and evaluate final cookery item (3 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3.

To achieve the NCFE Level 2 Award in Creative Craft, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Pathways within this qualification

When registering learners for this qualification, centres should use the NCFE qualification number followed by the relevant pathway code - for example, 601/3361/2/ART. As the chosen pathway will appear on the certificate, it is important that Tutors make clear to learners the specific option they will be registered against. Centres must carefully consider which option they want to register the learner onto, as the registration fee will be applied to each option.

The following pathways are available for this qualification:

- Art and Design (ART)
 - Heritage and Traditional Crafts (HTC)
 - Textiles (TEX)
 - Construction (CON)
 - Floristry (FLO)
 - Cake Decoration (CAK)
 - Cookery (COO)
-

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 3 Certificate in Creative Craft
- NCFE Level 3 Certificate in Art and Design
- NCFE Level 3 Certificate in Photography
- NCFE Level 3 Certificate in Photography
- NCFE Level 3 Diploma in Photography
- NCFE Level 3 Diploma in Creative Media

It may also be useful to learners studying qualifications in the following sectors:

- Craft, creative art and design
- Media and communication

Learners can progress from an Award to a Certificate but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

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.

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 the NCFE 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 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.

Resource requirements

There are no specific resource requirements for this qualification.

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 template – you can devise your own evidence-tracking document instead.

Support for centres

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 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.

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. 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 Moderators. 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.

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 4 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 4.

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.

This qualification has been mapped against the relevant craft NOS. More detailed mapping is provided in Section 5

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 NCFE Level 2 Award in Creative Craft is internally assessed.

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

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. 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 3.

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

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

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

Section 3

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
- credit value
- level
- whether a unit is mandatory or optional.

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)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (eg M/100/7116).

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

Unit summaries

Use materials, tools and equipment to develop craft techniques (M/506/2674)

Learners will explore different materials and develop an understanding of the visual and tactile qualities of them. They will develop techniques for manipulation of different craft materials and develop the use of tools required, whilst ensuring that they observe the health and safety aspects of the materials, tools and techniques used.

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **mandatory**

Develop craft ideas (H/506/2672)

Learners will research and compare sources and contexts to inspire their ideas for craft. Learners will have the opportunity to present their ideas to others to gain feedback on which to adapt or how to improve their idea. They will develop their ideas by researching, debating and adapting before selecting and justifying their final choice.

Guided learning hours: 30

Credit value: 4

Level: 2

This unit is **mandatory**

Create, present and evaluate final craft item (T/506/2675)

In this unit learners will plan, produce and evaluate their own craft work. Learners will prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **mandatory** for the generic craft pathway

Unit summaries (cont'd)**Create, present and evaluate final art and design item (L/506/2682)**

In this unit learners will plan, produce and evaluate their own art and design craft work. Learners will prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **mandatory** for the Art and Design pathway

Create, present and evaluate final heritage and traditional crafts item (J/506/2681)

In this unit learners will plan, produce and evaluate their own heritage and traditional craft work. Learners will prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **mandatory** for the Heritage and Traditional Crafts pathway

Create, present and evaluate final textiles item (F/506/2680)

In this unit learners will plan, produce and evaluate their own textiles craft work. Learners will prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **mandatory** for the Textiles pathway

Unit summaries (cont'd)

Create, present and evaluate final construction item (A/506/2676)

In this unit learners will plan, produce and evaluate their own construction craft work. Learners will prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **mandatory** for the Construction pathway

Create, present and evaluate final floristry item (L/506/2679)

In this unit learners will plan, produce and evaluate their own floristry craft work. Learners will prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **mandatory** for the Floristry pathway

Create, present and evaluate final cake decoration item (J/506/2678)

In this unit learners will plan, produce and evaluate their own cake decoration craft work. Learners will prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **mandatory** for the Cake Decoration pathway

Unit summaries (cont'd)**Create, present and evaluate final cookery item (F/506/2677)**

In this unit learners will plan, produce and evaluate their own cookery craft work. Learners will prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **mandatory** for the Cookery pathway

Use materials, tools and equipment to develop craft techniques (M/506/2674)

The learner will:

- 1 Be able to use materials, tools and equipment to develop craft techniques

The learner can:

- 1.1 Assess the properties of available materials for craft item(s) including the visual and tactile qualities
 - 1.2 Select materials, tools, equipment and techniques to support craft ideas and give reasons for choices
 - 1.3 Use appropriate tools and equipment for selected techniques
 - 1.4 Develop craft techniques, making effective use of materials, tools and equipment
 - 1.5 Maintain a safe working environment by ensuring safe use of materials, tools and equipment
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Assessment guidance

Types of evidence: sketchbooks, initial exploratory work, practical samples with annotation, test pieces, photographic evidence, written accounts and records relating to materials, tools, equipment and techniques relating to learner's craft and ideas

Assessment criteria: 1.1–1.5

Additional information: within this unit learners must develop the technical skills required to support the creation of their craft ideas. This must be evidenced as they explore and select the materials, tools and equipment of their chosen craft. Learners will methodically develop skills and techniques. There will be a clear reasoning process regarding the choice of materials, tools, equipment and techniques which learners will be able to communicate effectively. Learners must be encouraged to safely explore and develop these elements as far as possible to develop the strongest possible understanding of the limitations and applications of different materials, tools, equipment and techniques.

- 1.1 Learners must show they have assessed and have considered the different properties of available materials. Learners should be able to assess the positive and negative qualities of a selection of materials commonly used to produce work within their chosen craft. Learners should be able to record characteristics of the materials and how they respond to manipulation, for example malleability, to combine, shaping, application, visual characteristics etc.
- 1.2 Learners must demonstrate the conscious selection of materials, tools, equipment and techniques for a purpose. They will demonstrate the suitability of their choice through the practical work they produce. In addition, they must show why the materials, tools, equipment and techniques were chosen. Their conscious choosing of materials, tools, equipment and techniques could be rationalised through annotation, question and answer records, audio visual evidence etc. Learners should be able to compare materials, tools, equipment and techniques. They should be able to justify their choices with a clear rationale which holds up to examination. Learners should be able to identify the reasons for their choices against the intended outcomes.

Use materials, tools and equipment to develop craft techniques (M/506/2674) (cont'd)**Assessment guidance**

- 1.3,1.4 The craft techniques developed by learners will be used competently to effectively apply the materials, tools and equipment in order to achieve the intended outcomes. Learners' use of techniques should be developed with clear progress evident from the work produced. If learners modify their techniques or their choice of materials, tools and equipment, then this should be recorded as evidence of a developing approach.
- 1.5 Learners will demonstrate a clear understanding of health and safety in relation to the craft tools, equipment, materials and techniques explored. Learners should reflect on their practical experience and how they have adhered to safe working practices, including any protective clothing or equipment. Learners must demonstrate that through their own conduct they have worked to maintain a safe working environment in whichever context is required by the craft. This must be evidenced over time to show how safety practices have been maintained. If an incident occurred they could recount how they followed a procedure to limit the impact of any hazard or risk to themselves and others. Audio visual evidence could be used to capture evidence of learners' responses or explanations. However, if this is recorded during a group activity, the individual's contribution must be clearly evidenced in order for a clear assessment decision to be made.

Learners' evidence may be presented in a traditional 2 dimensional and or combined 3 dimensional format, in a digital format or in a combination of both. All evidence types must be appropriately authenticated and show clear evidence of the individual learner's performance against the assessment criteria.

Develop craft ideas (H/506/2672)

The learner will:

- 1 Be able to develop craft ideas

The learner can:

- 1.1 Use a range of different sources to develop craft ideas
 - 1.2 Develop visual language to communicate craft ideas
 - 1.3 Use feedback and evaluation of own work to develop craft ideas
 - 1.4 Adapt craft ideas in response to feedback and evaluation of own work
 - 1.5 Select preferred craft idea giving reasons for choice
 - 1.6 Maintain a safe working environment
-

Assessment guidance

General information: within this unit learners must develop their ideas using a range of different primary and secondary sources to develop a range of craft ideas. Learners should be set a project, assignment or brief which gives them a focus for their ideas. The brief should challenge learners to explore new ideas or seek different ideas of familiar subjects. Learners should not formalise their ideas too early and should develop their ideas with an open mind. Learners should demonstrate a developing ability to communicate their ideas through the visual language they use. Feedback should be viewed by learners as an important and constructive part of developing their ideas and apply appropriate adaptations. Within this unit learners will develop their ideas through a range of possibilities to a conclusion but will not produce final piece/s of work. Learners should be confident and competent with safe working practices.

Types of evidence: sketchbooks, initial exploratory work, practical samples with annotation, research and secondary resources, practical studies of primary resources, peer and tutor feedback including records of how the feedback has impacted on the development of ideas

Assessment criteria: 1.1–1.5

Additional information:

- 1.1 Learners will research and use a range of different primary and secondary sources of information to develop their craft ideas. Learners should be encouraged to look at a variety of different secondary sources and not solely depend on those immediately accessible through the internet or books. They could visit galleries, shops, craft workshops etc. They should be encouraged to form their own opinions about secondary sources rather than relying on the interpretation or opinion of a third party. Learners should use a range of different primary sources of inspiration which may include written words, music, songs, designs or other visual outcomes.

Develop craft ideas (H/506/2672) (cont'd)**Assessment guidance**

- 1.2 Learners will be able to use formal elements of design such as colour, space, line, form, texture, shape, balance, scale and contrast. Developmental craft work should demonstrate the ability to combine elements and communicate intended ideas using visual language.

The successful use of visual language is gauged by how successfully a learner uses the elements of design to communicate an idea. At Level 2 this should be confident at a basic level and be developing to show an ability to communicate more complex or subtle ideas.

The formal elements of design are texture, colour, line, form etc. The learner will be able to apply these elements within craft work and would use a range of these to communicate the ideas they develop. The learner's use of visual language including the formal elements of design would primarily be assessed from their craft work.

Their understanding of formal elements may also be evidenced through their annotation. For example, how they rationalise changes in colour, form or texture.

- 1.3 Learners will discuss their ideas with others; this may not be a formal presentation and could be undertaken as a group discussion with as few as two other participants. Learners should be encouraged to obtain feedback from as many reliable sources as possible. Having discussed their ideas they should make a record of this, which could be accomplished through peer feedback notes completed by others or learners' own record of the feedback received.

Learners should develop reflective practices and undertake an interim evaluation their own work. Learners should make every effort to be objective during their evaluation and focus on potential improvements to the ideas developed. Learners should record their findings using an appropriate method.

- 1.4 Learners should then record by written, visual and/or audio visual means how the feedback and their evaluation has contributed to their ideas as they develop, recording any modifications made as a result. Learners should be able to differentiate between feedback which is useful to the ideas, for whatever reason, and that feedback which may be useful in a different context or at another time. Any adaptations made to the practical developmental work produced by learners must be clearly recorded.

- 1.5 The learner will select one idea to produce to a finished standard. This choice should be a product of weighing up the different factors experienced within this unit, for example the feedback from others, feasibility of ideas, the success of final outcomes to communicate the intended ideas etc. The learner must record how they have reached their decision and explain the factors that have impacted on their choice. Learners will have reached a decision regarding the final idea and they will produce this within the next unit.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audio/visual evidence

Assessment criteria: 1.6

Additional information: learners should be confident and competent with safe working practices in relation to their craft work. Learners' safe working practices will be secure across a suitable range of craft activities. They will be able to maintain required safe working practices as they progress with the development of their craft ideas. Learners' safe working practices must be maintained over time and there should be evidence to show this. Learners will be able to work safely and, by doing so, contribute to the safety of their studio or working environment. They should be aware of risks around them to both themselves and others, working effectively to limit these accordingly.

Learners' evidence may be presented in a traditional 2 dimensional and or combined 3 dimensional format, in a digital format or in a combination of both. All evidence types must be appropriately authenticated and show clear evidence of the individual learner's performance against the assessment criteria.

Create, present and evaluate final craft item (T/506/2675)

The learner will:

- 1 Be able to create and present final craft item(s)

The learner can:

- 1.1 Use chosen idea to create a production plan
 - 1.2 Use selected tools, materials, equipment and techniques to produce final craft work
 - 1.3 Display craft work in an appropriate way/setting
 - 1.4 Maintain a safe working environment
-

The learner will:

- 2 Know how to evaluate the creative and craft making processes

The learner can:

- 2.1 Evaluate the creative process
 - 2.2 Review final craft item to identify opportunities for improvement or further development
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Assessment guidance

General information: within this unit learners plan and produce their final craft item. Learners will use their chosen idea to plan the production of the final craft item(s) including relevant details such as timelines, resources, risks and contingencies. This piece of work should be the learner's final response to the assignment, brief or project set. Learners will be able to present and review their finished work using the brief, assignment or project to benchmark their success. Learners will demonstrate an awareness of continually developing their practice through identifying steps for their own future development and/or opportunities for improvement within the work produced.

Types of evidence: sketchbooks, planning records, work schedules, practical design plans, action plans, written plans

Assessment criteria: 1.1

Additional information: learners must show they have planned the work prior to starting the craft production process. The plan will be based on the production of their chosen idea. The planning may be recorded in any form relevant to the craft work/s. There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified and learners should include any constraints that could arise from access to these. Learners should include risk planning and contingencies: for example, if they are using specialist material, they might state alternatives that could be used if this material runs out or is limited. The production may not follow the plan completely as the production progresses and learners should record any adaptations they make. The production plan should be a clear statement of how learners intend to proceed.

Create, present and evaluate final craft item (T/506/2675) (cont'd)**Assessment guidance**

Types of evidence: final pieces of craft work presented in an appropriate format or context, visual or annotated records of interim stages of production

Assessment criteria: 1.2–1.3

Additional information: learners must produce their final craft item as intended within the plan created in 1.1. Learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved by using practical outcomes, annotation, digital files or photographic evidence etc.

Learners should show why they have selected particular materials, tools, equipment and techniques for the production of their idea, referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

The final craft item should then be presented in a format appropriate to the chosen craft. The final work could be presented photographically if this is the most relevant form of evidence, such as if the craft work is large or perishable.

When the final piece is evidenced photographically, the same care should be taken to present the final photographs. The photographic evidence should be of a good quality, allowing the viewer to clearly see sufficient detail and to be able to assess the finished piece of work. Evidence of the final piece should show the individual's work clearly, especially where learners have completed a section of a group work: for example, where learners have completed a definable part of a community project.

Create, present and evaluate final craft item (T/506/2675) (cont'd)**Assessment guidance**

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audio/visual evidence

Assessment criteria: 1.4

Additional information: learners should be confident and competent with safe working practices in relation to their craft work. Learners' safe working practices will be secure across a suitable range of materials, tools, equipment and techniques. They will be able to maintain required safe working practices as they progress with the production of their final craft ideas. Learners' safe working practices must be maintained over time and there should be evidence to show this. Learners will be able to work safely and, by doing so, contribute to the safety of their studio or working environment. They should be aware of risks around them to both themselves and others, working effectively to limit these accordingly.

Types of evidence: final evaluation in written or verbal form, recorded in an appropriate authenticated format; action plan, development plan, written accounts

Assessment criteria: 2.1–2.2

Additional information: learners must evaluate their craft work and the whole creative process to identify aspects that went well, especially areas for further improvement. Learners will reflect on their creative process, considering overall what they have learned and what they would do differently next time.

Learners must rationalise any success relating to the final piece of craft work within the context of the project, assignment or brief the work was created to meet.

Learners will clearly identify multiple opportunities for their own relevant skills development and/or elements of their work that could be further developed. Learners should be encouraged to see the review/evaluation as the activity that informs the next stages of their creative process.

Learners' evidence may be presented in a traditional 2 dimensional and or combined 3 dimensional format, in a digital format or in a combination of both. All evidence types must be appropriately authenticated and show clear evidence of the individual learner's performance against the assessment criteria.

Create, present and evaluate final art and design item (L/506/2682)

The learner will:

- 1 Be able to create and present final art and design item(s)

The learner can:

- 1.1 Use chosen idea to create a production plan
 - 1.2 Use selected tools, materials, equipment and techniques to produce final art and design work
 - 1.3 Display art and design work in an appropriate way/setting
 - 1.4 Maintain a safe working environment
-

The learner will:

- 2 Know how to evaluate the creative and craft making processes

The learner can:

- 2.1 Evaluate the creative process
 - 2.2 Review final art and design item to identify opportunities for improvement or further development
-

Assessment guidance

General information: within this unit learners plan and produce their final art and design item. Learners will use their chosen idea to plan the production of the final art and design item(s) including relevant details such as timelines, resources, risks and contingencies. This piece of work should be the learner's final response to the assignment, brief or project set. Learners will be able to present and review their finished work using the brief, assignment or project to benchmark their success. Learners will demonstrate an awareness of continually developing their practice through identifying steps for their own future development and/or opportunities for improvement within the work produced.

Types of evidence: sketchbooks, planning records; work schedules, practical design plans, action plans, written plans

Assessment criteria: 1.1

Additional information: Learners must show they have planned the work prior to starting the art and design production process. The plan will be based on the production of their chosen idea. The planning may be recorded in any form relevant to the art and design work(s). There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified and learners should include any constraints that could arise from access to these.

Learners should include risk planning and contingencies: for example, if they are using specialist material they might state alternatives that could be used if this material runs out or is limited. The production may not follow the plan completely as the production progresses and learners should record any adaptations they make. The production plan should be a clear statement of how learners intend to proceed.

Create, present and evaluate final art and design item (L/506/2682) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final pieces of art and design work presented in an appropriate format or context, visual or annotated records of interim stages of production

Assessment criteria: 1.2–1.3

Additional information: learners must produce their final art and design item as intended within the plan created in 1.1. Learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved by using practical outcomes, annotation, digital files or photographic evidence etc.

Learners should show why they have selected particular materials, tools, equipment and techniques for the production of their idea, referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

The final craft item should then be presented in a format appropriate to the art and design craft. The final work could be presented photographically if this is the most relevant form of evidence – for example, if the art and design work is large, transitory or perishable; an art and design installation, or if the work is produced in the natural environment and may be destroyed by natural elements such as wind, rain and sea etc.

When the final piece is evidenced photographically, the same care should be taken to present the final photographs. The photographic evidence should be of a good quality, allowing the viewer to clearly see sufficient detail and to be able to assess the finished piece of work. Evidence of the final piece should show the individual's work clearly, especially where learners have completed a section of group work: for example, where learners have completed a definable part of a community project.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audio/visual evidence

Assessment criteria: 1.4

Additional information: learners should be confident and competent with safe working practices in relation to their art and design work. Learners' safe working practices will be secure across a suitable range of materials, tools, equipment and techniques. They will be able to maintain required safe working practices as they progress with the production of their final art and design ideas. Learners' safe working practices must be maintained over time and there should be evidence to show this. Learners will be able to work safely and, by doing so, contribute to the safety of their studio or working environment. They should be aware of risks around them to both themselves and others, working effectively to limit these accordingly.

Create, present and evaluate final art and design item (L/506/2682) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final evaluation in written or verbal form, recorded in an appropriate authenticated format; action plan, development plan, written accounts

Assessment criteria: 2.1–2.2

Additional information: learners must evaluate their art and design work and the whole creative process to identify aspects that went well, especially areas for further improvement. Learners will reflect on their creative process, considering overall what they have learned and what they would do differently next time.

Learners must rationalise any success relating to the final piece of art and design work within the context of the project, assignment or brief that the work was created to meet.

Learners will clearly identify multiple opportunities for their own relevant skills development and/or elements of their work that could be further developed. Learners should be encouraged to see the review/evaluation as the activity that informs the next stages of their creative process.

Learners' evidence may be presented in a traditional 2 dimensional and or combined 3 dimensional format, in a digital format or in a combination of both. All evidence types must be appropriately authenticated and show clear evidence of the individual learner's performance against the assessment criteria.

Create, present and evaluate final heritage and traditional crafts item (J/506/2681)

The learner will:

- 1 Be able to create and present final heritage and traditional crafts item(s)

The learner can:

- 1.1 Use chosen idea to create a production plan
 - 1.2 Use selected tools, materials, equipment and techniques to produce final craft work
 - 1.3 Display craft work in an appropriate way/setting
 - 1.4 Maintain a safe working environment
-

The learner will:

- 2 Know how to evaluate the creative and craft making processes

The learner can:

- 2.1 Evaluate the creative process
 - 2.2 Review final craft item to identify opportunities for improvement or further development
-

Assessment guidance

General information: within this unit learners plan and produce their final heritage and traditional craft item. Learners will use their chosen idea to plan the production of the final heritage and traditional craft item(s) including relevant details such as timelines, resources, risks and contingencies. This piece of work should be the learner's final response to the assignment, brief or project set. Learners will be able to present and review their finished work using the brief, assignment or project to benchmark their success. Learners will demonstrate an awareness of continually developing their practice through identifying steps for their own future development and/or opportunities for improvement within the work produced.

Types of evidence: sketchbooks, planning records, work schedules, practical design plans, action plans, written plans

Assessment criteria: 1.1

Additional information: learners must show they have planned the work prior to starting the heritage and traditional craft production process. The plan will be based on the production of their chosen idea. The planning may be recorded in any form relevant to the heritage and traditional craft work(s). There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified and learners should include any constraints that could arise from access to these. Learners should include risk planning and contingencies: for example, if they are using specialist material they might state alternatives that could be used if this material runs out or is limited. The production may not follow the plan completely as the production progresses and learners should record any adaptations they make. The production plan should be a clear statement of how learners intend to proceed.

Create, present and evaluate final heritage and traditional crafts item (J/506/2681) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final pieces of heritage and traditional craft work presented in an appropriate format or context, visual or annotated records of interim stages of production

Assessment criteria: 1.2–1.3

Additional information: learners must produce their final heritage and traditional craft item as intended within the plan created in 1.1. Learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved by using practical outcomes, annotation, digital files or photographic evidence etc.

Learners should show why they have selected particular materials, tools, equipment and techniques for the production of their idea, referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

The final craft item should then be presented in a format appropriate to the heritage and traditional craft. The final work could be presented photographically if this is the most relevant form of evidence - for example, if the heritage and traditional craft work is large or perishable or if the work is produced in the natural environment and may be destroyed by natural elements such as wind, rain and water etc.

When the final piece is evidenced photographically, the same care should be taken to present the final photographs. The photographic evidence should be of a good quality, allowing the viewer to clearly see sufficient detail and to be able to assess the finished piece of work. Evidence of the final piece should show the individual's work clearly, especially where learners have completed a section of group work, eg where learners have completed a definable part of a community project.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audio/visual evidence

Assessment criteria: 1.4

Additional information: learners should be confident and competent with safe working practices in relation to their heritage and traditional craft work. Learners' safe working practices will be secure across a suitable range of materials, tools, equipment and techniques. They will now be able to maintain required safe working practices as they progress with the production of their final heritage and traditional craft ideas. Learners' safe working practices must be maintained over time and there should be evidence to show this. Learners will be able to work safely and, by doing so, contribute to the safety of their studio or working environment. They should be aware of risks around them to both themselves and others, working effectively to limit these accordingly.

Create, present and evaluate final heritage and traditional crafts item (J/506/2681) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final evaluation in written or verbal form recorded in an appropriate authenticated format; action plan, development plan, written accounts

Assessment criteria: 2.1–2.2

Additional information: learners must evaluate their heritage and traditional craft work and the whole creative process to identify aspects that went well, especially areas for further improvement. Learners will reflect on their creative process, considering overall what they have learned and what they would do differently next time.

Learners must rationalise any success relating to the final piece of heritage and traditional craft work within the context of the project, assignment or brief the work was created to meet.

Learners will clearly identify multiple opportunities for their own relevant skills development and/or elements of their work that could be further developed. Learners should be encouraged to see the review/evaluation as the activity that informs the next stages of their creative process.

Learners' evidence may be presented in a traditional 2 dimensional and or combined 3 dimensional format, in a digital format or in a combination of both. All evidence types must be appropriately authenticated and show clear evidence of the individual learner's performance against the assessment criteria.

Create, present and evaluate final textiles item (F/506/2680)

The learner will:

- 1 Be able to create and present final textiles item(s)

The learner can:

- 1.1 Use chosen idea to create a production plan
 - 1.2 Use selected tools, materials, equipment and techniques to produce final textiles work
 - 1.3 Display textiles work in an appropriate way/setting
 - 1.4 Maintain a safe working environment
-

The learner will:

- 2 Know how to evaluate the creative and craft making processes

The learner can:

- 2.1 Evaluate the creative process
 - 2.2 Review final textiles item to identify opportunities for improvement or further development
-

Assessment guidance

General information: within this unit learners plan and produce their final textile item. Learners will use their chosen idea to plan the production of the final textile item(s) including relevant details such as timelines, resources, risks and contingencies. This piece of work should be the learner's final response to the assignment, brief or project set. Learners will be able to present and review their finished work using the brief, assignment or project to benchmark their success. Learners will demonstrate an awareness of continually developing their practice through identifying steps for their own future development and/or opportunities for improvement within the work produced.

Types of evidence: sketchbooks, planning records; work schedules, practical design plans, action plans, written plans

Assessment criteria: 1.1

Additional information: learners must show they have planned the work prior to starting the textile production process. The plan will be based on the production of their chosen idea. The planning may be recorded in any form relevant to the textile work(s). There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified and learners should include any constraints that could arise from access to these. Learners should include risk planning and contingencies: for example, if they are using specialist material they might state alternatives that could be used if this material runs out or is limited. The production may not follow the plan completely as the production progresses and learners should record any adaptations they make. The production plan should be a clear statement of how learners intend to proceed.

Create, present and evaluate final textiles item (F/506/2680) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final pieces of textile work presented in an appropriate format or context, visual or annotated records of interim stages of production

Assessment criteria: 1.2–1.3

Additional information: learners must produce their final textile item as intended within the plan created in 1.1. Learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved by using practical outcomes, annotation, digital files or photographic evidence etc.

Learners should show why they have selected particular materials, tools, equipment and techniques for the production of their idea, referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

The final craft item should then be presented in a format appropriate to the textile craft. The final work could be presented photographically if this is the most relevant form of evidence - for example, if the textile work is large, transitory or perishable; a textile wall hanging installed in a public place; or if the work is produced in the natural environment and may be destroyed by natural elements such as wind, rain and sun etc.

When the final piece is evidenced photographically, the same care should be taken to present the final photographs. The photographic evidence should be of a good quality, allowing the viewer to clearly see sufficient detail and to be able to assess the finished piece of work. Evidence of the final piece should show the individual's work clearly, especially where learners have completed a section of group work, eg where learners have completed a definable part of a community project.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audio/visual evidence

Assessment criteria: 1.4

Additional information: learners should be confident and competent with safe working practices in relation to their textile work. Learners' safe working practices will be secure across a suitable range of materials, tools, equipment and techniques. They will now be able to maintain required safe working practices as they progress with the production of their final textile ideas. Learners' safe working practices must be maintained over time and there should be evidence to show this. Learners will be able to work safely and, by doing so, contribute to the safety of their studio or working environment. They should be aware of risks around them to both themselves and others, working effectively to limit these accordingly.

Create, present and evaluate final textiles item (F/506/2680) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final evaluation in written or verbal form, recorded in an appropriate authenticated format; action plan, development plan, written accounts

Assessment criteria: 2.1–2.2

Additional information: learners must evaluate their textile work and the whole creative process to identify aspects that went well, especially areas for further improvement. Learners will reflect on their creative process, considering overall what they have learned and what they would do differently next time.

Learners must rationalise any success relating to the final piece of textile work within the context of the project, assignment or brief the work was created to meet.

Learners will clearly identify multiple opportunities for their own relevant skills development and/or elements of their work that could be further developed. Learners should be encouraged to see the review/evaluation as the activity that informs the next stages of their creative process.

Learners' evidence may be presented in a traditional 2 dimensional and or combined 3 dimensional format, in a digital format or in a combination of both. All evidence types must be appropriately authenticated and show clear evidence of the individual learner's performance against the assessment criteria.

Create, present and evaluate final construction item (A/506/2676)

The learner will:

- 1 Be able to create and present final construction item(s)

The learner can:

- 1.1 Use chosen idea to create a production plan
 - 1.2 Use selected tools, materials, equipment and techniques to produce final construction work
 - 1.3 Display construction work in an appropriate way/setting
 - 1.4 Maintain a safe working environment
-

The learner will:

- 2 Know how to evaluate the creative and craft making processes

The learner can:

- 2.1 Evaluate the creative process
 - 2.2 Review final construction item to identify opportunities for improvement or further development
-

Assessment guidance

General information: within this unit learners now and produce their final construction item. Learners will use their chosen idea to plan the production of the final construction item(s) including relevant details such as timelines, resources, risks and contingencies. This piece of work should be the learner's final response to the assignment, brief or project set. Learners will be able to present and review their finished work using the brief, assignment or project to benchmark their success. Learners will demonstrate an awareness of continually developing their practice through identifying steps for their own future development and/or opportunities for improvement within the work produced.

Types of evidence: sketchbooks, planning records, work schedules, practical design plans, action plans, written plans

Assessment criteria: 1.1

Additional information: learners must show they have planned the work prior to starting the construction production process. The plan will be based on the production of their chosen idea. The planning may be recorded in any form relevant to the construction work(s). There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified and learners should include any constraints that could arise from access to these.

Learners should include risk planning and contingencies: for example, if they are using specialist material they might state alternatives that could be used if this material runs out or is limited. The production may not follow the plan completely as the production progresses and learners should record any adaptations they make. The production plan should be a clear statement of how learners intend to proceed.

Create, present and evaluate final construction item (A/506/2676) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final pieces of construction work presented in an appropriate format or context, visual or annotated records of interim stages of production

Assessment criteria: 1.2–1.3

Additional information: learners must produce their final construction item as intended within the plan created in 1.1. Learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved by using practical outcomes, annotation, digital files or photographic evidence etc.

Learners should show why they have selected particular materials, tools, equipment and techniques for the production of their idea, referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

The final craft item should then be presented in a format appropriate to the construction craft. The final work could be presented photographically if this is the most relevant form of evidence - for example, if the construction work is large and/or in a public place/inaccessible etc.

When the final piece is evidenced photographically, the same care should be taken to present the final photographs. The photographic evidence should be of a good quality, allowing the viewer to clearly see sufficient detail and to be able to assess the finished piece of work. Evidence of the final piece should show the individual's work clearly, especially where learners have completed a section of group work, eg where learners have completed a definable part of a community project.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audio/visual evidence

Assessment criteria: 1.4

Additional information: learners should be confident and competent with safe working practices in relation to their construction work. Learners' safe working practices will be secure across a suitable range of materials, tools, equipment and techniques. They will now be able to maintain required safe working practices as they progress with the production of their final construction ideas. Learners' safe working practices must be maintained over time and there should be evidence to show this. Learners will be able to work safely and by doing so contribute to the safety of their studio or working environment. They should be aware of risks around them to both themselves and others, working effectively to limit these accordingly.

Create, present and evaluate final construction item (A/506/2676) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final evaluation in written or verbal form recorded in an appropriate authenticated format; action plan, development plan, written accounts

Assessment criteria: 2.1–2.2

Additional information: learners must evaluate their construction work and the whole creative process to identify aspects that went well, especially areas for further improvement. Learners will reflect on their creative process, considering overall what they have learned and what they would do differently next time.

Learners must rationalise any success relating to the final piece of construction work within the context of the project, assignment or brief the work was created to meet.

Learners will clearly identify multiple opportunities for their own relevant skills development and/or elements of their work that could be further developed. Learners should be encouraged to see the review/evaluation as the activity that informs the next stages of their creative process.

Learners' evidence may be presented in a traditional 2 dimensional and or combined 3 dimensional format, in a digital format or in a combination of both. All evidence types must be appropriately authenticated and show clear evidence of the individual learner's performance against the assessment criteria.

Create, present and evaluate final floristry item (L/506/2679)

The learner will:

- 1 Be able to create and present final floristry item(s)

The learner can:

- 1.1 Use chosen idea to create a production plan
 - 1.2 Use selected tools, materials, equipment and techniques to produce final floristry work
 - 1.3 Display floristry work in an appropriate way/setting
 - 1.4 Maintain a safe working environment
-

The learner will:

- 2 Know how to evaluate the creative and craft making processes

The learner can:

- 2.1 Evaluate the creative process
 - 2.2 Review final floristry item to identify opportunities for improvement or further development
-

Assessment guidance

Additional information: within this unit learners plan and produce their final floristry item/arrangement. Learners will use their chosen idea to plan the production of the final floristry item/arrangement(s) including relevant details such as timelines, resources, risks and contingencies. This piece of work should be the learner's final response to the assignment, brief or project set. Learners will be able to present and review their finished work using the brief, assignment or project to benchmark their success. Learners will demonstrate an awareness of continually developing their practice through identifying steps for their own future development and/or opportunities for improvement within the work produced.

Types of evidence: sketchbooks, planning records, work schedules, practical design plans, action plans, written plans

Assessment criteria: 1.1

Additional information: learners must show they have planned the work prior to starting the floristry production process. The plan will be based on the production of their chosen idea. The planning may be recorded in any form relevant to the floristry work(s). There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified and learners should include any constraints that could arise from access to these.

Learners should include risk planning and contingencies: for example, if they are using specialist material they might state alternatives that could be used if this material runs out or is limited. The production may not follow the plan completely as the production progresses and learners should record any adaptations they make. The production plan should be a clear statement of how learners intend to proceed.

Create, present and evaluate final floristry item (L/506/2679) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final pieces of floristry work presented in an appropriate format or context, visual or annotated records of interim stages of production

Assessment criteria: 1.2–1.3

Additional information: learners must produce their final floristry item/arrangement as intended within the plan created in 1.1. Learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved by using practical outcomes, annotation, digital files or photographic evidence etc.

Learners should show why they have selected particular materials, tools, equipment and techniques for the production of their idea, referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

The final craft item should then be presented in a format appropriate to the floristry craft. The final work could be presented photographically if this is the most relevant form of evidence - for example, if the floristry work is large, transitory or perishable; a floristry arrangement installed in a public place; or an arrangement using real flowers etc.

When the final piece is evidenced photographically, the same care should be taken to present the final photographs. The photographic evidence should be of a good quality, allowing the viewer to clearly see sufficient detail and to be able to assess the finished piece of work. Evidence of the final piece should show the individual's work clearly, especially where learners have completed a section of group work, eg where learners have completed a definable part of a community project.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audio/visual evidence

Assessment criteria: 1.4

Additional information: learners should be confident and competent with safe working practices in relation to their floristry work. Learners' safe working practices will be secure across a suitable range of materials, tools, equipment and techniques. They will be able to maintain required safe working practices as they progress with the production of their final floristry ideas. Learners' safe working practices must be maintained over time and there should be evidence to show this. Learners will be able to work safely and, by doing so, contribute to the safety of their studio or working environment. They should be aware of risks around them to both themselves and others, working effectively to limit these accordingly.

Create, present and evaluate final floristry item (L/506/2679) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final evaluation in written or verbal form, recorded in an appropriate authenticated format; action plan, development plan, written accounts

Assessment criteria: 2.1–2.2

Additional information: learners must evaluate their floristry work and the whole creative process to identify aspects that went well, especially areas for further improvement. Learners will reflect on their creative process, considering overall what they have learned and what they would do differently next time.

Learners must rationalise any success relating to the final piece of floristry work within the context of the project, assignment or brief the work was created to meet.

Learners will clearly identify multiple opportunities for their own relevant skills development and/or elements of their work that could be further developed. Learners should be encouraged to see the review/evaluation as the activity that informs the next stages of their creative process.

Learners' evidence may be presented in a traditional 2 dimensional and or combined 3 dimensional format, in a digital format or in a combination of both. All evidence types must be appropriately authenticated and show clear evidence of the individual learner's performance against the assessment criteria.

Create, present and evaluate final cake decoration item (J/506/2678)

The learner will:

- 1 Be able to create and present final cake decoration item(s)

The learner can:

- 1.1 Use chosen idea to create a production plan
 - 1.2 Use selected tools, materials, techniques to produce final cake decoration work
 - 1.3 Display cake decoration work in an appropriate way/setting
 - 1.4 Maintain a safe working environment
-

The learner will:

- 2 Know how to evaluate the creative and craft making processes

The learner can:

- 2.1 Evaluate the creative process
 - 2.2 Review final cake decoration item to identify opportunities for improvement or further development
-

Assessment guidance

General information: within this unit learners plan and produce their final cake decoration item. Learners will use their chosen idea to plan the production of the final cake decoration item(s) including relevant details such as timelines, resources, risks and contingencies. This piece of work should be the learner's final response to the assignment, brief or project set. Learners will be able to present and review their finished work using the brief, assignment or project to benchmark their success. Learners will demonstrate an awareness of continually developing their practice through identifying steps for their own future development and/or opportunities for improvement within the work produced.

Types of evidence: sketchbooks, planning records; work schedules, practical design plans, action plans, written plans

Assessment criteria: 1.1

Additional information: learners must show they have planned the work prior to starting the cake decoration production process. The plan will be based on the production of their chosen idea. The planning may be recorded in any form relevant to the cake decoration work(s). There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified and learners should include any constraints that could arise from access to these. Learners should include risk planning and contingencies: for example, if they are using specialist material they might state alternatives that could be used if this material runs out or is limited. The production may not follow the plan completely as the production progresses and learners should record any adaptations they make. The production plan should be a clear statement of how learners intend to proceed.

Create, present and evaluate final cake decoration item (J/506/2678) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final pieces of cake decoration work presented in an appropriate format or context, visual or annotated records of interim stages of production

Assessment criteria: 1.2–1.3

Additional information: learners must produce their final cake decoration item as intended within the plan created in 1.1. Learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved by using practical outcomes, annotation, digital files or photographic evidence etc.

Learners should show why they have selected particular materials, tools, equipment and techniques for the production of their idea, referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

The final craft item should then be presented in a format appropriate to the cake decoration craft. The final work could be presented photographically if this is the most relevant form of evidence - for example, if the cake decoration work is large, transitory or perishable; a cake decoration for an communal event; food that has a shelf life or decorations which are fragile etc.

When the final piece is evidenced photographically, the same care should be taken to present the final photographs. The photographic evidence should be of a good quality, allowing the viewer to clearly see sufficient detail and to be able to assess the finished piece of work. Evidence of the final piece should show the individual's work clearly, especially where learners have completed a section of group work, eg where learners have completed a definable part of a community event.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audio/visual evidence.

Assessment criteria: 1.4

Additional information: learners should be confident and competent with safe working practices in relation to their cake decoration work. Learners' safe working practices will be secure across a suitable range of materials, tools, equipment and techniques. They will be able to maintain required safe working practices as they progress with the production of their final cake decoration ideas. Learners' safe working practices must be maintained over time and there should be evidence to show this. Learners will be able to work safely and by doing so contribute to the safety of their kitchen or working environment. They should be aware of risks around them to both themselves and others, working effectively to limit these accordingly.

Create, present and evaluate final cake decoration item (J/506/2678) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final evaluation in written or verbal form, recorded in an appropriate authenticated format; action plan, development plan, written accounts

Assessment criteria: 2.1–2.2

Additional information: learners must evaluate their cake decoration work and the whole creative process to identify aspects that went well, especially areas for further improvement. Learners will reflect on their creative process, considering overall what they have learned and what they would do differently next time.

Learners must rationalise any success relating to the final piece of cake decoration work within the context of the project, assignment or brief the work was created to meet.

Learners will clearly identify multiple opportunities for their own relevant skills development and/or elements of their work that could be further developed. Learners should be encouraged to see the review/evaluation as the activity that informs the next stages of their creative process.

Learners' evidence may be presented in a traditional 2 dimensional and or combined 3 dimensional format, in a digital format or in a combination of both. All evidence types must be appropriately authenticated and show clear evidence of the individual learner's performance against the assessment criteria.

Create, present and evaluate final cookery item (F/506/2677)

The learner will:

- 1 Be able to create and present final cookery item(s)

The learner can:

- 1.1 Use chosen idea to create a production plan
 - 1.2 Use selected tools, materials, equipment and techniques to produce final cookery work
 - 1.3 Display cookery work in an appropriate way/setting
 - 1.4 Maintain a safe working environment
-

The learner will:

- 2 Know how to evaluate the creative and craft making processes

The learner can:

- 2.1 Evaluate the creative process
 - 2.2 Review final cookery item to identify opportunities for improvement or further development
-

Assessment guidance

General information: within this unit learners plan and produce their final cookery item. Learners will use their chosen idea to plan the production of the final cookery item(s) including relevant details such as timelines, resources, risks and contingencies. This piece of work should be the learner's final response to the assignment, brief or project set. Learners will be able to present and review their finished work using the brief, assignment or project to benchmark their success. Learners will demonstrate an awareness of continually developing their practice through identifying steps for their own future development and/or opportunities for improvement within the work produced.

Types of evidence: sketchbooks, planning records, work schedules, practical design plans, action plans, written plans

Assessment criteria: 1.1

Additional information: learners must show they have planned the work prior to starting the cookery production process. The plan will be based on the production of their chosen idea. The planning may be recorded in any form relevant to the cookery work(s). There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified and learners should include any constraints that could arise from access to these. Learners should include risk planning and contingencies: for example, if they are using specialist material they might state alternatives that could be used if this material runs out or is limited. The production may not follow the plan completely as the production progresses and learners should record any adaptations they make. The production plan should be a clear statement of how learners intend to proceed.

Create, present and evaluate final cookery item (F/506/2677) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final pieces of cookery work presented in an appropriate format or context, visual or annotated records of interim stages of production

Assessment criteria: 1.2, 1.3

Additional information: learners must produce their final cookery item as intended within the plan created in 1.1. Learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved by using practical outcomes, annotation, digital files or photographic evidence etc.

Learners should show why they have selected particular materials, tools, equipment and techniques for the production of their idea, referring to relevant qualities which make them appropriate to the work being produced. The finished cookery work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

The final craft item should then be presented in a format appropriate to the cookery craft. The final work could be presented photographically if this is the most relevant form of evidence - for example, if the cookery work is large, transitory or perishable; cookery for a communal event; food that has a shelf life; or decorations which are fragile etc.

When the final piece is evidenced photographically, the same care should be taken to present the final photographs. The photographic evidence should be of a good quality, allowing the viewer to clearly see sufficient detail and to be able to assess the finished piece of work. Evidence of the final piece should show the individual's work clearly, especially where learners have completed a section of group work, eg where learners have completed a definable part of a community event.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audio/visual evidence

Assessment criteria: 1.4

Additional information: learners should be confident and competent with safe working practices in relation to their cookery work. Learners' safe working practices will be secure across a suitable range of materials, tools, equipment and techniques. They will now be able to maintain required safe working practices as they progress with the production of their final cookery ideas. Learners' safe working practices must be maintained over time and there should be evidence to show this. Learners will be able to work safely and by doing so contribute to the safety of their kitchen or working environment. They should be aware of risks around them to both themselves and others, working effectively to limit these accordingly.

Create, present and evaluate final cookery item (F/506/2677) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: final evaluation in written or verbal form, recorded in an appropriate authenticated format; action plan, development plan, written accounts

Assessment criteria: 2.1–2.2

Additional information: learners must evaluate their cookery work and the whole creative process to identify aspects that went well, especially areas for further improvement. Learners will reflect on their creative process, considering overall what they have learned and what they would do differently next time.

Learners must rationalise any success relating to the final piece of cookery work within the context of the project, assignment or brief the work was created to meet.

Learners will clearly identify multiple opportunities for their own relevant skills development and/or elements of their work that could be further developed. Learners should be encouraged to see the review/evaluation as the activity that informs the next stages of their creative process.

Learners' evidence may be presented in a traditional 2 dimensional and or combined 3 dimensional format, in a digital format or in a combination of both. All evidence types must be appropriately authenticated and show clear evidence of the individual learner's performance against the assessment criteria.

The types of evidence listed in the units 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 internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4

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	M/506/2674, H/506/2672
PLTS Independent Enquirers	All units
PLTS Creative Thinkers	All units
PLTS Reflective Learners	All units
PLTS Team Workers	H/506/2672
PLST Self-managers	T/506/2675
PLTS Effective Participators	All units

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

Section 5

Links to National Occupational Standards

Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in 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' National Occupational Standards for Craft

Unit number/title	NOS unit number/title
M/506/2674 Use materials, tools and equipment to develop craft techniques	CR1 Contribute and assist with ideas for craft work and work practice CR2 Originate and develop ideas for craft work and work practice CR7 Establish and/or modify a design process for craft
H/506/2672 Develop craft ideas	CR13 Select and use techniques, materials, tools and guidance for craft CR15 Use safe working practices and spaces for craft
T/506/2675, L/506/2682, J/506/2681, F/506/2680, A/506/2676, L/506/2679, J/506/2678, F/506/2677 Create, present and evaluate final craft item	CR11 Present ideas for craft CR16 Complete the craft making process CR22 Monitor and evaluate your work and work practices in craft

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 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 visit the NCFE website.

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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