



Qualification specification

NCFE Level 2 Certificate in Creative Craft
QN: 601/3232/2

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Summary of changes

This document summarises the changes to this qualification specification. Version 3.2	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 this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Creative Craft.

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

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

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

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/3232/2.

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

Things you need to know

- Qualification number (QN): 601/3232/2
- Aim reference: 60132322
- Total Qualification Time (TQT): 150
- Guided learning hours (GLH): 110
- Credit value: 15
- Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

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

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

When registering learners for the generic Creative Craft qualification, centres should use the accreditation number (601/3232/2). If registering learners for a specific craft pathway, centres should use the accreditation number followed by the 3 letter craft option code shown in brackets above. For example, to register learners on the Textiles pathway, use 601/3232/2/TEX.

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

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

This qualification aims to:

- extend and further develop learners' skills
- extend learners' knowledge and understanding of the creative craft process
- provide recognition for enterprise skills and attributes
- investigate creative enterprise and employment opportunities in the creative sector
- extend learners' understanding of health and safety issues provide the opportunity for further development
- provide a basis for progression onto further study.

The objectives of this qualification are to help learners to:

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

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

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

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

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

or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded the NCFE 2 Certificate Creative Craft learners are required to successfully complete **4** mandatory units.

NCFE Level 2 Certificate in Creative Craft (601/3232/2)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- K/506/2673 Investigate creative enterprise and employment opportunities (5 credits)
- H/506/2672 Develop craft ideas (4 credits)
- T/506/2675 Create, present and evaluate final craft item (3 credits)

NCFE Level 2 Certificate in Creative Craft (Art and Design) (601/3232/2/ART)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- K/506/2673 Investigate creative enterprise and employment opportunities (5 credits)
- H/506/2672 Develop craft ideas (4 credits)
- L/506/2682 Create, present and evaluate final art and design item (3 credits)

NCFE Level 2 Certificate in Creative Craft (Heritage and Traditional Crafts) (601/3232/2/HTC)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- K/506/2673 Investigate creative enterprise and employment opportunities (5 credits)
- H/506/2672 Develop craft ideas (4 credits)
- J/506/2681 Create, present and evaluate final heritage and traditional crafts item (3 credits)

NCFE Level 2 Certificate in Creative Craft (Textiles) (601/3232/2/TEX)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- K/506/2673 Investigate creative enterprise and employment opportunities (5 credits)
- H/506/2672 Develop craft ideas (4 credits)
- F/506/2680 Create, present and evaluate final textiles item (3 credits)

NCFE Level 2 Certificate in Creative Craft (Construction) (601/3232/2/CON)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- K/506/2673 Investigate creative enterprise and employment opportunities (5 credits)
- H/506/2672 Develop craft ideas (4 credits)
- A/506/2676 Create, present and evaluate final construction item (3 credits)

NCFE Level 2 Certificate in Creative Craft (Floristry) (601/3232/2/FLO)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- K/506/2673 Investigate creative enterprise and employment opportunities (5 credits)
- H/506/2672 Develop craft ideas (4 credits)
- L/506/2679 Create, present and evaluate final floristry item (3 credits)

NCFE Level 2 Certificate in Creative Craft (Cake Decoration) (601/3232/2/CAK)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- K/506/2673 Investigate creative enterprise and employment opportunities (5 credits)
- H/506/2672 Develop craft ideas (4 credits)
- J/506/2678 Create, present and evaluate final cake decoration item (3 credits)

NCFE Level 2 Certificate in Creative Craft (Cookery) (601/3232/2/COO)

- M/506/2674 Use materials, tools and equipment to develop craft techniques (3 credits)
- K/506/2673 Investigate creative enterprise and employment opportunities (5 credits)
- H/506/2672 Develop craft ideas (4 credits)
- F/506/2677 Create, present and evaluate final cookery item (3 credits)

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

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

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

Pathways within this qualification

When registering learners for this qualification, centres should use the NCFE qualification number followed by the relevant pathway code, for example 601/3232/2/ART. As the chosen pathway will appear on the certificate, it is important that Tutors make clear to learners the specific option they will be registered against. Centres must carefully consider which option they want to register the learner onto, as the registration fee will be applied to each option.

The following pathways are available for this qualification:

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

Learners who achieve this qualification could progress to:

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

It may also be useful to learners studying qualifications in the following sector(s):

- Craft, creative art and design
 - Media and communication
-

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.

Exemption

Exemption allows learners to use evidence of certificated, achievement deemed to be of equivalent value against the requirements of a qualification. However, there are no exemptions currently identified for this qualification.

Equivalent units

Some units have equivalent units identified against them. If a learner has achieved these units previously, they can use them towards achievement of this qualification. However, this qualification has had no equivalent units identified.

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.

Qualification dates

The qualification review date is the date by which we'll carry out a review of the qualification.

We'll communicate changes relating to extension to qualifications to centres.

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 these qualifications 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 made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

Examples of relevant qualifications

- Certificates in Art and Design/Graphic Design
- BTEC National Certificate/Diploma in Design and Craft
- Craft-specific qualifications relevant to the craft area being delivered, eg Garment Making, Cake Decoration
- Diploma in Art, Design and Creative Studies
- Foundation Degree/Degree in Art, Craft and Design subjects
- NVQ in Design

Examples of work experience

- Current or recent work experience as a craft maker/designer or in particular craft areas, eg as an artist, fashion designer, chef, beauty therapist, florist, potter etc
- Member of the Craft Council

Resource requirements

There are no specific resource requirements for this qualification.

Support for learners

Learner's Evidence Tracking Log (LETL)

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

Support for centres

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

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

Customer Support Guide

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

Reasonable Adjustments and Special Considerations Policy

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

Subject maps

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

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Training and support

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

Learning resources

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

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

Links to National Skills Standards

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

This qualification can be used to develop learners':

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

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

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

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

Mapping to National Occupational Standards

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

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

Section 2

Assessment and moderation

Assessment and moderation

How the qualification is assessed

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

The NCFE Level 2 Certificate 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 candidate 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 candidates 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
- candidate's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro-forms on the NCFE website.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process. For approval of methods of internal assessment other than portfolio building, please contact the Customer Support 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 Customer Support team on 0191 239 8000.

Unit summaries

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

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

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **mandatory**

Investigate creative enterprise and employment opportunities (K/506/2673)

Learners will research enterprises in their chosen craft area and understand what makes them successful. They'll also explore employment opportunities, identify their own strengths and areas for development and devise an action plan to meet their career aspirations.

Guided learning hours: 40

Credit value: 5

Level: 2

This unit is **mandatory**

Develop craft ideas (H/506/2672)

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

Guided learning hours: 30

Credit value: 4

Level: 2

This unit is **mandatory**

Unit summaries cont'd

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

In this unit learners will plan, produce and evaluate their own craft work. Learners will prepare the tools, materials and equipment required to produce their craft 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 evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

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

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

In this unit learners will plan, produce and evaluate their own art and design craft work. Learners will prepare the tools, materials and equipment required to produce their craft 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 evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

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

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

In this unit learners will plan, produce and evaluate their own heritage and traditional craft work. Learners will prepare the tools, materials and equipment required to produce their craft 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 evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

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

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

In this unit learners will plan, produce and evaluate their own textiles craft work. Learners will prepare the tools, materials and equipment required to produce their craft 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 evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

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

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

In this unit learners will plan, produce and evaluate their own construction craft work. Learners will prepare the tools, materials and equipment required to produce their craft 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 evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

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

Unit summaries (cont'd)

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

In this unit learners will plan, produce and evaluate their own floristry craft work. Learners will prepare the tools, materials and equipment required to produce their craft 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 evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

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

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

In this unit learners will plan, produce and evaluate their own cake decoration craft work. Learners will prepare the tools, materials and equipment required to produce their craft 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 evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

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

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

In this unit learners will plan, produce and evaluate their own cookery craft work. Learners will prepare the tools, materials and equipment required to produce their craft 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 evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.

Guided learning hours: 20

Credit value: 3

Level: 2

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

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

The learner will:

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

The learner can:

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

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

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 candidate's craft and ideas.

Assessment criteria: 1.1–1.5

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

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

- 1.3, 1.4 The craft techniques developed by the candidates will be used competently to effectively apply the materials, tools and equipment in order to achieve the intended outcomes. The candidates' use of techniques should be developed with clear progress evident from the work produced. If the candidates modify their techniques or their choice of materials, tools and equipment, then this should be recorded as evidence of a developing approach.
- 1.5 The candidates will demonstrate a clear understanding of health and safety in relation to the craft tools, equipment, materials and techniques explored. The candidates should reflect on their practical experience and how they have adhered to safe working practices including any protective clothing or equipment. The candidates must demonstrate that through their own conduct they have worked to maintain a safe working environment in whichever context is required by the craft. This must be evidenced over time to show how safety practices have been maintained.

If an incident occurred, candidates could recount how they followed a procedure to limit the impact of any hazard or risk to themselves and others. Audio-visual evidence could be used to capture evidence of the candidates' 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.

The candidates' 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 candidate's performance against the assessment criteria.

The types of evidence listed above are for guidance purposes only. Within candidates' 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.

Investigate creative enterprise and employment opportunities (K/506/2673)**Assessment guidance**

The learner will:

- 1 Understand the market within a chosen craft area

The learner can:

- 1.1 Explore enterprises within a chosen craft area
 - 1.2 Explain what makes them successful
 - 1.3 Describe the market(s) for chosen craft area
 - 1.4 Identify opportunities in chosen market(s)
 - 1.5 Explain the importance of listening to stakeholders when developing ideas
 - 1.6 Explain the importance of balancing risk against the potential reward of creative ideas
 - 1.7 Identify appropriate financial tools to support creative enterprising ideas
 - 1.8 Identify ways to market a creative product
-

The learner will:

- 2 Understand employment opportunities within a chosen craft area

The learner can:

- 2.1 Explore employment opportunities within a chosen craft area
 - 2.2 Describe the characteristics of an enterprising individual in a chosen craft area
 - 2.3 Identify own strengths and areas for development within a chosen craft area
 - 2.4 Produce an action plan for personal development/career aspirations
-

Investigate creative enterprise and employment opportunities (K/506/2673) (cont'd)**Assessment guidance**

General: within this unit the candidates will explore enterprise and employment opportunities. Many people working in the craft industries are self-employed and this unit offers candidates an important opportunity to consider enterprise opportunities available within their chosen craft. The unit must be delivered within the context of the chosen craft and the candidates to make the content relevant and meaningful. The evidence does not have to be in written form and candidates can record an audio visual explanation or this could be recorded by an Assessor or support staff completing a professional discussion or question and answer record. If completing the question and answer record or professional discussion the staff member writing this should accurately record the candidates own vocabulary within the evidence produced.

Types of evidence: annotated research, written accounts, records of questions and answers, professional discussion, audio visual evidence, interviews completed by the candidates.

Assessment criteria: 1.1, 1.2

Additional information: the candidates will explore the types of enterprises available within the context of their chosen craft. The candidates should look at a range of enterprises with different characteristics for example those undertaken by groups, individuals, local, national, regional etc. Having explored a range of enterprises within the chosen craft area, the candidates will evaluate them to identify what makes them successful. There will be key characteristics that the candidates will be able to explain in a relevant format.

Investigate creative enterprise and employment opportunities (K/506/2673) (cont'd)

Types of evidence: annotated research, written accounts, records of questions and answers, professional discussion, audio visual evidence, interviews completed by the candidates.

Assessment criteria: 1.3, 1.4

Additional information: the candidates will have an understanding of the market for their chosen craft from the research undertaken in 1.1 and 1.2. They may be aware of current trends in the market from how others have developed enterprises to meet or create these. The candidates should describe the market they now have an understanding of and consider what opportunities might be available. They may consider how trends might be developed further or a new opportunity that they themselves have identified. The candidates may consider both. A range of relevant opportunities should be recorded within the candidates' evidence.

Types of evidence: annotated research, written accounts, records of questions and answers, professional discussion, audio visual evidence, interviews completed by the candidates.

Assessment criteria: 1.5

Additional information: the candidates must be aware of the importance an investing party has within an enterprise and be able to explain why listening to their views is important when developing enterprise ideas.

Types of evidence: annotated research, written accounts, records of questions and answers, professional discussion, audio visual evidence.

Assessment criteria: 1.6

Additional information: the candidates must show an awareness of the risks associated with their potential enterprise ideas by explaining how these risks are balanced against potential rewards. The candidates must apply this activity within the context of the creative ideas they have identified in 1.4. This may include examples of acceptable risks and unacceptable risks to demonstrate unfamiliar principles. The candidates should be able to see the potential consequences of the risks identified in order to evaluate the degree of risk.

Types of evidence: annotated research, written accounts, records of questions and answers, professional discussion, audio visual evidence.

Assessment criteria: 1.7

Additional information: the candidates should be aware of the need to financially plan, forecast and budget for any enterprise. As a result they need to identify available appropriate financial tools to support creative enterprising ideas. The tool identified may be software or manually based.

Investigate creative enterprise and employment opportunities (K/506/2673) (cont'd)

Types of evidence: annotated research, written accounts, records of questions and answers, professional discussion, audio visual evidence, interviews completed by the candidates.

Assessment criteria: 1.8

Additional information: the candidates will identify a range of activities that could be undertaken to market a creative product. The word product should be interpreted in the context of the craft chosen. The marketing methods identified may involve technology, media or traditional means as appropriate to the creative craft product. The candidates should identify at least three specific methods to market their product basically stating how the selected marketing methods would be used.

Types of evidence: annotated research, written accounts, records of questions and answers, professional discussion, audio-visual evidence.

Assessment criteria: 2.1

Additional information: the candidates will explore at least 3 different types of the employment opportunities available within their chosen craft area, these should relate to opportunities that are relevant to the candidates.

Types of evidence: annotated research, written accounts, records of questions and answers, professional discussion, audio-visual evidence, interviews completed by the candidates.

Assessment criteria: 2.2

Additional information: the candidates will identify an enterprising individual within their chosen craft area who should be relevant to the type of opportunities they wish to pursue themselves. The candidates should reflect on the characteristics of their chosen enterprising individual and describe them, for example the individual chosen could be a local craft person or a researched national individual.

Investigate creative enterprise and employment opportunities (K/506/2673) (cont'd)

Types of evidence: annotated research, written accounts, records of questions and answers, professional discussion, audio-visual evidence.

Assessment criteria: 2.3, 2.4

Additional information: the candidates will identify their own strengths and weaknesses using an appropriate method or self-assessment tool. The strengths and weaknesses identified should relate to the chosen craft area. The information identified within 2.1 should be used by the candidate to help them identify the characteristics they are evaluating when identifying their own strengths and weaknesses.

Once the candidates have identified their own areas for improvement they should produce an action plan to develop themselves. The actions should be focused on their personal development or the steps that progress the individual towards an identified career aspiration relevant to their chosen craft.

The types of evidence listed above are for guidance purposes only. Within candidates' 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.

Develop craft ideas (H/506/2672)

Assessment guidance

The learner will:

- 1 Be able to develop craft ideas

The learner can:

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

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

Assessment guidance

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

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

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

- 1.2 The candidates will be able to use formal elements of design such as colour, space, line, form, texture, shape, balance, scale and contrast. Developmental craft work should demonstrate the ability to combine elements and communicate intended ideas using visual language. The successful use of visual language is gauged by how successfully a candidate uses the elements of design to communicate an idea. At level 2 this should be confident at a basic level and be developing to show an ability to communicate more complex or subtle ideas. The formal elements of design are texture, colour, line, form etc. The candidate will be able to apply these elements within craft work and would use a range of these to communicate the ideas they develop. The candidate's use of visual language including the formal elements of design would primarily be assessed from their craft work. Their understanding of formal elements may also be evidenced through their annotation. For example how they rationalise changes in colour or form or texture.
 - 1.3 Candidates will discuss their ideas with others; this may not be a formal presentation and could be undertaken as a group discussion with as few as two other participants. The candidates 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 candidates own record of the feedback received. The candidates should develop reflective practices and undertake an interim evaluation their own work. The candidates should make every effort to be objective during their evaluation and focus on potential improvements to the ideas developed. The candidates should record their findings using an appropriate method.
 - 1.4 The candidates should then record by written, visual and/or audio visual means how the feedback and their evaluation has contributed to their ideas as they develop, recording any modifications made as a result. The candidates should be able to differentiate between feedback which is useful to the ideas for whatever reason and that feedback which may be useful in a different context or at another time. Any adaptations made to the practical developmental work produced by the candidates must be clearly recorded.
 - 1.5 The candidate will select one idea to produce to a finished standard. This choice should be a product of weighing up the different factors experienced within this unit, for example the feedback from others, feasibility of ideas, the success of final outcomes to communicate the intended ideas etc. The candidate must record how they have reached the decision they have made and explain the factors that have impacted on their choice. The candidates will have reached a decision regarding the final idea and they will produce this within the next unit.
-

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

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

Assessment criteria: 1.6

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

The candidates' 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 candidate's performance against the assessment criteria.

The types of evidence listed above are for guidance purposes only. Within candidates' 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.

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

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

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

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

Assessment criteria: 1.1

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

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

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

Assessment criteria: 1.2, 1.3

Additional information: the candidates must produce their final craft item as intended within the plan created in 1.1. The candidates 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 candidates should show why they have selected particular materials, tools, equipment and techniques for the production of their idea referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

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

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

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

Assessment criteria: 1.4

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

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

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

Assessment criteria: 2.1, 2.2

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

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

The candidates' 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 candidate's performance against the assessment criteria.

The types of evidence listed above are for guidance purposes only. Within candidates' 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.

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

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

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

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

Assessment criteria: 1.1

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

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

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

Assessment criteria: 1.2, 1.3

Additional information: the candidates must produce their final art and design item as intended within the plan created in 1.1. The candidates 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 candidates should show why they have selected particular materials, tools, equipment and techniques for the production of their idea referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

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

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

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

Assessment criteria: 1.4

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

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

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

Assessment criteria: 2.1, 2.2

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

The candidates 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.

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

The candidates' 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 candidate's performance against the assessment criteria.

The types of evidence listed above are for guidance purposes only. Within candidates' 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.

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

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

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

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

Assessment criteria: 1.1

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

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

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

Assessment criteria: 1.2, 1.3

Additional information: the candidates must produce their final heritage and traditional craft item as intended within the plan created in 1.1. The candidates 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 candidates should show why they have selected particular materials, tools, equipment and techniques for the production of their idea referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

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

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

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

Assessment criteria: 1.4

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

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

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

Assessment criteria: 2.1, 2.2

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

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

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

The candidates' 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 candidate's performance against the assessment criteria.

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

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

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

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

Assessment criteria: 1.1

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

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

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

Assessment criteria: 1.2, 1.3

Additional information: the candidates must produce their final textile item as intended within the plan created in 1.1. The candidates 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 candidates should show why they have selected particular materials, tools, equipment and techniques for the production of their idea referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

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

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

Assessment guidance

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

Assessment criteria: 1.4

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

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

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

Assessment criteria: 2.1, 2.2

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

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

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

The candidates' 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 candidate's performance against the assessment criteria.

The types of evidence listed above are for guidance purposes only. Within candidates' 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.

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

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

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

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

Assessment criteria: 1.1

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

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

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

Assessment criteria: 1.2, 1.3

Additional information: the candidates must produce their final construction item as intended within the plan created in 1.1. The candidates 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 candidates should show why they have selected particular materials, tools, equipment and techniques for the production of their idea referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

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

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

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

Assessment criteria: 1.4

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

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

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

Assessment criteria: 2.1, 2.2

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

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

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

The candidates' 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 candidate's performance against the assessment criteria.

The types of evidence listed above are for guidance purposes only. Within candidates' 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.

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

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

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

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

Assessment criteria: 1.1

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

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

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

Assessment criteria: 1.2, 1.3

Additional information: the candidates must produce their final floristry item/arrangement as intended within the plan created in 1.1. The candidates 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 candidates should show why they have selected particular materials, tools, equipment and techniques for the production of their idea referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

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

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

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

Assessment criteria: 1.4

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

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

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

Assessment criteria: 2.1, 2.2

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

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

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

The candidates' 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 candidate's performance against the assessment criteria.

The types of evidence listed above are for guidance purposes only. Within candidates' 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.

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

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

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

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

Assessment criteria: 1.1

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

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

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

Assessment criteria: 1.2, 1.3

Additional information: the candidates must produce their final cake decoration item as intended within the plan created in 1.1. The candidates 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 candidates should show why they have selected particular materials, tools, equipment and techniques for the production of their idea referring to relevant qualities which make them appropriate to the work being produced. The finished piece of work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

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

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

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

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

Assessment criteria: 1.4

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

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

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

Assessment criteria: 2.1, 2.2

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

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

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

The candidates' 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 candidate's performance against the assessment criteria.

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

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

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

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

Assessment criteria: 1.1

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

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

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

Assessment criteria: 1.2, 1.3

Additional information: the candidates must produce their final cookery item as intended within the plan created in 1.1. The candidates 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 candidates should show why they have selected particular materials, tools, equipment and techniques for the production of their idea referring to relevant qualities which make them appropriate to the work being produced. The finished cookery work will show the selected materials, tools, equipment and techniques used to a competent Level 2 standard.

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

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

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

Assessment criteria: 1.4

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

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

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

Assessment criteria: 2.1, 2.2

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

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

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

The candidates' 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 candidate's performance against the assessment criteria.

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Section 4

Links to National Skills Standards

Links to National Skills Standards

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

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

The mapping is only at the level of the unit.

English	All units
Mathematics	All units
ICT	M/506/2674, K/506/2673, H/506/2672
PLTS Independent Enquirers	All units
PLTS Creative Thinkers	All units
PLTS Reflective Learners	All units
PLTS Team Workers	K/506/2673
PLST Self-managers	T/506/2675
PLTS Effective Participators	All units

For further information please contact a member of the Customer Support team.

Section 5

Links to National Occupational Standards

Links to National Occupational Standards

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

Creative and Cultural Skills' National Occupational Standards for Craft

Unit number/title	NOS unit number/title
M/506/2674 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
K/506/2673 Explore craft ideas	CR13 Select and use techniques, materials, tools and guidance for craft CR15 Use safe working practices and spaces for craft
T/506/2675, L/506/2682, J/506/2681, F/506/2680, A/506/2676, L/506/2679, J/506/2678, F/506/2677 Create, present and 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

General information

Equal opportunities

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

Diversity, access and inclusion

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

Candidates 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 see 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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Version 3.2 June 2022

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