

Qualification specification

NCFE Level 1 Certificate in Art and Design
QN: 601/0677/3

This qualification is now withdrawn



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Summary of changes

This section summarises the changes to this qualification specification. Please check the qualification page on our website for the most recent version.

Version	Publication date	Summary of amendments
v4.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 14).
v4.2	June 2022	Further information added to the how the qualification is assessed section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Support handbook section added with information about how to access support handbooks.

Section 1

Qualification overview

Qualification overview

Introduction

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

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

To ensure that you're using the most up-to-date version of this Qualification Specification, please check the version 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 full regulated qualification title.

Things you need to know

Qualification number (QN)	601/0677/3
Aim reference	60106773
Total Qualification Time (TQT)	130
Guided Learning Hours (GLH)	130
Credit value	13
Level	1
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

Credit

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

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/0677/3.

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

This qualification is suitable for use within a Study Programme.

Qualification purpose

This qualification is designed for learners who wish to explore Art and Design concepts and materials.

This qualification aims to:

- allow learners to explore ideas and techniques and use visual language in a chosen art and design medium
- allow learners to develop their knowledge and understanding of the design process and apply this to a design project
- provide learners with the opportunity for personal development.

This qualification will:

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

Qualification objectives

The objectives of this qualification are to:

- use raw materials, tools and equipment safely and competently
 - research and experiment with techniques, materials and tools to develop ideas for experimental pieces
 - progress these ideas and produce own work
 - evaluate own work, ideas and learning through the design process
 - prepare for further study.
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Support handbook

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

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

Achieving this qualification

To be awarded the Level 1 Certificate in Art and Design, learners are required to successfully complete 2 mandatory units and 2 optional units.

Mandatory units

Unit number	Unit title
Unit 01	Experiment with art and design ideas and techniques
Unit 02	Complete a final art and design project

Optional units

Unit number	Unit title
Unit 03	Create art and design work using 2-dimensional techniques
Unit 04	Create art and design work using 3-dimensional techniques
Unit 05	Create art and design work using mixed media techniques
Unit 06	Create art and design work using digital media

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

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

To achieve the Level 1 Certificate in Art and Design, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification.

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

Essential skills

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

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

Recognition of Prior Learning (RPL)

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

Credit transfer

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

Direct Claim Status

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

Entry guidance

This qualification is designed for learners who wish to explore Art and Design concepts and materials.

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

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

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

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

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

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Art and Design
- Level 2 Certificate in Creative Studies: Art and Design
- Level 2 Certificate in Creative Studies: Graphic Design
- Level 2 Certificate in Creative Studies: Interactive Media
- Level 2 Award in Creative Craft using Art and Design.

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

- junior roles in animation
 - ceramics design
 - community arts
 - fashion
 - fine art
 - glass
 - graphic design
 - product design
 - jewellery
 - make-up
 - textile design
 - web design.
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Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

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

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

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the number 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 that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and internal quality assurance

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

Examples of relevant qualifications:

- Degree in art and design subjects
- A Level/GCSE in Art and Design
- BTEC National Certificate/Diploma in Design or Fine Art.

Examples of work experience:

- current or recent work experience as an artist/designer or experience in working in a particular art and design discipline, eg as a photographer, fine artist, sculptor etc
 - teaching specialist in art and design disciplines, eg fine art, sculpture, drawing and painting etc.
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Resource requirements

Learners will need to have access to various art and design materials, tools and equipment. They may also need access to digital design software depending on the optional units chosen.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

Customer support team

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

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

Subject maps

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

Fees and Pricing

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

Useful websites

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

- www.ccskills.org.uk
- www.designcouncil.org.uk

Training and support

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

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the 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
- Information and Communication Technology skills.

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 Skills Mapping document for this qualification can be found on the qualifications page on the NCFE website.



Section 2

Unit content and assessment guidance



Unit content and assessment guidance

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

The unit overview includes:

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

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

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

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

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

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

Unit 01 Experiment with art and design ideas and techniques (F/505/2974)

Unit summary	Within this unit the learners will research materials, tools and techniques in preparation for their own use. A small range of samples will be produced during the learner's initial investigation of ideas and techniques. Having described the effects of the techniques and materials used, the learner will experiment with their use and create progressed sample pieces which will further develop their skills and understanding.
Credit value	3
Guided learning hours	30
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Be able to select materials, tools and equipment to explore techniques or ideas

The learner can:

- 1.1 Select traditional materials, tools and equipment to explore a technique or idea
- 1.2 Select non-traditional materials, tools and equipment to explore a technique or idea
- 1.3 Record initial ideas on the potential use of traditional and non-traditional materials, tools and equipment

Learning outcome 2

The learner will:

- 2 Be able to experiment with materials, tools and equipment to try techniques or ideas

The learner can:

- 2.1 Prepare basic materials to experiment with techniques and ideas
- 2.2 Use traditional and non-traditional techniques to make experimental pieces
- 2.3 Describe the qualities of the materials, tools and techniques used to make the experimental pieces

Unit 01 Experiment with art and design ideas and techniques (F/505/2974) (cont'd)**Learning outcome 3**

The learner will:

- 3 Be able to review experimental pieces

The learner can:

- 3.1 Describe visual qualities of the experimental pieces produced
- 3.2 Experiment with methods used to further develop experimental pieces
- 3.3 Discuss the visual qualities of the experimental pieces
- 3.4 List any applicable health and safety factors and regulations

Delivery and assessment

Assessment criteria: 1.1–1.3. The learner will be able to develop initial art and design skills using a small range of materials and techniques.

Learners may annotate research of the work of other artists or designers, noting how they have used materials, tools and techniques. The Assessor could design worksheets relating to the learning outcomes, or they may record a discussion based on these questions.

It's recommended that learners should investigate at least 3 techniques. These should be a mixture of non-traditional and traditional techniques.

Assessment criteria: 2.1, 2.2, 3.2. Materials and techniques are prepared and applied to create test pieces which experiment with basic formal elements: creating textures, using and combining colour, line, shape, space etc.

It's recommended that learners should produce at least 3 samples and select 3 elements to experiment with and progress further. In developing these test pieces they may add another colour in a different medium to try to enhance the test piece.

Learners will record basic findings and processes alongside their practical samples.

Assessment criteria: 2.3, 3.1. The learner will record the characteristics of the materials, tools and techniques used by them to make their sample pieces.

The learner may record or discuss simple observations such as the sharp nature of a tool and then refer to the hard line made within their sample.

Assessment criterion: 3.3. A written or recorded discussion could be completed that considers the more successful aspects of the samples.

The learner should suggest the ways in which these could be developed. Learners may benefit from discussing their experience and the Assessor may ask learners questions.

Assessment criterion: 3.4. The learner will demonstrate a basic understanding of health and safety in relation to the tools, materials and techniques relevant to the range chosen.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- observation
- written account or annotation
- recorded discussion / question and answer
- research
- a statement of intent
- worksheet
- sketchbook showing investigative and developmental work
- set of test pieces collated together
- practical samples with annotation
- written evidence
- question and answer
- audio-visual evidence
- portfolio of test pieces with written notes
- collated sample pieces and annotation
- test
- quiz.

Unit 02 Complete a final art and design project (D/505/3517)

Unit summary	Learners will complete a personal project which can be completed in any medium. The personal project allows the learner to use a single technique or medium, or a combination to complete the project brief.
Credit value	4
Guided learning hours	40
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 Be able to use primary and secondary sources to develop ideas in response to a project brief

The learner can:

- 1.1 Develop ideas from primary and secondary sources using appropriate visual language
- 1.2 Communicate ideas to others

Learning outcome 2

The learner will:

- 2 Be able to produce a final piece of work from a project brief

The learner can:

- 2.1 Plan final work in response to the project brief
- 2.2 Use appropriate visual language to communicate ideas within the final piece of work
- 2.3 Produce a final piece of work in response to the project brief
- 2.4 Present final work to others

Learning outcome 3

The learner will:

- 3 Be able to review and reflect on own work

The learner can:

- 3.1 Make suggestions to develop or improve work
- 3.2 Respond appropriately to other's point of view about own work

Unit 02 Complete a final art and design project (D/505/3517) (cont'd)**Delivery and assessment**

Assessment criterion: 1.1. The formal elements of design are colour, space, line, form, texture, shape, balance, scale and contrast. The learner will be able to identify these elements in an image and would use some of them in work they create.

The learner's use of visual language using the formal elements of design would be assessed from their art and design work and in their annotation. Learners will investigate relevant secondary sources and use elements of these to develop their own ideas and understanding of potential techniques.

Learners could research the work of other artists and designers, collecting pieces of design work such as objects, example photographs, ceramic or textile samples from different sources.

Learners will investigate relevant primary resources; these will be used to inform and progress creative ideas – for example, observational drawings or the learner's own photographs, the learner's own sample work and experimentation.

Assessment criterion: 1.2. Learners will communicate their ideas through discussions with Assessors, support staff or peers. These discussions may occur with one other or in larger group critiques.

Assessment criteria: 2.1–2.3. The learner will plan the development and completion of a piece of work based on their preparatory work and presentation of final work. The final piece of work should meet the aim of the brief fully.

The learner will complete a piece of work using relevant techniques which provides a final outcome to the ideas developed.

Learners will have annotated their work or recorded basic findings and processes alongside their practical work.

Assessment criteria: 2.4, 3.1, 3.2. The learner should take part in a discussion/presentation about their work. The individuals participating with the learner could be peers, Assessors, other staff members or individuals able to give relevant, constructive feedback.

The learner will be able to discuss their work and answer at least basic questions about the processes and ideas developed. The learner should be able to identify at a basic level the successful elements of their work and aspects which could be further developed.

Learners should react positively to suggestions and options presented by others during the discussion including ideas about further developments. Work should be presented appropriately using relevant presentation methods for the work produced.

The learner's language should be clear and use relevant terms relating to the media, techniques and key relevant formal elements used.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 02 Complete a final art and design project (D/505/3517) (cont'd)**Types of evidence**

Evidence could include:

- sketchbooks
- initial exploratory work
- practical samples with annotation
- research and secondary resources
- practical studies of primary resources
- recorded discussions
- audio-visual evidence
- peer feedback
- Assessor observations
- learner written account
- practical work
- work plan
- written work and annotation.

Unit 03 Create art and design work using 2-dimensional techniques (L/505/2976)

Unit summary	In this unit, learners will identify formal elements of design and develop these ideas for a 2-dimensional (2D) design brief. Learners will plan and use 2D techniques to produce a final piece of work, identifying any risks or hazards in the work area. Learners will review, reflect and make suggestions which would develop or improve the work.
Credit value	3
Guided learning hours	30
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Be able to develop ideas for 2-dimensional (2D) design brief

The learner can:

- 1.1 Identify and use formal elements of design
- 1.2 Develop ideas from primary and secondary sources
- 1.3 Develop ideas using appropriate visual language
- 1.4 Present ideas for chosen 2D work
- 1.5 Discuss ideas and opinions to gain feedback from others

Learning outcome 2

The learner will:

- 2 Be able to produce work for a 2D design brief

The learner can:

- 2.1 Plan work using 2D techniques
- 2.2 Produce work to a 2D design brief
- 2.3 Present final work for a 2D design brief
- 2.4 Identify risks and hazards in the work area

Learning outcome 3

The learner will:

- 3 Be able to review and reflect on own work

The learner can:

- 3.1 Make suggestions which would develop or improve work
- 3.2 Contribute to formal discussions of ideas and opinion

Unit 03 Create art and design work using 2-dimensional techniques (L/505/2976) (cont'd)**Delivery and assessment**

Assessment criteria: 1.1–1.3. The learner will be able to identify formal elements of design such as colour, space, line, form, texture, shape, balance, scale and contrast.

The learner's use of visual language using the formal elements of design would be assessed from their art and design work.

Their understanding of formal elements would be assessed by both the way they have used these in their art and design work and also in their annotation.

Learners will develop initial ideas from primary and/or secondary sources given to them by the Assessor.

The learner may use dry, wet or digital/technological 2D media.

Assessment criteria: 2.1, 2.2. The learner will plan the development and completion of a piece of work based on their experimentation and the feedback received.

The range of ideas demonstrated within the learner's work is not expected to be broad and the working process may show only an initial development of creative and technical skills. The visual vocabulary of the learner and their understanding of compositional elements are unlikely to be well developed.

The learner will complete a piece of work using 2D media which provides a solution to the ideas developed in the previous learning outcome.

Learners will have annotated their work or recorded basic findings and processes alongside their practical work.

Assessment criterion: 2.4. The learner will identify basic risks and hazards in relation to 2D tools, materials and techniques.

Assessment criteria: 1.4, 1.5, 2.3, 3.1, 3.2. It's recommended that the learner should take part in 2 discussions/presentations about their work. The first should cover initial ideas that the learner can develop further and for which they will gain feedback from peers or Assessors.

The learner should present their work. Discussion may be used to make the presentation a more interactive and supportive experience for the learner. This activity could be carried out with 2 or more other individuals.

The second presentation/discussion will consider the strengths and weaknesses of the final piece(s). They will offer feedback about key aspects which are strong or require improvement.

The second presentation/discussion should support the learner in developing their skills and ideas further.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 03 Create art and design work using 2-dimensional techniques (L/505/2976) (cont'd)**Types of evidence**

Evidence could include:

- written evidence
- recorded discussions
- Assessor observation
- audio-visual evidence
- peer feedback
- worksheet
- test
- question and answer
- observation
- practical work
- sketchbooks
- work plan
- written work and annotation
- initial exploratory work
- practical samples with annotation
- research and secondary resources
- practical studies of primary resources.

Unit 04 Create art and design work using 3-dimensional techniques (R/505/2977)

Unit summary	In this unit, learners will identify formal elements of design and develop these ideas for a 3-dimensional (3D) design brief. Learners will plan and use 3D techniques to produce a final piece of work, identifying any risks or hazards in the work area. Learners will review, reflect and make suggestions which would develop or improve the work.
Credit value	3
Guided learning hours	30
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Be able to develop ideas for a 3-dimensional (3D) design brief

The learner can:

- 1.1 Identify and use formal elements of design
- 1.2 Develop ideas from primary and secondary sources
- 1.3 Develop ideas using appropriate visual language
- 1.4 Present ideas for chosen 3D work
- 1.5 Discuss ideas and opinions to gain feedback from others

Learning outcome 2

The learner will:

- 2 Be able to produce work for a 3D design brief

The learner can:

- 2.1 Plan work using 3D techniques
- 2.2 Produce work to a 3D design brief
- 2.3 Present final work for a 3D design brief
- 2.4 Identify risks and hazards in the work area

Learning outcome 3

The learner will:

- 3 Be able to review and reflect on own work

The learner can:

- 3.1 Make suggestions to develop or improve work
- 3.2 Contribute to formal discussions of ideas and opinions

Unit 04 Create art and design work using 3-dimensional techniques (R/505/2977) (cont'd)**Delivery and assessment**

Assessment criteria: 1.1–1.3. The learner will be able to identify formal elements of design such as colour, space, line, form, texture, shape, balance, scale and contrast. The learner's use of visual language using the formal elements of design would be assessed from their art and design work.

Their understanding of formal elements would be assessed by both the way they have used these in their art and design work and also in their annotation.

Learners will develop initial ideas from primary and/or secondary sources. The learner may use dry, wet or digital/technological 3D media.

Assessment criteria: 2.1, 2.2. The learner will plan the development and completion of a piece of work based on their experimentation and the feedback received.

The range of ideas demonstrated within the learner's work is not expected to be broad and the working process may show only an initial development of creative and technical skills. The visual vocabulary of the learner and their understanding of compositional elements is unlikely to be well developed.

The learner will complete a piece of work using 3D media which provides a solution to the ideas developed in the previous learning outcome.

Learners will have annotated their work or recorded basic findings and processes alongside their practical work.

Assessment criterion: 2.4. The learner will identify basic risks and hazards in relation to 3D tools, materials and techniques.

Assessment criteria: 1.4, 1.5, 2.3, 3.1, 3.2. The learner should take part in 2 discussions/presentations about their work. The first one should cover the initial ideas the learner has for further development and for which they will gain feedback from 2 others.

The individuals giving feedback could be peers, Assessors or individuals able to give relevant constructive feedback.

The learner should present their work. Discussion may be used to make the presentation a more interactive and supportive experience for the learner. This activity could be carried out with as few as 2 other individuals.

The second presentation/discussion will consider the strengths and weaknesses of the final piece(s). They will offer feedback about key aspects which are strong or require improvement.

The second presentation/discussion should support the learner in developing their skills and ideas further.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 04 Create art and design work using 3-dimensional techniques (R/505/2977) (cont'd)**Types of evidence**

Evidence could include:

- written evidence
- recorded discussions
- Assessor observation
- audio-visual evidence
- peer feedback
- worksheet
- test
- question and answer
- quiz
- observation
- practical work
- sketchbooks
- work plan
- written work and annotation
- initial exploratory work
- practical samples with annotation
- research and secondary resources
- practical studies of primary resources.

Unit 05 Create art and design work using mixed media techniques (Y/505/2978)

Unit summary	In this unit, learners will identify formal elements of design and develop these ideas for a mixed media design brief. Learners will plan and use mixed media techniques to produce a final piece of work, identifying any risks or hazards in the work area. Learners will review, reflect and make suggestions which would develop or improve the work.
Credit value	3
Guided learning hours	30
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Be able to develop ideas for a mixed media design brief

The learner can:

- 1.1 Identify and use formal elements of design
- 1.2 Develop ideas from primary and secondary sources
- 1.3 Develop ideas using appropriate visual language
- 1.4 Present ideas for chosen mixed media work
- 1.5 Discuss ideas and opinions to gain feedback from others

Learning outcome 2

The learner will:

- 2 Be able to produce work for a mixed media design brief

The learner can:

- 2.1 Plan work using mixed media techniques
- 2.2 Produce work to a mixed media design brief
- 2.3 Present final work for a mixed media design brief
- 2.4 Identify risks and hazards in the work area

Learning outcome 3

The learner will:

- 3 Be able to review and reflect on own work

The learner can:

- 3.1 Make suggestions to develop or improve work
- 3.2 Contribute to formal discussions of ideas and opinions

Unit 05 Create art and design work using mixed media techniques (Y/505/2978) (cont'd)**Delivery and assessment**

Unit information: any media or medium may be used in combination to create work. Learners may use ceramics, 3D techniques and then combine this with painting to produce textural canvases. There should be sufficient difference in the evidence produced to show the progression of techniques and ideas.

Assessment criteria: 1.1–1.3. The learner will be able to identify formal elements of design such as colour, space, line, form, texture, shape, balance, scale and contrast.

The learner's use of visual language using the formal elements of design would be assessed from their art and design work.

Their understanding of formal elements would be assessed by both the way they have used these in their art and design work and also in their annotation.

Learners will develop initial ideas from primary and/or secondary sources. The learner may use dry, wet or digital/technological mixed media.

Assessment criteria: 2.1, 2.2. The learner will plan the development and completion of a piece of work based on their experimentation and the feedback received.

The range of ideas demonstrated within the learner's work is not expected to be broad and the working process may show only an initial development of creative and technical skills.

The visual vocabulary of the learner and their understanding of compositional elements are unlikely to be well developed. Learners will have annotated their work or recorded basic findings and processes alongside their practical work.

Assessment criterion: 2.4. The learner will identify basic risks and hazards in relation to mixed media tools, materials and techniques.

Assessment criteria: 1.4, 1.5, 2.3, 3.1, 3.2. The learner should take part in 2 discussions/presentations about their work. The first one should cover the initial ideas the learner has for further development and for which they will gain feedback from 2 others.

The individuals giving feedback could be peers, Tutors/Assessors, or individuals able to give relevant constructive feedback.

The learner should present their work. Discussion may be used to make the presentation a more interactive and supportive experience for the learner. This activity could be carried out with 2 or more other individuals.

The second presentation/discussion will consider the strengths and weaknesses of the final piece(s). They will offer feedback about key aspects which are strong or require improvement.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 05 Create art and design work using mixed media techniques (Y/505/2978) (cont'd)**Types of evidence**

Evidence could include:

- written evidence
- recorded discussions
- Assessor observation
- audio-visual evidence
- peer feedback
- worksheet
- test
- question and answer
- quiz
- observation
- practical work
- sketchbooks
- work plan
- written work and annotation
- initial exploratory work
- practical samples with annotation
- research and secondary resources
- practical studies of primary resources.

Unit 06 Create art and design work using digital media (D/505/2979)

Unit summary	In this unit, learners will identify formal elements of design and develop these ideas for a digital media design brief. Learners will plan and use digital media techniques to produce a final piece of work, identifying any risks or hazards in the work area. Learners will review, reflect and make suggestions which would develop or improve the work.
Credit value	3
Guided learning hours	30
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 Be able to develop ideas for a digital media design brief

The learner can:

- 1.1 Identify and use formal elements of design
- 1.2 Develop ideas from primary and secondary sources
- 1.3 Develop ideas using appropriate visual language
- 1.4 Present ideas for chosen digital media work
- 1.5 Discuss ideas and opinions to gain feedback from others

Learning outcome 2

The learner will:

- 2 Be able to produce work for a digital media design brief

The learner can:

- 2.1 Plan work using digital media techniques
- 2.2 Produce work to a digital media design brief
- 2.3 Present final work for a digital media design brief
- 2.4 Identify risks and hazards in the work area

Learning outcome 3

The learner will:

- 3 Be able to review and reflect on own work

The learner can:

- 3.1 Make suggestions to develop or improve work
- 3.2 Contribute to formal discussions of ideas and opinions

Unit 06 Create art and design work using digital media (D/505/2979) (cont'd)**Delivery and assessment**

Unit information: this unit may be completed by either creating a digital piece of work using computers and relevant software or an interactive piece of media. There should be sufficient difference in the evidence produced to show the progression of techniques and ideas.

Assessment criteria: 1.1–1.3. The learner will be able to identify formal elements of design such as colour, space, line, form, texture, shape, balance, scale and contrast. The learner's use of visual language using the formal elements of design would be assessed from their art and design work.

Their understanding of formal elements would be assessed by both the way they have used these in their art and design work and also in their annotation. Learners will develop initial ideas from primary and/or secondary sources. The learner may use dry, wet or digital/technological media.

Assessment criteria: 2.1, 2.2. The learner will plan the development and completion of a piece of work based on their experimentation and the feedback.

The range of ideas demonstrated within the learner's work is not expected to be broad and the working process may show only an initial development of creative and technical skills. The visual vocabulary of the learner and their understanding of compositional elements is unlikely to be well developed.

The learner will complete a piece of work using digital media which provides a solution to the ideas developed in the previous learning outcome. Learners will have annotated their work or recorded basic findings and processes alongside their practical work.

Assessment criterion: 2.4. The learner will identify basic risks and hazards in relation to digital media tools, materials and techniques.

Assessment criteria: 1.4, 1.5, 2.3, 3.1, 3.2. The learner should take part in 2 discussions/presentations about their work. The first one should cover initial ideas the learner has for further development and for which they will gain feedback from 2 others.

The individuals giving feedback could be peers, Assessors or individuals able to give relevant constructive feedback.

The learner should present their work. Discussion may be used to make the presentation a more interactive and supportive experience for the learner. This activity could be carried out with 2 or more other individuals.

The second presentation/discussion will consider the strengths and weaknesses of the final piece(s). Those contributing to the second discussion should constructively help the learner through their evaluation of the work. They will offer feedback about key aspects which are strong or require improvement. The second presentation/discussion should support the learner to help them develop their skills and ideas further.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Unit 06 Create art and design work using digital media (D/505/2979) (cont'd)**Types of evidence**

Evidence could include:

- written evidence
- recorded discussions
- Assessor observation
- audio-visual evidence
- peer feedback
- worksheet
- test
- question and answer
- quiz
- observation
- practical work
- sketchbooks
- work plan
- written work and annotation
- initial exploratory work
- practical samples with annotation
- research and secondary resources
- practical studies of primary resources.



Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

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

The assessment for the Level 1 Certificate in Art and Design consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE

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

Internal assessment

Each learner must create a portfolio of evidence, generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

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

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

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

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guidance for Centres' document on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Presenting evidence

Written

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

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

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

Recorded

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

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

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

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

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

We have set out an example used for a performance:

Test High School

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

Venue: school hall

Audience: Assessors, parents and friends

Band 1:

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

Drummer – Tom Smith

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

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

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

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

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

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

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

Quality assurance

Internal quality assurance

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

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

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

External quality assurance

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

Section 4

Explanation of terms

Explanation of terms

Accurately	Learner carries out all stages of a process correctly and without errors (<i>see Mostly accurately</i>).
Advanced ways	Solutions may be more complex or more considered. For example – my table was unsteady so I shaved a little bit off some of the legs (<i>see Basic ways and Considered ways</i>).
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where learners are directed.
Application	Using skills or knowledge to complete a specific task. Using technical language.
Balanced conclusions	All arguments are considered in making a conclusion (<i>see Reasoned conclusions</i>).
Basic ways	Straightforward, mostly obvious ideas or solutions. For example – my table was unsteady so I put a rubber foot on one leg (<i>see Advanced ways and Considered ways</i>).
Complex task/brief	A task/brief made up of several interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements (<i>see Technical problems</i>).
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from (<i>see Limited experimentation and Simple experimentation</i>).
Considered ways	Ideas or solutions show some degree of thought (<i>see Advanced ways and Basic ways</i>).
Correctly applies	Using the most appropriate skills or knowledge to complete a specific task/using skills or knowledge correctly. Using appropriate technical terms for the task or context (<i>see Use</i>).
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor.
Effective solutions	Solutions are appropriate to the vocational area. For example – you might solve the problem of an unsteady table by putting some paper under the leg but you could efficiently solve it by shaving some off the other legs (<i>see Possible solutions</i>).
Efficiently solves	Solves in a manner appropriate to the vocational area. For example – you might solve the problem of an unsteady table by putting a rubber foot on one leg but you could efficiently solve it by shaving some off the other legs.

Explanation of terms (cont'd)

Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology (<i>see Specialist terms/language and Technical terms/language</i>).
Format of source	The style of information – eg a questionnaire, a report, an observation, interview (<i>see Type of source</i>).
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation (<i>see Technical understanding</i>).
Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from (<i>see Considered experimentation and Simple experimentation</i>).
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome (<i>see Accurately and Some degree of accuracy</i>).
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution (<i>see Effective solutions</i>).
Range	Frequent use of most common words/techniques/materials (<i>see Some and wide range</i>).
Reasoned conclusions	Explanations are provided as to why a conclusion was made (<i>see Balanced conclusions</i>).
Simple experimentation	Straightforward, most obvious experimentation is carried out (<i>see Limited experimentation and Considered experimentation</i>).
Some	Occasional use of most common words/techniques/materials (<i>see Range and Wide range</i>).
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors (<i>see Accurately and Mostly accurately</i>).
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made (<i>see Straightforward examples</i>).
Specialist skill	Advanced technical skills in context (<i>see Technical skills</i>).
Specialist terms/language	Advanced technical terms in context (<i>see Everyday language and Technical terms/language</i>).
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made (<i>see Sophisticated examples</i>).
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc. For example catering – cake not rising; photography – image overexposed (<i>see Complex technical problems</i>).
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes (<i>see Specialist skills</i>).
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. Photography – ISO, aperture, lens types. Catering – texture, presentation, flavour components (salt, sweet, umami, spice etc.), knife types and uses, nutritional value. Sports – joint care, nutrition, treatment of sports injuries. Ceramics – kiln temperature settings, glaze mixing, properties of specific clays (<i>see Everyday language and Specialist terms/language</i>).
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding (<i>see General understanding</i>).

Explanation of terms (cont'd)

Type of source	The place that the information comes from – eg the internet, a museum visit, staff, visitors (<i>see Format of source</i>).
Use	Applying general or basic skills or knowledge to a task (<i>see Correctly applies</i>).
Wide range	Uses all relevant words/techniques/materials that could be expected at the level (<i>see Range</i>).

Section 5

General information

General information

Equal opportunities

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

Diversity, access and inclusion

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

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

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

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