

Qualification specification

**NCFE Level 3 Applied General Certificate in Art
and Design**

QN: 601/8898/4

This qualification is now withdrawn

Contents

Summary of changes	4
Section 1	5
Qualification overview	6
Introduction	6
Things you need to know	6
Total Qualification Time (TQT)	7
About this qualification	7
Qualification purpose	8
Entry guidance	9
Achieving this qualification	10
UCAS points	10
Progression opportunities	11
Qualification dates	12
Staffing requirements	12
Assessors and Internal Quality Assurance	13
Resource requirements	13
Support for learners	13
Evidence and Grading Tracker	13
Support for centres	13
Support handbook	13
Assessment and Moderation Handbook for Schools	13
Regulations for the Conduct of External Assessments	13
Reasonable Adjustments and Special Considerations Policy	14
Subject maps	14
Fees and Pricing	14
Useful websites	14
Training and support	14
Learning resources	14
Accountability measures (performance points)	15
Work experience	15
Essential skills	15
Section 2	17
Unit content and assessment guidance	18
Synoptic assessment	19
Unit 01 Materials, techniques and processes in art and design	20
Unit 02 Research project in art and design	25
Unit 03 Communicate visually	29
Unit 04 Present and promote your work	34
Unit 05 Develop a personal response in art and design	39
Section 3	43
Assessment and Quality Assurance	44
How the qualification is assessed	44
Cognitive Processes	44
Assessment objectives	44
Learning outcomes and assessment points	45
Internal assessment	45
Supervision of learners and your role as an Assessor	46
Feedback to learners	46
Presenting evidence	46

Late submissions	48
Submitting unit grades	48
Why would the unit grades be rejected by an External Quality Assurer?	48
External assessment	49
Quality Assurance	51
External Quality Assurance (CACHE and NCFE graded qualifications)	51
Section 4	52
Grading information	53
Grading internally assessed units	53
Marking the external assessment	54
Awarding the final grade	54
Overall qualification grading descriptors	55
Section 5	57
Grading glossary	58
Section 6	60
General information	61
Equal opportunities	61
Diversity, access and inclusion	61
Contact us	62

Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 5.1 November 2019).

Version	Publication Date	Summary of amendments
v5.2	March 2020	<u>Information added to External Assessment section regarding additional retake opportunity.</u>
v5.3	January 2022	p.51, <u>band descriptions</u> updated in Presenting Evidence.
v5.4	January 2022	Paragraph added in regarding <u>external quality assurance for graded qualifications</u> .
v5.5	February 2022	The statement regarding the <u>Key Stage 5 performance tables</u> has been updated.
v5.6	June 2022	<p>Further information added to the about this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all <u>assessment evidence</u> presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that <u>registration</u> is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access <u>support handbooks</u>.</p>

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 Level 3 Applied General Certificate in 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 3 Applied General Certificate in Art and Design.

Things you need to know

Qualification number (QN)	601/8898/4
Aim reference	60188984
Total Qualification Time	540
Guided Learning Hours (GLH)	360 plus an 18-hour external assessment (total of 378)
Level	3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence (units 01–05). Externally set and assessed practical task (sampled from units 01, 02, 03 and 05).

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.
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About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/8898/4.

This qualification has been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications which:

- have appropriate content for the learner to acquire core knowledge and practical skills
- require the qualification to be graded
- provide synoptic assessment
- enable progression to a range of study and employment opportunities.

This qualification features on the DfE list of approved Applied General qualifications for 16-19 (key stage 5) performance tables.

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.

Qualification purpose

This qualification is designed for learners who want to study art and/or design at a higher level. It's suitable for those who are motivated by applied learning through hands-on, creative experiences related to the work of a professional artist or designer.

This Applied General qualification is equivalent in size to an A-level and meets the entry requirements for higher education. It's aimed at post-16-year-olds studying a Key Stage 5 curriculum with an interest in art and/or design. The qualification has been designed to sit within the Study Programme, complementing A-levels and other Level 3 qualifications.

This qualification is not part of a suite.

This qualification aims to:

- focus on the applied study of art and/or design
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills.

The objectives of this qualification are to help learners to:

- progress to further and higher education
 - develop new technical skills in art and/or design
 - develop your knowledge of art and/or design.
-

Entry guidance

This qualification is designed for learners who wish to study art and/or design as part of a study programme, with a view to progressing to higher education.

This qualification has been developed for learners aged 16-19 in schools and colleges, but is also accessible for learners post-19.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 2 qualification.

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

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 the 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 levels.

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.

Achieving this qualification

This qualification consists of:

Unit No	Unit title	Guided Learning Hours	Mandatory/Optional	Assessment method
Unit 01	Materials, techniques and processes in art and design	60	Mandatory	Internally and externally assessed
Unit 02	Research project in art and design	60	Mandatory	Internally and externally assessed
Unit 03	Communicate visually	60	Mandatory	Internally and externally assessed
Unit 04	Present and promote your work	60	Mandatory	Internally assessed
Unit 05	Develop a personal response in art and design	120	Mandatory	Internally and externally assessed

To be awarded the Level 3 Applied General Certificate in Art and Design, learners are required to achieve a minimum of a Pass in the **5** mandatory units. Learners must also achieve a minimum of a Pass in the external assessment.

The learning outcomes for each unit are provided in Section 2 (page 17).

To achieve the Level 3 Applied General Certificate in Art and Design, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. Learners must also achieve a minimum of a Pass in the external assessment.

A partial certificate can be requested for learners who don't achieve the full qualification but who have achieved at least one whole unit.

Grades are awarded for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 4 (page 54).

UCAS points

This qualification has UCAS points as follows:

- Distinction*: 56
- Distinction: 48
- Merit: 32
- Pass: 16

Progression opportunities

Learners could progress to this qualification from:

- other V Cert qualifications:
 - Level 2 Certificate in Creative Studies: Art and Design
 - Level 2 Certificate in Creative Studies: Graphic Design
 - Level 2 Certificate in Creative Studies: Interactive Media
 - Level 2 Certificate in Creative Studies: Performance Skills
 - Level 2 Certificate in Creative Studies: Craft
- or other NCFE Level 2 qualifications:
 - Level 2 Certificate in Art and Design
 - Level 2 Certificate in Creative Media
 - Level 2 Certificate in Performance Skills
 - Level 2 Certificate in Photography

This qualification fulfils entry requirements for a range of Higher Education courses, either by meeting entry requirements in their own right or by being accepted alongside and adding value to other qualifications at the same level.

Degree courses could include:

- Art and Design
- Graphic Design
- Advertising and Branding
- Architecture
- Art History
- Fine Art
- Fashion and Textiles
- Illustration
- Ceramic Design
- 3D Design
- Film and Visual Culture
- Photography
- Animation

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

- Art and/or Design
- Architecture
- Photography
- Moving Image Production

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.

Where a qualification has an external assessment this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time

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

Although NCFE does not specify the resource requirements for this qualification, centres are expected to have appropriate equipment to allow learners to cover all of the learning outcomes. NCFE does not stipulate the software packages or equipment centres should use.

Support for learners

Evidence and Grading Tracker

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

Support for centres

There are a number of support documents available that you might find useful for delivery.

Support handbook

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

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

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.

Assessment and Moderation Handbook for Schools

This guide describes the quality assurance process so that you can be aware of what systems and processes you should have in place.

Regulations for the Conduct of External Assessments

This is designed to assist centres in the correct administration of the external assessment component of NCFE qualifications.

Reasonable Adjustments and Special Considerations Policy

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

Subject maps

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

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Useful websites

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

- Louvre: www.louvre.fr
- National Gallery Online: www.nationalgallery.org.uk
- Guggenheim Collection: www.guggenheim.org
- The National Portrait Gallery: www.npg.org.uk
- Exploring Leonardo: www.mos.org
- Access Art: www.accessart.org.uk
- Artcyclopedia: www.artcyclopedia.com
- The Design Trust: www.thedesigntrust.co.uk
- The Design Museum: www.designmuseum.org
- The Crafts Council: www.craftscouncil.org.uk
- Tate Modern: www.tate.org.uk/modern
- Tate Britain: www.tate.org.uk/britain
- Hayward Gallery: www.southbankcentre.co.uk/venues/hayward-gallery
- Museum of Modern Art: www.moma.org
- The Photographers' Gallery: www.photonet.org.uk

Training and support

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

Learning resources

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

Sample Portfolio

NCFE has produced a sample portfolio to help Teachers to benchmark their learners' achievements.

Delivery Guide

NCFE has produced a Delivery Guide to help Teachers understand how the qualification could be delivered.

Please visit the NCFE website for more information.

Accountability measures (performance points)

This qualification has been developed to meet the criteria set by the DfE to be included in the 16-19 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website <http://register.ofqual.gov.uk/> for further information.

Work experience

Work experience can be very valuable to learners to gain a realistic insight into the career or job they may be interested in. The following websites provide useful information and guidance:

- www.bbc.co.uk/careers/work-experience/
 - www.creativeskillset.org/
 - www.hse.gov.uk/youngpeople/workexperience/index.htm
-

Essential skills

In order to complete high-quality project-based learning, learners may spend some time exploring how such projects are undertaken in the commercial sector of their subject area. They may also seek work experience opportunities and develop contacts with workplaces and employers.

All this activity requires that they develop a thorough understanding of the essential skills employers look for in employees.

These range from familiar 'key skills' such as team working, independent learning and problem solving, to the softer skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment

- understanding work practices and how different roles and departments function within an organisation.

NCFE has a range of qualifications that schools can use to formalise learning in these aspects of essential work-ready skills. NCFE offers valuable support to learners whose portfolio of qualifications may benefit from some work-specific enhancements. For more information please go to the NCFE website.

Withdrawn

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 provides:

- unit title and number
- unit summary
- guided learning hours
- level
- whether a unit is mandatory or optional
- how the unit is assessed.

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

- learning outcomes
- assessment points
- grading descriptors and examples
- delivery and assessment
- types of evidence for internal assessment
- unit glossary.

The learning outcomes for this qualification should not be viewed as a stand-alone element of the unit. They should be viewed holistically with the assessment points, delivery and assessment guidance, and grading descriptors. These components combined ensure that the learners' achievement is consistent with the level of the qualification.

Information in the delivery and assessment section must be covered by the Teacher during the delivery of the unit.

Anything which follows a **must** details what must be taught as part of that area of content. **These are subject to assessment.**

Anything which follows an **eg** or **could** is illustrative. It should be noted that where eg is used, these are examples that could be covered in teaching of the unit content.

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.

This qualification has been designed to be suitable for a number of disciplines, including:

- printmaking
- fine art
- digital
- fashion
- textiles
- graphic and architectural design
- photography

- performance art
- sculpture
- pottery and ceramics
- model making.

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

Synoptic assessment

Synoptic assessment¹ is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects they have studied. It enables learners to show that they can transfer knowledge and skills learned in one context to resolve problems raised in another.

To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills from the beginning.

As learners progress through the course, they use and build upon knowledge and skills learnt in previous units. Internal assessment tasks will test the learner's ability to respond to a real life situation that they may face when they are in employment.

Synoptic assessment is embedded in unit 05, as it requires the learner to apply their knowledge and skills gained in units 01–04.

The external assessment is also synoptic in nature as it requires learners to apply and integrate their knowledge and skills from across the whole qualification in a vocationally relevant context.

Full evidence of learners' accumulated knowledge, skills and understanding and of their ability to 'think like an artist or designer' will be evidenced when the learner successfully achieves the qualification.

¹ The Department for Education (DfE) defines synoptic assessment as: 'a form of assessment which requires a learner to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational sector, which are relevant to a key task'.

Unit 01 Materials, techniques and processes in art and design (M/508/4397)

Unit summary	In this unit learners will consider safe working practices in relation to the use of art and design materials, techniques and processes, and go on to produce work which shows experimentation across disciplines. Learners will review the ways in which their experiments have affected their practice.
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed

Learning outcome 1:

The learner will:

understand safe practices in their working environment

The learner must know about:

- the correct use of personal protective equipment (PPE)
- current health and safety legislation
- how to carry out a risk assessment in their working environment

Grading descriptors	Explanation
<p>Pass: Describes issues of current practice, <u>correctly applying specialist language</u> in context</p> <p>Note: There is no Merit or Distinction grade available for this learning outcome.</p>	<p>Risk Assessment and description showing details across available materials, techniques and processes aligned to the learner undertaking these in learning outcome 2.</p>
Delivery and assessment	
<p>Learners should carry out a risk assessment to determine what would be safe in their working environment and use it to describe how this will affect their working practices, with reference to materials, techniques and processes:</p> <ul style="list-style-type: none"> • the correct use of Personal Protective Equipment <ul style="list-style-type: none"> - eg, clothing, eye protection • current legislation <ul style="list-style-type: none"> - eg, Health And Safety At Work Act, Control of Substances Hazardous to Health (COSHH), PPE • how to carry out a risk assessment in their working environment <ul style="list-style-type: none"> - potential hazards and risks, who is at risk, control and prevention measures, risk rating. 	

Unit 01 Materials, techniques and processes in art and design (M/508/4397) (cont'd)**Learning outcome 1 (cont'd):**

Delivery and assessment (cont'd)
<p>As part of the risk assessment, learners should consider:</p> <p>Hazards eg:</p> <ul style="list-style-type: none">- chemicals- electricity- equipment <p>Risks eg:</p> <ul style="list-style-type: none">- slips, trips and falls- burns (external and internal)- allergic reactions
Types of evidence
<p>Evidence must include:</p> <ul style="list-style-type: none">• a completed risk assessment which identifies potential hazards, risks and control measures linked to specific materials, techniques and processes in their art and/or design environment.• a report describing findings from the risk assessment in relation to their working practices. <p>This should be undertaken prior to experimentation with materials, techniques and processes in learning outcome 2.</p>

Unit 01 Materials, techniques and processes in art and design (M/508/4397) (cont'd)**Learning outcome 2:**

The learner will:

use a variety of materials, techniques and processes

The learner must demonstrate:

- experimentation with a variety of materials, techniques and processes across disciplines

Grading descriptors	Explanation
Pass: Shows experimentation with complex materials <u>or</u> techniques with evidence of how this has been used in the development of a body of work.	No additional information
Merit: Shows experimentation with complex materials <u>and</u> techniques with clear evidence of how this has been used in the development of a body of work.	No additional information
Distinction: Shows experimentation with complex materials <u>and</u> techniques which informs future practice.	No additional information
Delivery and assessment	
This could be delivered as a series of workshops or briefs which focus on the use of specific materials, techniques and practices to develop a body of work demonstrating development of skills across disciplines.	
The focus of the unit is on the experimentation, not the final item produced.	
Experiment with a variety of materials, techniques and processes across disciplines	
<ul style="list-style-type: none"> • Materials eg: <ul style="list-style-type: none"> - ink - paint - image manipulation software - textiles - film - plaster - clay - wood • Properties of materials eg: <ul style="list-style-type: none"> - transparency - opacity - durability - resistance - malleability - fragility 	

Unit 01 Materials, techniques and processes in art and design (M/508/4397) (cont'd)**Learning outcome 2 (cont'd):**

Delivery and assessment (cont'd)
<ul style="list-style-type: none">• Techniques eg:<ul style="list-style-type: none">- monoprinting- sgraffito- scanning- surface decoration- collage- typography- digital photography- carving- slabbing- scaling• Processes eg:<ul style="list-style-type: none">- collotype printing- photo silk screen- colour saturation- dyeing- editing- glazing- 3D printing
Types of evidence
Evidence could include: <ul style="list-style-type: none">• technical notes• sketch book• digital files• annotated samples• annotated sketchbooks

Unit 01 Materials, techniques and processes in art and design (M/508/4397) (cont'd)**Learning outcome 3:**

The learner will:

review the materials, techniques and processes used in learning outcome 2

The learner must evaluate:

- how materials, techniques or processes affect their practice

Grading descriptors	Explanation
Pass: Makes reasoned conclusions based on their work in learning outcome 2.	Conclusions should be ongoing throughout, not exclusively at the end of the process.
Merit: Makes reasoned <u>and balanced</u> conclusions based on their work in learning outcome 2.	Balanced conclusions: all arguments are considered in making a conclusion.
Distinction: Makes <u>well-reasoned</u> and balanced conclusions, based on their work in learning outcome 2, <u>which inform future developments</u> .	No additional information
Delivery and assessment	
Learners are not required to produce a final evaluation of their work. This should be an ongoing review of their use of materials, processes and techniques in a studio/workshop journal.	
Types of evidence	
Evidence could include: <ul style="list-style-type: none"> • studio/workshop journal • report • presentation • blog 	

Unit 02 Research project in art and design (M/508/4402)

Unit summary	In this unit learners will focus on a specific area of interest via research, then undertake practical work to develop a personal response based upon their research.
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed

Learning outcome 1:

The learner will:

use research of artwork and/or design work to inform their personal response

The learner must demonstrate:

- research of artwork and/or design work
- the appropriateness of sources
- how their findings will inform their personal response
- use of sources

Grading descriptors	Explanation
Pass: Makes reference to research to inform their personal response.	No additional information
Merit: Demonstrates an understanding/use of research to inform their personal response.	No additional information
Distinction: Demonstrates a consistent and detailed understanding/use of research to inform their personal response.	No additional information
Delivery and assessment	
Learners will research artwork and/or design work. Research could include: <ul style="list-style-type: none"> • published material • interviews with practitioners • gallery visits • site visits <p>The research will form the basis for the development of learners' practical work in producing a personal response for learning outcome 2.</p>	

Unit 02 Research project in art and design (M/508/4402) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment**

- **research of artwork and/or design work eg:**

- primary sources
- secondary sources
- quantitative and qualitative methods
- online sources (eg, gallery websites, fanzines, forums)
- documentaries
- journals
- archived material
- academic articles

- **the appropriateness of sources**

Learners must use more than one type of source. These could include web pages, books, documentaries, a site visit, interviews, lecture, workshop, etc.

Learners should assess the appropriateness of sources, considering:

- validity
- reliability

- **how their findings will inform their personal response eg:**

- themes
- style
- colour ways
- materials
- techniques
- processes
- interpretations
- visual language
- formal elements

- **use of sources**

Learners must produce a bibliography

Types of evidence

Evidence must include:

- a bibliography and appropriate referencing

Evidence could include:

- annotated sketchbook(s)
- visual and/or written analysis of art and/or design work
- video
- website
- blog
- essay

Unit 02 Research project in art and design (M/508/4402) (cont'd)**Learning outcome 2:**

The learner will:

produce a personal response to the artwork and/or design work researched in learning outcome 1

The learner must produce:

- a piece of art and/or design work in response to the artwork or design work researched in learning outcome 1

Grading descriptors	Explanation
Pass: The personal response will show application of <u>some technical</u> skills, elements of visual language and medium or media.	No additional information
Merit: The personal response will show the <u>effective</u> application of <u>technical</u> skills, elements of visual language and medium or media.	No additional information
Distinction: The personal response will show the <u>consistent and effective</u> combination of <u>technical</u> skills, elements of visual language and medium or media.	No additional information
Delivery and assessment	
The focus of this learning outcome should be the learner's response to the research conducted in learning outcome 1 and should demonstrate a practical outcome.	
Types of evidence	
Evidence could include: <ul style="list-style-type: none"> • art and/or design work • technical notes • digital files • sketchbooks • samples, models, maquettes • video/screenshots • photographs 	

Unit 02 Research project in art and design (M/508/4402) (cont'd)**Learning outcome 3:**

The learner will:

review their research

The learner must evaluate:

- how the research influenced their response

Grading descriptors	Explanation
Pass: Makes reasoned conclusions based on appropriate information.	No additional information
Merit: Makes reasoned <u>and balanced</u> conclusions based on the information.	No additional information
Distinction: Makes <u>well-reasoned</u> and balanced conclusions which inform future developments.	No additional information
Delivery and assessment	
<ul style="list-style-type: none"> • how the research influenced their response: <ul style="list-style-type: none"> - their use of materials, techniques and processes - their use of formal elements and visual language. 	
Types of evidence	
Evidence could include: <ul style="list-style-type: none"> • evaluation • essay • presentation • website • blog • sketchbook 	

Unit 03 Communicate visually (A/508/4404)

Unit summary	In this unit, learners will study examples of how themes, ideas and messages can be communicated visually using art and/or design. Learners will then apply this to their own work in developing a response that communicates a given theme, idea or message. Finally, learners will review the success of their response.
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed

Learning outcome 1:

The learner will:

understand how to visually communicate a theme/idea/message in art and/or design

The learner must demonstrate:

- how formal elements are used to visually communicate in others' art and/or design work
- how meaning is communicated visually

Grading descriptors	Explanation
Pass: Supports <u>all</u> points with <u>some</u> sophisticated examples.	No additional information
Merit: Supports <u>all</u> points with sophisticated examples and <u>some</u> appropriate comparisons.	No additional information
Distinction: Supports <u>all</u> points with sophisticated examples and <u>appropriate</u> comparisons.	No additional information
Delivery and assessment	
Learners should consider a range of others' art and/or design work to evidence their understanding of how a theme/idea/message can be communicated. Learners should demonstrate their understanding through an analysis, which could take a written and/or visual form.	
Examples of others' art and/or design work could include, eg:	
<ul style="list-style-type: none"> • street art • propaganda • advertising • packaging • signage • tribal art • pop art • religious art • conceptual art • fashion 	

Unit 03 Communicate visually (A/508/4404) (cont'd)**Learning outcome 1 (cont'd):**

Delivery and assessment (cont'd)
<ul style="list-style-type: none">• how formal elements are used to visually communicate in art and/or design work, eg:<ul style="list-style-type: none">- shape- pattern- texture- line- colour- composition- orientation- size • how meaning is communicated visually<ul style="list-style-type: none">- explicit and implicit meaning- symbolism- context
Types of evidence
Evidence could include: <ul style="list-style-type: none">• annotation of sketches, swatches, mood boards, diagrams, etc.• report• presentation

Unit 03 Communicate visually (A/508/4404) (cont'd)**Learning outcome 2:**

The learner will:

use visual language to communicate a theme/idea/message in art and/or design

The learner must demonstrate:

- the use of visual language to communicate a chosen theme/idea/message, including
 - technical skills
 - visual language
 - medium or media

Grading descriptors	Explanation
Pass: Art and/or design work will show application of <u>some technical</u> skills, and use of visual language and medium or media to communicate an idea/theme/message.	No additional information
Merit: Art and/or design work will show the <u>effective</u> application of <u>technical</u> skills, and use of visual language and medium or media to communicate an idea/theme/message.	No additional information
Distinction: Art and/or design work will show the <u>consistent and effective</u> combination of <u>technical</u> skills, and use of visual language and medium or media to communicate an idea/theme/message.	No additional information
Delivery and assessment	
<ul style="list-style-type: none"> • the use of visual language to communicate a chosen theme/idea/message Learners must explore the visual language of a chosen theme/idea/message, taking into account: <ul style="list-style-type: none"> - use of visual language to communicate this theme/message/idea - practical considerations (eg, materials, techniques, processes) - any other considerations (eg, legal, social, religious, ethical) • technical skills, eg: <ul style="list-style-type: none"> - command of materials, techniques and processes 	

Unit 03 Communicate visually (A/508/4404) (cont'd)**Learning outcome 2 (cont'd):**

Delivery and assessment (cont'd)
<ul style="list-style-type: none">• visual language, eg:<ul style="list-style-type: none">- scale- depth- width- structure- line- tone- colour- texture- pattern- shape- form- composition • medium or media, eg:<ul style="list-style-type: none">- print- painting/drawing- film- textiles- collage- ceramics- digital
Types of evidence
Evidence must include: <ul style="list-style-type: none">• art and/or design work Evidence could include: <ul style="list-style-type: none">• notes/annotations• sketches, swatches, mood boards, diagrams, etc.

Unit 03 Communicate visually (A/508/4404) (cont'd)**Learning outcome 3:**

The learner will:

review visual communication in the work they produced in learning outcome 2

The learner must analyse:

- the use of technical skills
- the use of visual language
- the medium or media
- the strengths and/or weaknesses of visual communication

Grading descriptors	Explanation
Pass: Identifies the strengths or weaknesses of visual communication in their own work, and provides <u>some</u> evidence to justify the choices.	No additional information
Merit: Identifies the strengths or weaknesses of visual communication in their own work, and provides <u>detailed</u> evidence to justify the choices.	No additional information
Distinction: <u>Describes the relative impact of the strengths or weaknesses</u> of visual communication in their own work.	No additional information
Delivery and assessment	
<p>Learners are required to review the work they produced in learning outcome 2, with particular focus on how they used technical skills, visual language and chosen medium or media to communicate a theme/idea/message.</p> <p>Learners should evaluate the success of their visual communication and identify areas of strength and/or weakness in their work.</p>	
Types of evidence	
<p>Evidence must include:</p> <ul style="list-style-type: none"> • a review of the art and/or design work created in learning outcome 2 <p>Evidence could include:</p> <ul style="list-style-type: none"> • video • report • presentation • blogs • annotated visual work 	

Unit 04 Present and promote your work (R/508/4408)

Unit summary	In this unit learners will plan and promote their work, then review the effectiveness of their approach.
Guided learning hours	60
Level	3
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally assessed

Learning outcome 1:

The learner will:

understand ways to present and promote their work

The learner must know how to:

- present their art and/or design work, considering:
 - format
 - context
 - environment
 - different types of presentation (digital and physical)
- promote their art and/or design work, considering:
 - types of audiences
 - range of opportunities to promote their work
 - different types of promotion

Grading descriptors	Explanation
Pass: <u>Plan solutions</u> to presenting and promoting their work.	Basic plan – might lack detail but should show both digital and physical methods. May not actually be feasible.
Merit: <u>Plan effective solutions</u> to presenting and promoting their work.	Feasible plan – some detail in methods, eg one method better planned than other.
Distinction: <u>Plan effective and consistent solutions to presenting and promoting their work, and how those solutions could be implemented.</u>	Consistent – good planning across methods (digital and physical).

Unit 04 Present and promote your work (R/508/4408) (cont'd)**Learning outcome 1 (cont'd):**

Delivery and assessment
<p>Learners will plan how they will present and promote their work, both digitally and physically, considering, eg:</p> <ul style="list-style-type: none"> • format: physical, digital • context eg social, cultural, commercial • environment eg temporary, permanent, indoor, outdoor, public or private space, digital • marketing • advertising • target audience and audience engagement • exhibition • website • social media • portfolio • publication <ul style="list-style-type: none"> • types of audiences eg: <ul style="list-style-type: none"> - gallery - client - interview panel - workshops • range of opportunities to promote their work eg: <ul style="list-style-type: none"> - calls for entries - charity work - voluntary work - commissions - networking – joining a community or association - unsolicited submissions - social media - pop-up events - contracted work
Types of evidence
<p>Evidence must include a proposal which may include:</p> <ul style="list-style-type: none"> • a plan • annotated screenshots (eg social media activity) • annotated photographs • presentation • video recording with commentary • digital or interactive presentation • audio/visual narrative • diagrams.

Unit 04 Present and promote your work (R/508/4408) (cont'd)**Learning outcome 2:**

The learner will:

produce a presentation of their work and promote it

The learner must demonstrate:

- presentation of their work in a digital format
- presentation of their work in a physical format
- promotion of their work

Grading descriptors	Explanation
Pass: Outcome will show application of <u>some specialist</u> knowledge in presenting and promoting their work.	No additional information
Merit: Outcome will show the <u>effective</u> application of <u>specialist</u> knowledge in presenting and promoting their work.	No additional information
Distinction: Outcome will show the <u>consistent and effective</u> application of <u>specialist</u> knowledge in presenting and promoting their work.	No additional information
Delivery and assessment	
Learners must present and promote their work using the proposal from learning outcome 1. Learners may adapt or change their proposal as necessary.	
Types of evidence	
Evidence must be in both digital and physical form. Examples could include:	
<ul style="list-style-type: none"> • exhibition (video or photographic evidence of the event) • website • promotional material • portfolio • annotated screenshots (eg social media activity) • client presentation • online shop • publication • photographs of the presentation in situ 	

Unit 04 Present and promote your work (R/508/4408) (cont'd)**Learning outcome 3:**

The learner will:

review the presentation and promotion of their work

The learner must analyse the:

- effectiveness of the initial proposal
- strengths and weaknesses of their presentation
- strengths and weaknesses of their promotion

Grading descriptors	Explanation
Pass: Describes the effectiveness of the presentation and promotion, and <u>links these to success or otherwise of the overall outcome.</u>	No additional information
Merit: Describes the effectiveness of the presentation and promotion, and <u>justifies their use.</u>	No additional information
Distinction: Describes the effectiveness of the presentation and promotion, <u>justifies their use and suggests improvements.</u>	No additional information
Delivery and assessment	
<p>Learners are being assessed on their ability to review their work in relation to their initial proposal, including the modifications they made and the strengths and weaknesses of their presentation and promotion.</p> <ul style="list-style-type: none"> • effectiveness of the initial proposal eg: <ul style="list-style-type: none"> - constraints or limitations - modifications - unexpected issues • strengths and weaknesses of their presentation eg: <ul style="list-style-type: none"> - self-evaluation - peer evaluation - audience feedback (physical and/or digital) - website analytics • strengths and weaknesses of their promotion eg: <ul style="list-style-type: none"> - self-evaluation - peer evaluation - audience feedback (physical and/or digital) - website analytics 	

Types of evidence

Evidence could include:

- report
- presentation
- written evaluation
- interview feedback/evaluation
- questionnaire
- feedback from audience

Unit 05 Develop a personal response in art and design (Y/508/4412)

Unit summary	In this unit learners will develop a final art and/or design work based on a Statement of Intent.
Guided learning hours	120
Level	3
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed

Learning outcome 1:

The learner will:

produce a word-processed Statement of Intent

The learner must produce:

- research
- a description of a theme/idea/message they intend to communicate
- a plan detailing how the final work will be realised, identifying:
 - materials, techniques and processes
 - timescales and resources
- a rationale for the viability and feasibility of the personal response

Grading descriptors:	Explanation:
Pass: The Statement of Intent will show application of <u>some specialist</u> knowledge.	No additional information
Merit: The Statement of Intent will show the <u>effective</u> application of <u>specialist</u> knowledge.	No additional information
Distinction: The Statement of Intent will show the <u>consistent and effective</u> application of <u>specialist</u> knowledge.	No additional information

Delivery and assessment

The learner's Statement of Intent should be clear, with accurate spelling, punctuation and grammar.

- **research, including:**
 - primary and secondary sources
 - quantitative and/or qualitative methods
 - bibliography
- **a clear description of a theme/idea/message they intend to communicate**
 - learners should describe the concept(s) and their underlying motivation. What are they setting out to do and why?
- **a plan detailing how the final work will be realised, identifying:**
 - format eg physical, digital
 - context eg social, cultural, commercial
 - environment eg temporary, permanent, indoor, outdoor, public or private space, digital.

Unit 05 Develop a personal response in art and design (Y/508/4412) (cont'd)**Learning outcome 1 (cont'd):**

Delivery and assessment (cont'd)
<ul style="list-style-type: none"> • materials, techniques and processes <ul style="list-style-type: none"> - propose the materials, techniques and processes that the learner will use in their work, including a rationale for using particular materials, techniques or processes. • timescales and resources <ul style="list-style-type: none"> - learners should schedule milestones, review points and anticipated resources eg costs, sources, room bookings, technical support, etc. • a rationale for the viability and feasibility of the personal response eg: <ul style="list-style-type: none"> - size - time/duration - budget - resources - environment - required skills
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • a word-processed Statement of Intent, which can include some visual elements.

Unit 05 Develop a personal response in art and design (Y/508/4412) (cont'd)**Learning outcome 2:**

The learner will:

produce art and/or design work

The learner must produce:

- a personal response initiated by the Statement of Intent in learning outcome 1

Grading descriptors	Explanation
Pass: The artwork and/or design work will show <u>some synthesis of technical skills</u> , visual language and medium or media in producing a personal response.	No additional information
Merit: The artwork and/or design work will show the <u>effective synthesis of technical skills</u> , visual language and medium or media in producing a personal response.	No additional information
Distinction: The artwork and/or design work will show the <u>consistent and effective synthesis of technical skills</u> , visual language and medium or media in producing a personal response.	No additional information
Delivery and assessment	
In this learning outcome, learners will produce a personal response (artwork and/or design work), initiated by their Statement of Intent.	
'Produce' refers to the synthesis of materials, techniques, processes, technical skills, visual elements and medium or media.	
Types of evidence	
Evidence must include:	
<ul style="list-style-type: none"> • a personal response presented in an art and/or design medium or media. 	

Unit 05 Develop a personal response in art and design (Y/508/4412) (cont'd)**Learning outcome 3:**

The learner will:

review their progress during their work in learning outcome 2

The learner must evaluate:

- their ongoing progress during the development of their personal response

Grading descriptors	Explanation
Pass: Describes the effectiveness of the processes and practices and <u>links these to the success or otherwise of the personal response.</u>	No additional information
Merit: Describes the effectiveness of the processes and practices and <u>justifies their use.</u>	No additional information
Distinction: Describes the effectiveness of the processes and practices, <u>justifies their use and suggests improvements.</u>	No additional information
Delivery and assessment	
The learner must maintain a studio/workshop journal to record and reflect on their progress during their work in learning outcome 2.	
Evaluation of their ongoing progress should include details of: <ul style="list-style-type: none"> • materials, techniques and processes used • creative directions – has the theme/idea/message changed from the original intent? • unexpected outcomes. 	
Types of evidence	
Evidence must include:	
<ul style="list-style-type: none"> • studio/workshop journal. 	
Evidence could include:	
<ul style="list-style-type: none"> • reflective journal • notes/annotations • sketches, swatches, mood boards, diagrams, etc. • blog • photographs. 	

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 Level 3 Applied General Certificate in Art and Design consists of 2 assessment components:

1. internal assessment – each unit is internally assessed and externally quality assured by NCFE
2. external assessment – practical test. This will assess the application of knowledge and skills acquired throughout Units 01, 02, 03 and 05.

The external assessment accounts for 50% of the final grade in order to meet the requirements of an Applied General.

The external assessment components are set and marked by NCFE.

Learners must be successful in **both** types of assessment to achieve the qualification.

Assessment component		Description	Duration	Marks	Contribution to final grade
1	Internal assessment	Portfolio of evidence covering all learning outcomes	Duration of the qualification	N/A	50%
2	External assessment – practical test	Externally set and assessed practical task assessing application of knowledge and skills	18 hours (5 hours supervised, 13 hours invigilated)	75	50%

Cognitive Processes

To reflect their applied nature, we have put 3 essential cognitive processes at the heart of these qualifications. These processes are know, do and review.

Assessment objectives

The assessment objectives are derived from these cognitive processes and interpret the intellectual criteria which the qualification targets.

Assessment objectives (AOs) are applied to the whole qualification and provide synergy between the internal and external assessment. They are tested directly in the external assessment and through the learning outcomes for the internal assessment.

The AOs for this qualification are:

- **AO1: Knowledge** - show an understanding of context, themes, ideas and messages in Art and Design.
- **AO2: Application and analysis** - apply art and/or design skills in context.
- **AO3: Evaluation** - evaluate, make reasoned judgements and present conclusions.

Learning outcomes and assessment points

The learning outcomes and assessment points supplement the assessment objectives by providing information about the nature of the content which should be covered in each of the units.

Internal assessment

NCFE has created a set of exemplar tasks for Units 01, 02, 03 and 04, which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 17).

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 Teacher. 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 Teacher 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.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the guided learning hours. The grade achieved for each unit is converted to a Uniform Mark Scale (UMS) score.

All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole (this includes the assessment points,

delivery and assessment guidance, and grading descriptors). These components combined ensure that the learner's achievement is consistent with the level of the qualification and the grade awarded. Assessing the learning outcome as a whole allows for increased professional judgement on the part of the Assessor in terms of the learner's overall level of performance against the learning outcomes.

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 our website
- refer to Section 5 (page 59) for a glossary of evidence types.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our website in the document [Internal assessment writing and delivery: Guide for centres](#).

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our website in the document [Internal assessment writing and delivery: Guide for centres](#).

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form, unless specifically stated (see Delivery and Assessment guidance for each unit). 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.

The use of word frames/templates provided by Teachers which give learners an advantage in meeting the learning outcomes must be avoided. If you're unsure whether a word frame/template does give learners an advantage, please contact your External Quality Assurer for advice prior to using them. If, on your quality assurance visit, your External Quality Assurer identifies that a word frame/template has been used which gives learners an advantage in achieving the learning outcomes, then the evidence will not be accepted and the unit grade may be rejected.

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 Examiner/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 Examiner/Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Examiners and 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 Examiner/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 Examiner/Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

The High School

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

Venue: School hall

Audience: Teachers, parents and friends

Band 1:

Lead singer – James Doyle (blonde hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:

Lead male – Su Jin

Lead female – Maya Solomon

Choir:

Caterina Petracci (black hair, back row 3rd from left)

Leonard Kalymniou (brown hair, back row 5th from left)

Luke Falconer (blonde hair, front row 3rd from right)

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

Late submissions

Teachers and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards. See the NCFE website for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

The highest banked grade for a unit will contribute to the overall qualification grade.

Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

External assessment

Each learner is required to undertake an external assessment.

There are 2 specific assessment dates during the year. Please refer to the assessment arrangements document on the NCFE website for the specific dates.

To access the external assessment, centres must have entered learners using the NCFE Portal. When you make your registrations in the NCFE Portal you will be prompted to select an assessment date for your learners. NCFE will issue external assessment papers to the learner for the assessment date selected at registration. If you want your learners to sit the external assessment on a different assessment date you will need to contact your Customer Support Assistant and arrange a transfer of entry.

Centres must enter learners at least 10 working days in advance of the assessment date. Late entries will incur a fee.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills based on Units 01, 02, 03 and 05 of this qualification.

Learners must be taught the unit content prior to sitting the external assessment and the external assessments must not be altered in any way by the centre.

The external assessment must be independent from the teaching of the unit. Any stimulus material used by the centre or work completed during the teaching of the unit cannot be used as evidence in the external assessment.

The external assessment is administered under specified assessment conditions and will last for 18 hours.

The external assessment is split as follows:

- Supervision - 5 hours. There will be specific tasks that learners must complete within this time. The completion of these tasks must be supervised by an authorised member of staff and can be carried out in a classroom environment.
- Invigilated - 13 hours. There will be specific tasks that learners must complete within this time.

Centres may manage the 18 hours (this includes the supervised and the invigilated sessions) as 3 sessions or a series of shorter sessions (eg 3-hour sessions)

The completion of the external assessment must be conducted in accordance of our Regulations for the Conduct of External Assessment.

The external assessment will be marked by a visiting Examiner. The Examiner will contact the centre directly at the beginning of the assessment window with the Examiner Visit date. Learner evidence must be kept secure within the centre in line with the conditions set out in the Regulations for the Conduct of External Assessment. There must be no assessing, reviewing or copying of the evidence.

Sample papers for each of the external assessments will be made available. We'll update the website with the latest past paper soon after a live assessment has been sat.

The external assessment material will be sent out in time for the assessment date. The material must be kept secure at all times throughout the assessment period.

Please refer to the assessment arrangements document on our website www.ncfe.org.uk for confirmation of this date.

Learners are entitled to one resit which will be chargeable. This means that learners can have a total of 2 attempts at the external assessment. Resits of the external assessment will be different from the original assessment. 'Did Not Attend' will not be classed as an attempt at the external assessment. If you know before the assessment date that a learner is no longer able to sit the external assessment please contact NCFE to cancel or transfer the entry. The highest banked grade for the external assessment will contribute to the overall qualification grade.

This qualification is approved in the Key Stage 5 Performance Tables.

The DfE have confirmed that the additional retake opportunity in place for the 2018/19 academic year for all Tech Levels and Applied General qualifications will continue to be offered while the moratorium for 16–18 performance tables is in place. This includes Tech Levels and Applied General qualifications which will be counted in performance tables.

For guidance on conducting external assessments, please refer to the Regulations for Conduct of External Assessment , or contact the Quality Assurance team on 0191 239 8000.

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 twice 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.

External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Section 4

Grading information

Grading information

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction.

To support Assessors in making accurate grading decisions, NCFE has included examples alongside the grading descriptor. Sample portfolios can also be used to help set the standard of work and provide guidance on what additional evidence would be required to gain a higher grade. Please note – sample portfolios will be developed over the course of the next year. External Quality Assurers can also provide support visits to assist centres in understanding the grading descriptors and applying them to the learning outcomes consistently.

Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the learning outcome. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5 (page 59).

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

The internal assessment component is based on performance of open-ended tasks which are assessed holistically against the grading descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH and a score based on the holistic grade. The overall grade achieved for each unit is converted to UMS score.

All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole (this includes the assessment points, delivery and assessment guidance, and grading descriptors). These components combined ensure that the learner's achievement is consistent with the level of the qualification and the grade awarded. Assessing the learning outcome as a whole allows for increased professional judgement by the Assessor in terms of the learners' overall level of performance against the learning outcomes.

Marking the external assessment

The externally assessed component consists of individual questions which are marked using a numerical mark scheme to achieve a total score. The external assessment grade will be allocated by NCFE.

The weighting of the external assessment and the use of numerical mark schemes will allow for compensation. This will then be converted to a Uniform Mark Scheme (UMS), the following table represents the percentage UMS associated with each awarded grade:

L3 Pass UMS %	L3 Merit UMS %	L3 Distinction UMS %
45%	55%	65%

Awarding the final grade

NCFE needs to be able to compare performance on the same assessment components across different papers when different grade boundaries have been set, and between the different components. NCFE uses a Uniform Mark Scale (UMS) to enable this to be done.

The final qualification grade is calculated by converting the 2 assessment components into a UMS score to ensure comparability between the different components. These are combined using weightings based on their relevance to the vocational sector. The collective UMS will then be converted into a grade based on the following fixed thresholds:

	Max	P	M	D	D*
UMS	500	225	275	325	400

The final grade will be issued to the centre by NCFE and will be awarded as Not Yet Achieved, Pass, Merit, Distinction or Distinction*.

Overall qualification grading descriptors

At Level 3 learners will take responsibility for completing complex tasks, often with a commercial brief, and for analysis and evaluation. They will exercise autonomy and judgement in selecting and using relevant knowledge, ideas, skills and procedures, and must be able to identify how effective actions have been and create action plans for improvement.

Learners will consistently and correctly apply appropriate technical language and demonstrate the use of appropriate technical skills. They will be aware of different perspectives or approaches to tasks and use appropriate investigation to inform actions. An understanding of underlying theories and concepts is evident, as is an awareness of current issues relating to the vocational area. They should be able to evaluate how effective methods and actions have been.

Tasks

At Level 3 tasks should be well defined but may be complex and non-routine, requiring a technical understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. They should need some specialist skills or understanding for their completion.

<p>Not Yet Achieved</p> <p>The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a Pass.</p>
<p>Level 3 Pass</p> <p>The learners will have a detailed understanding of the key concepts and will show awareness of different approaches within an area of study. They will use some sophisticated examples to support their work and demonstrate some application of specialist processes, resources, techniques and materials relevant to the vocational area and their level of study. Learners will take responsibility, where relevant, for monitoring others (watching what they are doing and reporting to someone).</p> <p>Tasks will be completed to a minimum standard with some errors and learners will be able to link the effectiveness of the processes and practices they used to the success or otherwise of the overall outcome.</p>
<p>Level 3 Merit</p> <p>The learners will have a detailed understanding of the key concepts and will be able to apply different approaches within an area of study. They will use sophisticated examples, and make some appropriate comparisons, to support their work. They will be able to select and effectively apply specialist processes, resources, techniques and materials relevant to the vocational area and their level of study. Learners will take responsibility, where relevant, for supervising others (watching what they are doing, making sure they follow the rules given by someone else).</p> <p>Tasks will be completed to a level that exceeds the minimum standard with few errors and learners will be able to critically evaluate the processes they used and the outcomes of their tasks, using this to inform an action plan to improve or extend the outcome.</p>

Overall qualification grading descriptors (cont'd)

<p>Level 3 Distinction</p> <p>The learners will have a detailed understanding of the key concepts and will be able to apply different approaches within an area of study. They will use sophisticated examples, and make appropriate comparisons, to support their work. They will consistently select and effectively apply specialist processes, resources, techniques and materials relevant to the vocational area and their level of study, justifying their choices. Learners will take responsibility, where relevant, for supervising and guiding others (giving advice about how to do something/put something right).</p> <p>Tasks will be completed to a level that far exceeds the minimum standard with few or no errors and learners will be able to critically evaluate the processes they used and the outcomes of their tasks, using this to clearly inform an action plan to improve or extend the outcome.</p>
<p>Level 3 Distinction*</p> <p>To be awarded a Distinction* grade, the learner will have achieved within the top 20% of the maximum UMS or learners will have achieved a Distinction grade in every unit for the internal assessment and a Distinction grade in the external assessment.</p>

Whilst NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this qualification specification may be subject to change.

Section 5

Grading criteria glossary of terms

Grading glossary

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across all V Cert and Applied General qualifications and may not all appear in this qualification specification.

Accurately	Learner carries out all stages of a process correctly and without errors (<i>see mostly accurately</i>).
Advanced ways	Solutions may be more complex or more considered. For example – my table was wonky so I shaved a little bit off some of the legs (<i>see basic ways and considered ways</i>).
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where they are directed.
Balanced conclusions	All arguments are considered in making a conclusion (<i>see reasoned conclusions</i>).
Basic ways	Straightforward, mostly obvious ideas or solutions. For example – my table was wonky so I put a rubber foot on one leg (<i>see advanced ways and considered ways</i>).
Complex task/brief	A task/brief made up of several, interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements (<i>see technical problems</i>).
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from (<i>see limited experimentation and simple experimentation</i>).
Considered ways	Ideas or solutions show some degree of thought (<i>see advanced ways and basic ways</i>).
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor.
Effective solutions	Solutions are appropriate to the vocational area. For example - you might solve the problem of a wonky table by putting some paper under the leg but you could efficiently solve it by shaving some off the other legs (<i>see possible solutions</i>).
Efficiently solves	Solves in a manner appropriate to the vocational area. For example - you might solve the problem of a wonky table by putting a rubber foot on one leg but you could efficiently solve it by shaving some off the other legs.
Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology (<i>see specialist terms/language and technical terms/language</i>).
Format of source	The style of information - eg a questionnaire, a report, an observation, interview (<i>see type of source</i>).
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation (<i>see technical understanding</i>).
Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from (<i>see considered experimentation and simple experimentation</i>).
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome (<i>see accurately and some degree of accuracy</i>).

Glossary (cont'd)

Possible solutions	The solution may not involve technical skills or understanding and may not be a long term or effective solution (<i>see effective solutions</i>).
Range	Frequent use of most common words/techniques/materials (<i>see some and wide range</i>).
Reasoned conclusions	Explanations are provided as to why a conclusion was made (<i>see balanced conclusions</i>).
Simple experimentation	Straightforward, most obvious experimentation is carried out (<i>see limited experimentation and considered experimentation</i>).
Some	Occasional use of most common words/techniques/materials (<i>see range and wide range</i>).
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors (<i>see accurately and mostly accurately</i>).
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made (<i>see straightforward examples</i>).
Specialist skill	Advanced technical skills in context (<i>see technical skills</i>).
Specialist terms/language	Advanced technical terms in context (<i>see everyday language and technical terms/language</i>).
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made (<i>see sophisticated examples</i>).
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc. For example catering – cake not rising, photography – image overexposed (<i>see complex technical problems</i>).
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes (<i>see specialist skills</i>).
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. Photography – ISO, aperture, lens types. Catering – texture, presentation, flavour components (salt, sweet, umami, spice etc.), knife types and uses, nutritional value. Sports – joint care, nutrition, treatment of sports injuries. Ceramics – kiln temperature settings, glaze mixing, properties of specific clays (<i>see everyday language and specialist terms/language</i>).
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding (<i>see general understanding</i>).
Type of source	The place that the information comes from - eg the internet, a museum visit, staff, visitors (<i>see format of source</i>).
Wide range	Uses all relevant words/techniques/materials that could be expected at the level (<i>see range</i>).

Section 6

General information

General information

Equal opportunities

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

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as 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 Teacher who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

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

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