Level 1/2 Qualifications in Creative and Media

Sample Internal Assessment Materials

(Model Assignments)

Contents

Level 1/2 Qualifications in Creative and Media

UNIT 2: Creating an Outcome in Response to a Brief

Model Assignment

Fiesta!

BRIEF

The local authority plans to organise a festival that highlights the creative and media arts within the community. It has been suggested that a themed approach will allow for a diversity of creative ideas to be explored. The local authority envisages that the commissioned festival will become part of the landscape of the local community, encouraging them to recognise the diversity and skills within the creative and media sectors. An upbeat and enlightening festival that truly celebrates the richness of creativity is required.

Your assignment is to create an outcome in your chosen discipline which will form part of this festival. You are encouraged to explore and experiment with ideas before creating a final outcome which should be imaginative, innovative and tailored to a specified audience. At the end of the process, you are expected to evaluate your outcome, considering the strengths and areas for development both in the process and in the final presentation.

It is acceptable for candidates to have access to their research notes, sketches, mock-ups, plans, etc. to assist them in the developing their final outcome.

TASKS

1. Adapt and/or develop and record the ideas for an outcome in response to the brief as developed in the Proposal Unit. Alternatively you can create your own brief and develop and record the ideas for a linked outcome.

2. Experiment with skills, ideas and techniques to create the outcome(s).

3. Review ideas and gain feedback in order to refine and develop the outcome in response to the brief.

4. Produce a final outcome in response to the brief.

5. Evaluate the final outcome in written/visual/oral format.

Task Number	Evidence	Assessment Criteria	Controls
1	Sketches Plans Diagrams/mind maps Storyboards Layouts Programmes Mood boards Idea banks Improvisations Scripts/texts Songs	**AC 1.4** apply creative and media skills in response to a brief	**Time** 2 hours **Resources** access to class notes, research notes, sketches and recordings, etc.; access to ICT software. **Supervision** You will work unsupervised whilst developing ideas. **Collaboration** You may work as part of a group. **Feedback** You can be provided with feedback on how best to approach the task.

2	Materials Recordings Texts Scripts Drafts	**AC 1.2** experiment with skills in development of an outcome	**Time** 6 hours **Resources** access to class notes, research notes, sketches and recordings, etc.; access to ICT software. **Supervision** Informal supervision (medium control). You will be supervised during the process, but you do not need to be supervised at all times. **Collaboration** You may work as part of a group but you must have an individual response. **Feedback** You can be provided with feedback on how best to approach the task.
3	Materials Recordings Texts Scripts Drafts	**AC 1.3** refine an outcome through the development process	**Time** 3 hours **Resources** access to class notes, research notes, sketches and recordings, etc.; access to ICT software **Supervision** Informal supervision (medium control). You will be supervised during the process, but you do not need to be supervised at all times. **Collaboration** You may work as part of a group but you must have an individual response **Feedback** You can be provided with feedback on how best to approach the task.

4	Materials Recordings Texts Scripts Drafts	**AC 1.1** use skills in development of an outcome **AC 2.3** use feedback to identify changes needed	**Time** 7 hours **Resources** access to class notes, research notes, sketches and recordings, etc; access to ICT software. **Supervision** Informal supervision (medium control). You will be supervised during the process, but you do not need to be supervised at all times. **Collaboration** You may work as part of a group but you must have an individual response **Feedback** You can be provided with feedback on how best to approach the task
5	Recorded Q+A session Video presentation Blog Powerpoint Presentation Written evaluation	**AC 2.1** explain rationale for development of an outcome **AC 2.2** review key factors that affected the final outcome **AC 2.3** use feedback to identify changes needed **AC 2.4** review quality of outcome in relation to a brief	**Time** 2 hours **Resources** access to class notes, research notes, sketches and recordings, etc.; access to ICT software. **Supervision** You will be informally supervised **Collaboration** You may discuss your work as part of a group but your review should be your own individual work. **Feedback** You can be provided with feedback on how best to approach the task.

ASSESSOR INFORMATION

WJEC Approach to Assessment

Units 2 and 3 of the WJEC Level 1/2 Qualifications in Creative and Media are internally assessed and externally moderated. The following principles apply to the assessment of these units:

- All units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment.
- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved.
- Performance bands for Level 2 Merit and Level 2 Distinction can only apply once a candidate has achieved all assessment criteria at the level of qualification to be awarded. Evidence must clearly show how the candidate has met the standard for the higher grades.

The WJEC Level 1/2 Qualifications in Creative and Media have adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCSE, GCE, ELC, Functional skills, Principal learning in the Diploma and Project Qualifications – instructions for conducting coursework'. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking.

Task setting

WJEC has produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit a business or society. Further details are in Section 1.2 of the specification.
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each candidate with the opportunity to address all assessment criteria and all performance band requirements.
- The assignment must indicate the acceptable forms of evidence.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose. Sample documentation for this activity is provided with each model assignment.

How the learner assignment brief meets these controls

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose - to create an outcome in response to a brief set in sector or subject contexts that have many of the characteristics of real work. Although the context in the scenario is fictitious, it has been developed through discussions with professionals within the industry to ensure the requirements are realistic. The tasks are all coherently related to the applied purpose. The summary table clearly indicates the evidence required.

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

'Time' has limited control. There are **30** hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

Resources

'Resources' has limited control. The assignment makes clear the type of resources that learners must have access to. Learners may access ICT software to develop their outputs for all tasks. Learners can access class notes for all tasks. Class notes can include any outcomes of formative assessment, unless the context for the formative assessment is similar to the context for this summative assessment.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks, although the supervision is informal. This means that candidates may be unsupervised at times whilst carrying out specific tasks, particularly those involving research and certain practical tasks.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Candidates can review and redraft evidence independently within the time controls for the assessment.

Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration in this model assignment to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

'Collaboration' refers to group work and has limited control. For this model assignment group work is allowed, but the individual contribution must be assessed.

Task marking

All marking of evidence must be made against the performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear of the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the performance band statements

SUGGESTED ASSESSMENT PLAN

Stage	Activity
1	The teacher decides to use the model assignment brief or to change the context.
2	Assignment brief is quality assured
3	Prior to commencing summative assessment, learners presented with assignment brief, but not tasks.
4	Learners may conduct initial research including the preparation of questions for relevant professionals, unsupervised and outside of time controls.
5	Learners complete task 1
6	Learners complete task 2
7	Learners complete task 3
8	Learners complete task 4
9	Learners complete task 5
10	Evidence is annotated and marked against the performance bands and assessment criteria. All assessment documentation is completed.
11	Assessment decisions are quality assured
12	Learners present their outcome(s) and reviews to relevant professionals for feedback. This is not part of the assessment task but will contribute to learning and development of communication skills.

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment Brief (Task setting)

Type of evidence

There is no specific format specified for all tasks, as it will depend on the medium of the outcome. However, it is essential that evidence of drafting including experimentation is present and any format is acceptable. Learners can present their work using ICT software or handwritten. Learners can use images and audio/visual recordings supported by annotation, where they deem it to be appropriate. Learners can also present task 5 orally, if they wish. Observation records will be needed as evidence, together with any notes produced and support materials used. Evidence of authentication will also need to be included. A standard pro-forma should be developed and used for all learners. Learners should receive a copy of the pro-forma in advance.

Tasks

No changes allowed, except for references to the specific context of the assignment brief.

Purpose

No changes allowed.

Context

The context must be realistic and credible. There must be a specific purpose and named audience for the development of the outcome. The assessor must ensure that any change to the context does not adversely affect any learner from achieving distinction criteria. The scenario should not be too complex or sophisticated for learners at this level to engage with.

How Assessment is Managed (Task taking)

Time

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for controlled assessment, as set out in this model assignment. Centres can, however, amend the suggested time available for each task.

Resources

Learners must have access to an assessment grid. Details of essential resources are provided in the summary table of the Learner Assignment Brief and the task taking: resource section of this Assessor Guidance. There should be no changes to these.

Collaboration

Group work is allowed for this unit but the outcome of the individual must be assessed.

Supervision

No changes are allowed.

Feedback

No changes are allowed.

WJEC LEVEL 1/2 QUALIFICATIONS IN CREATIVE AND MEDIA MARK RECORD SHEET

UNIT 2: Creating an Outcome in Response to a Brief

Candidate Name: **Candidate Number:**

Centre Name: **Centre Number:**

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed.

Signature: **Date:**

Assessor Name:

The assignment brief used for summative assessment is attached, together with evidence of quality assurance.

I confirm that the evidence submitted by the learner has been produced under the controlled conditions set out in the qualification specification and model assignment.

The overall grade awarded for this unit is _____

Signature: **Date:**

Lead Assessor Name:

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

Signature: **Date:**

Learning Outcome	Assessment criteria	Performance bands			
		Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 be able to apply creative and media skills in response to briefs	**AC 1.1** use skills in development of an outcome	Some use of creative and media skills is evident	Use of a range of creative and media skills appropriate to the outcome	Use of a wide range of creative and media skills appropriate to the outcome	
	AC 1.2 experiment with skills in development of an outcome	Evidence that experimentation has been attempted	Limited evidence that experimentation has taken place	Clear evidence that experimentation has taken place. Some experimentation leads to innovation	
	AC 1.3 refine an outcome through the development process	Evidence that refining has been attempted	Limited evidence that refining has taken place	Clear evidence that refining has taken place	Clear evidence that refining has taken place. Some refining leads to innovation
	AC 1.4 apply creative and media skills in response to a brief	A limited range of creative and media skills are applied with limited consideration of the brief	A range of creative and media skills are applied with some consideration of the brief	A range of creative and media skills are applied with clear consideration of the brief	

Learning Outcome	Assessment criteria	Performance bands			
		Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO2 be able to evaluate outcomes created in response to briefs	**AC 2.1** explain rationale for development of an outcome	Some description of rationale is evident	Some explanation of rationale is evident	A detailed explanation is evident which relates to outcome	
	AC 2.2 review key factors that affected the final outcome	Description of factors is provided. Comments are straightforward	Key factors are reviewed. Comments are limited and straightforward	Key factors are reviewed with reasoned conclusions	
	AC 2.3 use feedback to identify changes needed	Some description of feedback is evident	Some explanation of how feedback was used to identify changes	Clear explanation of how feedback was used to identify appropriate changes	
	AC 2.4 review quality of outcome in relation to a brief	Comments on quality of outcome are provided. Comments are straightforward	Quality of outcome is evaluated. Conclusions are limited and straightforward	Quality of outcome is evaluated with reasoned conclusions	Quality of outcome is evaluated with detailed and well reasoned conclusions

Level 1/2 Qualifications in Creative and Media

UNIT 3 (all options): Skills Development in …...

Model Assignment

Reality TV

LEARNER ASSIGNMENT BRIEF

BRIEF

You have been accepted on to a reality television show, which will be filmed by BBC Wales. The television programme will be a 'fly on the wall' documentary tracking yours and others' development of a new skill in your chosen discipline. You will work on developing the skill over an academic year and you will be filmed at various stages of the process.

During the programme you will have an opportunity to meet professionals working in the industry and discuss aspects of their work with them, in order to help you to identify the skills that you wish to develop and to aid you in identifying best practice. You will also reflect on how you can best acquire and develop these skills from a personal perspective, considering the best approach suited to your individual learning style. During the filming of this programme, you will also keep a personal record (written or recorded) of your progress showing the highs and lows of your development. The programme will culminate with you presenting your work to the television audience and displaying a portfolio of the best work that you have produced during the process, in any format of your choice.

1. Consider the work of professionals within your discipline and identify good practice. This should involve reviewing and discussing such work with peers, and if possible, an interview with professionals in the field.

2. Consider the various methods of learning these new skills (verbal instructions, workshop demonstrations, written instruction, etc.) from a personal perspective and draw up a plan of action for your skills development considering where you are now, how the skills are broken down, how you intend to acquire these new skills and how best practice can be demonstrated.

3. Start developing the skills and experimenting with them, constantly reviewing progress to inform future learning.

4. Select the best elements of the work that you have produced during this task and organise them to create a final presentation/audition reel/portfolio/etc.

Task Number	Evidence	Assessment Criteria	Controls
1	Sketches Diagrams/mind maps Programmes Idea banks	**AC1.1** identify techniques required for ….(skill)	**Time** 3 hours **Resources** access books, audio/video recordings, ICT, internet, exhibitions, etc. **Supervision** You will work unsupervised whilst carrying out research **Collaboration** You may work as part of a group **Feedback** You can be provided with feedback on how best to approach the task.

| 2 | Mindmaps
Plans
Diaries
Blogs | **AC1.2** describe approaches to skills development in …..
AC1.3 plan strategies for skills development in…..

AC2.1 assess personal skills levels in ……

AC2.2 set success criteria for skills development in….. | **Time** 3 hours
Resources access to class notes, research notes, sketches and recordings, etc.; access to ICT software.
Supervision Informal supervision (medium control). You will be supervised during the process, but you do not need to be supervised at all times.
Collaboration You may work as part of a group but you must have an individual response.
Feedback You can be provided with feedback on how best to approach the task. |
| 3 | Materials
Recordings
Texts
Scripts
Drafts | **AC2.5** develop skills in ……

AC2.4 experiment with techniques in ….

AC2.3 review skills development in …. | **Time** 17 hours
Resources access to class notes, research notes, sketches and recordings, etc.; access to ICT software
Supervision Informal supervision (medium control). You will be supervised during the process, but you do not need to be supervised at all times.
Collaboration You may work as part of a group but you must have an individual response
Feedback You can be provided with feedback on how best to approach the task. |

| 4 | Materials
Recordings
Texts
Scripts
Drafts
Video presentation
Blog
PowerPoint
Presentation | **AC3.1** select content for portfolio inclusion

AC3.2 organise content for presentation

AC3.3 present content in a portfolio | **Time** 7 hours
Resources access to class notes, research notes, sketches and recordings, etc; access to ICT software.
Supervision Informal supervision (medium control). You will be supervised during the process, but you do not need to be supervised at all times.
Collaboration You may work as part of a group but you must have an individual response
Feedback You can be provided with feedback on how best to approach the task |

WJEC Approach to Assessment

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The WJEC Level 1/2 Qualifications in Creative and Media have adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCSE, GCE, ELC, Functional skills, Principal learning in the Diploma and Project Qualifications – instructions for conducting coursework'. This document can be accessed through the JCQ website (www.jcq.org.uk). Each centre must ensure that internal assessment is conducted in accordance with these controls.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking.

Task setting

WJEC has produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment.
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit a business or society. Further details are in Section 1.2 of the specification.
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each candidate with the opportunity to address all assessment criteria and all performance band requirements.
- The assignment must indicate the acceptable forms of evidence.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose. Sample documentation for this activity is provided with each model assignment.

How the learner assignment brief meets these controls

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose - to create an outcome in response to a brief set by a professional body. Although the context in the scenario is fictitious, it has been developed through discussions with professionals within the industry to ensure the requirements are realistic. The tasks are all coherently related to the applied purpose. The summary table clearly indicates the evidence required.

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

'Time' has limited control. There are **60** hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

Resources

'Resources' has limited control. The assignment makes clear the type of resources that learners must have access to. Learners may access ICT software to develop their outputs for all tasks. Learners can access class notes for all tasks. Class notes can include any outcomes of formative assessment, unless the context for the formative assessment is similar to the context for this summative assessment.

Supervision

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks, although the supervision is informal. This means that candidates may be unsupervised at times whilst carrying out specific tasks, particularly those involving research and certain practical tasks.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Candidates can review and redraft evidence independently within the time controls for the assessment.

Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration in this model assignment to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

'Collaboration' refers to group work and has limited control. For this model assignment group work is allowed, but the individual contribution must be assessed.

Task marking

All marking of evidence must be made against the performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in this model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear of the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the performance band statements

SUGGESTED ASSESSMENT PLAN

Stage	Activity
1	The teacher decides to use the model assignment brief or to change the context.
2	Assignment brief is quality assured.
3	Prior to commencing summative assessment, learners are presented with assignment brief, but not tasks.
4	Learners may conduct initial research including the preparation of questions for relevant professionals, unsupervised and outside of time controls.
5	Learners complete task 1
6	Learners complete task 2
7	Learners complete task 3
8	Learners complete task 4
9	Evidence is annotated and marked against the performance bands and assessment criteria. All assessment documentation is completed.
10	Assessment decisions are quality assured
11	Learners present their outcome(s) and reviews to relevant professionals for feedback. This is not part of the assessment task but will contribute to learning and development of communication skills.

ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT

Assignment Brief (Task setting)

Type of evidence

There is no specific format specified for all tasks, as it will depend on the centre. However, it is essential that evidence of drafting including experimentation is present and any format is acceptable. A portfolio of the learner's best work must be provided for task 4. Learners can present their work using ICT software or handwritten. Learners can use images and audio/visual recordings supported by annotation, where they deem it to be appropriate. Learner Observation records will be needed as evidence, together with any notes produced and support materials used. Evidence of authentication will also need to be included. A standard pro-forma should be developed and used for all learners. Learners should receive a copy of the pro-forma in advance.

Tasks

No changes allowed, except for references to the specific context of the assignment brief.

Purpose

No changes allowed.

Context

The context must be realistic and credible. There must be a specific purpose and named audience for the development of the outcome. The assessor must ensure that any change to the context does not adversely affect any learner from achieving distinction criteria. The scenario should not be too complex or sophisticated for learners at this level to engage with.

How Assessment is Managed (Task taking)

Time

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements.   There can be no changes to the total time available for controlled assessment, as set out in this model assignment. Centres can, however, amend the suggested time available for each task.

Resources

Learners must have access to an assessment grid. Details of essential resources are provided in the summary table of the Learner Assignment Brief and the task taking: resource section of this Assessor Guidance. There should be no changes to these.

Collaboration

Group work is allowed for this unit but the outcome of the individual must be assessed.

Supervision

No changes are allowed.

Feedback

No changes are allowed

UNIT 2: Skills Development in ………

Candidate Name: **Candidate Number:**

Centre Name: **Centre Number:**

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed.

Signature: **Date:**

Assessor Name:

The assignment brief used for summative assessment is attached, together with evidence of quality assurance.

I confirm that the evidence submitted by the learner has been produced under the controlled conditions set out in the qualification specification and model assignment.

The overall grade awarded for this unit is _____

Signature: **Date:**

Lead Assessor Name:

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

Signature: **Date:**

Learning Outcome	Assessment criteria	Performance bands			
		Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 know strategies for skills development in ….	**AC1.1** identify techniques required for ….	States techniques required for…. …	Identifies techniques required for each skills area/specify skills areas		
	AC1.2 describe approaches to skills development in …..	Outlines approaches to skills development that have some relevance to identified skills and techniques	Describes with limited detail approaches to skills development that have some relevance to identified skills and techniques	Describes with some detail approaches to skills development that are relevant to identified skills and techniques	
	AC1.3 plan strategies for skills development in …..	Plan is basic. indicating how it will lead to skills development in……	Plan has limited detail. although it can be seen how it will lead to skills development in …….	Plan has some detail and shows with some clarity how it will lead to skills development in …….	Plan is detailed and clearly shows how it will lead to skills development in …….

Learning Outcome	Assessment criteria	Performance bands			
		Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO2 be able to develop skills for professional practice in…..	**AC2.1** assess personal skills levels in……	Assessment indicates some awareness of skills levels in …… Limited use of specialist vocabulary	Assessment shows some awareness of skills levels in ….. although there may be some conclusions that are not appropriate. Some use of specialist vocabulary is made	Assessment shows a realistic awareness of skills levels in …….. Consistent and appropriate use is made of specialist vocabulary	
	AC2.2 set success criteria for skills development in ……	Success criteria are set with limited clarity. Some criteria are related to identified skills and techniques	Success criteria are set, although they may lack some clarity. Criteria are mainly related to identified skills and techniques. Some criteria are achievable	Success criteria are set which are mainly clear. Some criteria are challenging and ambitious, but most criteria are achievable and related to identified skills and techniques	
	AC2.3 review skills development in ……	Monitoring of skills is limited. Some straightforward conclusions are drawn regarding progress although not all will be valid	There is some monitoring of skills development evident. Some valid, straightforward conclusions are drawn regarding progress	Skills development is clearly monitored throughout. Valid conclusions are reached, some of which are drawn from evidence and well reasoned	Skills development is clearly monitored throughout. Valid, well reasoned, evidence based conclusions are made
	AC2.4 experiment with techniques in …..	Evidence that experimentation has been attempted	Limited evidence that experimentation has taken place	Clear evidence that experimentation has taken place. Some experimentation leads to innovation	
	AC2.5 develop skills in ….	Some development of …… skills towards success criteria is evident	Some development of ….. skills is evident, meeting some success criteria	Development of ….. skills has clearly taken place meeting most success criteria	Development of …… skills clearly meets success criteria

Learning Outcome	Assessment criteria	Performance bands			
		Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO3 be able to present a …..skills portfolio	**AC3.1** select content for portfolio inclusion	Some …. content is included in a portfolio	A range of …….. content is selected for inclusion, most of which is appropriate	A wide range of appropriate ……content is selected for inclusion	
	AC3.2 organise content for presentation	Portfolio shows some attempt to organise content	There is some organisation of materials for presentation	Materials are well organised for presentation	
	AC3.3 present content in a portfolio	Shows some attempt to positively promote a limited range of achievements	Uses a limited range of skills to present content to positively promote a limited range of achievements	Uses a range of skills to present content to positively promote some achievements	Uses a range of skills to present content to consistently promote achievements