

Qualification specification

NCFE Level 1 Award in Creative Craft
QN: 601/3360/0

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.0	September 2014	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 these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1 Award in Creative Craft.

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

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

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Award in Creative Craft (pathway).

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/3360/0.

Things you need to know

- Qualification number (QN): 601/3360/0
- Aim reference: 60133600
- Total qualification time (TQT): 90
- Guided learning hours (GLH): 80
- Credit value: 9
- Level: 1
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

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

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

When registering learners for the generic creative craft qualification, centres should use the number (601/3360/0). If registering learners for a specific craft pathway, centres should use the number 601/3360/0/ followed by the 3 letter craft option code shown in brackets on the previous page. For example, to register learners on the Textiles pathway, use 601/3360/0/TEX.

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

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

Credit

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

Aims and objectives of this qualification

This qualification aims to:

- enable learners to develop basic skills in craft
- provide learners with underpinning knowledge of the craft process
- provide learners with a basis for progression into further study in craft-related areas.

The objectives of this qualification are to help learners to:

- develop a portfolio of work in craft
 - use materials, tools and equipment correctly and safely
 - develop an understanding of health and safety considerations in the craft environment.
-

Entry guidance

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

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

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved an Entry Level 3 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

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

NCFE Level 1 Award in Creative Craft (601/3360/0)

- D/506/2654 Explore craft resources (3 credits)
- H/506/2655 Explore craft ideas (4 credits)
- L/506/2648 Create, present and review final craft item (2 credits)

NCFE Level 1 Award in Creative Craft (Art and Design) (601/3360/0/ART)

- D/506/2654 Explore craft resources (3 credits)
- H/506/2655 Explore craft ideas (4 credits)
- K/506/2656 Create, present and review final art and design item (2 credits)

NCFE Level 1 Award in Creative Craft (Heritage and Traditional Crafts) (601/3360/0/HTC)

- D/506/2654 Explore craft resources (3 credits)
- H/506/2655 Explore craft ideas (4 credits)
- M/506/2657 Create, present and review final heritage and traditional crafts item (2 credits)

NCFE Level 1 Award in Creative Craft (Textiles) (601/3360/0/TEX)

- D/506/2654 Explore craft resources (3 credits)
- H/506/2655 Explore craft ideas (4 credits)
- Y/506/2667 Create, present and review final textiles item (2 credits)

NCFE Level 1 Award in Creative Craft (Construction) (601/3360/0/CON)

- D/506/2654 Explore craft resources (3 credits)
- H/506/2655 Explore craft ideas (4 credits)
- D/506/2668 Create, present and review final construction item (2 credits)

NCFE Level 1 Award in Creative Craft (Floristry) (601/3360/0/FLO)

- D/506/2654 Explore craft resources (3 credits)
- H/506/2655 Explore craft ideas (4 credits)
- H/506/2669 Create, present and review final floristry item (2 credits)

NCFE Level 1 Award in Creative Craft (Cake Decoration) (601/3360/0/CAK)

- D/506/2654 Explore craft resources (3 credits)
- H/506/2655 Explore craft ideas (4 credits)
- Y/506/2670 Create, present and review final cake decoration item (2 credits)

NCFE Level 1 Award in Creative Craft (Cookery) (601/3360/0/COO)

- D/506/2654 Explore craft resources (3 credits)
- H/506/2655 Explore craft ideas (4 credits)
- D/506/2671 Create, present and review final cookery item (2 credits)

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

To achieve the NCFE Level 1 Award in Creative Craft, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

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

Pathways within this qualification

When registering learners for this qualification, centres should use the NCFE qualification number followed by the relevant pathway code, for example 601/3360/0/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)

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
- NCFE Level 2 Certificate in Photography
- NCFE Level 2 Award in Graphic Design
- NCFE Level 2 Award or Certificate in Developing Enterprise Skills
- NCFE Level 2 Award or Certificate in Employability Skills

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

- craft, creative art and design
- media and communication.

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

Recognition of Prior Learning (RPL)

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

Credit transfer

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

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

Assessors and Internal Quality Assurance

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

Resource requirements

There are no specific resource requirements for this qualification.

Support for centres

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

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

Customer Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at 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.

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.

Training and support

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

Links to National Skills Standards

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

This qualification can be used to develop learners':

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

Section 4 shows how the units of this qualification relate to the skills above.

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

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

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

Section 2

Assessment and moderation

Assessment and moderation

How the qualification is assessed

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

The NCFE Level 1 Award in Creative Craft is internally assessed.

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

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 3.

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

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

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above. Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

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

Moderation

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

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

We do this through:

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

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

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

Section 3

Structure and content

Structure and content

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

The unit summary provides an overview of each unit including:

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

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

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment).

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

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

Unit summaries

Explore craft resources (D/506/2654)

Learners will develop their knowledge of materials and the techniques required to manipulate them. Learners will explore the properties and characteristics of different materials and develop their use of tools and equipment for working with selected materials. Learners will also cover health and safety procedures relevant to the chosen tools and materials.

Guided learning hours: 30

Credit value: 3

Level: 1

This unit is **mandatory**

Explore craft ideas (H/506/2655)

Learners will explore the work of others to inspire and develop their own craft ideas. Learners will record their ideas and discuss them with others, responding to feedback and giving reasons for their final choice.

Guided learning hours: 30

Credit value: 4

Level: 1

This unit is **mandatory**

Create, present and review final craft item (L/506/2648)

This unit allows learners to plan, produce and reflect upon their own craft work. Learners will plan and prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also identify any issues/challenges they faced in the creative process and create an action plan to help them with future developments.

Guided learning hours: 20

Credit value: 2

Level: 1

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

Unit summaries (cont'd)

Create, present and review final art and design item (K/506/2656)

This unit allows learners to plan, produce and reflect upon their own art and design craft work. Learners will plan and prepare the tools, materials and equipment required to produce their craft piece whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also identify any issues/challenges they faced in the creative process and create an action plan to help them with future developments.

Guided learning hours: 20

Credit value: 2

Level: 1

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

Create, present and review final heritage and traditional crafts item (M/506/2657)

This unit allows learners to plan, produce and reflect upon their own heritage and traditional craft work. Learners will plan and prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also identify any issues/challenges they faced in the creative process and create an action plan to help them with future developments.

Guided learning hours: 20

Credit value: 2

Level: 1

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

Create, present and review final textiles item (Y/506/2667)

This unit allows learners to plan, produce and reflect upon their own textiles craft work. Learners will plan and prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also identify any issues/challenges they faced in the creative process and create an action plan to help them with future developments.

Guided learning hours: 20

Credit value: 2

Level: 1

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

Unit summaries (cont'd)

Create, present and review final construction item (D/506/2668)

This unit provides the context for learners to plan, produce and reflect upon their own construction craft work. Learners will plan and prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also identify any issues/challenges they faced in the production process and create an action plan to help them with future developments.

Guided learning hours: 20

Credit value: 2

Level: 1

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

Create, present and review final floristry item (H/506/2669)

This unit allows learners to plan, produce and reflect upon their own floristry craft work. Learners will plan and prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also identify any issues/challenges they faced in the creative process and create an action plan to help them with future developments.

Guided learning hours: 20

Credit value: 2

Level: 1

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

Create, present and review final cake decoration item (Y/506/2670)

This unit allows learners to plan, produce and reflect upon their own cake decoration craft work. Learners will plan and prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also identify any issues/challenges they faced in the creative process and create an action plan to help them with future developments.

Guided learning hours: 20

Credit value: 2

Level: 1

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

Unit summaries (cont'd)**Create, present and review final cookery item (D/506/2671)**

This unit allows learners to plan, produce and reflect upon their own cookery craft work. Learners will plan and prepare the tools, materials and equipment required to produce their craft item whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also identify any issues/challenges they faced in the creative process and create an action plan to help them with future developments.

Guided learning hours: 20

Credit value: 2

Level: 1

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

Explore craft resources (D/506/2654)

The learner will:

- 1 Be able to explore resources to develop basic craft skills

The learner can:

- 1.1 Explore a range of tools and equipment to support craft ideas
 - 1.2 Identify different materials to support craft ideas
 - 1.3 Explore the properties of available craft materials
 - 1.4 Explore basic craft techniques within the chosen area
 - 1.5 State safe working practices to be used when working with selected tools and materials
-

Assessment guidance

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

Assessment criteria: 1.1–1.4

Additional information: within this unit learners must develop the basic technical skills required to support the creation of their craft ideas. This must be evidenced as they explore and identify the materials, tools, equipment and techniques of their chosen craft. Learners must be encouraged to safely explore these elements as far as possible to develop a thorough possible understanding of the limitations and applications of different materials, tools, equipment and techniques.

- 1.1 Learners will explore and evidence a range of tools and equipment as they work with different materials to support their craft ideas. Learners should be able to annotate any practical examples that show their exploration of tools and equipment. They will show the intended application of tools and equipment. They will also state or show the results of their explorations. Reflective practice should be encouraged so that the learners consciously recognise the outcomes of their exploratory work. The tools and equipment explored should be relevant to their ideas and the chosen craft.
- 1.2, 1.3 Learners should be able to clearly identify relevant materials which can be used to support their ideas. The properties of the materials explored should be clearly shown through samples and annotation. There should be evidence of their practical exploration of materials through which the learners will learn about the visual effects and suitability of materials.

Explore craft resources (D/506/2654) (cont'd)**Assessment guidance (cont'd)**

- 1.4 Learners will learn craft techniques as they explore and apply craft materials using relevant tools and equipment. Learners must record the techniques they have learned. The learners may record these as a written account or their answers to relevant questions might be recorded by either themselves or the Assessor. Audiovisual evidence could be used to capture evidence of the learners' responses or explanations; however, if this is recorded during a group activity the individual's contribution must be clearly evidenced in order for a clear assessment decision to be made.

In crafts that produce 3-dimensional or perishable outcomes, good quality photographic evidence can be used to represent the interim stages. These should be annotated to place the photographs in the individual's context and authenticated using an appropriate method.

Types of evidence: written evidence, worksheet, test, question and answer, recorded discussion, quiz, observation, risk assessments, audiovisual evidence.

Assessment criteria: 1.5

Additional information: learners will record a basic understanding of health and safety in relation to the craft tools, equipment, materials and techniques explored. Learners should reflect on their practical experience and how they have adhered to safe working practices including any protective clothing or equipment. If an incident occurred they could recount how they followed a procedure to limit the impact of any hazard or risk to themselves and others. Audiovisual evidence could be used to capture evidence of the learners' responses or explanations; however, if this is recorded during a group activity the individual's contribution must be clearly evidenced in order for a clear assessment decision to be made. Risk assessments could also be completed and presented covering each/all relevant activity.

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

Explore craft ideas (H/506/2655)

The learner will:

- 1 Be able to explore craft ideas

The learner can:

- 1.1 Use different sources to explore craft ideas
 - 1.2 Use visual language to communicate craft ideas
 - 1.3 Discuss craft ideas with others
 - 1.4 Develop craft idea(s) in response to feedback
 - 1.5 Identify preferred craft idea giving reasons for choice
 - 1.6 List health and safety factors relevant to craft idea
-

Assessment guidance

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

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

Assessment criteria: 1.1–1.5

Additional information:

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

Explore craft ideas (H/506/2655) (cont'd)**Assessment guidance (cont'd)**

- 1.2 learners will be able to use formal elements of design such as colour, space, line, form, texture, shape, balance, scale and contrast. Initial work should show an awareness of these although the learner's skills and understanding of many formal elements may be limited and lack confidence at this stage.

The appropriate use of visual language is gauged by how successfully a learner uses the elements of design to communicate an idea. At Level 1 these could be quite simple ideas. The formal elements of design are texture, colour, line, form etc. Learners will be able to identify these elements within craft work and would use some of them in the ideas they develop. The learner's use of visual language, including the formal elements of design, would primarily be assessed from their art and design work.

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

- 1.3,1.4 learners will discuss and present their ideas to others; this may not be a formal presentation and could be undertaken as a group discussion with as few as 2 other participants. Learners should be encouraged to obtain feedback from as many reliable sources as possible. Having discussed their ideas they should make a record of this, which could be accomplished through peer feedback notes completed by others or the learner's own record of the feedback received. Learners should then record by written, visual and/or audio visual means how the feedback has contributed to their ideas as they develop, recording any modifications made as a result. The learner should be able to differentiate between feedback which is useful to the ideas for whatever reason and that feedback which may be useful in a different context or at another time.
- 1.5 learners will choose one idea to produce to a finished standard. This choice should be a product of weighing up the different factors experienced within this unit, for example the feedback from others, feasibility of ideas, the success of final outcomes to communicate the intended ideas etc. The learner must record how they have reached the decision they have made and explain the factors that have impacted on their choice. Learners will have reached a decision regarding the idea that they will produce within the next unit.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audiovisual evidence.

Assessment criteria: 1.6

Additional information: learners should produce a record of health and safety factors relevant to the craft, which could be completed as a written or verbal record or as a risk assessment. This should include all health and safety factors relevant to the craft processes used to create and develop ideas. This could be produced as a risk assessment, completed quizzes or alternative records, but should not include collated health and safety handouts.

Create, present and review final craft item (L/506/2648)

The learner will:

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

The learner can:

- 1.1 Plan for the production of final craft work
 - 1.2 Produce craft item(s)
 - 1.3 Present final craft item(s)
 - 1.4 Review the whole creative process
 - 1.5 Maintain a safe working environment
-

Create, present and review final craft item (L/506/2648) (cont'd)**Assessment guidance**

General information: within this unit learners plan and produce their final craft item. This piece of work should be the learners' final response to the assignment, brief or project set. The learner will be able to present and review their finished work using the brief, assignment or project to benchmark their success.

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

Assessment criteria: 1.1

Additional information: learners must show they have planned the work prior to starting the production process. The planning may be recorded in any form relevant to the chosen craft. There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified along with any constraints that could arise from access to these. Learners could include risk planning and contingencies: for example, if they are using specialist material, they might state alternatives that could be used if this material runs out or is limited. The plan may be adapted as the production progresses; however, there should be a clear statement of how the learner intends to proceed and the associated deadlines, resources etc.

Type of evidence: final pieces of work presented in an appropriate format or context.

Assessment criteria: 1.2, 1.3

Additional information: learners must produce their final craft item as intended within the plan created in 1.1. Learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved, for example, using practical outcomes, annotation, digital files or photographic evidence etc. The final craft should then be presented in a format appropriate to the chosen craft. The final work could be presented photographically if this is the most relevant form of evidence. When the final piece is evidenced photographically the same care should be taken to present the final photographs. The photographic evidence should be of a good quality, allowing the viewer to clearly see sufficient detail and to be able to assess the finished piece of work. Evidence of the final piece should show the individual's work clearly, especially where the learner has completed a section of a group work, such as where the learner has completed a tile section of a community mosaic.

Create, present and review final craft item (L/506/2648) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: final evaluation in written or verbal form recorded in an appropriate authenticated format.

Assessment criteria: 1.4

Additional information: learners must review their work and the whole creative process to identify aspects that went well and areas for further improvement. Learners must rationalise any success relating to the final piece within the context of the project, assignment or brief the work was created to meet. The learners will reflect on their creative process and review it, considering what they have learned and what they would do differently next time.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audiovisual evidence.

Assessment criteria: 1.5

Additional information: learners should be confident and competent with safe working practices in relation to their chosen craft. They will now be able to maintain required safe working practices as they progress with the production of their final ideas. The learners' safe working practices must be maintained over time and there should be evidence to show this. Learners will be able to work safely and by doing so contribute to the safety of their environment. They should be aware of risks to both themselves and others, working effectively to limit these.

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

Create, present and review final art and design item (K/506/2656)

The learner will:

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

The learner can:

- 1.1 Plan for the production of final art and design work
 - 1.2 Produce art and design item(s)
 - 1.3 Present final art and design item(s)
 - 1.4 Review the whole creative process
 - 1.5 Maintain a safe working environment
-

Assessment guidance

General information: within this unit learners plan and produce their final art and design item. This piece of work should be the learners' final response to the assignment, brief or project set. Learners will be able to present and review their finished work using the assignment, brief or project to benchmark their success.

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

Assessment criteria: 1.1

Additional information: learners must show they have planned the work prior to starting the art and design production process. The planning may be recorded in any form relevant to the art and design work(s). There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified along with any constraints that could arise from access to these. Learners could include risk planning and contingencies: for example, if they are using specialist material, they might state alternatives that could be used if this material runs out or is limited. The plan may be adapted as the production progresses; however, there should be a clear statement of how the learners intend to proceed and the associated deadlines, resources etc.

Type of evidence: final pieces of art and design work presented in an appropriate format or context.

Assessment criteria: 1.2, 1.3

Additional information: learners must produce their final art and design item as intended within the plan created in 1.1. Learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved by using practical outcomes, annotation, digital files or photographic evidence etc. The final craft should then be presented in a format appropriate to art and design. The final work could be presented photographically if this is the most relevant form of evidence: for example, with large sculptural pieces, very large paintings or installations.

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

Type of evidence: final evaluation in written or verbal form recorded in an appropriate authenticated format.

Assessment criteria: 1.4

Additional information: learners must review their art and design work and the whole creative process to identify aspects that went well and areas for further improvement. Learners must rationalise any success relating to the final piece of art and design work within the context of the project, assignment or brief the work was created to meet. Learners will reflect on their creative process and review it, considering what they have learned and what they would do differently next time.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audiovisual evidence.

Assessment criteria: 1.5

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

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

Create, present and review final heritage and traditional crafts item (M/506/2657)

The learner will:

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

The learner can:

- 1.1 Plan for the production of final craft work
 - 1.2 Produce craft item(s)
 - 1.3 Present final craft item(s)
 - 1.4 Review the whole creative process
 - 1.5 Maintain a safe working environment
-

Create, present and review final heritage and traditional crafts item (M/506/2657) (cont'd)**Assessment guidance**

General information: within this unit learners plan and produce their final heritage and traditional craft item. This piece of work should be the learners' final response to the assignment, brief or project set. Learners will be able to present and review their finished work using the assignment, brief or project to benchmark their success.

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

Assessment criteria: 1.1

Additional information: learners must show they have planned the work prior to starting the production process. The planning may be recorded in any form relevant to the heritage and traditional craft work(s). There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified along with any constraints that could arise from access to these. Learners could include risk planning and contingencies: for example, if they are using specialist material, they might state alternatives that could be used if this material runs out or is limited. The plan may be adapted as the production progresses; however, this should be a clear statement of how the learners intend to proceed and the associated deadlines, resources etc.

Type of evidence: final pieces of work presented in an appropriate format or context for the heritage and traditional craft item(s).

Assessment criteria: 1.2, 1.3

Additional information: learners must produce their final heritage and traditional crafts item as intended within the plan created in 1.1. Learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved by using practical outcomes, annotation, digital files or photographic evidence etc. The final craft should then be presented in a format appropriate to heritage and traditional crafts. The final work could be presented photographically if this is the most relevant form of evidence: for example, if the work is a 3-dimensional or perishable heritage and traditional crafts item.

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

Type of evidence: final evaluation in written or verbal form recorded in an appropriate authenticated format.

Assessment criteria: 1.4

Additional information: learners must review their work and the whole creative process to identify aspects that went well and areas for further improvement. Learners must rationalise any success relating to the final piece within the context of the project, assignment or brief the work was created to meet. Learners will reflect on their creative process and review it, considering what they have learned and what they would do differently next time.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audiovisual evidence.

Assessment criteria: 1.5

Additional information: learners should be confident and competent with safe working practices in relation to their heritage and traditional crafts. They will now be able to maintain required safe working practices as they progress with the production of their final ideas. Learners' safe working practices must be maintained over time and there should be evidence to show this. Learners will be able to work safely and by doing so contribute to the safety of their environment. They should be aware of risks to both themselves and others, working effectively to limit these.

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

Create, present and review final textiles item (Y/506/2667)

The learner will:

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

The learner can:

- 1.1 Plan for the production of final textiles work
 - 1.2 Produce textiles item(s)
 - 1.3 Present final textiles item(s)
 - 1.4 Review the whole creative process
 - 1.5 Maintain a safe working environment
-

Create, present and review final textiles item (Y/506/2667) (cont'd)**Assessment guidance**

General information: within this unit learners plan and produce their final textile item. This piece of work should be the learners' final response to the assignment, brief or project set. Learners will be able to present and review their finished work using the brief, assignment or project to benchmark their success.

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

Assessment criteria: 1.1

Additional information: learners must show they have planned the textile work prior to starting the production process. The planning may be recorded in any form relevant to the textile craft. There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified along with any constraints that could arise from access to these. Learners could include risk planning and contingencies: for example, if they are using specialist material, they might state alternatives that could be used if this material runs out or is limited. The plan may be adapted as the production progresses; however, this should be a clear statement of how the learners intend to proceed and the associated deadlines, resources etc.

Type of evidence: final textile piece(s) of work presented in an appropriate format or context.

Assessment criteria: 1.2, 1.3

Additional information: learners must produce their final craft item as intended within the plan created in 1.1. Learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved by using practical outcomes, annotation, digital files or photographic evidence etc. The final textile item should then be presented in a format appropriate to the textile craft. The final work could be presented photographically if this is the most relevant form of evidencing method: for example, for large textile pieces or wall hangings.

Create, present and review final textiles item (Y/506/2667) (cont'd)**Assessment guidance (cont'd)**

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

Type of evidence: final evaluation in written or verbal form recorded in an appropriate authenticated format.

Assessment criteria: 1.4

Additional information: learners must review their textile work and the whole creative process to identify aspects that went well and, more especially, areas for further improvement. Learners must rationalise any success relating to the final piece within the context of the project, assignment or brief the work was created to meet. Learners will reflect on their creative process and review it, considering what they have learned and what they would do differently next time.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audiovisual evidence.

Assessment criteria: 1.5

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

Create, present and review final textiles item (Y/506/2667) (cont'd)**Assessment guidance (cont'd)**

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

Create, present and review final construction item (D/506/2668)

The learner will:

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

The learner can:

- 1.1 Plan for the production of final construction work
 - 1.2 Produce construction item(s)
 - 1.3 Present final construction item(s)
 - 1.4 Review the whole creative process
 - 1.5 Maintain a safe working environment
-

Create, present and review final construction item (D/506/2668) (cont'd)**Assessment guidance**

General information: within this unit learners plan and produce their final construction item. This piece of work should be the learners' final response to the assignment, brief or project set. Learners will be able to present and review their finished work using the brief, assignment or project to benchmark their success.

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

Assessment criteria: 1.1

Additional information: learners must show they have planned the work prior to starting the production process. The planning may be recorded in any form relevant to the construction. There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified along with any constraints that could arise from access to these. Learners could include risk planning and contingencies: for example, if they are using specialist material, they might state alternatives that could be used if this material runs out or is limited. The plan may be adapted as the production progresses; however, this should be a clear statement of how the learners intend to proceed and the associated deadlines, resources etc.

Type of evidence: final item(s) of construction work presented in an appropriate format or context.

Assessment criteria: 1.2, 1.3

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

The final craft should then be presented in a format appropriate to the construction. The final work could be presented photographically. When the final piece is evidenced photographically the same care should be taken to present the final photographs. The photographic evidence should be of a good quality, allowing the viewer to clearly see sufficient detail and be able to assess the finished piece of work.

Evidence of the final piece should show the individual's work clearly, especially where the learner has completed a section of a group work: for example, where the group has completed a community garden construction.

Type of evidence: final evaluation in written or verbal form recorded in an appropriate authenticated format.

Assessment criteria: 1.4

Additional information: learners must review their work and the whole creative process to identify aspects that went well and areas for further improvement. Learners must rationalise any success relating to the final piece within the context of the project, assignment or brief the work was created to meet. Learners will reflect on their creative process and review it, considering what they have learned and what they would do differently next time.

Types of evidence: written evidence, worksheet, test, question and answer, recorded discussion, quiz, observation, audiovisual evidence.

Assessment criteria: 1.5

Additional information: learners should be confident and competent with safe working practices in relation to their construction. They will now be able to maintain required safe working practices as they progress with the production of their final ideas. The learners' safe working practices must be maintained over time and there should be evidence to show this. The learners will be able to work safely and by doing so contribute to the safety of their work site or environment. They should be aware of risks to both themselves and others, working effectively to limit these.

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

Create, present and review final floristry item (H/506/2669)

The learner will:

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

The learner can:

- 1.1 Plan for the production of final floristry work
 - 1.2 Produce floristry item(s)
 - 1.3 Present final floristry item(s)
 - 1.4 Review the whole creative process
 - 1.5 Maintain a safe working environment
-

Create, present and review final floristry item (H/506/2669) (cont'd)**Assessment guidance**

General information: within this unit learners plan and produce their final floristry arrangement or item. This piece of work should be the learners' final response to the assignment, brief or project set. Learners will be able to present and review their finished work using the brief, assignment or project to benchmark their success.

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

Assessment criteria: 1.1

Additional information: learners must show they have planned the floristry work prior to starting the production process. The planning may be recorded in any form relevant to floristry. There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified along with any constraints that could arise from access to these. Learners could include risk planning and contingencies: for example, if they are using specialist material or are confined by seasonal limitations, they might state alternatives that could be used if a flower type runs out or is limited, eg different flowers that could be substituted within a design with similar forms or interchangeable colours. The plan may be adapted as the floristry production progresses; however, there should be a clear statement of how the learners intend to proceed and the associated deadlines, resources etc.

Create, present and review final floristry item (H/506/2669) (cont'd)**Assessment guidance (cont'd)**

Type of evidence: final pieces of floristry work presented in an appropriate format or context.

Assessment criteria: 1.2, 1.3

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

When the final piece is evidenced photographically the same care should be taken to present the final photographs. The photographic evidence should be of a good quality allowing the viewer to clearly see sufficient detail and to be able to assess the finished piece of work. Evidence of the final piece should show the individual's work clearly, especially where the learner has completed a section of a group work: for example, where the learner has completed one arrangement within a room being dressed by the group at an event.

Type of evidence: final evaluation in written or verbal form recorded in an appropriate authenticated format.

Assessment criteria: 1.4

Additional information: learners must review their floristry work and the whole creative process to identify aspects that went well and areas for further improvement. Learners must rationalise any success relating to the final piece within the context of the project, assignment or brief the work was created to meet. Learners will reflect on their creative floristry process and review it, considering what they have learned and what they would do differently next time.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audiovisual evidence.

Assessment criteria: 1.5

Additional information: learners should be confident and competent with safe working practices in relation to their floristry. They will now be able to maintain required safe working practices as they progress with the production of their final ideas. The learners' safe working practices must be maintained over time and should be evidence to show this. Learners will be able to work safely and by doing so contribute to the safety of their working environment. They should be aware of risks to both themselves and others, working effectively to limit these.

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

Create, present and review final cake decoration item (Y/506/2670)

The learner will:

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

The learner can:

- 1.1 Plan for the production of final cake decoration work
 - 1.2 Produce cake decoration item(s)
 - 1.3 Present final cake decoration item(s)
 - 1.4 Review the whole creative process
 - 1.5 Maintain a safe working environment
-

Create, present and review final cake decoration item (Y/506/2670) (cont'd)**Assessment guidance**

General information: within this unit the learners now plan and produce their final cake decoration item. This piece of work should be the learners' final response to the assignment, brief or project set. The learner will be able to present and review their finished cake decoration work using the assignment, brief or project to benchmark their success.

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

Assessment criteria: 1.1

Additional information: learners must show they have planned the work prior to starting the cake decoration production process. The planning may be recorded in any form relevant to the chosen cake decoration. There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified along with any constraints that could arise from access to these. Learners could include risk planning and contingencies: for example, if they are using specialist material, they might state alternatives that could be used if this material runs out or is limited. The plan may be adapted as the production progresses; however, this should be a clear statement of how the learners intend to proceed and the associated deadlines, resources etc.

Type of evidence: final piece(s) of cake decoration work presented in an appropriate format or context.

Assessment criteria: 1.2, 1.3

Additional information: learners must produce their final cake decoration item as intended within the plan created in 1.1. The learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved, for example, using practical outcomes, annotation, digital files or photographic evidence, etc. The final cake decoration should then be presented in a format appropriate to the chosen cake decoration. The final work could be presented photographically if this is the most relevant form of evidence for the cake decoration product/items created.

When the final cake decoration item is evidenced photographically the same care should be taken to present the final photographs. The photographic evidence should be of a good quality allowing the viewer to clearly see sufficient detail and to be able to assess the finished piece of cake decoration work.

Type of evidence: final evaluation in written or verbal form recorded in an appropriate authenticated format.

Assessment criteria: 1.4

Additional information: learners must review their work and the whole creative cake decoration process to identify aspects that went well and more especially areas for further improvement. Learners must rationalise any success relating to the final cake decoration item within the context of the project, assignment or brief the work was created to meet. Learners will reflect on their cake decoration process and review it, considering what they have learned and what they would do differently next time.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audiovisual evidence.

Assessment criteria: 1.5

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

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

Create, present and review final cookery item (D/506/2671)

The learner will:

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

The learner can:

- 1.1 Plan for the production of final cookery work
 - 1.2 Produce cookery item(s)
 - 1.3 Present final cookery item(s)
 - 1.4 Review the whole creative process
 - 1.5 Maintain a safe working environment
-

Create, present and review final cookery item (D/506/2671) (cont'd)**Assessment guidance**

General information: within this unit learners plan and produce their final cookery item. This piece of work should be the learners' final response to the assignment, brief or project set. Learners will be able to present and review their finished cookery work using the assignment, brief or project to benchmark their success.

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

Assessment criteria: 1.1

Additional information: learners must show they have planned the work prior to starting the cookery production process. The planning may be recorded in any form relevant to the cookery item. There should be an identified timescale for stages of the production to be completed. Relevant resources, tools and equipment should be identified along with any constraints that could arise from access to these. Learners could include risk planning and contingencies: for example, if they are using specialist material, they might state alternatives that could be used if this material runs out or is limited. The plan may be adapted as the production progresses; however, there should be a clear statement of how the learners intend to proceed and the associated deadlines, resources, etc.

Type of evidence: final piece(s) of cookery work presented in an appropriate format or context.

Assessment criteria: 1.2, 1.3

Additional information: learners must produce their final cookery item as intended within the plan created in 1.1. Learners should record the production process, especially where they have to adapt their original planning. Interim stages could be recorded or saved by using practical outcomes, annotation, digital files or photographic evidence, etc. The final cookery item should then be presented in an appropriate format. The final work could be presented photographically if this is the most relevant form of evidence for the cookery product/items created.

When the final cookery item is evidenced photographically the same care should be taken to present the final photographs. The photographic evidence should be of a good quality allowing the viewer to clearly see sufficient detail and be able to assess the finished piece of cookery work. Evidence of the final piece should show the individual's work clearly, especially where the learner has completed a section of a group work: for example, where learners have completed one dish/course within a community meal.

Type of evidence: final evaluation in written or verbal form recorded in an appropriate authenticated format.

Assessment criteria: 1.4

Additional information: learners must review their work and the whole creative cookery process to identify aspects that went well and areas for further improvement. Learners must rationalise any success relating to the final cookery item within the context of the project, assignment or brief the work was created to meet. Learners will reflect on their cookery process and review it, considering what they have learned and what they would do differently next time.

Types of evidence: written evidence, worksheet, question and answer, recorded discussion, quiz, observation, audiovisual evidence.

Assessment criteria: 1.5

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

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

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

Section 4

Links to National Skills Standards

Links to National Skills Standards

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

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

The mapping is only at the level of the unit.

English	All units
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Mathematics	All units
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ICT	D/506/2654, H/506/2655
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PLTS Independent Enquirers	All units
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PLTS Creative Thinkers	All units
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PLTS Reflective Learners	All units
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PLTS Team Workers	H/506/2655
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PLST Self-managers	L/506/2648
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PLTS Effective Participators	All units
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For further information please contact a member of the Product Development team.

Section 5

Links to National Occupational Standards

Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in Craft. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

Creative and Cultural Skills' National Occupational Standards for Craft

Unit number/title	NOS unit number/title
D/506/2654 Explore craft resources	CR1 Contribute and assist with ideas for craft work and work practice CR2 Originate and develop ideas for craft work and work practice CR7 Establish and/or modify a design process for craft
H/506/2655 Explore craft ideas	CR13 Select and use techniques, materials, tools and guidance for craft CR15 Use safe working practices and spaces for craft
L/506/2648 K/506/2656 M/506/2657 Y/506/2667 D/506/2668 H/506/2669 Y/506/2670 D/506/2671 Create present and review final craft item	CR11 Present ideas for craft CR16 Complete the craft making process CR22 Monitor and evaluate your work and work practices in craft

Section 6

General information

Section 6

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.

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