



Qualification specification

**NCFE Level 1 Award in Creative Craft Using Art
and Design**
QN: 500/5959/2

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.0	May 2009	First publication
v3.1	November 2017	Information regarding the wellbeing and safeguarding of learners added to Section 1.
v3.2	June 2022	Information regarding entry requirements added to Section 1 Information about the support handbook added to Section 1 Information about the language of assessment evidence added to Section 2

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1 Award in Creative Craft Using Art and Design.

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 1 Award in Creative Craft Using Art and Design.

Things you need to know

Qualification number (QN)	500/5959/2
Aim reference	50059592
Total Qualification Time (TQT)	70
Guided Learning Hours (GLH)	60
Credit value	7
Level	1
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

Credit

The credit value is equal to the Total Qualification Time divided by 10, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 500/5959/2. When registering your learners with NCFE please use reference 500/5959/2/ART.

This qualification aims to enable learners to develop basic skills in a chosen craft area. The qualification provides learners with underpinning knowledge of the craft process which gives learners the basis for progression onto further study.

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

This qualification is suitable for use within a Study Programme.

Qualification purpose

This qualification is designed for learners who want an introduction to art and design, enabling them to develop their technical skills and creativity.

This qualification will:

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

Qualification objectives

The objectives of this qualification are to enable learners to:

- develop a portfolio of work in art and design
 - use materials, tools and equipment correctly and safely
 - develop an understanding of health and safety considerations surrounding art and design.
-

Achieving this qualification

To be awarded the NCFE Level 1 Award in Creative Craft Using Art and Design, learners are required to successfully complete 3 mandatory units.

Mandatory units

Unit No	Unit title
Unit 01	Explore available resources to develop basic art and design skills
Unit 02	Explore and develop art and design ideas creatively
Unit 03	Create, present and review final art and design item(s)

The learning outcomes for each unit are provided in Section 2 (page 13).

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

To achieve the NCFE Level 1 Award in Creative Craft Using Art and Design, 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 Unit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Recognition of Prior Learning (RPL)

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

Credit transfer

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

Direct Claim Status

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

Entry guidance

This qualification aims to enable learners to develop basic skills in a art and design. The qualification provides learners with underpinning knowledge of the craft process which gives learners the basis for progression onto further study.

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

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

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

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

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

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 2 Award in Creative Craft
 - NCFE Level 2 Certificate in Creative Craft
 - NCFE Level 2 Certificate in Art and Design.
-

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected 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 that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

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

Support for learners

Evidence Tracking Log

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

Support for centres

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

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

Customer Support 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.

Reasonable Adjustments and Special Considerations Policy

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

Subject maps

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

Fees and Pricing

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

Training and support

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

Learning resources

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

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

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The unit overview includes:

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

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

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

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.

Unit 01 Explore available resources to develop basic art and design skills (T/502/4038)

Unit summary	With support and guidance from the Tutor, learners will familiarise themselves with art and design materials, resources, tools and equipment. Using given starting points, learners are encouraged to explore different materials and techniques for making items and will explore the visual and/or tactile qualities of them. By the end of this unit learners will have developed sufficient skills and knowledge to allow them to take ideas forward for development. Learners will also cover health and safety procedures relevant to the chosen resources and techniques.
Credit value	2
Guided learning hours	20
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 explore available resources to develop basic art and design skills

The learner can:

- 1.1 **explore** the **characteristics** of available art and design resources
- 1.2 **identify** a range of suitable materials and **techniques**
- 1.3 explore a range of tools and equipment for art and design
- 1.4 explore and develop **basic art and design skills**
- 1.5 **maintain a safe working environment**

Delivery and assessment

Explore: with support and guidance from Tutor.

Characteristics: visual and tactile qualities of materials, eg: flexibility; texture; durability; strength.

Identify: for different purposes and needs.

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

Basic art and design skills: using given starting points; following advice and guidance from Tutor; working within given parameters to develop techniques, use of tools, equipment and other resources.

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

Learners' portfolios should contain exploratory and investigative work. The range of materials, techniques, tools and equipment used will differ depending upon the context in which learners are working. Learners are expected to demonstrate coverage of all assessment criteria. One piece of evidence can be used to show that learners have covered a range of assessment criteria within a particular unit or across a number of different units. It is therefore important to reference evidence clearly showing which assessment criteria are covered, for both internal and external quality assurance.

Unit 01 Explore available resources to develop basic art and design skills (T/502/4038) (cont'd)**Delivery and assessment (cont'd)**

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

The work produced by learners to achieve this unit will typically demonstrate:

- some exploration into characteristics of available resources
- minimum exploration into and use of materials and techniques
- minimum exploration into and use of tools and equipment
- the application of skills at a basic level
- some exploration into possibilities and/or constraints
- that some connections have been made between intentions and outcomes
- compliance with health and safety procedures.

For this unit the emphasis should be on learning and developing techniques. The work may be mostly Tutor-led and learners should make minimum explorations working with ongoing support and supervision as required. Learners should begin to demonstrate skills and ideas in their exploratory investigations and should demonstrate a basic level of creativity in the application of their skills. Learners should be able to develop ideas with advice and support, working with clear, given parameters. Learners should realise the importance of working to targets.

1.2, 1.2 The learner report should include identification of suitable materials and techniques.

1.1–1.4 The product sketchbook should focus upon explorations into the visual/tactile qualities of available resources. Learners should demonstrate their use of a range of materials, techniques, tools and equipment. Annotation should make reference to the visual and tactile properties of materials. This should contain learners' collections of personal, self-directed responses to visual stimuli, ideas and experiences.

1.5 Assessor observation records should include the date the Assessor observed the learner, a record of the assessment criteria observed and brief comments on the learner's performance. Several assessment criteria may be observed and recorded in one entry in the Assessor observation records.

Types of evidence

Evidence could include:

- learner report (1.1, 1.2)
- product sketch book (1.1–1.4)
- Assessor observation records (1.5)

Unit 02 Explore and develop art and design ideas creatively (A/502/4039)

Unit summary	Learners will explore art and design items and the work of other specialists to develop their own ideas. They will work with the Tutor to explore the possibilities and constraints of these ideas, and decide which can be taken forward for development. Learners will record their observations and experiences appropriately and will adapt their work in response to feedback from the Tutor. Learners will also follow health and safety procedures in the development of ideas.
Credit value	3
Guided learning hours	20
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 explore and develop art and design ideas creatively

The learner can:

- 1.1 identify and use a range of different **sources** to collect ideas for development
- 1.2 **record** ideas, observations and experiences
- 1.3 discuss a **range** of art and design ideas with Tutor
- 1.4 record the **creative development** of art and design ideas with reference to **feedback**
- 1.5 **maintain a safe working environment**

Delivery and assessment

Sources: eg art galleries, museums, libraries, cinema, home, landscape, work, shops, the media, the internet etc to explore relevant items and the work of other specialists as reference for work.

Record: making some connections between intentions and outcomes, own work and work of others, with ongoing supervision and support.

Range: at least 2 ideas must be discussed.

Creative development: this should show that learners have selected ideas worth pursuing, have developed them through a series of stages and modified ideas according to feedback and circumstances. Work should be recorded to show significant points in development. Annotation should explain the development of ideas with reference to feedback and circumstances.

Feedback: taking ideas forward with advice and support from Tutor, taking into account for example cost, materials, size, time, equipment required.

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

Unit 02 Explore and develop art and design ideas creatively (A/502/4039) (cont'd)**Delivery and assessment (cont'd)**

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

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

The work produced by learners to achieve this unit will typically demonstrate:

- some exploration and recording of source material
- the use of sources to help develop ideas
- that discussions have taken place with the Tutor and that feedback has been used to develop ideas creatively
- that the ideas have been adapted as necessary in response to circumstances and different ways of working
- maintaining a safe working environment.

The Tutor should guide learners' work as necessary and should offer ongoing support and supervision as required. Learners should demonstrate some bringing together of exploratory investigations and should present an exploration/collection of stimulus material to support their work. Learners' work should demonstrate a basic level of creativity and may rely on secondary resources.

Learners should develop their ideas with advice and support working within clear, given parameters. Learners should present their ideas and should realise the importance of working to targets. There should be some evidence that through this process learners are developing individual ways of working and are pursuing ideas in depth to test the boundaries of possibility within given parameters.

1.1. A sketchbook should record learners' collected or experimental pieces of work responding to the sources they have investigated. This should be a collection of personal self-directed responses to visual stimuli, ideas, experiences, feedback and circumstances. Annotations should include evidence of responses to sources.

1.4. Developmental pieces of work should show that learners have selected ideas worth pursuing, have developed them through a series of stages and modified ideas according to feedback and circumstances. Work should be recorded to show significant points in development. Annotation should explain the development of ideas with reference to feedback.

1.2–1.4. The learner report should record learners' ideas, observations and experiences in response to the sources they have investigated. It should also record learners' discussion with the Tutor including the ideas they presented, the feedback received and how ideas have been adapted in response to feedback, circumstances and different ways of working.

Unit 02 Explore and develop art and design ideas creatively (A/502/4039) (cont'd)**Delivery and assessment (cont'd)**

1.5. Assessor observation records should include the date the Assessor observed the learner, a record of the assessment criteria observed and brief comments on the learner's performance. Several assessment criteria may be observed and recorded in one entry in the Assessor observation records.

Types of evidence

Evidence could include:

- sketchbook (1.1)
- development pieces of work (1.4)
- learner report: (1.2–1.4)
- Assessor observation record (1.5)

Unit 03 Create, present and review final art and design item(s) (T/502/4041)

Unit summary	In this unit, learners will plan and prepare to create their final art and design item(s). Learners will demonstrate a basic level of skills in using their chosen materials and techniques and will produce the item(s) in accordance with set targets and following health and safety procedures. Learners will present the final item(s) and review its/their form and function.
Credit value	2
Guided learning hours	20
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 create, present and review final art and design item(s)

The learner can:

- 1.1 **plan and prepare** for production of final art and design work
- 1.2 use ideas developed to inform production of final work
- 1.3 **produce** the art and design **item(s)** showing a **basic level of skill**
- 1.4 **present** final art and design item(s)
- 1.5 **review** the whole creative process
- 1.6 **maintain a safe working environment**

Delivery and assessment

Plan and prepare: setting achievable targets; use and check availability of correct tools, equipment and materials; ensuring work area is adequate in size, clean, suitably ventilated, well lit; use of appropriate safety wear and safety equipment.

Produce: using given starting points; following advice and guidance from Tutor; working within given parameters; working to targets.

Item(s): learners can produce one or more final item.

Basic level of skill: in using tools, equipment, materials, processes and techniques.

Present: learners should present their work for visual effect in a manner suitable to the final item(s) and their surroundings.

Review: personal experience of the whole creative process with reference to final work, materials and techniques used, development of ideas and compliance with health and safety procedures.

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

Unit 03 Create, present and review final art and design item(s) (T/502/4041) (cont'd)**Delivery and assessment (cont'd)**

In this unit, the procedures used for the planning, production and presentation of final work will differ depending upon the context in which learners are working. Learners are expected to demonstrate coverage of all assessment criteria. One piece of evidence can be used to show that learners have covered a range of assessment criteria within a particular unit or across a number of different units. It is important to reference evidence clearly showing which assessment criteria are covered, for both internal and external quality assurance.

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

The work produced by learners to achieve this unit will typically demonstrate:

- planning and preparation for the final work based upon developed ideas
- the production of final item(s) using a basic level of skill and using tools, equipment, materials and techniques
- compliance with health and safety procedures
- the presentation of final item(s) in an appropriate context
- a review of the whole creative craft process.

Learners must prepare for the production of their final piece of work adequately. They should realise the importance of working to targets. Annotation provides some assessment evidence.

The level of skill achieved should allow learners to execute their ideas with advice and support, working within clear, given parameters. Learners are required to complete their final work demonstrating the application of basic art and design skills.

1.1, 1.6 Records of planning and preparation should identify targets for completion of stages of the work, and enable learners to carry out the final work according to given themes and intentions. A project or assignment brief, which can be set by the Tutor, could form the basis of the record.

1.2 Developmental sheets should be annotated to show that learners have made clear connections between intentions, ideas and outcomes and that the final work represents the end stage of a thorough development process.

1.3, 1.4 Learners' final item(s) should demonstrate a basic level of skills in using tools, equipment, materials, processes and techniques. Presentation need not be elaborate, but should be appropriate to the form and function of the work.

1.3, 1.4, 1.6. Assessor observation records should include the date the Assessor observed learners, a record of the assessment criteria observed and brief comments on the learners' performance. Several assessment criteria may be observed and recorded in one entry in the Assessor observation records.

1.5 Learners' evaluations may be written (approximately 100–150 words), or oral. Learners should be able to evaluate the success or otherwise of their final item(s) making connections between intentions and outcomes and the development of ideas. Record of discussion (could be written by Tutor), video record of evaluation or an audio tape.

Unit 03 Create, present and review final art and design item(s) (T/502/4041) (cont'd)**Types of evidence**

Evidence could include:

- records of planning and preparation: 1.1, 1.6
- developmental sheets: 1.2
- final item(s): 1.3, 1.4
- Assessor observation records: 1.3, 1.4, 1.6
- record of evaluation: 1.5

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 1 Award in Creative Craft Using Art and Design is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 1 learner and against each learning outcome.

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

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. 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. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

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

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

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

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the internal assessment writing and delivery guide for centres on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found in the internal assessment writing and delivery guide for centres on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found in the internal assessment writing and delivery guide for centres on the NCFE website.

Presenting evidence

Written

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

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

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

Recorded

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

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

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

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

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

We have set out an example used for a performance:

Test High School

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

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

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

Drummer – Tom Smith

Guitar 1 – Dan Brown (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.

Quality Assurance

Internal quality assurance

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

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

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

External quality assurance

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

Section 4

Explanation of terms

Explanation of terms

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

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of...)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
List	Make a list of words, sentences or comments.
Locate	Find or identify.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

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

Diversity, access and inclusion

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

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

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

Data protection

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

Contact us

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