

Level 3 Award, Certificate and Diploma in Creative Techniques [7113]

Level 3 3D units



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Level 3 3D units

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City & Guilds ref no:	7113 – 500	
Title:	Jewellery – Pendant of Stone Settings	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a pendant made up of a group of different stone settings, to hold stones	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to stone settings 2 Use advanced and innovative design ideas to inform the making of the stone settings 3 Plan and manage the making of the stone settings to the working design 4 Work safely and effectively 5 Make a well constructed stone settings to a professional standard 6 Use presentation skills to display the stone settings 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to Stone Settings	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the Stone Settings 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of the Stone Settings	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the Stone Settings 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the Stone Settings 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the Stone Settings to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the Stone Settings</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the Stone Settings</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the Stone Settings</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make well constructed stone settings to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional Stone Settings to the following specifications –</p> <ul style="list-style-type: none"> • A minimum of two different claw settings will be used • Combine the settings in a group to form a pendant • A hinged fold down pendant bail will be incorporated <p>5.4 Store and finish the completed Stone Settings</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished Stone Settings –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the	6.1 List and describe a range of

Stone Settings	<p>presentation styles and methods suitable for use with the Stone Settings</p> <p>6.2 Select and use a method to present the Stone Settings</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
Calculate and estimate the materials to be used	
Use wires in more complex situations	
Introduce small three knuckle joint for hinges	
Assemble by hard soldering techniques	
File and shape to precise dimensions	
Control the quantity of solder required in joining metals together	
Finish surfaces and edges of intricate parts to a high standard	
Finish prior to Polishing	

City & Guilds ref no:	7113 – 501	
Title:	Jewellery – Fretwork Brooch	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a fretwork brooch with an interweaving and geometric design that is pierced	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to a Fretwork Brooch 2 Use advanced and innovative design ideas to inform the making of a Fretwork Brooch 3 Plan and manage the making of the Fretwork Brooch to the working design 4 Work safely and effectively 5 Make a well constructed Fretwork Brooch to a professional standard 6 Use presentation skills to display the Fretwork Brooch 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to Fretwork Brooch	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the Fretwork Brooch 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a Fretwork Brooch	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the Fretwork Brooch 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the Fretwork Brooch 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the Fretwork Brooch to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques 	

	<p>and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the Fretwork Brooch</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the Fretwork Brooch</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the Fretwork Brooch</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed Fretwork Brooch to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional Fretwork Brooch to the following specifications –</p> <ul style="list-style-type: none"> • The design must be geometric • Piercing with a saw-frame to reveal a fretwork pattern • The openwork pattern will be supported with a edging wire • A simple brooch pin to be attached <p>5.4 Store and finish the completed Fretwork Brooch</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished Fretwork Brooch –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the	6.1 List and describe a range of

Fretwork Brooch	<p>presentation styles and methods suitable for use with the Fretwork Brooch</p> <p>6.2 Select and use a method to present the Fretwork Brooch</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Mark out patterns onto metal by transferring techniques</p>	
<p>Form and shape using mallets and hammer</p>	
<p>Prepare surfaces and polish parts prior to piercing</p>	
<p>Select and use correct saw blades, cut openwork out with accuracy</p>	
<p>Use wire drawing techniques</p>	
<p>Use hard soldering techniques using gas torch</p>	
<p>Understand the function of the Pin, Joint and Catch when used on a brooch</p>	
<p>Position brooch pin correctly on a piece of jewellery</p>	
<p>Finish the surfaces ready for polishing using grades of abrasive in the correct sequence</p>	

7113 – 502 Jewellery – Assembly Device

City & Guilds ref no:	7113 – 502	
Title:	Jewellery – Assembly Device	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce an item of jewellery combining two parts, one of which is joined to the other, securely, but able to be removed	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to the Assembly Device 2 Use advanced and innovative design ideas to inform the making of an Assembly Device 3 Plan and manage the making of the Assembly Device to the working design 4 Work safely and effectively 5 Make a well constructed Assembly Device to a professional standard 6 Use presentation skills to display the Assembly Device 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to an Assembly Device	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the Assembly Device 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of the Assembly Device	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the Assembly Device 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the Assembly Device 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the Assembly Device to the working design</p>	<p>3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the Assembly Device</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the Assembly Device 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the Assembly Device 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed Assembly Device to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional Assembly Device to the following specifications – <ul style="list-style-type: none"> • A pattern or shape to be applied to another • The combination of wire pegs and tubes to locate parts • One part to be removed as appropriate 5.4 Store and finish the completed Assembly Device 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished Assembly Device – <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved 5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
<p>Learning outcome 6</p>	<p>Assessment criteria</p>

The learner can:	The learner will:
6 Use presentation skills to display the Assembly Device	6.1 List and describe a range of presentation styles and methods suitable for use with the Assembly Device 6.2 Select and use a method to present the Assembly Device 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme In this unit the learner will:	
Trace and transfer drawings onto metal	
Develop the idea and design onto the material to the scale required	
Understand the suitable uses of alloys for different functions	
Make mock-ups to understand the function of location pins	
Understand and experience the process of tube making	
Join metals together with peg and tubes/chenier techniques	
Use soldering equipment with propriety solders and fluxes to position parts	
Accurately drill small holes using drilling equipment	
Prepare hidden parts before final fitting	
Prepare surfaces for final finish	
Polish parts using proprietary polish and equipment	

City & Guilds ref no:	7113 – 503	
Title:	Jewellery – Master Pattern	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a metal master pattern designed for casting as bracelet sections, in precious metal	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to a Master Pattern 2 Use advanced and innovative design ideas to inform the making of a Master pattern 3 Plan and manage the making of the Master Pattern to the working design 4 Work safely and effectively 5 Make a well constructed Master Pattern to a professional standard 6 Use presentation skills to display the Master Pattern 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to Master Patterns	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the Master Pattern 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a Master Pattern	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the Master Pattern 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the Master Pattern 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the Master Pattern to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques 	

	<p>and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the Master Pattern</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the Master Pattern</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the Master Pattern</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed Master Pattern to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional Master Pattern to the following specifications –</p> <ul style="list-style-type: none"> • From a design produce a master pattern in metal for casting • The pattern must provide allowances for a 8-10% final shrinkage • The pattern will provide links for a bracelet • The master pattern finish must be clean and bright <p>5.4 Store and finish the completed Master Pattern</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished Master Pattern –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria

The learner can:	The learner will:
6 Use presentation skills to display the Master Pattern	6.1 List and describe a range of presentation styles and methods suitable for use with the Master Pattern 6.2 Select and use a method to present the Master Pattern 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Learn the principles for producing a master pattern in metal	
Understand the limitations of casting and shrinkage rates	
Research and test the design for its suitability as a bracelet, and select the appropriate part for a master pattern	
Select a method of connecting the bracelet sections	
Make mock-ups to understand the function of clasps	
Cut and pierce with saw	
Smooth surfaces with selected hand and needle files	
Use pliers to fashion, shape, and bend	
Prepare, assemble and solder with appropriate supports	
Polish parts using proprietary polish and equipment	

7113 – 504 Jewellery – Box Snap

City & Guilds ref no:	7113 – 504	
Title:	Jewellery – Box Snap	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a method of secure fastening for a bracelet or necklace with a snap device	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to a Box Snap 2 Use advanced and innovative design ideas to inform the making of a Box Snap 3 Plan and manage the making of the Box Snap to the working design 4 Work safely and effectively 5 Make a well constructed Box Snap to a professional standard 6 Use presentation skills to display the Box Snap 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the Box Snap	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the Box Snap 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a Box Snap	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the Box Snap 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the Box Snap 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the Box Snap to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques 	

	<p>and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the Box Snap</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the Box Snap</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the Box Snap</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed Box Snap to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional Box Snap to the following specifications –</p> <ul style="list-style-type: none"> • The snap will operate within a slim box section • The snap can be fitted to an existing item • The snap will use appropriate materials <p>5.4 Store and finish the completed Box Snap</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished Box Snap –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the Box Snap	6.1 List and describe a range of presentation styles and methods

	<p>suitable for use with the Box Snap</p> <p>6.2 Select and use a method to present the Box Snap</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Calculate and estimate the materials to be used</p>	
<p>Select and test the type of material to be used</p>	
<p>Learn to minimise parts whilst retaining correct function</p>	
<p>Understand the purpose and function of snap devices</p>	
<p>Assemble by hard soldering techniques</p>	
<p>File and shape to precise dimensions</p>	
<p>Control the quantity of solder required in joining metals together</p>	
<p>Finish surfaces and edges of intricate parts to a high standard</p>	
<p>Finish prior to Polishing</p>	

City & Guilds ref no:	7113 – 505	
Title:	Jewellery – Bracelet Joints	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a jointing system for a flexible bracelet design	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to Bracelet Joints 2 Use advanced and innovative design ideas to inform the making of Bracelet Joints 3 Plan and manage the making of the Bracelet Joints to the working design 4 Work safely and effectively 5 Make well constructed Bracelet Joints to a professional standard 6 Use presentation skills to display the Bracelet Joints 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to Bracelet Joints	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the Bracelet Joints 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of Bracelet Joints	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the Bracelet Joints 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the Bracelet Joints 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the Bracelet Joints to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 	

	<p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the Bracelet Joints</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the Bracelet Joints</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the Bracelet Joints</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make well constructed Bracelet Joints to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional Bracelet Joint to the following specifications –</p> <ul style="list-style-type: none"> • The bracelet joints must be for a minimum of five sections • The joints are not to be jump-rings <p>5.4 Store and finish the completed Bracelet Joints</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished Bracelet Joints –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the Bracelet Joints	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the Bracelet Joints</p> <p>6.2 Select and use a method to present the Bracelet Joints</p>

	6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Accurately scale down from a set of designs	
Interpret a flat design by developing forms by three dimensional modelling first	
Research, test, and estimate materials for the design	
Accurately cut to prescribed lines, and repeat identically	
File using appropriate cut, shape, and size to given dimensions	
Use draw plates, preparing metal with annealing and shaping	
Use pliers and holding devices for shaping and trimming	
Operate hand and power drilling equipment and selecting appropriate cutting tools	
Understand and apply smooth finish to surfaces prior to connecting	
Polish parts prior to final assembly and fitting	

7113 – 506 Jewellery – Tri-coloured Ring

City & Guilds ref no:	7113 – 506	
Title:	Jewellery – Tri-coloured Ring	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a ring with a combination of three coloured materials	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to Tri-coloured Ring 2 Use advanced and innovative design ideas to inform the making of a Tri-coloured Ring 3 Plan and manage the making of the Tri-coloured Ring to the working design 4 Work safely and effectively 5 Make a well constructed Tri-coloured Ring to a professional standard 6 Use presentation skills to display the Tri-coloured Ring 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to the Tri-coloured Ring	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the Tri-coloured Ring 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a Tri-coloured Ring	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the Tri-coloured Ring 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the Tri-coloured Ring 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the Tri-	3.1 Select, obtain and prepare materials	

coloured Ring to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the Tri-coloured Ring</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the Tri-coloured Ring</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the Tri-coloured Ring</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed Tri-coloured Ring to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional Tri-coloured Ring to the following specifications –</p> <ul style="list-style-type: none"> • The ring will combine three differently coloured materials • The ring to be made to a given finger size <p>5.4 Store and finish the completed Tri-coloured Ring</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished Tri-coloured Ring –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the Tri-coloured Ring	6.1 List and describe a range of presentation styles and methods

	<p>suitable for use with the Tri-coloured Ring</p> <p>6.2 Select and use a method to present the Tri-coloured Ring</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Calculate and estimate the materials to be used</p>	
<p>Select by experimentation and development the appropriate materials for the design.</p>	
<p>Combine the selected materials with suitable methods of joining</p>	
<p>Try methods of combining materials with testing through mock-ups</p>	
<p>Accurately cut to prescribed lines</p>	
<p>File using appropriate cut, shape, and size to given dimensions</p>	
<p>Prepare metals with the annealing process prior to bending and forming</p>	
<p>Use pliers and holding devices to control movement and shaping</p>	
<p>Operate hand and power drilling equipment and selecting appropriate drill bits</p>	
<p>Understand and apply smooth finish to surfaces prior to joining</p>	
<p>Polish parts prior to final assembly and fitting</p>	

City & Guilds ref no:	7113 – 507	
Title:	Jewellery – Unusual Setting	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a setting that will securely hold a stone or fragile item	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to Unusual Settings 2 Use advanced and innovative design ideas to inform the making of an Unusual Setting 3 Plan and manage the making of the Unusual Setting to the working design 4 Work safely and effectively 5 Make a well constructed Unusual Setting to a professional standard 6 Use presentation skills to display the Unusual Setting 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to Unusual Settings	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to Unusual Settings 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of the Unusual Setting	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the Unusual Setting 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the Unusual Setting 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the Unusual Setting to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 	

	<p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the Unusual Setting</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the Unusual Setting</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the Unusual Setting</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed Unusual Setting to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional Unusual Setting to the following specifications –</p> <ul style="list-style-type: none"> • The setting technique will rely on a pinning /rivet pressure to hold the stone in position • The setting can be explicit or combined with a ring <p>5.4 Store and finish the completed Unusual Setting</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished Unusual Setting_ –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the Unusual Setting	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the Unusual</p>

	Setting 6.2 Select and use a method to present the Unusual Setting 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme In this unit the learner will:	
Experiment, select and develop a design product	
Model and mock-up to select an appropriate material and method of holding	
Select from a variety of materials by their suitability of size shape and strength	
Interpret a flat design by developing forms by three dimensional modelling first	
File using appropriate cut, shape, and size to given dimensions	
Use pliers and holding devices for shaping and trimming	
Understand and apply smooth finish to surfaces prior to connectin	
Polish parts prior to final assembly and fitting	

City & Guilds ref no:	7113 – 508	
Title:	Glasswork – Sculptural Copper Foil Form	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a sculptural copper foil form	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to sculptural copper foil forms 2 Use advanced and innovative design ideas to inform the making of the sculptural copper foil form 3 Plan and manage the making of the sculptural copper foil form to the working design 4 Work safely and effectively 5 Make a well constructed sculptural copper foil form to a professional standard 6 Use presentation skills to display the sculptural copper foil form 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to sculptural copper foil forms	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the sculptural copper foil form 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of the sculptural copper foil form	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the sculptural copper foil form 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the sculptural copper foil form 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the sculptural copper foil form to the working design</p>	<p>3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the sculptural copper foil form</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the sculptural copper foil form 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the sculptural copper foil form 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed sculptural copper foil form to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make well constructed professional sculptural copper foil form to the following specifications –</p> <ul style="list-style-type: none"> • The 3D sculptural copper foil form can be functional or non-functional • Research for the 3D form will include the investigation of decorative soldering • The sculptural object will include the use of at least one decorative glasswork technique • A comprehensive set of samples exploring materials and processes will accompany the finished piece <p>5.4 Store and finish the completed sculptural copper foil form 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished sculptural copper foil form –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved

	5.7 All work produced for this unit will be collated and stored in an appropriate format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the sculptural copper foil form	6.1 List and describe a range of presentation styles and methods suitable for use with the sculptural copper foil form 6.2 Select and use a method to present the sculptural copper foil form 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Make a complex maquette and cutline	
Understand the differing requirements for placing a sculptural item	
Consider glass texture, opacity and transparency	
Explore decorative glasswork techniques and select at least one for use in the final sculptural item	
Understand the differing firing requirements for a variety of decorative techniques	
Use moulds or jigs appropriate to the design for a 3D copper foil item	
Solder and finish the work as appropriate	

City & Guilds ref no:	7113 – 509	
Title:	Glasswork – Fused Glass Jewellery, Range	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a range of fused glass jewellery	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to fused glass jewellery 2 Use advanced and innovative design ideas to inform the making of the fused glass jewellery 3 Plan and manage the making of the fused glass jewellery to the working design 4 Work safely and effectively 5 Make well constructed fused glass jewellery to a professional standard 6 Use presentation skills to display the fused glass jewellery 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to fused glass jewellery	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the fused glass jewellery 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of the fused glass jewellery	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the fused glass jewellery 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the fused glass jewellery 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the fused glass jewellery to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques 	

	<p>and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the fused glass jewellery</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the fused glass jewellery</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the fused glass jewellery</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make well constructed fused glass jewellery to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional fused glass jewellery to the following specifications –</p> <ul style="list-style-type: none"> • The range of jewellery will be based on the same design theme • The range will consist of at least five pieces of jewellery • Documentation will include – <ol style="list-style-type: none"> 1 The exploration of a wide range of glass fusing techniques 2 An understanding of the firing requirements for the different fusing techniques • A comprehensive set of samples exploring materials and processes will accompany the finished pieces <p>5.4 Store and finish the completed fused glass jewellery</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished fused glass jewellery –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be</p>

	collated and stored in an appropriate format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the fused glass jewellery	6.1 List and describe a range of presentation styles and methods suitable for use with the fused glass jewellery 6.2 Select and use a method to present the fused glass jewellery 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Make a range of working designs as appropriate	
Explore a wide range of combinations of decorative techniques on a small scale	
Investigate a range of presentation techniques	
Choose suitable glass for Fused Glass Jewellery considering colour, decorative techniques and glass compatibility	
Investigate ways to mount the glass including wire wrapping and ready made findings. Choose suitable findings for the set of Fused Glass Jewellery	
Prepare glass and glass decorative techniques accurately for the range of fused glass jewellery	
Investigate Firing Cycles glass compatibility and Co-efficient of Expansion (CoE) appropriate to different techniques and fire glass as appropriate	

City & Guilds ref no:	7113 – 510	
Title:	Glasswork – Cast Glass, Sculpture	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a cast glass sculpture using complex casting techniques	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to cast glass sculpture 2 Use advanced and innovative design ideas to inform the making of the cast glass sculpture 3 Plan and manage the making of the cast glass sculpture to the working design 4 Work safely and effectively 5 Make a well constructed cast glass sculpture to a professional standard 6 Use presentation skills to display the cast glass sculpture 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to cast glass sculpture	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to cast glass sculpture 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of the cast glass sculpture	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the cast glass sculpture 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the cast glass sculpture 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the cast	3.1 Select, obtain and prepare materials	

glass sculpture to the working design	<p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the cast glass sculpture</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the cast glass sculpture</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the cast glass sculpture</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed cast glass sculpture to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional cast glass sculpture to the following specifications –</p> <ul style="list-style-type: none"> • Complex casting will include air channels and rebates • An understanding of the firing requirements for the different thickness of the final cast glass object will be evidenced • A comprehensive set of samples exploring materials and processes will accompany the finished piece <p>5.4 Store and finish the completed cast glass sculpture</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished cast glass sculpture –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria

The learner can:	The learner will:
6 Use presentation skills to display the cast glass sculpture	6.1 List and describe a range of presentation styles and methods suitable for use with the cast glass sculpture 6.2 Select and use a method to present the cast glass sculpture 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Prepare a working design as appropriate	
Investigate presentation techniques for cast glass including lighting	
Investigate the use of complex moulds for glass casting	
Explore the use of air channels to ensure a complete fill of the mould with glass	
Use a reservoir for excess casting glass	
Choose suitable glass for slumping considering colour and compatibility, as well as the thickness of the glass casting and calculate the amount of glass required to fill the mould	
Understand and use firing cycles to fire glass and ensure stress free glass whatever its thickness	

City & Guilds ref no:	7113 – 511	
Title:	Glasswork – Leaded Panel, Architectural	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce an architectural leaded panel	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to architectural leaded panels 2 Use advanced and innovative design ideas to inform the making of the architectural leaded panel 3 Plan and manage the making of the architectural leaded panel to the working design 4 Work safely and effectively 5 Make a well constructed architectural leaded panel to a professional standard 6 Use presentation skills to display the architectural leaded panel 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to architectural leaded panels	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to architectural leaded panels 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of the architectural leaded panel	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the architectural leaded panel 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the architectural leaded panel 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the architectural leaded panel to the	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

working design	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the architectural leaded panel</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the architectural leaded panel</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the architectural leaded panel</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed architectural leaded panel to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional architectural leaded panel to the following specifications –</p> <ul style="list-style-type: none"> • The leaded panel produced is for a specific architectural situation • A wide range of glass decorative techniques and processed will be used • Quality of light in architectural situations must be considered • The panel area will be a minimum of 0.25 square metre • A comprehensive set of samples exploring materials and processes will accompany the finished piece <p>5.4 Store and finish the completed architectural leaded panel</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished architectural leaded panel –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved

	5.7 All work produced for this unit will be collated and stored in an appropriate format
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the architectural leaded panel	6.1 List and describe a range of presentation styles and methods suitable for use with the architectural leaded panel 6.2 Select and use a method to present the architectural leaded panel 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Make a complex cartoon and cutline	
Understand the differing requirements of designing for a specific architectural space	
Explore a wide range of traditional and innovative decorative glasswork techniques, and choose those appropriate to the design.	
Understand how the changing quality of light will affect the architectural leaded panel	
Consider glass texture, opacity and transparency	
Make the architectural leaded panel to conform to current building regulations	
Understand the differing firing requirements for a variety of decorative techniques	

City & Guilds ref no:	7113 – 512	
Title:	Glasswork – Pate de Verre, Two Mould Item	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a Pate de Verre item using a two part mould	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to Pate de Verre 2 Use advanced and innovative design ideas to inform the making of the Pate de Verre 3 Plan and manage the making of the Pate de Verre to the working design 4 Work safely and effectively 5 Make well constructed Pate de Verre to a professional standard 6 Use presentation skills to display the Pate de Verre 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to Pate de Verre	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to Pate de Verre 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of the Pate de Verre	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the Pate de Verre 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the Pate de Verre 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the Pate de Verre to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 	

	<p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the Pate de Verre</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the Pate de Verre</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the Pate de Verre</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make well constructed Pate de Verre to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional Pate de Verre to the following specifications –</p> <ul style="list-style-type: none"> • The Pate de Verre item will be created in a two part mould • The two part Pate de Verre mould must be self-made • Make Pate de Verre mould mix from mould making materials • A comprehensive set of samples exploring materials and processes will accompany the finished piece <p>5.4 Store and finish the completed Pate de Verre</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished Pate de Verre –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:

<p>6 Use presentation skills to display the Pate de Verre</p>	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the Pate de Verre</p> <p>6.2 Select and use a method to present the architectural leaded panel</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Make a working design</p>	
<p>Prepare a suitable model of Pate de Verre item</p>	
<p>Mix mould materials as appropriate</p>	
<p>Make a two part Pate de Verre mould</p>	
<p>Calculate the glass quantities needed for the Pate de Verre to fill the mould after firing</p>	
<p>Use compatible powdered frit to load the two piece mould for firing the Pate de Verre item</p>	
<p>Fire glass as appropriate</p>	

City & Guilds ref no:	7113 – 513	
Title:	Glasswork – Sandblasted Architectural Panel	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will decorate an architectural glass panel using sandblasting techniques	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to sandblasted glass 2 Use advanced and innovative design ideas to inform the making of the sandblasted panel 3 Plan and manage the making of the sandblasted panel to the working design 4 Work safely and effectively 5 Make a well constructed sandblasted panel to a professional standard 6 Use presentation skills to display the sandblasted panel 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to sandblasted glass	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to sandblasted glass 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of the sandblasted panel	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the sandblasted panel 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the sandblasted panel 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the sandblasted panel to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 	

	<p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the sandblasted panel</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the sandblasted panel</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the sandblasted panel</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed sandblasted panel to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional sandblasted panel to the following specifications –</p> <ul style="list-style-type: none"> • The sandblasted panel must take into account the quality of light in the architectural situation • An exploration into quality of light will be evidenced • A comprehensive set of samples exploring a variety of resists and depths of blasting will accompany the finished decorated panel <p>5.4 Store and finish the completed sandblasted panel</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished sandblasted panel –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria

The learner can:	The learner will:
6 Use presentation skills to display the sandblasted panel	6.1 List and describe a range of presentation styles and methods suitable for use with the sandblasted panel 6.2 Select and use a method to present the sandblasted panel 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Make a complex cartoon	
Understand the differing requirements of designing for a specific architectural space	
Explore a wide range of types of glass and sandblasting techniques, and choose those appropriate to the design.	
Understand how the changing quality of light will affect the architectural sandblasted panel	
Consider glass texture, opacity and transparency and how this affects privacy within the space	
Make the architectural leaded panel to conform to current building regulations	
Understand and use a variety of air pressure when using the sandblaster	

City & Guilds ref no:	7113 – 514	
Title:	Glasswork – Warm Glass, Installation	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a site specific warm glass installation	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to warm glass 2 Use advanced and innovative design ideas to inform the making of the warm glass installation 3 Plan and manage the making of the warm glass installation to the working design 4 Work safely and effectively 5 Make a well constructed warm glass installation to a professional standard 6 Use presentation skills to display the warm glass installation 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to warm glass	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to warm glass 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of the warm glass installation	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the warm glass installation 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the warm glass installation 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the warm glass installation to the working	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

design	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the warm glass installation</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the warm glass installation</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the warm glass installation</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed warm glass installation to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional warm glass installation to the following specifications –</p> <ul style="list-style-type: none"> • An understanding of the concept of an installation, quality of light and firing requirements for different fusing techniques will be evidenced • A comprehensive set of samples exploring materials and processes will accompany the finished piece <p>5.4 Store and finish the completed warm glass installation</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished warm glass installation –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:

<p>6 Use presentation skills to display the warm glass installation</p>	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the warm glass installation</p> <p>6.2 Select and use a method to present the warm glass installation</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Understand and use the concept of an installation including the differing requirements of designing for a specific architectural or external space</p>	
<p>Investigate the quality of light in a variety of internal and external spaces</p>	
<p>Investigate presentation techniques for installations and develop one appropriate to the chosen design</p>	
<p>Make a complex cartoon, maquette or working design as appropriate.</p>	
<p>Understand glass compatibility and Co-efficient of Expansion (CoE) and check for stress free fired glass</p>	
<p>Make the warm glass installation to conform to current building and safety regulations as appropriate</p>	
<p>Understand and use firing cycles to fire glass and ensure stress free glass whatever its thickness</p>	

City & Guilds ref no:	7113 – 515	
Title:	Glasswork – Slumped Glass, Set of Vessels	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a set of slumped glass vessels	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to slumped glass 2 Use advanced and innovative design ideas to inform the making of the slumped glass vessels 3 Plan and manage the making of the slumped glass vessels to the working design 4 Work safely and effectively 5 Make well constructed slumped glass vessels to a professional standard 6 Use presentation skills to display the slumped glass vessels 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to slumped glass	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to slumped glass 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of the slumped glass vessels	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the slumped glass vessels 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the slumped glass vessels 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the slumped glass vessels to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of 	

	<p>materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the slumped glass vessels</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the slumped glass vessels</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the slumped glass vessels</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make well constructed slumped glass vessels to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional slumped glass vessels to the following specifications –</p> <ul style="list-style-type: none"> • The set will consist of three vessels • An investigation of a variety of mould making recipes and understanding of firing requirements will be evidenced • A comprehensive set of samples exploring materials and processes will accompany the finished piece <p>5.4 Store and finish the completed slumped glass vessels</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished slumped glass vessels –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the	6.1 List and describe a range of

slumped glass vessels	<p>presentation styles and methods suitable for use with the slumped glass vessels</p> <p>6.2 Select and use a method to present the slumped glass vessels</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Make three working designs as appropriate</p>	
<p>The three vessels to be different designs within a theme</p>	
<p>Explore the use of a variety of warm glass shaping techniques to include drop moulds, slumping over moulds and slumping into moulds, to shape the glass</p>	
<p>Understand glass compatibility and Co-efficient of Expansion (CoE) and check the stress levels in fired work</p>	
<p>Choose suitable glass for the selected slumping techniques considering colour and compatibility</p>	
<p>Explore the use of a variety of decorative fusing techniques – stringers, confetti, enamels, frits ...</p>	
<p>Fire glass as appropriate</p>	

7113 – 516 Ceramics – Surface Decoration

City & Guilds ref no:	7113 – 516	
Title:	Ceramics – Surface Decoration	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a comprehensive portfolio of resolved decorative ceramic surface samples	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to surface decoration 2 Use advanced and innovative design ideas to inform the making of a surface decoration portfolio 3 Plan and manage the making of the surface decoration portfolio to the working design 4 Work safely and effectively 5 Make a well constructed surface decoration portfolio to a professional standard 6 Use presentation skills to display the surface decoration portfolio 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to surface decoration	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the surface decoration 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a surface decoration portfolio	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the surface decoration 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the surface decoration portfolio 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	

<p>3 Plan and manage the making of the surface decoration portfolio to the working design</p>	<p>3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled 3.4 Produce a costing and time estimate for making the surface decoration portfolio</p>
<p>Learning outcome 4</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>4 Work safely and effectively</p>	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the surface decoration portfolio 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the surface decoration portfolio 4.3 Use tools, equipment, materials and advanced techniques safely 4.4 List related Health and Safety factors and current legislation</p>
<p>Learning outcome 5</p> <p>The learner can:</p>	<p>Assessment criteria</p> <p>The learner will:</p>
<p>5 Make a well constructed surface decoration portfolio to a professional standard</p>	<p>5.1 Handle materials for advanced techniques correctly 5.2 List adjustments made during the making process 5.3 Make a well constructed professional surface decoration portfolio to the following specifications –</p> <ul style="list-style-type: none"> • Each sample will be at least 10cm X 10cm in size • Minimum of five different surfaces • Minimum of five different decorative slip surfaces • Minimum of five different surfaces applied onto a biscuit surface and under a glaze • Minimum of five different glazes with surface as the main feature • The resolved samples must be fired before the time of assessment • The samples must be fired before the time of assessment <p>5.4 Store and finish the completed surface decoration portfolio 5.5 Produce a full cost sheet and production timescale 5.6 Evaluate and describe the finished surface decoration portfolio –</p>

	<ul style="list-style-type: none"> • strengths • areas for improvement • problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the surface decoration portfolio	<p>6.1 List and describe a range of presentation styles and methods suitable for use with the surface decoration portfolio</p> <p>6.2 Select and use a method to present the surface decoration portfolio</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Investigate and develop surface texture when applied to specific items of work	
Select Items of work on which to apply the decorative surfaces	
Select an area of research for each stage of activity	
Select a clay body to work with	
Experiment with and select a range of surface texture for use	
Experiment with and select a range of surface colour for use	
Experiment with and select a glaze/s for use	
Record and catalogue experiments and results in a logical and clear format	

City & Guilds ref no:	7113 – 517	
Title:	Ceramics – Large Coiled Form	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce large coiled form that explores shape, form, texture and colour	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to coiled forms 2 Use advanced and innovative design ideas to inform the making of a coiled form 3 Plan and manage the making of the coiled form to the working design 4 Work safely and effectively 5 Make a well constructed coiled form to a professional standard 6 Use presentation skills to display the coiled form 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to coiled forms	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the coiled form 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a coiled form	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the coiled form 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the coiled form 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the coiled form to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of 	

	<p>materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the coiled form</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the coiled form</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the coiled form</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed coiled form to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional coiled form to the following specifications –</p> <ul style="list-style-type: none"> • The form must be at least 60cm in length – width or height • The form will have a decorated surface • The form may or may not be glazed • The form must be fired before the time of assessment <p>5.4 Store and finish the completed coiled form</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished coiled form –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the coiled form	6.1 List and describe a range of presentation styles and methods

	<p>suitable for use with the coiled form</p> <p>6.2 Select and use a method to present the coiled form</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Research and develop 2D ideas for a 3D coiled form	
Research different methods of coiling	
Test a range of clay bodies for use	
Select a an appropriate clay body and sample	
Experiment with the different methods of coiling	
Use the methods of construction in the final surface decoration	
Experiment with different surface treatment	
Use ceramic colourants	
Select an appropriate form to build	
Select an appropriate method of forming	
Select an appropriate surface treatment	
Use ceramic additions as part of the surface decoration	
Consider the use of glaze or not	
Catalogue and document all the experiments in a clear and logical format	
Present the 2D designs and development, finished form and test samples	

7113 – 518 Ceramics – Pinched Forms

City & Guilds ref no:	7113 – 518	
Title:	Ceramics – Pinched Forms	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a set of three complex pinched forms	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to pinched forms 2 Use advanced and innovative design ideas to inform the making of pinched forms 3 Plan and manage the making of the pinched forms to the working design 4 Work safely and effectively 5 Make well constructed pinched forms to a professional standard 6 Use presentation skills to display the pinched forms 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to pinched forms	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the pinched forms 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of pinched forms	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the pinched forms 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the pinched forms 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the pinched forms to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the pinched forms</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the pinched forms</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the pinched forms</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make well constructed pinched forms to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional pinched forms to the following specifications –</p> <ul style="list-style-type: none"> • Each form will be at least 15cm in length – height or diameter • The three forms will work together as a set • The forms must be fired before the time of assessment • Exploration into methods of construction that enable the building of large pinched forms will be evidenced <p>5.4 Store and finish the completed pinched forms</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished pinched forms –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria

The learner can:	The learner will:
6 Use presentation skills to display the pinched forms	6.1 List and describe a range of presentation styles and methods suitable for use with the pinched forms 6.2 Select and use a method to present the pinched forms 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Design three complex forms with the use of colour	
Select an appropriate clay body	
Explore methods of construction	
Demonstrate a creative use of texture and colour integral to the clay body and glaze	
Select material to create texture in the clay body	
Select colour to mix into the clay body	
Test all the materials /samples and record	
Select samples to work from	
Experiment with the pinching of large forms	
Make the three large pinched forms	
Support handle the forms	
Prepare for a biscuit firing	
Glaze or partially glaze the forms to selected temperature	
Present the 2D designs and development, finished form and test samples	

City & Guilds ref no:	7113 – 519	
Title:	Ceramics – Slab Built Form with Lid	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a functional or non functional slab built ceramic form with a lid	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to slab forms 2 Use advanced and innovative design ideas to inform the making of the slab form 3 Plan and manage the making of the slab form to the working design 4 Work safely and effectively 5 Make a well constructed slab form to a professional standard 6 Use presentation skills to display the slab form 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to slab forms	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the slab forms 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of slab forms	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the set of slab forms 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the slab form 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the slab form to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of 	

	<p>materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the slab form</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the slab form</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the slab form</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed slab form to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional slab form to the following specifications –</p> <ul style="list-style-type: none"> • The form will be at least 60cm in length – width or height • The final surface will enhance the original qualities achieved in the slab making process • The form must be fired before the time of assessment <p>5.4 Store and finish the completed slab form</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished slab form –</p> <ul style="list-style-type: none"> • strengths • areas for improvement • problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the slab form	6.1 List and describe a range of presentation styles and methods

	<p>suitable for use with the slab form</p> <p>6.2 Select and use a method to present the slab form</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
Research methods of slab making	
Research different types of lids and fittings	
Design a 2D idea of a 3D form for construction in slabs	
Use both soft and firm slab forming techniques in experiments	
Experiment with methods of creating slabs and patterned surfaces	
Use additions of materials to explore surface qualities	
Experiment with materials for creating texture	
Record all the tests	
Select methods and materials to create the slab forms	
Store the slabs until required for use	
Create the forms	
Join the slabs securely	
Finish the clay forms to required design	
Prepare for biscuit firing	
Glaze the form to the design requirements	
Fire the glazed form to the required temperature	
Present the 2D designs and development, finished form and test samples	

City & Guilds ref no:	7113 – 520	
Title:	Ceramics – Thrown Containers with Lids	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a set of functional or non functional thrown containers with lids and handles/knobs	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to thrown forms 2 Use advanced and innovative design ideas to inform the making of a set of thrown forms 3 Plan and manage the making of the set of thrown forms to the working design 4 Work safely and effectively 5 Make a well constructed set of thrown forms to a professional standard 6 Use presentation skills to display the set of thrown forms 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to thrown forms	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the set of thrown forms 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a set of thrown forms	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the set of thrown forms 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the set of thrown forms 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the set of thrown forms to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the set of thrown forms</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the set of thrown forms</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the set of thrown forms</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed set of thrown forms to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional set of thrown forms to the following specifications –</p> <ul style="list-style-type: none"> • The set will consist of three containers • Each container will be at least 10cm x 15cm in size • Each container will have a lid – functional or decorative • Each container will have a handle/knob – functional or decorative • The containers must be fired before the time of assessment <p>5.4 Store and finish the completed set of thrown forms</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished set of thrown forms –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>

Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the set of thrown forms	6.1 List and describe a range of presentation styles and methods suitable for use with the set of thrown forms 6.2 Select and use a method to present the set of thrown forms 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme In this unit the learner will:	
Research different methods of throwing	
Research different methods of making handles/knobs	
Design a 2D idea for a set of three thrown lidded containers with handles and /or knobs	
Select an appropriate clay body	
Make the thrown forms	
Make and apply the lids and handles	
Turn the lids to fit	
Turn the footrings	
Prepare for biscuit firing	
Select an appropriate glaze	
Test the glaze	
Apply the glaze	
Fire the glaze to the appropriate temperature	
Present the 2D designs and development, finished forms and test samples	

City & Guilds ref no:	7113 – 521	
Title:	Ceramics – Low Relief Tile Panel	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a fine art decorative low relief tile panel – realistic or abstract	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to decorative tile panels 2 Use advanced and innovative design ideas to inform the making of a decorative tile panel 3 Plan and manage the making of the decorative tile panel to the working design 4 Work safely and effectively 5 Make a well constructed decorative tile panel to a professional standard 6 Use presentation skills to display the decorative tile panel 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to decorative tile panels	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the tile panel 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a decorative tile panel	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the tile panel 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the decorative tile panel 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the decorative tile panel to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 	

	<p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the decorative tile panel</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the decorative tile panel</p> <p>4.2 describe the care and safety requirements of tools, equipment and materials required to make the decorative tile panel</p> <p>4.3 use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed decorative tile panel to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional decorative tile panel to the following specifications –</p> <ul style="list-style-type: none"> • Minimum size of the low relief tile panel is 70cm x 70cm • The tile panel must be fired before the time of assessment • An investigation into the different methods of tile making will be evidenced <p>5.4 Store and finish the completed decorative tile panel</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished decorative tile panel –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the	6.1 List and describe a range of

decorative tile panel	<p>presentation styles and methods suitable for use with the decorative tile panel</p> <p>6.2 Select and use a method to present the decorative tile panel</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
Research and test methods for creating a low relief design	
Select a suitable clay for the tile panel	
Roll out the clay	
Cut the tiles to the required size	
Apply the design in low relief form	
Work to the design requirements	
Apply texture and colour as required	
Dry the tiles appropriately	
Set the tiles in the kiln appropriately	
Biscuit fire the tiles	
Apply colour as required	
Apply glaze as required	
Fire to the appropriate temperature	
Present the Design sheets and their development, the final panel and samples	

City & Guilds ref no:	7113 – 522	
Title:	Ceramics – Slip Cast Modular Form	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will produce a ceramic modular form using a two piece slip casting mould	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to a slip cast forms 2 Use advanced and innovative design ideas to inform the making of a slip cast form 3 Plan and manage the making of the slip cast form to the working design 4 Work safely and effectively 5 Make a well constructed slip cast form to a professional standard 6 Use presentation skills to display the slip cast form 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to slip cast forms	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the slip cast form 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a slip cast form	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the slip cast form 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the slip cast form 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the slip cast form to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using 	

	<p>advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the slip cast form</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the slip cast form</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the slip cast form</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed slip cast form to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional slip cast form to the following specifications –</p> <ul style="list-style-type: none"> • A two piece slip casting mould will be made and used for construction • Cast the required number of forms to construct the modular form • The final modular form will be at least 30cm in length – width or height • The form must be fired before the time of assessment <p>5.4 Store and finish the completed slip cast form</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished slip cast form –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria

The learner can:	The learner will:
6 Use presentation skills to display the slip cast form	6.1 List and describe a range of presentation styles and methods suitable for use with the slip cast form 6.2 Select and use a method to present the slip cast form 6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> • Strengths • Areas for improvement
Learning programme	
In this unit the learner will:	
Design a 2D idea for a 3D complex slip cast form	
Design a form that can be made into a two piece mould	
Construct the model for the slip cast form	
Make a mould from the model	
Select a casting slip	
Test with colours	
Test with glazes	
Use the mould to cast a series of shapes	
Use the shapes to construct a 3D modular form	
Dry the cast form	
Prepare the form for biscuit firing	
Apply colour as required	
Apply glaze as required	
Fired to the appropriate firing temperature	
Present the 2D designs and development, finished form and test samples	

City & Guilds ref no:	7113 – 523	
Title:	Ceramics – Glaze Development	
Level:	3	
Credit value:	9	
Unit aim:	In this unit the learner will develop a glaze for use and produce a portfolio of resolved tile samples	
Learning outcomes	<ol style="list-style-type: none"> 1 Research contextual influences relating to glazes 2 Use advanced and innovative design ideas to inform the making of a glaze 3 Plan and manage the making of the glaze to the working design 4 Work safely and effectively 5 Make a well constructed glaze to a professional standard 6 Use presentation skills to display the glaze 	
Learning outcome 1	Assessment criteria	
The learner can:	The learner will:	
1 Research contextual influences relating to glazes	<ol style="list-style-type: none"> 1.1 Document current trends and the work of three contemporary designer makers 1.2 Document historical and cultural influences relating to the glaze 1.3 Record research from books/museums/exhibitions/websites ... 	
Learning outcome 2	Assessment criteria	
The learner can:	The learner will:	
2 Use advanced and innovative design ideas to inform the making of a glaze	<ol style="list-style-type: none"> 2.1 Develop a statement of intent 2.2 Collect source material to influence the design for the glaze 2.3 Use the elements of design to create visuals and preliminary ideas 2.4 Develop preliminary ideas and produce a detailed working design sheet for the glaze 	
Learning outcome 3	Assessment criteria	
The learner can:	The learner will:	
3 Plan and manage the making of the glaze to the working design	<ol style="list-style-type: none"> 3.1 Select, obtain and prepare materials 3.2 Produce a range of samples using advanced and innovative techniques and processes 3.3 List and describe the characteristics of materials, advanced techniques and 	

	<p>processes sampled</p> <p>3.4 Produce a costing and time estimate for making the glaze</p>
Learning outcome 4	Assessment criteria
The learner can:	The learner will:
4 Work safely and effectively	<p>4.1 Name tools, equipment, materials and advanced techniques required to make the glaze</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the glaze</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>
Learning outcome 5	Assessment criteria
The learner can:	The learner will:
5 Make a well constructed glaze to a professional standard	<p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional glaze to the following specifications –</p> <ul style="list-style-type: none"> • The glaze will be made from an already published recipe and will be tested and altered to meet personal requirements of colour and texture and used on a specific item/s of work • The glaze will be applied to three items • Sample tiles within the portfolio will be at least 10cm x 10cm in size • All items must be fired before the time of assessment <p>5.4 Store and finish the completed glaze</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished glaze –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement • Problems encountered and solved <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>
Learning outcome 6	Assessment criteria
The learner can:	The learner will:
6 Use presentation skills to display the	6.1 List and describe a range of

glaze	<p>presentation styles and methods suitable for use with the glaze</p> <p>6.2 Select and use a method to present the glaze</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> • Strengths • Areas for improvement
<p>Learning programme</p> <p>In this unit the learner will:</p>	
<p>Research and develop a glaze for personal use</p>	
<p>Justify the type and temperature range required</p>	
<p>Research published glaze recipes</p>	
<p>Test a sample of the selected published glaze to establish fitness for purpose</p>	
<p>Evaluate and record the results</p>	
<p>Alter ingredients to meet personal requirements</p>	
<p>Make further tests of samples, evaluate and record the results</p>	

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