

# Qualification specification

**NCFE Level 3 Certificate in Creative Craft**  
**QN: 603/3253/0**

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## Summary of changes

This document summarises the changes to this qualification specification since the last version (Version 1.1 January 2020). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
1.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
1.2	June 2022	<p>Further information added to the <a href="#">achieving this qualification</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support for centres</a> section about how to access support handbooks.</p>
1.3	June 2023	Information regarding <a href="#">UCAS</a> added to About this qualification, Qualification Overview.

# Section 1

## 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 3 Certificate in Creative Craft.

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

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 3 Certificate in Creative Craft.

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**Things you need to know**

<b>Qualification number (QN)</b>	<b>603/3253/0</b>
Aim reference	60332530
Total Qualification Time (TQT)	230
Guided Learning Hours (GLH)	170
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Level	3
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

**Total Qualification Time (TQT)**

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

Total Qualification Time comprises:

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

### **About this qualification**

This is a regulated qualification. The regulated number for this qualification is 603/3253/0.

This qualification has 7 pathways available. Please see the 'Pathways within this qualification' section for more information.

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

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### **Qualification purpose**

This qualification is designed to extend learners' skills in craft to an advanced level. It'll improve learners' creative and intellectual ability in communication, innovation and critical evaluation, and extend their understanding of health and safety issues.

This qualification will:

- focus on the study of creative crafts
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

### **Qualification objectives**

The objectives of this qualification are to:

- extend learners' skills in craft to an advanced level
  - extend creative and intellectual abilities, eg communication, innovation and critical evaluation
  - extend awareness and understanding of health and safety issues
  - provide a basis for progression onto further study or employment.
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**Achieving this qualification**

To be awarded the NCFE Level 3 Certificate in Creative Craft, learners are required to successfully complete 4 mandatory units.

**NCFE Level 3 Certificate in Creative Craft (603/3253/0)**

Unit number	Unit title
K/617/0575	Craft techniques, materials, tools and equipment
M/617/0576	Develop craft ideas
T/617/0577	Explore commercial craft briefs
A/617/0578	Produce craft work in response to a commercial craft brief

**NCFE Level 3 Certificate in Creative Craft (Art and Design) (603/3253/0/ART)**

Unit number	Unit title
K/617/0575	Craft techniques, materials, tools and equipment
M/617/0576	Develop craft ideas
T/617/0577	Explore commercial craft briefs
T/617/0580	Produce art and design work in response to a commercial craft brief

**NCFE Level 3 Certificate in Creative Craft (Heritage and Traditional Crafts) (603/3253/0/HTC)**

Unit number	Unit title
K/617/0575	Craft techniques, materials, tools and equipment
M/617/0576	Develop craft ideas
T/617/0577	Explore commercial craft briefs
A/617/0581	Produce heritage and traditional craft work in response to a commercial craft brief

**NCFE Level 3 Certificate in Creative Craft (Textiles) (603/3253/0/TEX)**

Unit number	Unit title
K/617/0575	Craft techniques, materials, tools and equipment
M/617/0576	Develop craft ideas
T/617/0577	Explore commercial craft briefs
M/617/0593	Produce textile work in response to a commercial craft brief

**NCFE Level 3 Certificate in Creative Craft (Construction) (603/3253/0/CON)**

Unit number	Unit title
K/617/0575	Craft techniques, materials, tools and equipment
M/617/0576	Develop craft ideas
T/617/0577	Explore commercial craft briefs
F/617/0582	Produce construction work in response to a commercial craft brief

**NCFE Level 3 Certificate in Creative Craft (Floristry) (603/3253/0/FLO)**

Unit number	Unit title
K/617/0575	Craft techniques, materials, tools and equipment
M/617/0576	Develop craft ideas
T/617/0577	Explore commercial craft briefs
J/617/0583	Produce floristry work in response to a commercial craft brief

**NCFE Level 3 Certificate in Creative Craft (Cake Decoration) (603/3253/0/CAK)**

Unit number	Unit title
K/617/0575	Craft techniques, materials, tools and equipment
M/617/0576	Develop craft ideas
T/617/0577	Explore commercial craft briefs
R/617/0585	Produce cake decoration work in response to a commercial craft brief

**NCFE Level 3 Certificate in Creative Craft (Cookery) (603/3253/0/COO)**

Unit number	Unit title
K/617/0575	Craft techniques, materials, tools and equipment
M/617/0576	Develop craft ideas
T/617/0577	Explore commercial craft briefs
Y/617/0586	Produce cookery work in response to a commercial craft brief

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

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

To achieve the NCFE Level 3 Certificate in Creative Craft learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

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

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

## Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills', such as team working, independent learning and problem solving, to more tricky-to-measure skills, such as:

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

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## 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 603/3253/0/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).

Centres can deliver any craft medium under the generic Creative Craft qualification even if it isn't listed as one of the craft pathways above, for example, hair and beauty. These learners must be registered on the generic Creative Craft regulation number.

When claiming the learners' certificates, please use the Ofqual unit reference number (eg Y/617/0586) to indicate which units the learners have achieved. The units within this qualification cross over into the various pathways available and therefore do not follow the standard unit numbering of Unit 01, Unit 02 etc.

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## Direct Claim Status

Direct Claim Status will not be transferred for this qualification.

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

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## Entry guidance

This qualification is designed for learners who are looking to develop their understanding of creative craft concepts and materials in a chosen area.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 2 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 learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

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## Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 3 Diploma in Creative Media
- NCFE Level 3 Certificate in Interactive Media
- NCFE Level 3 Diploma in Photography

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

- art
  - fashion design
  - cookery
  - floristry.
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## Progression to Higher Level Studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse, draw conclusions, interpret or justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

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## 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 [register.ofqual.gov.uk](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.

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

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## Resource requirements

To assist in the delivery of this qualification, learners should have access to the following:

- materials, tools and equipment relevant to the chosen craft pathway
  - a wide range of sources to develop ideas
  - commercial craft brief
  - safe working practices information.
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## Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or by emailing [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

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.

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## Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

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## Reasonable Adjustments and Special Considerations Policy

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

## Subject maps

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

## Fees and Pricing

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

## Useful websites

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

- Crafts Council [www.craftscouncil.org.uk](http://www.craftscouncil.org.uk)
- Creative & Cultural Skills [www.ccskills.org.uk](http://www.ccskills.org.uk)

## Training and support

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

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## Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check 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.

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# Section 2

## Unit content and assessment guidance



## Unit content and assessment guidance

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

The unit overview includes:

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

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

- learning outcomes
- delivery and assessment information (including types of evidence for internal assessment/assessment guidance).

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

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

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

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**Craft techniques, materials, tools and equipment (K/617/0575)**

<b>Unit summary</b>	In this unit learners will know about techniques, materials, tools and equipment for craft production and justify their choices. They will seek out, explore and develop ideas in relation to the commercial brief, working within complex and uncertain parameters. They will also be able to make effective decisions relating to their selection and develop advanced technical skills which will support the communication of their ideas within a commercial craft context.
<b>Guided learning hours</b>	45
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 know about techniques, materials, tools and equipment for craft production

The learner can:

- 1.1 evaluate the properties of available materials for a craft idea
- 1.2 evaluate the suitability of selected techniques, materials, tools and equipment in relation to a craft idea

**Learning outcome 2**

The learner will:

- 2 be able to select techniques, materials, tools and equipment for craft production

The learner can:

- 2.1 select techniques, materials, tools and equipment appropriate to a craft idea
- 2.2 justify choices of techniques, materials, tools and equipment
- 2.3 develop advanced craft techniques, making effective use of materials, tools and equipment

**Craft techniques, materials, tools and equipment (K/617/0575) (cont'd)****Delivery and assessment**

Within this unit the learner must develop advanced technical skills which will support the communication of their ideas. The advanced technical skills will be defined by technical competence, the complexity or practice required to effectively complete processes. The learner must demonstrate applied technical skills which successfully and clearly communicate their intended ideas.

The learner must demonstrate a critical understanding of materials, techniques, tools and equipment to be able to make effective decisions relating to their selection and application within a commercial craft context.

1.1 The learner must evaluate materials making reference to the visual qualities, physical properties, costs, sustainability, ease of use and safety requirements. For example, a fabric may be dyed using naturally sourced materials such as woad or turmeric, turmeric is more sustainable than woad which may require specialist farming. The fabric used has a tendency to fray which means certain finishing techniques or treatments must be used to prevent this, these make it harder to work with, the colour obtained is not easily available through standard commercial supply routes and would make an excellent selling point within a specialist context. The learner must effectively communicate the depth of knowledge showing they have considered the different properties of a good range of materials as this will give them a broader knowledge from which to select as they develop ideas. The learners could provide evidence through annotation, written accounts (or the verbal equivalent) recorded using a suitable audio/visual method.

1.2 The learner must select specific techniques evaluating their fitness for purpose in relation to a specific craft idea. The learner will identify qualities of techniques, materials, tools and equipment. The explanations and associated visual explorations should clearly link to the learner's creative craft intentions. Where the choice of materials leads the learner to make a choice between different techniques then this must be clearly explained detailing the strengths and disadvantages of each option. For example, the techniques selected may have implications for specialist equipment. There may be different options which may have cost implications, these would be considered and detailed by the learner. The learner should demonstrate critical evaluation skills which lead them to rationalised selections. The learner's written evidence should be assessed on the quality of the information recorded and its evaluative thought processes, rather than the volume of evidence produced. It is expected that some of this evidence would be linked to visual work upon which the learner bases some of their explanations.

2.1-2.2 The learner will demonstrate the practical selection of techniques, materials, tools and equipment in relation to their craft idea. The selections and choices made should be clearly justified. The learner will evidence an understanding of the strengths and limitations of specific techniques, materials, tools and equipment showing consideration of different alternatives and a clear rationale for the option(s) used. The learners may use the visual evidence produced for this criteria as the basis for the evaluations recorded within AC1.2.

**Craft techniques, materials, tools and equipment (K/617/0575) (cont'd)****Delivery and assessment (cont'd)**

2.3. The learner will evidence the development to an advanced level of craft techniques, effectively using the associated materials, tools and equipment. The advanced level of the work produced will be indicated by both the creative and technical quality of the craft outcomes produced.

Learner 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 the learner's performance against the assessment criteria.

**Types of evidence**

- Visual evidence types – samples, experimentation, exploratory/investigatory work.
- Written evidence – annotation, reflective notes, written notes from the evaluation of research sources including discussions with other crafts people.
- Audio/visual evidence.

**Develop craft ideas (M/617/0576)**

<b>Unit summary</b>	In this unit learners will research a wide range of sources to be able to develop and refine craft ideas, from initial inspiration through the development stages, finally concluding with a refined final idea.
<b>Guided learning hours</b>	35
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 be able to develop and refine craft ideas

The learner can:

- 1.1 use a wide range of sources to develop sophisticated craft ideas
- 1.2 use visual language to communicate craft ideas
- 1.3 develop and refine craft ideas
- 1.4 maintain a safe working environment

**Develop craft ideas (M/617/0576) (cont'd)****Delivery and assessment**

The learner must develop a coherent and sequential process for developing ideas, from initial inspiration through the development stages, finally concluding with a refined final idea. The ideas produced should be purposeful with a clear and coherent sense of direction. The learner should be given a suitable commercially relevant brief to base their ideas upon which has clearly defined constraints. This will support the learner to focus their ideas effectively and give them a suitable scenario from which to produce work of a commercial standard.

1.1 The learners will use a wide range of both primary and secondary sources to develop their ideas. The sources sought should provide good quality information to inspire ideas and be varied in their nature. Secondary sources should not be heavily relied upon. The information extracted from different sources should be clearly indicated and links made to the initial ideas developed by the learner. Sophisticated ideas may be simple with intelligent solutions or may be complex, for this reason the learner must ensure that their thought processes are clearly evidenced visually, and where necessary, use annotation and/or verbal audio/visual recordings.

1.2 The learner must have a clear, purposeful sense of direction when developing their ideas. This must be reflected within their choice of those factors affecting the visual qualities of their craft work. Where sensory or physical qualities are linked with those visual selections, for example texture, it is expected these aspects will show the same sense of purpose and direction. The choices made will result in outcomes that successfully communicate the craft ideas.

1.3 The learners must develop initial ideas and refine them by working through a range of alternatives. These could be based on one initial concept and show variations in response to self-reflection, client or peer feedback. The thought processes must be clearly evidenced. Visual evidence must show the sequential and coherent development and refinement of ideas.

1.4 Safe working practices must be clearly recorded showing consideration of the specialist equipment, tools or materials being used within the craft working environment. Safe working practices specific to the discipline should be clearly detailed including information relating to specific hazards and risks, for example materials, chemicals, elements of equipment etc.

Learner 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 the learner's performance against the assessment criteria.

#### **Types of evidence**

- Visual evidence types – primary sources, exploratory/investigatory work, development of ideas.
- Evaluated or annotated research/primary sources/secondary sources.
- Written evidence – annotation, reflective notes, written notes from the evaluation of research sources including discussions with other crafts people.
- Audio/visual evidence.

**Explore commercial craft briefs (T/617/0577)**

<b>Unit summary</b>	In this unit learners will work with a brief that reflects a current commercial craft brief or a real opportunity to develop the skills of working for others and responding to their needs as commercial ventures. Learners will interpret commercial briefs to look for creative opportunities and respond with ideas and suggestions – developing plans, schedules and examples as necessary. They will also carefully consider the financial implications of the brief and communicate with the client for feedback and clarification.
<b>Guided learning hours</b>	35
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 understand commercial craft briefs

The learner can:

- 1.1 explain how the following work in craft production:
  - briefs
  - commissions
  - budgets
  - contracts
- 1.2 explain why it's important to have an effective working relationship with clients

**Learning outcome 2**

The learner will:

- 2 know how to interpret a commercial craft brief

The learner can:

- 2.1 analyse a commercial craft brief for creative opportunities
- 2.2 consider a range of ideas and solutions in response to the commercial craft brief

### **Explore commercial craft briefs (T/617/0577) (cont'd)**

#### **Learning outcome 3**

The learner will:

- 3 be able to plan in response to a commercial craft brief

The learner can:

- 3.1 select materials and develop ideas in response to a commercial craft brief
  - 3.2 justify ideas and selection of materials to be used
  - 3.3 prepare a work schedule for craft production to enable monitoring and reporting against the brief
-



**Explore commercial craft briefs (T/617/0577) (cont'd)****Delivery and assessment**

Within this unit the learner must demonstrate they understand the nature of, and how to plan for, the production of work in response to a commercial craft brief. The learners should work with a brief that reflects a current commercial craft brief or is a real opportunity. Commercial craft briefs could include commissions, contracted work, competitions, professional awards, exhibitions, design festivals or another similar opportunity which is commercially orientated with a clear specification. The craft brief should include reference to the agreed display context, so that this may be taken into account when developing ideas.

1.1 The learner must explain the function of the stated 4 key elements that are essential when undertaking commercial craft work. How each element is used must be clearly addressed within the evidence produced. The elements are commercial craft briefs, commissions, budgets and contracts.

1.2 The learner must demonstrate that they understand a good working relationship with the client facilitates clear communication. Clear communication and responding constructively to the feedback received are key aspects of the working relationships with clients. They must clearly understand how to gain further information relevant to the brief, contract or commission from the client through their meetings and conversations with them. A good relationship with the client will allow the learner to advise them, but it should be clear from the evidence produced that the learner understands the need to respond to the clients feedback (not personal opinion), as this is the essence of a commercial brief. The quality of the working relationship with the client is directly linked to the success of the brief, contract or commission.

2.1 The learner must show that they are able to analyse the commercial brief showing consideration of the possibilities and limitations the specification presents. The learner will be able to identify the direction in which opportunities for developing ideas exist and should identify what the opportunities for creative exploration are. This will give them direction and focus as they begin to consider ideas and design solutions in response to their commercial brief. These thought processes must be clearly and logically evidenced.

2.2 The learner will have identified different creative directions in which they could develop ideas, they will explore these and consider a range of different initial ideas in response to the brief. The ideas should be sufficiently varied as to offer the client a range of potential solutions and must consistently reflect the constraints of the commercial brief. Specific elements of the presentation context should be taken into account when developing ideas, for example will the craft work be well seen from limited or all angles etc. These thought processes must be clearly and logically evidenced.

3.1-3.2 Having researched the direction of their ideas the learner must visually develop their response to the commercial craft brief. They must evidence their selection of one idea over another as they proceed, justifying their choices of ideas and the associated materials selected. The selection of specific materials and techniques should be rationalised within the context of the commercial craft brief. The thought processes must be clearly and logically evidenced through visual and audio or written annotation.

**Explore commercial craft briefs (T/617/0577) (cont'd)****Delivery and assessment (cont'd)**

3.3 The learner must both plan the craft production and monitor the working process as it is completed. The work schedule must include targets, budgets and deadlines for completion. The work schedule must detail the stages required to produce the final craft work. The schedule should also include timings (targets and deadlines), required resources (including budget implications) and equipment, safety considerations and contingency planning. The learner must monitor and report their own progress against the work schedule as it is completed. They must detail any changes to the planned work and the rationale for any choices made in relation to these changes.

Learner 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 the learner's performance against the assessment criteria.

**Types of evidence**

- Written evidence including annotation and written accounts.
- Mind maps/flowcharts.
- Evaluated research.
- Plans, work schedules and progress reporting.
- Visual craft design work.

**Produce craft work in response to a commercial craft brief (A/617/0578)**

<b>Unit summary</b>	This unit provides the opportunity for learners to plan, produce and display their final work in response to the commercial craft brief and requirements of the client. Learners will strengthen and embed a continual process of planning, doing and evaluating which will form the basis of their professional practice throughout their creative lives. Learners will deploy their range of skills and techniques that they have developed elsewhere to reflect on completed pieces of craft work, identifying opportunities for improvements and ongoing personal development.
<b>Guided learning hours</b>	55
<b>Level</b>	3
<b>Mandatory</b>	Mandatory for the generic craft pathway

**Learning outcome 1**

The learner will:

- 1 be able to produce final craft work

The learner can:

- 1.1 use selected tools, materials, equipment and techniques to produce final craft work
- 1.2 prepare the craft work to be displayed in an agreed context for the client
- 1.3 maintain a safe working environment during the craft production and display process

**Learning outcome 2**

The learner will:

- 2 know how to evaluate final craft work

The learner can:

- 2.1 evaluate the success of the craft work against the brief and the requirements of the client
- 2.2 reflect on completed craft work, identifying opportunities for improvement or future personal development

**Produce craft work in response to a commercial craft brief (A/617/0578) (cont'd)****Delivery and assessment**

Within this unit the learner produces and displays their final response to the commercial craft brief. The evaluation of the work is undertaken within the context of the brief, with reference to its success which is decided by the client.

1.1 The standard of the final craft work produced will establish the technical quality of the final work produced. The technical skills demonstrated should be applied and finished. All tools, materials, equipment and techniques should be applied effectively to produce a finished work which is of a commercial standard and finish.

1.2 The display context should be agreed with the client and evidenced, this should reflect the commercial nature of the craft work to be presented. The display context could be a public or private environment depending on the nature of the commercial brief. If the work is a private commission the learner may also show evidence of obtaining written permission to display images of the work commercially for publicity purposes. If the work is undertaken as a private commission the learner may simulate the display context for evidential purposes, where a photograph within the clients home is not available. The display context, either public or private, should reflect the final setting in which the item would be received by the client. There should be synergy between the display context agreed by the learner with their client and that of similar items produced by commercially practicing crafts people.

1.3 Safe working practices must be clearly recorded during the production process showing consideration of the specialist equipment, tools or materials being used within the craft working environment. Safe working practices specific to the discipline should be clearly detailed including information relating to specific hazards and risks, for example materials, chemicals, elements of equipment etc. When displaying the work the learners must evidence their safety considerations with reference, where appropriate, to elements such as:

- the safety of people within the immediate environment, for example the public or workers
- moving constraints
- specialist display equipment/furniture and its transportation where the learner would be responsible for this
- risks associated with the in situ display and measures taken to minimise these
- avoiding damage to the work or items within the display environment
- other risks to safety managed by the learners within the display context.

2.1 The evaluation of the final craft work should reflect both the strengths of the work and those elements that were not as successful as intended. The areas that could be improved should be given significant focus as these will help inform planning for future developments. Where possible, written feedback should be obtained from the client, where this is not possible the feedback should be recorded in another suitable form. The overall success of the craft work will be determined by the feedback from the client and the learner should make active use of this within their evaluation of the finished craft work. The display context may be evaluated in conjunction with the work, as this would have been specified within the commercial craft brief, either initially or through dialogue with the client.

**Produce craft work in response to a commercial craft brief (A/617/0578) (cont'd)****Delivery and assessment (cont'd)**

2.2 The learner should action plan future improvements giving sufficient detail to the actions stated. The action/development plan should include suitable timeframes, target dates and deadlines for the completion of the stated actions and developments. The actions/developments may be related to formal training, skills development or personal application. The improvements identified should be informed either directly or indirectly by the previous evaluation.

Learner 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 the learner's performance against the assessment criteria.

**Types of evidence**

- Finished craft work.
- Evidence of the final display of the craft work – photographs, video, digital evidence or other visual evidence.
- Written and visual safety records.
- Evaluations.
- Personal development plans.

**Produce art and design work in response to a commercial craft brief (T/617/0580)**

<b>Unit summary</b>	This unit provides the opportunity for learners to plan, produce and display their final work in response to the commercial craft brief and requirements of the client. Learners will strengthen and embed a continual process of planning, doing and evaluating which will form the basis of their professional practice throughout their creative lives. Learners will deploy their range of skills and techniques that they have developed elsewhere, to reflect on completed pieces of art and design work, identifying opportunities for improvements and ongoing personal development.
<b>Guided learning hours</b>	55
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory for the Art and Design pathway

**Learning outcome 1**

The learner will:

- 1 be able to produce final art and design work

The learner can:

- 1.1 use selected tools, materials, equipment and techniques to produce final art and design work
- 1.2 prepare art and design work to be displayed in an agreed context for the client
- 1.3 maintain a safe working environment during the art and design production and display process

**Learning outcome 2**

The learner will:

- 2 know how to evaluate final art and design work

The learner can:

- 2.1 evaluate the success of the art and design work against the brief and the requirements of the client
- 2.2 reflect on completed art and design work, identifying opportunities for improvement or future personal development

**Produce art and design work in response to a commercial craft brief (T/617/0580) (cont'd)****Delivery and assessment**

Within this unit the learner produces and displays their final response to the commercial art and design brief. The evaluation of the work is undertaken within the context of the brief, with reference to its success which is decided by the client. The learner may produce art and design work using one art and design discipline or a combination.

1.1 The standard of the final art and design work produced will establish the technical quality of the final work produced. The technical skills demonstrated should be effectively applied and well finished. All tools, materials, equipment and techniques should be applied to produce a finished work which is of a commercial standard and finish.

1.2 The display context should be agreed with the client and evidenced, this should reflect the commercial nature of the art and design work to be presented. The display context could be a public or private environment depending on the nature of the commercial art and design brief, For example, the work might be displayed within a gallery, community venue or private collection. If the work is a private commission the learner may also show evidence of obtaining written permission to display images of the work commercially for publicity purposes, for example being used in a portfolio or on a website. If the work is undertaken as a private commission the learner may simulate the display context for evidential purposes (for example a digital composite image), where a photograph within the clients home is not available. The display context, either public or private, should reflect the final setting in which the item would be received by the client. There should be synergy between the display context agreed by the learner with their client and that of similar items produced by commercially practicing artists and designers. If the work is an installation or a large 3D piece of work it is accepted that it may be necessary to evidence the final display through photographic or video evidence. The work should be photographed/videoed from multiple angles showing enough detail to accurately assess and quality assure the quality of the outcomes produced.

1.3 Safe working practices must be clearly recorded during the production process showing consideration of the specialist equipment, tools or materials being used within the art and design working environment. Safe working practices specific to the discipline should be clearly detailed including information relating to specific hazards and risks, for example materials, chemicals, elements of equipment etc. When displaying the work the learners must evidence their safety considerations with reference where appropriate to elements such as:

- the safety of people within the immediate environment, for example the public or workers
- moving constraints
- specialist display equipment/furniture and its transportation where the learner would be responsible for this (for example, display cabinets, plinths, fittings for wall hanging or aerial display)
- risks associated with the in situ display and measures taken to minimise these, these may be to the viewers or the work and may reference the fragility and stability of the art and design work
- avoiding damage to the work or items within the display environment
- other risks to safety managed by the learner within the display context.

**Produce art and design work in response to a commercial craft brief (T/617/0580) (cont'd)****Delivery and assessment (cont'd)**

2.1 The evaluation of the final art and design work should reflect both the strengths of the work and those elements that were not as successful as intended, which may be technical or creative. The areas that could be improved should be given significant focus, as they will help inform subsequent planning for future developments. Written feedback should be obtained from the client where possible, where this is not possible the feedback should be recorded in another suitable form. The overall success of the art and design work will be determined by the feedback from the client and the learners should make active use of this within their evaluation of the finished art and design work. The display context may be evaluated in conjunction with the work as this would have been specified within the commercial art and design brief, either initially or through dialogue with the client.

2.2 The learner should action plan future improvements giving sufficient detail to the actions stated. The action/development plan should include suitable timeframes, target dates and deadlines for the completion of the stated actions and developments. The actions/developments may be related to formal training, subject skills development or personal application. For example, the learner may detail a course they wish to attend to gain enhanced smoke firing ceramic skills. They could also have identified that, when working with a commercial brief, they need to more actively engage in contingency planning. Part of this includes the need to ensure their supply of alternative materials at short notice. They give the specific details (of the course and suppliers etc) and target dates/time frames associated with these improvements. The improvements identified should be informed either directly or indirectly by the previous evaluation.

Learner 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 the learner's performance against the assessment criteria.

**Types of evidence**

- Finished art and design work, including any photographic evidence.
- Evidence of the final display of the art and design work – photographs, video, digital evidence or other visual evidence.
- Written and visual safety records.
- Evaluations.
- Personal development plans.



**Produce heritage and traditional craft work in response to a commercial craft brief (A/617/0581)**

<b>Unit summary</b>	This unit provides the opportunity for learners to plan, produce and display their final work in response to the commercial craft brief and requirements of the client. Learners will strengthen and embed a continual process of planning, doing and evaluating which will form the basis of their professional practice throughout their creative lives. Learners will deploy their range of skills and techniques that they have developed elsewhere to reflect on completed pieces of craft work, identifying opportunities for improvements and ongoing personal development.
<b>Guided learning hours</b>	55
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory for the Heritage and Traditional Craft pathway

**Learning outcome 1**

The learner will:

- 1 be able to produce final heritage and traditional craft work

The learner can:

- 1.1 use selected tools, materials, equipment and techniques to produce final heritage and traditional craft work
- 1.2 prepare the heritage and traditional craft work to be displayed in an agreed context for the client
- 1.3 maintain a safe working environment during the heritage and traditional craft production and display process

**Learning outcome 2**

The learner will:

- 2 know how to evaluate final heritage and traditional craft work

The learner can:

- 2.1 evaluate the success of the heritage and traditional craft work against the brief and the requirements of the client
- 2.2 reflect on completed heritage and traditional craft work, identifying opportunities for improvement or future personal development

## Produce heritage and traditional craft work in response to a commercial craft brief (A/617/0581) (cont'd)

### Delivery and assessment

Within this unit the learner produces and displays their final response to the commercial heritage and traditional craft brief. The evaluation of the work is undertaken within the context of the brief, with reference to its success which is decided by the client. The learner may produce specialist heritage and traditional craft work for this unit in any of the heritage crafts defined by the Heritage Crafts Association on <https://heritagecrafts.org.uk/crafts/>. However the commercial heritage craft brief should be challenging and complex enough to offer the learners an opportunity to be creative and demonstrate advanced technical skills, some of the crafts stated on the Heritage Crafts Association's website may not offer ready opportunities as successfully as others within the context of this qualification. The learners may produce heritage craft work using one discipline or a combination as is appropriate to the heritage craft brief agreed with the client. Craft outcomes may be traditional or of a more contemporary nature.

1.1 The standard of the final heritage and traditional craft work produced will establish the technical quality of the final work produced. The technical skills demonstrated should be applied and finished. All tools, materials, equipment and techniques should be applied effectively to produce a finished work which is of a commercial standard and finish.

1.2 The display context should be agreed with the client and evidenced, this should reflect the commercial nature of the heritage craft work to be presented. The display context could be a public or private environment depending on the nature of the commercial brief. If the work is a private commission the learner may also show evidence of obtaining written permission to display images of the work commercially for publicity purposes. If the work is undertaken as a private commission the learner may simulate the display context for evidential purposes, where a photograph within the clients home is not available. The display context, either public or private, should reflect the final setting in which the item would be received by the client. There should be synergy between the display context agreed by the learner with their client and that of similar items produced by commercially practicing heritage and traditional crafts people. Photographic or video evidence can be used, this will need to record the heritage and traditional craft outcomes for assessment and quality assurance purposes. The work should be photographed/videoed from multiple angles showing enough detail to accurately assess and quality assure the quality of the outcomes produced.

1.3 Safe working practices must be clearly recorded during the production process showing consideration of the specialist equipment, tools or materials being used within the heritage and traditional craft working environment. Safe working practices specific to the discipline should be clearly detailed including information relating to specific hazards and risks, for example materials, chemicals, elements of equipment etc. When displaying the work the learners must evidence their safety considerations with reference where appropriate to elements such as:

- the safety of people within the immediate environment, for example the public or workers
- moving constraints
- specialist display equipment/furniture and its transportation where the learner would be responsible for this
- risks associated with the in situ display and measures taken to minimise these
- avoiding damage to the work or items within the display environment
- other risks to safety managed by the learner within the display context.

**Produce heritage and traditional craft work in response to a commercial craft brief (A/617/0581)  
(cont'd)**

**Delivery and assessment (cont'd)**

2.1 The evaluation of the final heritage and traditional craft work should reflect both the strengths of the work and those elements that were not as successful as intended. The areas that could be improved should be given significant focus as these will help inform planning for future developments. Written feedback should be obtained from the client where possible, where this is not possible the feedback should be recorded in another suitable form. The overall success of the heritage and traditional craft work will be determined by the feedback from the client and the learner should make active use of this within their evaluation of the finished craft work. The display context may be evaluated in conjunction with the work as this would have been specified within the commercial heritage and traditional craft brief, either initially or through dialogue with the client.

2.2 The learner should action plan future improvements giving sufficient detail to the actions stated. The action/development plan should include suitable timeframes, target dates and deadlines for the completion of the stated actions and developments. The actions/developments may be related to formal training, skills development or personal application. The improvements identified should be informed either directly or indirectly by the previous evaluation.

Learner 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 the learner's performance against the assessment criteria.

**Types of evidence**

- Finished craft work, including any photographic evidence
- Evidence of the final display of the craft work – photographs, video, digital evidence or other visual evidence.
- Written and visual safety records.
- Evaluations.
- Personal development plans.

**Produce textile work in response to a commercial craft brief (M/617/0593)**

<b>Unit summary</b>	This unit provides the opportunity for learners to plan, produce and display their final work in response to the commercial craft brief and requirements of the client. Learners will strengthen and embed a continual process of planning, doing and evaluating which will form the basis of their professional practice throughout their creative lives. Learners will deploy their range of skills and techniques that they have developed elsewhere, to reflect on completed textile work identifying opportunities for improvements and ongoing personal development
<b>Guided learning hours</b>	55
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory for the Textiles pathway

**Learning outcome 1**

The learner will:

- 1 be able to produce final textile work

The learner can:

- 1.1 use selected tools, materials, equipment and techniques to produce final textile work
- 1.2 prepare the textile work to be displayed in an agreed context for the client
- 1.3 maintain a safe working environment during the textile production and display process

**Learning outcome 2**

The learner will:

- 2 know how to evaluate final textile work

The learner can:

- 2.1 evaluate the success of the textile work against the brief and the requirements of the client
- 2.2 reflect on completed textile work, identifying opportunities for improvement or future personal development

**Produce textile work in response to a commercial craft brief (M/617/0593) (cont'd)****Delivery and assessment**

Within this unit the learner produces and displays their final response to the commercial textiles brief. The evaluation of the work is undertaken within the context of the brief, with reference to its success which is decided by the client. The disciplines within this craft option may be traditional or contemporary in their nature using new materials, technologies and techniques to create textile work. The learners may produce textile work using one textile discipline or a combination. The textile outcomes could be functional items or may have an artistic focus.

1.1 The standard of the final textiles work produced will establish the technical quality of the final work produced. The technical skills demonstrated should be applied and finished. All tools, materials, equipment and techniques should be applied effectively to produce a finished work which is of a commercial standard and finish.

1.2 The display context should be agreed with the client and evidenced, this should reflect the commercial nature of the textiles work to be presented. The display context could be a public or private environment depending on the nature of the commercial brief. If the work is a private commission the learner may also show evidence of obtaining written permission to display images of the work commercially for publicity purposes. If the work is undertaken as a private commission the learner may simulate the display context for evidential purposes, where a photograph within the clients home is not available. The display context, either public or private should reflect the final setting in which the item would be received by the client. There should be synergy between the display context agreed by the learner with their client and that of similar items produced by commercially practicing textile designers, tailors, artists using textiles and weavers etc. If the work is an installation or a large 3D piece of work, it is accepted that it may be necessary to evidence the final display through photographic or video evidence. The work should be photographed/videoed from multiple angles showing enough detail to accurately assess and quality assure the quality of the outcomes produced.

1.3 Safe working practices must be clearly recorded during the production process showing consideration of the specialist equipment, tools or materials being used within the textiles working environment. Safe working practices specific to the discipline should be clearly detailed including information relating to specific hazards and risks for example materials, chemicals, elements of equipment etc. When displaying the work the learners must evidence their safety considerations with reference where appropriate to elements such as:

- the safety of people within the immediate environment, for example the public or workers
- safety considerations relating to the construct of the work or the materials used
- moving constraints
- specialist display equipment/furniture and its transportation where the learner would be responsible for this
- risks associated with the in situ display and measures taken to minimise these
- avoiding damage to the work or items within the display environment
- other risks to safety managed by the learner within the display context.

**Produce textile work in response to a commercial craft brief (M/617/0593) (cont'd)****Delivery and assessment (cont'd)**

2.1 The evaluation of the final textiles work should reflect both the strengths of the work and those elements that were not as successful as intended. The areas that could be improved should be given significant focus as they will help inform planning for future developments. Written feedback should be obtained from the client where possible, where this is not possible the feedback should be recorded in another suitable form. The overall success of the textiles work will be determined by the feedback from the client and the learner should make active use of this within their evaluation of the finished textiles work. The display context may be evaluated in conjunction with the work as this would have been specified within the commercial textiles brief, either initially or through dialogue with the client.

2.2 The learner should action plan future improvements giving sufficient detail to the actions stated. The action/development plan should include suitable timeframes, target dates and deadlines for the completion of the stated actions and developments. The actions/developments may be related to formal training, skills development or personal application. The improvements identified should be informed either directly or indirectly by the previous evaluation.

Learner 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 the learner's performance against the assessment criteria.

**Types of evidence**

- Finished craft work, including any photographic evidence
- Evidence of the final display of the craft work – photographs, video, digital evidence or other visual evidence.
- Written and visual safety records.
- Evaluations.
- Personal development plans.

**Produce construction work in response to a commercial craft brief (F/617/0582)**

<b>Unit summary</b>	This unit provides the opportunity for learners to plan, produce and display their final work in response to the commercial craft brief and requirements of the client. Learners will strengthen and embed a continual process of planning, doing and evaluating which will form the basis of their professional practice throughout their creative lives. Learners will deploy their range of skills and techniques that they have developed elsewhere, to reflect on completed construction work, identifying opportunities for improvements and ongoing personal development.
<b>Guided learning hours</b>	55
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory for the Construction pathway

**Learning outcome 1**

The learner will:

- 1 be able to produce final construction work

The learner can:

- 1.1 use selected tools, materials, equipment and techniques to produce final construction work
- 1.2 prepare the construction work to be displayed in an agreed context for the client
- 1.3 maintain a safe working environment during the construction and display process

**Learning outcome 2**

The learner will:

- 2 know how to evaluate final construction work

The learner can:

- 2.1 evaluate the success of the construction work against the brief and the requirements of the client
- 2.2 reflect on completed construction work, identifying opportunities for improvement or future personal development

**Produce construction work in response to a commercial craft brief (F/617/0582) (cont'd)****Delivery and assessment**

Within this unit the learner produces and displays their final response to the commercial construction brief. The evaluation of the work is undertaken within the context of the brief, with reference to its success which is decided by the client. The learner may use any discipline associated with construction using metal, wood or building materials. Learners may have the opportunity to work in a team to meet a larger real work commission, for example using building materials, this is acceptable but only where the individual contribution can be evidenced for assessment and quality assurance purposes.

1.1 The standard of the final construction work produced will establish the technical quality of the final work produced. The technical skills demonstrated should be applied and finished. All tools, materials, equipment and techniques should be applied effectively to produce a finished work which is of a commercial standard and finish. If the learner is completing work using techniques associated with metal work then welding joints would be neat and free from faults. A learner undertaking woodwork would produce joints using multiple techniques which were tight and well finished, with level smooth surfaces on either side of the joint and consideration given to the cosmetic details, for example the direction of the wood grain. The learner must ensure that there is a creative element to the construction work appropriate to the brief undertaken.

1.2 The display context should be agreed with the client and evidenced, this should reflect the commercial nature of the construction work to be presented. The display context could be a public or private environment depending on the nature of the commercial brief. If the work is a private commission the learner may also show evidence of obtaining written permission to display images of the work commercially for publicity purposes. If the work is undertaken as a private commission the learner may simulate the display context for evidential purposes, where a photograph within the clients home is not available. The display context, either public or private should reflect the final setting in which the item would be received by the client. There should be synergy between the display context agreed by the learner with their client and that of similar items produced by commercially practicing construction people. If the work undertaken is large or externally based then the work should be photographed from multiple angles. If a brief has more than one element being completed by more than one learner then the individual's contribution must be clearly evidenced.

1.3 Safe working practices must be clearly recorded during the production process showing consideration of the specialist equipment, tools or materials being used within the construction working environment. Safe working practices specific to the discipline should be clearly detailed including information relating to specific hazards and risks, for example materials, chemicals, elements of equipment etc. When displaying the work the learner must evidence their safety considerations with reference where appropriate to elements such as:

- legal and workplace requirements associated with the construction environment
- the safety of people within the immediate environment, for example the public or workers
- moving constraints where transporting the work is possible
- specialist display equipment/furniture and its transportation where the learner would be responsible for this
- risks associated with the in situ display and measures taken to minimise these
- avoiding damage to the work or items within the display environment
- other risks to safety managed by the learner within the display context.



**Produce construction work in response to a commercial craft brief (F/617/0582) (cont'd)****Delivery and assessment (cont'd)**

2.1 The evaluation of the final construction work should reflect both the strengths of the work and those elements that were not as successful as intended. The areas that could be improved should be given significant focus as these will help inform planning for future developments. Written feedback should be obtained from the client where possible, where this is not possible the feedback should be recorded in another suitable form. The overall success of the construction work will be determined by the feedback from the client and the learners should make active use of this within their evaluation of the finished construction work. The display context may be evaluated in conjunction with the work as this would have been specified within the commercial construction brief, either initially or through dialogue with the client.

2.2 The learner should action plan future improvements giving sufficient detail to the actions stated. The action/development plan should include suitable timeframes, target dates and deadlines for the completion of the stated actions and developments. The actions/developments may be related to formal training, skills development or personal application. The improvements identified should be informed either directly or indirectly by the previous evaluation.

Learner 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 the learner's performance against the assessment criteria.

**Types of evidence**

- Finished craft work, including any photographic evidence.
- Evidence of the final display of the craft work – photographs, video, digital evidence or other visual evidence.
- Written and visual safety records.
- Evaluations.
- Personal development plans.

**Produce floristry work in response to a commercial craft brief (J/617/0583)**

<b>Unit summary</b>	This unit provides the opportunity for learners to plan, produce and display their final work in response to the commercial craft brief and requirements of the client. Learners will strengthen and embed a continual process of planning, doing and evaluating which will form the basis of their professional practice throughout their creative lives. Learners will deploy their range of skills and techniques that they have developed elsewhere, to reflect on completed floristry work identifying opportunities for improvements and ongoing personal development.
<b>Guided learning hours</b>	55
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory for the Floristry pathway

**Learning outcome 1**

The learner will:

- 1 be able to produce final floristry work

The learner can:

- 1.1 use selected tools, materials, equipment and techniques to produce floristry work
- 1.2 prepare the floristry work to be displayed in an agreed context for the client
- 1.3 maintain a safe working environment during the floristry production and display process

**Learning outcome 2**

The learner will:

- 2 know how to evaluate final floristry work

The learner can:

- 2.1 evaluate the success of the floristry work against the brief and the requirements of the client
- 2.2 reflect on completed floristry work, identifying opportunities for improvement or future personal development

**Produce floristry work in response to a commercial craft brief (J/617/0583) (cont'd)****Delivery and assessment**

Within this unit the learner produces and displays their final response to a commercial floristry brief. The evaluation of the work is undertaken within the context of the brief, with reference to its success which is decided by the client. The commercial craft brief should be challenging and complex enough to offer the learners an opportunity to be creative and demonstrate advanced technical skills, for example, displays and arrangements for celebration events, stately homes, religious settings, shops, marketing events or other purposes (inclusion within advertising, TV etc). Floristry outcomes may be traditional or of a more contemporary nature.

1.1 The standard of the final floristry work produced will establish the technical quality of the final work produced. The technical skills demonstrated should be applied and finished. All tools, materials, equipment and techniques should be applied effectively to produce a finished work which is of a commercial standard and finish.

1.2 The display context should be agreed with the client and evidenced, this should reflect the commercial nature of the floristry work to be presented. The display context could be a public or private environment depending on the nature of the commercial brief. Consideration must be given to the display position of the final work (aerial/hanging, plinth, table top etc) and how it is to be viewed (360 degree view or from one angle only etc). If the work is a private commission the learner may also show evidence of obtaining written permission to display images of the work commercially for publicity purposes. If the work is undertaken as a private commission the learner may simulate the display context for evidential purposes, where a photograph within the clients home is not available. The display context, either public or private should reflect the final setting in which the item would be received by the client. There should be synergy between the display context agreed by the learner with their client and that of similar items produced by commercially practicing crafts people. As the work produced could be perishable and/or fragile photographic or video evidence will be needed to record the floristry outcomes for assessment and quality assurance purposes. The work should be photographed/videoed from multiple angles showing enough detail to accurately assess and quality assure the skills applied and standard of the outcomes produced.

1.3 Safe working practices must be clearly recorded during the production process showing consideration of the specialist equipment, tools or materials being used within the floristry working environment. Safe working practices specific to the discipline should be clearly detailed including information relating to specific hazards and risks, for example materials, chemicals, elements of equipment etc. When displaying the work the learners must evidence their safety considerations with reference where appropriate to elements such as:

- the safety of people within the immediate environment, for example the public or workers
- safety constraints and health factors associated with different types of flowers and foliage
- flower care whilst in situ
- moving constraints
- specialist display equipment/furniture and its transportation where the learner would be responsible for this
- risks associated with the in situ display and measures taken to minimise these
- avoiding damage to the work or items within the display environment
- other risks to safety managed by the learner within the display context.

**Produce floristry work in response to a commercial craft brief (J/617/0583) (cont'd)****Delivery and assessment (cont'd)**

2.1 The evaluation of the final floristry work should reflect both the strengths of the work and those elements that were not as successful as intended. The areas that could be improved should be given significant focus as these will help inform planning for future developments. Written feedback should be obtained from the client where possible, where this is not possible the feedback should be recorded in another suitable form. The overall success of the floristry work will be determined by the feedback from the client and the learners should make active use of this within their evaluation of the finished floristry work. The display context may be evaluated in conjunction with the work as this would have been specified within the commercial floristry brief, either initially or through dialogue with the client.

2.2 The learner should action plan future improvements giving sufficient detail to the actions stated. The action/development plan should include suitable timeframes, target dates and deadlines for the completion of the stated actions and developments. The actions/developments may be related to formal training, skills development or personal application. The improvements identified should be informed either directly or indirectly by the previous evaluation.

Learner 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 the learner's performance against the assessment criteria.

**Types of evidence**

- Finished craft work, including any photographic evidence
- Evidence of the final display of the craft work – photographs, video, digital evidence or other visual evidence
- Written and visual safety records
- Evaluations
- Personal development plans.

**Produce cake decoration work in response to a commercial craft brief (R/617/0585)**

<b>Unit summary</b>	This unit provides the opportunity for learners to plan, produce and display their final work in response to the commercial craft brief and requirements of the client. Learners will strengthen and embed a continual process of planning, doing and evaluating which will form the basis of their professional practice throughout their creative lives. Learners will deploy their range of skills and techniques that they have developed elsewhere, to reflect on completed cake decoration work, identifying opportunities for improvements and ongoing personal development.
<b>Guided learning hours</b>	55
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory for the Cake Decoration pathway

**Learning outcome 1**

The learner will:

- 1 be able to produce final cake decoration work

The learner can:

- 1.1 use selected tools, materials, equipment and techniques to produce cake decoration work
- 1.2 prepare the cake decoration work to be displayed in an agreed context for the client
- 1.3 maintain a safe working environment during the craft production and display process

**Learning outcome 2**

The learner will:

- 2 know how to evaluate final cake decoration work

The learner can:

- 2.1 evaluate the success of the cake decoration work against the brief and the requirements of the client
- 2.2 reflect on completed cake decoration work, identifying opportunities for improvement or future personal development

**Produce cake decoration work in response to a commercial craft brief (R/617/0585) (cont'd)****Delivery and assessment**

Within this unit the learners produce and display their final response to the commercial cake decoration brief. The evaluation of the work is undertaken within the context of the brief, with reference to its success which is decided by the client. The commercial brief should offer the learners the opportunity to produce a significant and creative outcome, for example a celebration cake or a cake decorated for a window display or advertisement.

1.1 The standard of the final cake decoration work produced will establish the technical quality of the final work produced. The technical skills demonstrated should be applied and finished. All tools, materials, equipment and techniques should be applied effectively to produce a finished work which is of a commercial standard and finish. The learner's technical skills with different types of decoration (for example sugar and/or chocolate) should be strong enough to support their creative ideas.

1.2 The display context should be agreed with the client and evidenced, this should reflect the commercial nature of the cake decoration work to be presented. The display context could be a public or private environment depending on the nature of the commercial brief. If the work is a private commission the learner may also show evidence of obtaining written permission to display images of the work commercially for publicity purposes. If the work is undertaken as a private commission the learner may simulate the display context for evidential purposes, where a photograph within the clients home is not available. The display context, either public or private, should reflect the final setting in which the item would be received by the client. There should be synergy between the display context agreed by the learner with their client and that of similar items produced by commercially practicing cake designers and decorators. As the work produced could be perishable and/or fragile photographic or video evidence will be needed to record the cake decoration outcomes for assessment and quality assurance purposes. The work should be photographed/videoed from multiple angles showing enough detail to accurately assess and quality assure the quality of the outcomes produced.

1.3 Safe working practices must be clearly recorded during the production process showing consideration of the specialist equipment, tools or materials being used within the cake decoration working environment. Safe working practices specific to the discipline should be clearly detailed including information relating to specific hazards and risks, for example materials, chemicals, elements of equipment etc. When displaying the work the learners must evidence their safety considerations with reference where appropriate to elements such as:

- legal and workplace requirements associated with the kitchen/bakery environment including food safety and food allergens
- the safety of people within the immediate environment, for example the public or workers
- moving constraints
- specialist display equipment/furniture and its transportation where the learner would be responsible for this
- risks associated with the in situ display and measures taken to minimise these
- avoiding damage to the work or items within the display environment
- other risks to safety managed by the learner within the display context.

**Produce cake decoration work in response to a commercial craft brief (R/617/0585) (cont'd)****Delivery and assessment (cont'd)**

2.1 The evaluation of the final cake decoration work should reflect both the strengths of the work and those elements that were not as successful as intended. The areas that could be improved should be given significant focus as these will help inform planning for future developments. Written feedback should be obtained from the client where possible, where this is not possible the feedback should be recorded in another suitable form. The overall success of the cake decoration work will be determined by the feedback from the client and the learner should make active use of this within their evaluation of the finished cake decoration work. The display context may be evaluated in conjunction with the work as this would have been specified within the commercial cake decoration brief, either initially or through dialogue with the client.

2.2 The learner should action plan future improvements giving sufficient detail to the actions stated. The action/development plan should include suitable timeframes, target dates and deadlines for the completion of the stated actions and developments. The actions/developments may be related to formal training, skills development or personal application. The improvements identified should be informed either directly or indirectly by the previous evaluation.

Learner 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 the learner's performance against the assessment criteria.

**Types of evidence**

- Finished craft work, including any photographic evidence
- Evidence of the final display of the craft work – photographs, video, digital evidence or other visual evidence.
- Written and visual safety records.
- Evaluations.
- Personal development plans.

**Produce cookery work in response to a commercial craft brief (Y/617/0586)**

<b>Unit summary</b>	This unit provides the opportunity for learners to plan, produce and display their final work in response to the commercial craft brief and requirements of the client. Learners will strengthen and embed a continual process of planning, doing and evaluating which will form the basis of their professional practice throughout their creative lives. Learners will deploy their range of skills and techniques that they have developed elsewhere, to reflect on completed cookery work, identifying opportunities for improvements and ongoing personal development.
<b>Guided learning hours</b>	55
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory for the cookery pathway

**Learning outcome 1**

The learner will:

- 1 be able to produce final cookery work

The learner can:

- 1.1 use selected tools, materials, equipment and techniques to produce cookery work
- 1.2 prepare the cookery work to be displayed in an agreed context for the client
- 1.3 maintain a safe working environment during the cookery production and display process

**Learning outcome 2**

The learner will:

- 2 know how to evaluate final cookery work

The learner can:

- 2.1 evaluate the success of the cookery work against the brief and the requirements of the client
- 2.2 reflect on completed cookery work, identifying opportunities for improvement or future personal development



**Produce cookery work in response to a commercial craft brief (Y/617/0586) (cont'd)****Delivery and assessment**

General Information: Within this unit the learner produces and displays their final response to a commercial cookery brief. The evaluation of the work is undertaken within the context of the brief, with reference to its success which is decided by the client. The brief can be undertaken within any associated field of cookery which is sufficiently complex to allow the learners the scope and creativity to meet the criteria, for example the design and cooking of a national or international menu. Bakery learners would be expected to show a range of artisan skills which culminate in a complex bakery product such as a croquembouche, patisserie or a technically challenging celebration bread.

1.1 The standard of the final cookery work produced will establish the technical quality of the final work produced. The technical skills demonstrated should be applied and finished. All tools, materials, equipment and techniques should be applied effectively to produce a finished work which is of a commercial standard and finish.

1.2 The display context should be agreed with the client and evidenced, this should reflect the commercial nature of the cookery to be presented. The display context could be a public or private environment depending on the nature of the commercial brief. If the work is a private commission the learner may also show evidence of obtaining written permission to display images of the work commercially for publicity purposes. If the work is undertaken as a private commission the learner may simulate the display context for evidential purposes, where a photograph within the clients home is not available. The display context, either public or private should reflect the final setting in which the item would be received by the client. There should be synergy between the display context agreed by the learner with their client and that of similar items produced by commercially practicing chefs, cooks and bakers. As the work produced is likely to be perishable photographic or video evidence will be needed to record the cookery outcomes for assessment and quality assurance purposes. The work should be photographed/videoed from multiple angles showing enough detail to accurately assess and quality assure the quality of the outcomes produced.

1.3 Safe working practices must be clearly recorded during the production process showing consideration of the specialist equipment, tools or materials being used within the cookery working environment. Safe working practices specific to the discipline should be clearly detailed including information relating to specific hazards and risks for example materials, chemicals, elements of equipment etc. When displaying the work the learners must evidence their safety considerations with reference where appropriate to elements such as:

- legal and workplace requirements associated with the kitchen/bakery environment including food safety and food allergens
- the safety of people within the immediate environment, for example the public or workers
- moving constraints
- specialist display equipment/furniture and its transportation where the learner would be responsible for this
- risks associated with the in situ display and measures taken to minimise these
- avoiding damage to the work or items within the display environment
- other risks to safety managed by the learners within the display context.

**Produce cookery work in response to a commercial craft brief (Y/617/0586) (cont'd)****Delivery and assessment (cont'd)**

2.1 The evaluation of the final cookery work should reflect both the strengths of the work and those elements that were not as successful as intended. The areas that could be improved should be given significant focus as these will help inform planning for future developments. Written feedback should be obtained from the client where possible, where this is not possible the feedback should be recorded in another suitable form. The overall success of the cookery will be determined by the feedback from the client and the learners should make active use of this within their evaluation of the finished cookery work. The display context may be evaluated in conjunction with the work as this would have been specified within the commercial cookery brief, either initially or through dialogue with the client.

2.2 The learner should action plan future improvements giving sufficient detail to the actions stated. The action/development plan should include suitable timeframes, target dates and deadlines for the completion of the stated actions and developments. The actions/developments may be related to formal training, skills development or personal application. The improvements identified should be informed either directly or indirectly by the previous evaluation.

Learner evidence may be presented in a traditional 2 dimensional and/or combined 3 dimensional format, in a traditional or 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.

**Types of evidence**

- Finished craft work including photographic evidence.
- Evidence of the final display of the craft work – photographs, video, digital evidence or other visual evidence.
- Written and visual safety records.
- Evaluations.
- Personal development plans.

# Section 3

## Assessment and quality assurance

## **Assessment and quality assurance**

### **How the qualification is assessed**

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

The NCFE Level 3 Certificate in Creative Craft is internally assessed and externally quality assured.

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### **Internal assessment**

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

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

The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

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

- be accessible and lead to objective assessment judgements
  - permit and encourage authentic activities where the learner's own work can be clearly judged.
-

## **Presenting evidence**

### **Written**

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

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

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

### **Recorded**

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

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

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

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

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

We have set out an example used for a performance:

### **Test High School**

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

**Venue:** School hall

**Audience:** Assessors, parents and friends

#### **Band 1:**

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

Drummer – Tom Smith

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

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

#### **Performance of XXX:**

Lead male – John Smith

Lead female – Ann Jones

Choir:

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

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

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

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

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## **Quality Assurance**

### **Internal quality assurance**

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

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

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

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### **External quality assurance**

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

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# Section 4

## Explanation of terms



**Explanation of terms**

(not all verbs are used in this qualification)

## Explanation of terms used at Level 3:

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequence or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea which...)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between two or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between two or more items, resources, pieces of information.
<b>Draw conclusions (which....)</b>	Make a final decision or judgment based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgment using previous knowledge or considering other information.
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.

**Explanation of terms (cont'd)**

<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes which might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.

# Section 5

## General information

## **General information**

### **Equal opportunities**

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

### **Diversity, access and inclusion**

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

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

For more information on the Reasonable Adjustments and Special Considerations policy, please visit the NCFE website.

## Contact us

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

Tel: 0191 239 8000\*

Fax: 0191 239 8001

Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***