



City & Guilds Level 1 Award/Certificate/Diploma in Creative Techniques in 2D and 3D (7156-01-11-12)

Version 1.4 (September 2024)

Qualification Handbook

Qualification at a glance

Subject area	Crafts, creative arts and design
City & Guilds number	7156
Age group approved	All ages
Entry requirements	None
Assessment	Assignment
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Qualification handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 1 Award in Producing Life Drawings	7156-01	601/2013/7	32	40
City & Guilds Level 1 Award in Using Drawing Techniques for Still Life	7156-01	601/2025/3	33	40
City & Guilds Level 1 Award in Creating a Design and Presentation Concept for a Product	7156-01	601/2014/9	39	40
City & Guilds Level 1 Award in Using Painting Techniques	7156-01	601/2048/4	31	40
City & Guilds Level 1 Award in Using Printmaking Techniques *	7156-01	601/2026/5		
City & Guilds Level 1 Award in Using Computer Generated Imagery *	7156-01	601/2049/6		

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 1 Award in Using Mixed Media Techniques	7156-01	601/2012/5	31	40
City & Guilds Level 1 Award in Developing Imagery Within Creative Sketchbooks	7156-01	601/2016/2	29	30
City & Guilds Level 1 Award in Creating Experimental Typography and Calligraphy *	7156-01	601/2015/0		-
City & Guilds Level 1 Award in Making Rings with a Cabochon Stone and Decorative Shank	7156-01	601/2051/4	31	40
City & Guilds Level 1 Award in Making Pendants *	7156-01	601/2050/2	-	-
City & Guilds Level 1 Award in Making Sculptured Items *	7156-01	601/2056/3	-	-
City & Guilds Level 1 Award in Making Wooden Items *	7156-01	601/2047/2	-	-
City & Guilds Level 1 Award in Using Hand Building, Surface Decoration and Glazing Techniques *	7156-01	601/2166/X	-	-
City & Guilds Level 1 Award in Using Throwing, Open Forms, Surface Decoration and Glazing Techniques *	7156-01	601/2058/7	-	-
City & Guilds Level 1 Award in Making a Multi-Section Sewn Journal	7156-01	601/2057/5	34	40
City & Guilds Level 1 Award in Making a Multi-Section Photograph Album with Slip Case	7156-01	601/2052/6	33	40
City & Guilds Level 1 Award in Making a Round Basket *	7156-01	601/2011/3	-	-
City & Guilds Level 1 Award in Using Warm Glass Techniques *	7156-01	601/2053/8	-	-
City & Guilds Level 1 Award in Using Cool Glass Techniques *	7156-01	601/2049/6	-	-
City & Guilds Level 1 Certificate in Creative Techniques in 2D	7156-11	601/2066/6	115	130
City & Guilds Level 1 Certificate in Creative Techniques in 3D	7156-12	601/2162/2	123	150
City & Guilds Level 1 Certificate in Creative Techniques 2D and 3D *	7156-13	601/2067/8	-	-

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 1 Diploma in Creative Techniques in 2D and 3D *	7156-14	601/2068/X	-	-

* This qualification has been withdrawn and is no longer available for registration or certification.

Version and date	Change detail	Section
1.1 January 2014	General formatting amends	Various
1.2 September 2017	Added GLH and TQT Removed QCF	Structure Appendix
1.3 March 2022	Added GLH and TQT for more quals Amended address in back matter Added City & Guilds to title/footers	Various
1.4 September 2024	Handbook reviewed and updated to new template	Throughout

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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	These qualifications are for those individuals who want to obtain the skills as a basic designer maker.
What do the qualifications cover?	<p>These qualifications allow learners to learn, develop and practise the creative skills required for career progression in the design Industry.</p> <p>With a qualification in Creative Techniques learners will become well informed designer makers in their chosen craft subject, able to sample ideas and create well-designed, professional quality craft items. As an added option they can also learn the vital knowledge of the skills involved in how to run a creative business.</p>
What opportunities for progression are there?	<p>They allow learners to progress to the following City & Guilds qualifications:</p> <ul style="list-style-type: none">• City & Guilds L2 Certificate in Creative Techniques in 3D• City & Guilds L2 Certificate in Creative Techniques in 2D and 3D• City & Guilds Level 2 Diploma in Creative Techniques in 2D and 3D

Structure

To achieve the **City & Guilds Level 1 Award in Producing Life Drawings** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
Mandatory unit:				
103	Producing Life Drawings	D/505/6823	32	4

To achieve the **City & Guilds Level 1 Award in Using Drawing Techniques for Still Life** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
Mandatory unit:				
104	Using Drawing Techniques for Still Life	H/505/6824	33	4

To achieve the **City & Guilds Level 1 Award in Creating a Design and Presentation Concept for a Product** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
Mandatory unit:				
105	Creating a Design and Presentation Concept for a Product	D/505/6823	39	4

To achieve the **City & Guilds Level 1 Award in Using Painting Techniques** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

106	Using Painting Techniques	M/505/6826	31	4
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To achieve the **City & Guilds Level 1 Award in Using Printmaking Techniques*** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

107	Using Printmaking Techniques	T/505/6827	32	4
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To achieve the **City & Guilds Level 1 Award in Using Computer Generated Imagery*** learners must achieve **3** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

108	Using Computer Generated Imagery	A/505/6828	26	3
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To achieve the **City & Guilds Level 1 Award in Using Mixed Media Techniques** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

109	Using Mixed Media Techniques	F/505/6829	31	4
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To achieve the **City & Guilds Level 1 Award in Developing Imagery within Creative Sketchbooks** learners must achieve **3** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

110	Developing Imagery within Creative Sketchbooks	T/505/6830	29	3
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To achieve the **City & Guilds Level 1 Award in Creating Experimental Typography and Calligraphy*** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

111	Creating Experimental Typography and Calligraphy	F/505/6832	36	4
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To achieve the **City & Guilds Level 1 Award in Making Rings with a Cabochon Stone and Decorative Shank** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

112	Making Rings with a Cabochon Stone and Decorative Shank	J/505/6833	31	4
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To achieve the **City & Guilds Level 1 Award in Making Pendants*** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

113	Making Pendants	L/505/6834	32	4
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To achieve the **City & Guilds Level 1 Award in Making Sculptured Items*** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

114	Making Sculptured Items	Y/505/6934	37	4
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To achieve the **City & Guilds Level 1 Award in Making Wooden Items*** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

115	Making Wooden Items	R/505/6835	32	4
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To achieve the **City & Guilds Level 1 Award in Using Hand Building, Surface Decoration and Glazing Techniques*** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

116	Using Hand Building, Surface Decoration and Glazing Techniques	Y/505/6836	34	4
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To achieve the **City & Guilds Level 1 Award in Using Throwing, Open Forms, Surface Decoration and Glazing Techniques*** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

117	Using Throwing, Open Forms, Surface Decoration and Glazing Techniques	D/505/6837	33	4
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To achieve the **City & Guilds Award in Making a Multi-Section Sewn Journal** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

118	Making a Multi-Section Sewn Journal	H/505/6838	34	4
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To achieve the **City & Guilds Level 1 Award in Making a Multi-Section Photograph Album with Slip Case** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

119	Making a Multi-Section Photograph Album with Slip Case	K/505/6839	33	4
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To achieve the **City & Guilds Level 1 Award in making a Round Basket*** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

120	Making a Round Basket	D/505/6840	34	4
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To achieve the **City & Guilds Level 1 Award in Using Warm Glass Techniques*** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
Mandatory unit:				
122	Using Warm Glass Techniques	M/505/6843	34	4

To achieve the **City & Guilds Level 1 Award in Using Cool Glass Techniques*** learners must achieve **4** credits from the mandatory unit:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
Mandatory unit:				
123	Using Cool Glass Techniques	T/505/6844	35	4

To achieve the **City & Guilds Level 1 Certificate in Creative Techniques in 2D** learners must achieve a minimum of **13** credits. **7** credits from the mandatory units and a minimum of **6** credits from the optional units available:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
Mandatory unit:				
101	Exploring Design Ideas	H/503/7139	28	3
102	Using Sampling Techniques for 2D/3D Work	F/505/6801	32	4
Optional units:				
103	Producing Life Drawings	D/505/6823	32	4

104	Using Drawing Techniques for Still Life	H/505/6824	33	4
105	Creating a Design and Presentation Concept for a Product	R/505/6933	39	4
106	Using Painting Techniques	M/505/6826	31	4
107	Using Printmaking Techniques	T/505/6827	32	4
108	Using Computer Generated Imagery	A/505/6828	26	3
109	Using Mixed Media Techniques	F/505/6829	31	4
110	Developing Imagery within Creative Sketchbooks	T/505/6830	29	3
111	Creating Experimental Typography and Calligraphy	F/505/6832	36	4

To achieve the **City & Guilds Level 1 Certificate in Creative Techniques in 3D** learners must achieve a minimum of **15** credits. **7** credits from the mandatory units and a minimum of **8** credits from the optional units available:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
Mandatory unit:				
101	Exploring Design Ideas	H/503/7139	28	3
102	Using Sampling Techniques for 2D/3D Work	F/505/6801	32	4
Optional units:				
112	Making Rings with a Cabochon Stone and Decorative Shank	J/505/6833	31	4
113	Making Pendants	L/505/6834	32	4
114	Making Sculptured Items	Y/505/6934	37	4
115	Making Wooden Items	R/505/6835	32	4

116	Using Hand Building, Surface Decoration and Glazing Techniques	Y/505/6836	34	4
117	Using Throwing, Open Forms, Surface Decoration and Glazing Techniques	D/505/6837	33	4
118	Making a Multi-Section Sewn Journal	H/505/6838	34	4
119	Making a Multi-Section Photograph Album with Slip Case	K/505/6839	33	4
120	Making a Round Basket	D/505/6840	34	4
122	Using Warm Glass Techniques	M/505/6843	34	4
123	Using Cool Glass Techniques	T/505/6844	35	4

To achieve the **City & Guilds Level 1 Certificate in Creative Techniques in 2D and 3D*** learners must achieve a minimum of **25** credits. **7** credits from the mandatory units and a minimum of **18** credits from the optional units available:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
Mandatory unit:				
101	Exploring Design Ideas	H/503/7139	28	3
102	Using Sampling Techniques for 2D/3D Work	F/505/6801	32	4
Optional units:				
103	Producing Life Drawings	D/505/6823	32	4
104	Using Drawing Techniques for Still Life	H/505/6824	33	4
105	Creating a Design and Presentation Concept for a Product	R/505/6933	39	4
106	Using Painting Techniques	M/505/6826	31	4
107	Using Printmaking Techniques	T/505/6827	32	4
108	Using Computer Generated Imagery	A/505/6828	26	3

109	Using Mixed Media Techniques	F/505/6829	31	4
110	Developing Imagery within Creative Sketchbooks	T/505/6830	29	3
111	Creating Experimental Typography and Calligraphy	F/505/6832	36	4
112	Making Rings with a Cabochon Stone and Decorative Shank	J/505/6833	31	4
113	Making Pendants	L/505/6834	32	4
114	Making Sculptured Items	Y/505/6934	37	4
115	Making Wooden Items	R/505/6835	32	4
116	Using Hand Building, Surface Decoration and Glazing Techniques	Y/505/6836	34	4
117	Using Throwing, Open Forms, Surface Decoration and Glazing Techniques	D/505/6837	33	4
118	Making a Multi-Section Sewn Journal	H/505/6838	34	4
119	Making a Multi-Section Photograph Album with Slip Case	K/505/6839	33	4
120	Making a Round Basket	D/505/6840	34	4
122	Using Warm Glass Techniques	M/505/6843	34	4
123	Using Cool Glass Techniques	T/505/6844	35	4

To achieve the **City & Guilds Level 1 Diploma in Creative Techniques in 2D and 3D*** learners must achieve a minimum of **37** credits. **7** credits from the mandatory units and a minimum of **30** credits from the optional units available:

City & Guilds unit number	Unit title	Unit accreditation number	GLH	Credit value
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Mandatory unit:

101	Exploring Design Ideas	H/503/7139	28	3
102	Using Sampling Techniques for 2D/3D Work	F/505/6801	32	4
Optional units:				
103	Producing Life Drawings	D/505/6823	32	4
104	Using Drawing Techniques for Still Life	H/505/6824	33	4
105	Creating a Design and Presentation Concept for a Product	R/505/6933	39	4
106	Using Painting Techniques	M/505/6826	31	4
107	Using Printmaking Techniques	T/505/6827	32	4
108	Using Computer Generated Imagery	A/505/6828	26	3
109	Using Mixed Media Techniques	F/505/6829	31	4
110	Developing Imagery within Creative Sketchbooks	T/505/6830	29	3
111	Creating Experimental Typography and Calligraphy	F/505/6832	36	4
112	Making Rings with a Cabochon Stone and Decorative Shank	J/505/6833	31	4
113	Making Pendants	L/505/6834	32	4
114	Making Sculptured Items	Y/505/6934	37	4
115	Making Wooden Items	R/505/6835	32	4
116	Using Hand Building, Surface Decoration and Glazing Techniques	Y/505/6836	34	4
117	Using Throwing, Open Forms, Surface Decoration and Glazing Techniques	D/505/6837	33	4
118	Making a Multi-Section Sewn Journal	H/505/6838	34	4
119	Making a Multi-Section Photograph Album with Slip Case	K/505/6839	33	4

120	Making a Round Basket	D/505/6840	34	4
122	Using Warm Glass Techniques	M/505/6843	34	4
123	Using Cool Glass Techniques	T/505/6844	35	4

* This qualification has been withdrawn and is no longer available for registrations or certification

Total Qualification Time (TQT)

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

TQT comprises of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 1 Award in Producing Life Drawings	32	40
City & Guilds Level 1 Award in Using Drawing Techniques for Still Life	33	40
City & Guilds Level 1 Award in Creating a Design and Presentation Concept for a Product	39	40
City & Guilds Level 1 Award in Using Painting Techniques	31	40
City & Guilds Level 1 Award in Using Mixed Media Techniques	31	40
City & Guilds Level 1 Award in Developing Imagery Within Creative Sketchbooks	29	30
City & Guilds Level 1 Award in Making Rings with a Cabochon Stone and Decorative Shank	31	40
City & Guilds Level 1 Award in Making a Multi-Section Sewn Journal	34	40
City & Guilds Level 1 Award in Making a Multi-Section Photograph Album with Slip Case	33	40
City & Guilds Level 1 Certificate in Creative Techniques in 2D	115	130
City & Guilds Level 1 Certificate in Creative Techniques in 3D	123	150

2 Centre requirements

Approval

Full approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training (this knowledge must be to the same level as the training being delivered)
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

There is no age restriction for these qualifications unless this is a legal requirement of the process or the environment.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

Equality legislation requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments and access arrangements - when and how applications need to be made to City & Guilds. For more information documents are available on the City & Guilds website.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme, so the learner fully understands the requirements of the qualifications, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible

- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment pack	www.cityandguilds.com
Qualification handbook	www.cityandguilds.com

4 Assessment

Assessment of the qualification

All units are assessed by assignments.

Please refer to the City & Guilds Assessment pack which can be found at www.cityandguilds.com

Assessment strategy

This qualification is assessed by assignments. These assignments assess in a number of ways to provide a clear indication of learner knowledge and skills. These include:

- practical tasks
- knowledge and understanding tasks.

The assessments are set by City & Guilds and are administered by the centre when the learner is ready. They are graded internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external verification.

For further details please refer to the Assessment Pack.

Time constraints

The following must be applied to the assessment of these qualifications:

Registration is valid for 36 months from the date made or until the last certification whichever is earlier.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.

5 Units

Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to www.cityandguilds.com

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- unit accreditation number (UAN)
- level
- credit value
- guided learning hours (GLH)
- learning outcomes, which are comprised of a number of assessment criteria
- range statements
- supporting information.

Guidance for delivery of the units

These qualifications comprise a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Supporting information provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

Unit 101

Exploring design ideas

UAN:	H/503/7139
Level:	1
Credit value:	3
GLH:	28

Learning outcome
The learner will: 1. know how to work safely and effectively when exploring design ideas.
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to tools and equipment used in basic design work 1.2 identify health and safety risks relating to materials used in basic design work

Range
Regulations COSHH, Health and Safety at Work Legislation.
Tools and equipment Adhesive, cutting tools, drawing tools, applicators.
Materials Colouring mediums, graphite, papers.

Learning outcome
The learner will: 2. be able to prepare for design work.
Assessment criteria
The learner can: 2.1 select craft materials to sample design ideas 2.2 select tools and equipment to sample design ideas 2.3 store craft materials, tools and equipment correctly.

Range/Guidance
Craft materials Common craft materials related to design – papers, drawing mediums, colouring mediums and similar items.

Tools and equipment

Adhesive, cutting tools, drawing tools, applicators.

Learning outcome

The learner will:

3. be able to experiment with design ideas.

Assessment criteria

The learner can:

- 3.1 **experiment** with design materials to create visuals
- 3.2 **explore the potential** of design materials through experimentation.

Range/Guidance**Experiment**

eg bend, fold, ease, cut, colour.

Explore the potential

Use materials to experiment where there is no known outcome.

Learning outcome

The learner will:

4. be able to experiment with different materials, mediums and techniques to create designs.

Assessment criteria

The learner can:

- 4.1 create a **primary** and **secondary** colour wheel with colouring materials
- 4.2 create **gradations of primary colours** with colouring materials
- 4.3 create **accent colours**
- 4.4 create **marks** and lines using **mediums**
- 4.5 create **low relief** using mediums
- 4.6 make overlays
- 4.7 create contrast using **overlays**
- 4.8 create **visual texture** using mediums.

Range/Guidance**Primary**

Magenta, cyan and yellow.

Secondary

Violet, green and orange

Gradations of primary colours

A colour ladder to show the central primary colour working out in stages to white and to black.

Accent colours

A small proportion of the complimentary colour adjacent to its primary

Marks

Contrasting lines, expressive lines, dots, dashes and similar drawn expressions.

Mediums

Wet mediums

e.g. Ink, paint and similar items.

Dry mediums

e.g. crayon, graphite, wax and similar items

Low relief

Low level 3D effects

Overlays

Transparent or translucent materials layered over underlying materials

Visual texture

e.g. colour discharge, resists, rubbing, sponging, spraying, stippling, and similar

Learning outcome

The learner will:

5. be able to evaluate and record design work.

Assessment criteria

The learner can:

5.1 produce **records** of design ideas

5.2 **evaluate** results of design work.

Range/Guidance**Records**

Written record

Visual record

The experimentations undertaken, or photographs where the life of the materials renders storage impractical.

Evaluate

Identify/record strengths and weaknesses of the designs undertaken.

Unit 102

Using sampling techniques for 2D/3D work

UAN:	F/505/6801
Level:	1
Credit value:	4
GLH:	32

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to tools and equipment used for sampling techniques in 2D/3D work 1.2 list health and safety risks relating to materials used for sampling techniques for 2D/3D work 1.3 identify tools, equipment and materials used for sampling techniques for 2D/3D work 1.4 use tools, equipment and materials safely when sampling techniques used for 2D/3D work 1.5 describe the care of tools and equipment used for sampling techniques for 2D/3D work

Range
Regulations COSHH, Health and Safety at Work Legislation, PAT, General Product Safety Regulations
Tools e.g. Measuring tools, cutting tools, brushes, mark making tools
Equipment e.g. easels, drawing boards, cameras, computers, printers, studio equipment for glass, ceramics, wood, bookbinding, basketry or jewellery
Materials e.g. Paper, card, drawing materials, colouring materials, adhesives, glass, clay, glazes, wood, cane, rush, willow, metal, stones Use tools, equipment and materials safely
Care Daily use and maintenance e.g. care of tools, cleaning and storage, visual checks, use of PPE

Learning outcome

The learner will:

2. be able to prepare for sampling ideas and techniques for 2D/3D work

Assessment criteria

The learner can:

- 2.1 select tools and equipment to sample techniques and processes for 2D/3D work
- 2.2 **calculate quantities** of materials required
- 2.3 **prepare materials for use**

Range/Guidance**Calculate quantities**

e.g. Measure accurately

Calculate the amount of materials required for a technique or process

Prepare materials for use

e.g. Prepare surfaces for working a technique or processes

Mix colouring materials

Learning outcome

The learner will:

3. be able to sample techniques for 2D/3D work

Assessment criteria

The learner can:

- 3.1 select materials
- 3.2 produce samples using a range of **techniques and processes**
- 3.3 **experiment** with materials and techniques to explore their potential using
 - a. colour
 - b. line
 - c. texture
- 3.4 record techniques and processes

Range/Guidance**Techniques and processes**

The following as appropriate to the craft -

e.g. Drawing, application of colour, mark making, cutting, shaping, patterning, image manipulation, application of decorative techniques

Experiment

Create samples using techniques and processes to achieve the anticipated or desired result, avoiding damage. Record the processes using written and visual records – photographs or simple sketches.

Learning outcome

The learner will:

4. be able to evaluate and present samples

Assessment criteria

The learner can:

- 4.1 **evaluate** result of processes sampled
- 4.2 **present finished samples** in a style for display purposes

Range/Guidance**Evaluate**

Identify / record strengths and weaknesses of the techniques and sampling undertaken.

Present finished samples

Present samples of techniques undertaken in an organised manner in a folio or similar

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Supporting information

Guidance

In this unit the candidate will experiment with and sample a range of ideas, techniques and processes related to 2D and 3D work. Consideration will be given to the presentation methods suited to displaying 2D/3D work. Health and Safety issues related to practice in 2D/3D work will also be covered.

Unit 103 Producing Life Drawings

UAN:	D/505/6823
Level:	1
Credit value:	4
GLH:	32

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to life drawing 1.2 identify tools, equipment and materials used for life drawing 1.3 describe the care of tools and equipment used for life drawing 1.4 use tools, equipment and materials safely when producing life drawings

Range
Regulations Health and Safety at Work Legislation, PAT testing. Use of PPE: Relevant COSHH regulations for this unit
Tools brushes, pens, pencil sharpener, craft knives, eraser, twigs, garden canes, colour shapers
Equipment easels, drawing boards, staple gun, props, lighting
Materials pencils, charcoal, ink, chalks/pastels, supports, masking tape, fixative, papers, paint, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome

The learner will:

2. know the characteristics of materials required to create life drawings

Assessment criteria

The learner can:

- 1.1 identify the **characteristics** of the materials used to create life drawings
- 1.2 identify different types of **coloured and textured papers** required for life drawings
- 1.3 state the different **techniques** used to create life drawings

Range**Characteristics**

pencils – hardness, blending quality
charcoal – grades, blending quality
ink - translucency
chalks/pastels – hardness, types, blending quality
papers – tooth, texture, grade, grain, thickness, colour
fixative – hazardous, purpose
paints – translucency, opacity

Coloured and textured Papers

sugar
cartridge (light, medium, heavy)
pastel
newsprint
tinted (self/commercial)
textured (self/commercial)

Techniques**Additive**

linear,
tonal – graduations
gestural - continuous line and brush drawing.
proportions, fore-shortening, shape, space
mark making, line & wash, hatching

Reductive

lifting out
wax resist

Learning outcome

The learner will:

- 3. be able to research life drawing techniques and contexts

Assessment criteria

The learner can:

- 3.1 **research** life drawing techniques
- 3.2 research life drawing contexts
- 3.3 present research in a **logical format**

Range/Guidance

Research

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

Learning outcome

The learner will:

- 4. be able to produce experimental studies

Assessment criteria

The learner can:

select materials

- 4.1 use materials and techniques for experimental studies
- 4.2 produce **experimental studies** for life drawings using
 - a. colour
 - b. line
 - c. texture
- 4.3 record techniques and processes used to make experimental studies
- 4.4 estimate the cost and time required for experimental studies

Range/Guidance

Experimental studies

develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, developed design ideas, fore-shortening, proportion, tone

Learning outcome

The learner will:

5. be able to produce a series of life drawings

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 use selected mediums to produce a series of life drawings that follow a statement of intent
- 5.3 record the stages followed to produce a series of life drawings
- 5.4 **present** a series of life drawings
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** a series of life drawings

Range/Guidance**Statement of intent**

Written description which meets client requirements of the design for a life drawing

Present

folio, display, hanging, framing, exhibition

Cost sheet

material costs

Production timescale

time taken to plan and produce a series of life drawings

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

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Supporting information

Guidance

The learner should reflect and review their work throughout the process, keeping a record of their reflections eg an annotated sketchbook/journal.

Work must be signed/dated, Life drawing/human study

Unit 104

Using drawing techniques for still life

UAN:	H/505/6824
Level:	1
Credit value:	4
GLH:	33

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to still life drawing 1.2 identify tools, equipment and materials used for still life drawings 1.3 describe the care of tools and equipment used for still life drawings 1.4 use tools, equipment and materials safely when producing still life drawings

Range
Regulations Health and Safety at Work Legislation, PAT testing. Use of PPE: Relevant COSHH regulations for this unit
Tools pencil sharpener, craft knives, eraser
Equipment easels, drawing boards, staple gun
Materials pencils, charcoal, ink, chalks/pastels, supports, masking tape, fixative, papers, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome

The learner will:

- 2. know the characteristics of materials required to create still life drawings

Assessment criteria

The learner can:

- 2.1 identify the **characteristics** of the materials used to create still life drawings
- 2.2 identify different types of **papers** required for still life drawings
- 2.3 state the different **techniques** used to create still life drawings

Range

Characteristics

- pencils – hardness, blending quality
- charcoal – grades, blending quality
- ink - translucency
- chalks/pastels – hardness, types, blending quality
- papers – tooth, texture, grade, grain, thickness, colour
- fixative – hazardous, purpose

Papers

- sugar
- cartridge
- pastel
- water colour
- newsprint

Techniques

Additive

- linear,
- tonal – graduations
- continuous line and pen drawing
- proportions, single point perspective, shape, space
- mark making, line & wash, hatching

Reductive

- lifting out
- wax resist

Learning outcome

The learner will:

- 3. be able to research still life drawing techniques and contexts

Assessment criteria

The learner can:

- 3.1 **research** still life drawing techniques
- 3.2 research still life drawing contexts
- 3.3 present research in a **logical format**

Range/Guidance**Research**

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

Learning outcome

The learner will:

4. be able to produce experimental studies

Assessment criteria

The learner can:

4.1 select materials

4.2 use materials and techniques for **experimental studies**

4.3 produce experimental studies for still life drawings using

a. colour

b. line

c. texture

4.4 record techniques and processes used to make experimental studies

4.5 estimate the cost and time required for experimental studies

Range/Guidance**Experimental studies**

develop original design ideas thumbnails, roughs, mark making, layering, collage, developed design ideas, single-point perspective proportion, tone, exterior, interior, still life

Learning outcome

The learner will:

5. be able to produce still life drawings

Assessment criteria

The learner can:

5.1 develop a **statement of intent**

5.2 use selected mediums to produce a still life drawing that follow a statement of intent

5.3 record the stages followed to produce still life drawings

5.4 **present** still life drawings

5.5 produce a **cost sheet**

5.6 produce **production timescales**

5.7 **evaluate** still life drawings

Range/Guidance**Statement of intent**

Written description which meets client requirements of the design for a still life drawing

Present

folio, display, hanging, framing, exhibition

Cost sheet

material costs

Production timescale

time taken to plan and produce a series of life drawings

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

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Supporting information

Guidance

The learner should reflect and review their work throughout the process, keeping a record of their reflections eg an annotated sketchbook/journal.

Unit 105

Creating a design and presentation concept for a product

UAN:	R/505/6933
Level:	1
Credit value:	4
GLH:	39

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to developing design ideas 1.2 identify the tools, equipment and materials used for developing design ideas 1.3 identify the care of tools and equipment used for developing design ideas 1.4 use tools, equipment and materials safely when developing design ideas

Range
Regulations Health and Safety at Work Legislation, PAT testing. COSHH, Use of PPE: masks, gloves, safety glasses
Tools, Equipment low tack masking tape, invisible tape, spray adhesive, cutting tools, cutting mat, steel and transparent rulers, adjustable set-square, light box, design materials eg colouring materials, pencils, paper
Materials graphite pencils, coloured pencils, erasers, marker pens, pastels, black, white and coloured inks, brushes
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome

The learner will:

- 2. know the characteristics of materials and the techniques for developing design ideas

Assessment criteria

The learner can:

- 2.1 identify the **characteristics** of materials used for developing design ideas
- 2.2 identify different types of **grounds** used in developing design ideas
- 2.3 identify different **techniques** for developing design ideas

Range

Characteristics

Water soluble, bleed proof, solvent dilutable, blendable, flexible, multi-surface application, consistency, tonal range,, rendering abilities, electronic storage and access, transmission.

Grounds

paper – tracing, layout, marker, cartridge graph, card, printer - gloss and matt acetate, foils, coloured and textured material, fabric

Techniques

1 and 2 point perspective drawings, sectional, pattern, exploded, hand rendered imagery i.e. grisaille, pencil, gouache, watercolour, thumbnail sketch, concept sketch, marker visual,

Learning outcome

The learner will:

- 3. be able to research developed design ideas and contexts

Assessment criteria

The learner can:

- 3.1 **research** developed design ideas
- 3.2 research developed design contexts
- 3.3 present research in a **logical format**

Range/Guidance

Research

From primary and secondary sources, websites, books, journals, electronic media, digital media, Key product designers, exhibitions and shows, museums

Logical Format

Research presented in an organised manner e.g. folio, sketchbook, electronic presentation

Learning outcome

The learner will:

- 4. be able to produce visuals and experimental drawings using developed design ideas

Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques for developing design ideas
- 4.3 produce **visuals** and **experimental drawings** using
 - a. colour
 - b. line
 - c. texture
 - d. shape
 - e. form
- 4.4 record techniques and processes used for experimental drawings
- 4.5 estimate the cost and time required for the development of design ideas

Range/Guidance

Visuals and experimental drawings

Develop original design ideas, thumbnails, roughs, concept visuals, developed design ideas using a range of media and design techniques

Learning outcome

The learner will:

5. be able to create designs for a product and presentation concept

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce **working drawings** for a product and presentation concept
- 5.3 record the stages followed to produce designs for a product
- 5.4 **present** a range of designs for a product
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** the completed design

Range/Guidance

Statement of intent

Written description which meets client requirements for the design and presentation of a product

Working drawing

Scaled working drawings of the product and presentation concept

Present

Display the product design eg folio, digital image, display, framing, mounted.

Cost sheet

Materials costs

Production timescale

Time taken to plan, prepare, make and finish the product design and presentation concept

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

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Supporting information

Evidence requirements

1. Research the historical and contemporary context in which Developing design ideas and processes have developed to drive own practical work
2. Be able to use source material for development through Developing design ideas and processes
3. Be able to use combined materials, techniques and processes in Developing design ideas imagery.
4. Be able to develop finished products using Developing design ideas.

Unit Guidance

Through studying this unit learners will develop knowledge and skills, working with Developing design ideas and processes, including the production of Research material and how this can be used in their own work. Problem solving, experimenting with and combining a range of media and exploring techniques and processes are all aspects that the artist or designer can experience in applying Developing design ideas and processes.

Guidance

For this unit learners should have access to appropriately equipped creative studio spaces and be trained in the safe use of all resources. There should be a clear integration of the basic principles of Drawing into Developing design ideas.

This unit has been designed to provide the opportunity for learners to develop their knowledge and skills in representing three dimensional objects as a drawing or suite of drawings by means of Developing design ideas conventions. Tutors will need to provide strong support in practical studio workshop sessions and closely direct learners in their research on artists, processes and techniques.

At Level 1 the Learners will be encouraged to develop the themes and subject matter that will sustain the production of a suite of Developing design ideas from primary and secondary source material and directly related to their preferred subject specialism.

Unit 106

Using painting techniques

UAN:	M/505/6826
Level:	1
Credit value:	4
GLH:	31

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials related to painting
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to painting 1.2 identify tools, equipment and materials used for painting 1.3 describe the care of tools and equipment used for painting 1.4 use tools, equipment and materials safely when producing paintings

Range
Regulations Health and Safety at Work Legislation, PAT testing. Relevant COSHH regulations for this unit
Tools brushes, paints (oil, watercolour, tempera, encaustic or acrylic media)
Equipment easels, mediums, supports
Materials resists, fixative, papers, paint, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the materials and techniques required to create paintings
Assessment criteria
The learner can:

- 2.1 identify different **materials** used for creating paintings
- 2.2 identify different types of **supports** used to create paintings
- 2.3 state the different **techniques** used to create paintings

Range

Materials

mediums and paints (oil, watercolour, tempera, encaustic or acrylic media)

Supports

canvas, board, paper

Techniques

colour mixing, tonal variation, mark making,

Learning outcome

The learner will:

- 3. be able to research painting techniques and contexts

Assessment criteria

The learner can:

- 3.1 **research** painting techniques
- 3.2 research painting contexts
- 3.3 present research in a **logical format**

Range/Guidance

Research

from primary and secondary sources, websites, books, journals, electronic media, digital media, key artists, exhibitions and shows, museums

Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

Learning outcome

The learner will:

- 4. be able to produce preliminary studies

Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques for **preliminary studies**
- 4.3 produce preliminary studies for paintings using
 - a. colour
 - b. line
 - c. texture
 - d. shape
 - e. form
- 4.4 record techniques and processes used to make preliminary studies
- 4.5 estimate the cost and time required for preliminary studies

Range/Guidance

Preliminary studies

develop original ideas e.g. roughs, collages, developed design drawings/paintings towards a final painting

Learning outcome

The learner will:

- 5. be able to produce a finished painting

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 prepare selected materials in chosen medium
- 5.3 create a painting that follows a statement of intent
- 5.4 **present** a finished painting that follows a statement of intent
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** a finished painting

Range/Guidance

Statement of intent

Written description which meets client requirements of the design for a painting,

Present

display, hanging, framed, mounted, exhibition

Cost sheet

material costs

Production timescale

time taken to plan and produce a final painting

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 107

Using printmaking techniques

UAN:	T/505/6827
Level:	1
Credit value:	4
GLH:	32

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment, materials for printmaking
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to printmaking 1.2 identify tools, equipment and materials used for printmaking 1.3 describe the care of tools and equipment used for printmaking 1.4 use tools, equipment and materials safely when printmaking

Range
Regulations Risk assessment Health and Safety at Work Legislation, PAT testing. Relevant COSHH regulations for this unit
Tools, cutting tools, brushes, mark making implements
Materials found objects, printing inks, PVA, adhesives, paper
Equipment Rollers, brayers, presses, drying rack, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the materials and processes required to create prints
Assessment criteria
The learner can:

- 2.1 identify different **materials** used to create prints
- 2.2 identify the **processes** used to create prints
- 2.3 state the different **techniques** used to create prints

Range

Materials

printing mediums, cardboard, lino, found objects, glass sheet
different paper types– glossy, matt, tissue, textured

Processes

Mono-printing, lino-cutting, dry-point

Techniques

Intaglio – dry-point, linocut - positive and negative
Relief – string prints, glue prints
paper edges – manufactured, deckled
spatial awareness of prints – borders, margins

Learning outcome

The learner will:

- 3. be able to research printmaking techniques and contexts

Assessment criteria

The learner can:

- 3.1 **research** printmaking techniques
- 3.2 research printmaking contexts
- 3.3 present research in a **logical format**

Range/Guidance

Research

from primary and secondary sources, websites, books, journals, electronic media, digital media, key artists, exhibitions and shows, museums

Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

Learning outcome

The learner will:

- 4. be able to produce experimental prints

Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques for prints
- 4.3 produce samples of printmaking techniques using
 - a. colour
 - b. line
 - c. texture

- d. shape
- 4.4 record techniques and processes used to make prints
- 4.5 estimate the cost and time required for prints

Learning outcome

The learner will:

- 5. be able to produce a collection of prints

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 prepare selected materials in chosen medium
- 5.3 create a collection of final prints that follows a statement of intent
- 5.4 **present** finished prints that follow a statement of intent
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** a completed collection of prints

Range/Guidance

Statement of intent

Written description which meets client requirements of the design for prints

Present

Folio, display, framed, mounted, exhibited

Cost sheet

material costs

Production timescales

time taken to plan, prepare and complete prints

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 108

Using computer generated imagery

UAN:	A/505/6828
Level:	1
Credit value:	3
GLH:	26

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials related to computer generated imagery
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to digital imagery 1.2 identify tools, equipment and materials used for digital imagery 1.3 describe the care of tools and equipment used for digital imagery 1.4 use tools, equipment and materials safely when producing digital imagery

Range/Guidance
Regulations Health and Safety at Work Legislation, PAT testing. Relevant COSHH regulations for this unit, Display Screen Equipment Regulations
Tools mount cutter, blades, graphics tablet, software programs
Equipment computer, scanner, camera, printer
Materials adhesives, papers, printer ink, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the characteristics of materials required to create computer generated imagery
Assessment criteria
The learner can:

- 2.1 identify the **characteristics** of materials used to produce digital imagery
- 2.2 identify different types of **file formats**
- 2.3 identify the different **techniques** used to produce digital imagery
- 2.4 identify different **display** methods for producing digital imagery

Range

Characteristics

digital formats – lossy, lossless
 papers – weight, finish
 inks – colours, proprietary, refills
 adhesives – spray, spread, dry mount

File Formats

JPEG, TIFF, PSD

Techniques

filters, layers, tools

Display

printed, internet, electronic

Learning outcome

The learner will:

- 3. be able to research digital imagery techniques and contexts

Assessment criteria

The learner can:

- 3.1 **research** digital imagery techniques
- 3.2 research digital imagery contexts
- 3.3 present research in a **logical format**

Range/Guidance

Research

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

Learning outcome

The learner will:

- 4. be able to produce visuals for computer generated imagery

Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques for digital imagery **visuals**
- 4.3 produce digital imagery visuals using

- a. colour.
- b. line
- c. texture

4.4 **record** techniques and processes used to make visuals

4.5 estimate the cost and time required for producing digital imagery visuals

Range/Guidance

Visuals

develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, montage, developed design ideas,

Record

manipulated image techniques

Learning outcome

The learner will:

5. be able to produce and evaluate computer generated manipulated imagery

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **concept drawing**
- 5.3 prepare selected materials
- 5.4 produce digital imagery that follows a statement of intent
- 5.5 record the stages followed to produce digital imagery
- 5.6 **present** digital images
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** a complete series of digital images

Range/Guidance

Statement of intent

Written description which meets client requirements of the design for a computer generated image

Concept drawing

must show the design influences of colour, line, texture, shape and form from source material.

Present

display digital imagery hanging, framing, electronic, exhibition, internet, printed

Cost sheet

material costs

Production timescale

time taken to plan, prepare, make and finish digital imagery

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 109

Using mixed media techniques

UAN:	F/505/6829
Level:	1
Credit value:	4
GLH:	31

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to mixed media work 1.2 identify the tools, equipment and materials used for mixed media work 1.3 describe the care of tools and equipment used for mixed media work 1.4 use tools, equipment and materials safely when producing mixed media work

Range
Regulations Health and Safety at Work Legislation, PAT testing. Relevant COSHH regulations for this unit, Use of PPE: masks, gloves, safety glasses
Tools Craft knives, scissors, glue guns, brushes, spreaders, palette knives
Equipment Guillotine, press, easel
Materials Paper, card, wood, plastic, metals, foils, fabric, gesso, primer, paints, adhesives, pencils, crayons, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the characteristics of materials and techniques required to create mixed media work
Assessment criteria

The learner can:

- 2.1 identify the **characteristics** of different types of mixed media materials
- 2.2 identify the different types of **support** used in mixed media work
- 2.3 identify different types of **techniques** for mixed media work

Range

Characteristics

Paper – grain, surface
Card – grain, surface, weight
Wood – grain, thickness
Plastic – Malleability, opacity, transparency
Metals – shim, malleability
Foil – malleability, patina
Fabric – grain, texture, weight
Gesso – surface texture, tactile
Primer - opacity
Paints – opacity, transparency, tone
Mark making media – tone, line, texture
Inks - opacity, transparency
Wax – melt point, resist
Adhesives – texture, adhesion

Support

paper
Card
Plastic
Wood
Metal
Canvas

Techniques

collage, texturing surfaces, low relief, printmaking, bonding, colouring

Learning outcome

The learner will:

3. be able to research mixed media techniques and contexts

Assessment criteria

The learner can:

- 3.1 **research** mixed media techniques
- 3.2 research mixed media contexts
- 3.3 present research in a **logical format**

Range/Guidance

Research

from primary and secondary sources, websites, books, journals, electronic media, digital media, key artists, exhibitions and shows, museums

Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

Learning outcome

The learner will:

4. be able to produce visuals for mixed media work

Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques for mixed media **visuals**
- 4.3 produce mixed media visuals using
 - a. colour
 - b. line
 - c. texture
 - d. shape
- 4.4 record techniques and processes used to make visuals
- 4.5 estimate the cost and time required for mixed media work

Range/Guidance**Visuals**

Develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, developed design ideas

Learning outcome

The learner will:

5. be able to create a piece of mixed media work

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce visuals of initial concept and design development
- 5.3 prepare selected materials
- 5.4 create piece of mixed media work that follows a statement of intent
- 5.5 record the stages followed to create mixed media work
- 5.6 **present** a piece of mixed media work
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed piece of mixed media work

Range/Guidance**Statement of intent**

Written description which meets client requirements of the design for a piece of mixed media work

Present

Display piece of mixed media work, hanging, framing, exhibition

Cost sheet

Materials costs

Production timescale

Time taken to plan, prepare, make and finish the piece of mixed media

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

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Supporting information

Guidance

For this unit learners should have access to appropriately equipped creative studio spaces and be trained in the safe use of all resources.

There should be a clear integration of the basic principles of Drawing into Mixed Media Techniques.

This unit has been designed to provide an opportunity for learners to develop their knowledge and skills in the various techniques of Mixed Media. Tutors will need to provide strong support in practical studio workshop sessions and closely direct learners in their research on artists, processes and techniques.

At Level 1 the Learners will be encouraged to develop imagery that builds in its dexterity and confidence in using a range of Mixed Media Techniques and culminates in a Final Piece based on evaluation of prior success.

Unit 110

Developing imagery within creative sketchbooks

UAN:	T/505/6830
Level:	1
Credit value:	3
GLH:	29

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to developing images in creative sketchbooks 1.2 identify tools, equipment and materials used for developing images in creative sketchbooks 1.3 describe the care of tools and equipment used 1.4 use tools, equipment and materials safely when developing images for creative sketchbooks
Range
Regulations Health and Safety at Work Legislation, PAT, COSHH, PPE
Tools Cutting tools Heat guns Pyrography tools Paint brushes Sponges
Equipment Guillotine Punches
Materials Design materials eg colouring materials, pencils, paper, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome

The learner will:

2. know the characteristics of materials to create imagery within creative sketchbooks

Assessment criteria

The learner can:

- 2.1 identify **materials** used for developing images in creative sketchbooks
- 2.2 identify the **characteristics** of materials used for developing images in creative sketchbooks
- 2.3 identify **techniques** used to make images
- 3.4 identify types of **storage requirements** for creative sketchbooks

Range**Materials**

Paper

Card

Design materials

Adhesives

Characteristics

Flexibility

Absorbency

Strength

Techniques

Add colour –paint, spray, sponge

Add texture – gels, cutting, tearing, weaving, piercing, joining, pleating

Stencil

resist

Rubbings

Print -monoprints, block prints

Repeat pattern

Collage

Trace

Fold paper to create 3D structures

Storage requirements

long term storage of materials, storage during the development process, storage of the finished sketchbook

Learning outcome

The learner will:

3. be able to research and produce images within creative sketchbooks

Assessment criteria

The learner can:

- 3.1 **research** themes for creative sketchbooks
- 3.2 sketch **design ideas** for images in creative sketchbooks using
 - a. colour

- b. line
- c. texture

3.3 present research in a **logical format**

Range/Guidance

Research

Research and collect a range of images and ideas eg current trends, libraries, websites, books, journals, exhibitions and shows, museums

Design ideas

Develop original ideas on a stated theme eg thumbnails, quick sketches, use of a material, style, technique, colour

Logical format

Research presented in an organised manner to present to an individual eg folio, sketch book

Learning outcome

The learner will:

- 4. be able to plan, prepare and sample image making materials

Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 **prepare** materials for developing images in creative sketchbooks
- 4.3 use materials to sample **techniques** and processes
- 4.4 **record** techniques used to make images
- 4.5 **estimate** the cost and time required to develop images in creative sketchbooks

Range/Guidance

Prepare

Cut paper
Tear paper
Colour surfaces

Techniques

Add colour –paint, spray
Add texture – gels, cutting, tearing, weaving, piercing, joining, pleating
Draw
Stencil
Use resist techniques
Rubbings
Print -monoprints, block prints
Repeat pattern
Collage
Trace
Fold paper to create 3D structures

Record with a brief description of techniques for samples produced
Keep written and visual evidence of experimental techniques

Estimate

Rough calculation of the cost and time needed to develop a creative sketchbook

Learning outcome

The learner will:

5. be able to develop the imagery within creative sketchbooks

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **develop** imagery within creative sketchbooks
- 5.3 **present** creative sketchbooks
- 5.4 produce a **cost sheet**
- 5.5 produce **production timescales**
- 5.6 **evaluate** a completed creative sketchbook

Range/Guidance

Statement of intent

Brief description of the stated theme to satisfy stated client requirements. This must include the dimensions of the sketchbook

Develop

Use the selected design ideas and techniques

Record

Record the steps followed during the development process including any modifications eg note of modified drawings

Present:

Display the finished sketchbook

Cost sheet

Material costs

Production timescales

Time taken to plan, create, and finish the sketchbook

Evaluate

Identify / record strengths and areas for improvement of the design and process.

Unit 111

Creating experimental typography and calligraphy

UAN:	F/505/6832
Level:	1
Credit value:	4
GLH:	36

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials related to typography and calligraphy
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to typography and calligraphy 1.2 identify tools, equipment and materials used for typography and calligraphy 1.3 describe the care of tools and equipment used for typography and calligraphy 1.4 use tools, equipment and materials safely when producing typography and calligraphy

Range
Regulations Health and Safety at Work Legislation, PAT testing. Relevant COSHH regulations for this unit
Tools pens - fibre tip, dip, brushes, markers, pencils, erasers, scalpels, knives, adhesive tape, type scales, rulers
Equipment cutting mats, drawing board, computer, tablet, software programmes
Materials inks, ink sticks, paint, metallic leaf, papers, layout pads, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the styles used in typography and calligraphy

Assessment criteria

The learner can:

- 2.1 identify different **typographic** and **calligraphic** styles
- 2.2 identify the **uses** of different styles in typography and calligraphy
- 2.3 identify different types of **writing surfaces**
- 2.4 identify key factors of the **design process**

Range**Typographic**

serif
sans serif
italic
lower case
capitals

Calligraphic

display,
decorative
script
majuscules
minuscules

Uses

readability
emphasis
application
function

Writing surfaces

paper, card, clay, papyrus, bark, leaves, wood

Design Process

colour
spatial awareness
line
use
texture

Learning outcome

The learner will:

3. be able to research typographic and calligraphic techniques and contexts

Assessment criteria

The learner can:

- 3.1 **research** typographic and calligraphic techniques
- 3.2 research typographic and calligraphic contexts
- 3.3 present research in a **logical format**

Range/Guidance

Research

from primary and secondary sources, websites, books, journals, electronic media, digital media, typography and calligraphy specialists, exhibitions, museums

Evolutionary stages- cuneiform, hieroglyphic, Phoenician, Greek, Roman writing and carving

Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

Learning outcome

The learner will:

- 4. be able to produce typographic and calligraphic visuals

Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials and styles for typographic visuals
- 4.3 use materials and styles for calligraphic visuals
- 4.4 produce **visuals** using
 - a. colour
 - b. line
 - c. texture
 - d. shape
 - e. form
 - f. spatial awareness
- 4.5 record techniques and processes used to make visuals
- 4.6 estimate the cost and time required for producing typographic and calligraphic visuals

Range/Guidance

Visuals

develop original design ideas thumbnails, sketches roughs, mark making

Learning outcome

The learner will:

- 5. be able to create stationery using typography and calligraphy

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a layout
- 5.3 prepare selected materials
- 5.4 produce stationery that follows a statement of intent
- 5.5 record the stages followed to produce stationery
- 5.6 **present** stationery
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**

5.9 **evaluate** completed stationery

Range/Guidance

Statement of intent

Written description which meets client requirements of the design for typographic and calligraphic work

Present

display stationery, electronic, exhibition, printed

Cost sheet

material costs

Production timescale

time taken to plan, prepare, make and finish stationery

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

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Supporting information

Guidance

Samples developed using more than one font or lettering style together with a range of characteristics related to weight, colour, form to enhance a chosen design

Ensure a range of materials and techniques are used

Letter heading, business card, compliments slip

Unit 112

Making Rings with a cabochon stone and decorative shank

UAN:	J/505/6833
Level:	1
Credit value:	4
GLH:	31

Learning outcome
The learner will: 1. be able to work safely and effectively using tools equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to making a ring with a cabochon stone and decorative shank 1.2 identify tools, equipment, materials and techniques required to make a ring with a cabochon stone and decorative shank 1.3 describe the care of tools and equipment used for making a ring with a cabochon stone and decorative shank 1.4 use tools, equipment and materials safely when making a ring with a cabochon stone and decorative shank

Range
Regulations: Health and Safety at Work Legislation, PAT testing. Relevant COSHH regulations for this unit, Use of PPE: masks, gloves, safety glasses
Tools, equipment, materials measuring, marking out, cutting, embossing, mark- making on metal, soldering, stone setting, polishing materials and equipment, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know materials and techniques for making cabochon stone rings with decorative shank
Assessment criteria
The learner can:

- 2.1 identify the different **materials** used in making cabochon stone rings with a decorative shank
- 2.2 identify the different **techniques** used to make cabochon stone ring with a decorative shank

Range

Materials

wire and sheet, cabochon stone, hard solder, easy solder.

Techniques

- measuring
- marking out
- cutting
- filing
- annealing
- rolling mill embossing
- hammer textures
- soldering
- applied textures
- forming a band ring
- bezel making
- stone setting
- polishing materials and equipment

Learning outcome

The learner will:

- 3. be able to research techniques and contexts for making cabochon stone rings with a decorative shank

Assessment criteria

The learner can:

- 3.1 **research** techniques for making cabochon stone rings with a decorative shank
- 3.2 research contexts for making cabochon stone rings with a decorative shank
- 3.3 present research in a **logical format**

Range/Guidance

Research

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

Learning outcome

The learner will:

- 4. be able to plan, prepare and sample materials and techniques to make cabochon stone rings with a decorative shank

Assessment criteria

The learner can:

- 4.1 select **materials**
- 4.2 use materials and techniques to make a cabochon stone ring with a decorative shank
- 4.3 produce **samples** using
 - a. colour
 - b. line
 - c. texture
 - d. form
- 4.3 record **techniques** and processes used to make cabochon stone rings with a decorative shank
- 4.5 estimate the time and cost to make a cabochon stone rings with a decorative shank

Range/Guidance

Materials

wire and sheet, cabochon stone, hard solder, easy solder

Samples

Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas

Techniques

rolling mill embossing, hammer textures, applied textures, comment on techniques and materials sampled

Learning outcome

The learner will:

- 5. be able to make a cabochon stone ring with a decorative shank

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a working drawing
- 5.3 prepare selected materials
- 5.4 make cabochon stone ring with a decorative shank that follows a statement of intent
- 5.5 record the stages followed to make a cabochon stone ring with a decorative shank
- 5.6 **present** a cabochon stone ring with decorative shank
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed item

Range/Guidance

Statement of intent

Written description which meets client requirements of the design for a cabochon stone ring with a decorative shank

Present

folder of work, presentation box, exhibition

Cost sheet

material costs

Production timescale

time taken to plan and produce a cabochon stone ring with a decorative shank

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

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Supporting information

Evidence requirements

Annotated folder of work containing contextual research, mark-making explorations in wet and dry mediums, design sketches for ring with a cabochon stone and decorative shank, test pieces and prototypes, finished ring with a cabochon stone and decorative shank, technical notes, cost and timescale details and final written evaluation.

Unit Guidance

The Learner will:

- Transfer ring measurements onto a metal surface with scribe and dividers
- Cut metal with a piercing saw to a prescribed line
- Use a bench torch to heat metal to annealing temperature
- Apply decorative surface with mark making techniques, tools and equipment
- Form decorated metal into ring with mallet and mandrel
- Cut and file edges ready to hard solder
- Make a bezel for a cabochon stone, to follow the contour of the ring, using hard solder
- Position and secure bezel onto decorated ring
- Join bezel setting to ring using easy solder
- Securely set cabochon stone using setting tool and burnishing tool
- Use polishing equipment

Guidance

Learners should develop research, design and making skills. Learners should be taught how to research and collect information to inform and inspire their work. Learners should explore and experiment with colour, line and texture on paper using wet and dry mediums and on metal using a range of techniques, tools and equipment. Learners should be taught to respect, use and care for jewellery tools and equipment observing relevant health and safety practice. Learners should comment on their work and working process, in the form of sketchbook annotation, written notes and verbal feedback.

Unit 113 Making Pendants

UAN:	L/505/6834
Level:	1
Credit value:	4
GLH:	32

Learning outcome
The learner will:
1. be able to work safely and effectively using tools equipment and materials
Assessment criteria
The learner can:
1.1 identify health and safety regulations related to making pendants
1.2 identify tools, equipment and materials required to make pendants
1.3 describe the care of tools and equipment used for making pendants
1.4 use tools, equipment and materials safely when making pendants

Range
Regulations
Health and Safety at Work Legislation, PAT testing. Relevant COSHH regulations for this unit
Tools, equipment, materials
Cutting, scribing, shaping, forming, smoothing, drilling, mark making measuring, marking out, embossing, mark- making on metal, soldering, rolling mill, polishing materials and equipment, patination, use of synthetics , design materials e.g. colouring materials, pencils, paper
Care
daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will:
2. know materials and techniques for making pendants
Assessment criteria
The learner can:
2.1 describe the materials used in making pendants
a. metals
b. synthetics
c. natural materials
2.2 describe the different techniques used to make pendants

Range**Techniques**

measuring, marking out, cutting, piercing, drilling, filing, soldering
 surface finishing methods - use of abrasives and polishing
 cold connection methods - riveting, tabs, tap and die
 patination methods – oxidisation, verdigris
 methods of attachment – bail, jump ring, integrated channel

Learning outcome

The learner will:

3. be able to research techniques and contexts for making pendants

Assessment criteria

The learner can:

- 3.1 **research** techniques for making pendants
- 3.2 research contexts for making pendants
- 3.3 present research in a **logical format**

Range/Guidance**Research**

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

Learning outcome

The learner will:

4. be able to produce samples for pendants

Assessment criteria

The learner can:

- 4.1 select **materials**
- 4.2 use materials and techniques to make pendants
- 4.3 produce **samples** using
 - a. colour
 - b. line
 - c. texture
 - d. shape
 - e. form
- 4.4 record techniques and processes used to make pendants
- 4.5 estimate the time and cost to make pendants

Range/Guidance**Materials**

measuring, marking out, cutting, piercing, drilling, filing

surface finishing methods - use of abrasives and polishing
cold connection methods - riveting, tabs
patination methods – oxidisation, verdigris

Samples

Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas

Learning outcome

The learner will:

5. be able to produce and evaluate pendants

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **working drawing**
- 5.3 prepare selected materials
- 5.4 make a pendant that follows a statement of intent
- 5.5 **record** the stages followed to make a pendant
- 5.6 **present** a pendant
- 5.7 **produce a cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed pendant

Range/Guidance

Statement of intent

Written description of the suggested design which satisfies client requirements

Working drawing

Sketch of the piece indicating, colour, line, texture, shape, form, dimensions, exploded drawing of any detailed areas

Record the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation

Present: display the finished pendant

Production Cost sheet

Material costs,

Production Timescales

time taken to plan, produce and complete the pendant

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

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Supporting information

Guidance

Prison compatible, possibly - everything can be done without the use of fire, but still needs tools and equipment which might be considered unsuitable in prisons

Unit 114

Making sculptured items

UAN:	Y/505/6934
Level:	1
Credit value:	4
GLH:	37

Learning outcome
The learner will: 1. know how to work safely and effectively using tools and equipment for making sculptured items
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to tools and equipment for making sculptured items 1.2 identify health and safety risks relating to media used in sampling theme/ideas for sculpture 1.3 identify the care of tools and equipment 1.4 use tools equipment and materials safely when making sculptured items

Range/Guidance
Regulations COSHH. Health and Safety at Work Legislation. PAT testing Complete an inventory identifying all hazardous substances used to make sculpture. Tools and equipment Modelling Carving Constructing Chosen Media for interpreting theme/ideas
Risks Inhalation - wood dust, plaster dust, Use of sharp tools and wire
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the characteristics of sculptural materials
Assessment criteria

The learner can:

- 2.1 identify **characteristics** of a range of **tools** and materials for making sculptured items
- 2.2 identify the relevant tools for making sculptured items
- 2.3 identify materials for making sculptured items

Range

Characteristics

Malleability, strength

Tools

Carving: plaster, polystyrene, insulation block.

Modelling: clay, plaster, wire, synthetic clay, papier mache

Constructing: mixed media, wood, metal, plastic, textiles, cardboard, paper, wire

Learning outcome

The learner will:

3. be able to research contextual influences on sculptural forms

Assessment criteria

The learner can:

- 3.1 identify current trends
- 3.2 **research** sculptural forms
- 3.3 present research in a logical format

Range/Guidance

Research

From primary and secondary source material, Sculptors, the natural and manmade environments; websites; books, journals, exhibitions, shows, and museums.

Research presented in an organised manner, eg folio, sketchbook electronic presentation

Learning outcome

The learner will:

4. be able to plan, prepare and experiment with materials and techniques

Assessment criteria

The learner can:

- 4.1 **develop** a range of 2D ideas based on a selected theme incorporating
 - a. colour
 - b. line
 - c. texture
 - d. shape
 - e. form
- 4.2 select sculptural materials and tools
- 4.3 experiment with a range of materials to make maquettes
- 4.4 **record** techniques and processes used to make maquettes
- 4.5 estimate the cost and time required to make experiments

Range/Guidance

Produce own ideas relating to both representational and abstract forms

Develop original ideas from primary and secondary source materials which relate to both figurative and abstract forms

Maquettes: representational and abstract

Record results of experiments used to make completed maquettes

Estimate: Rough calculation of the time needed and cost to make maquettes

Learning outcome

The learner will:

5. be able to create sculpted items

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 select 2D ideas for 3D sculptured items
- 5.3 prepare selected materials for sculpted items
- 5.4 make sculpted items
- 5.5 **record** the stages followed to make sculpted items
- 5.6 **present** sculpted items
- 5.7 produce **cost sheets**
- 5.8 produce **production timescales**
- 5.9 **evaluate** completed sculpted items

Range/Guidance

Statement of intent: A written description of the intended theme, working drawings, methods of making which satisfies client requirements.

Record: The steps followed during the complete process including any modifications eg photographic or written

Present: Photograph and display with the complete body of work

Cost sheet: Materials used

Production timescale: time taken to plan, prepare and make the sculptural form

Evaluate: Identify / record strengths and areas for improvement and any adjustment made to the design and process

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Supporting information

Guidance

Select a theme/ idea, research theme/idea in relation to other artists

Make a series of sketches

Make two working drawings: one for a representational form and one for an abstract form

Select, sculptural materials, two from each area of technique

Carving: Wood, Stone, plaster, polystyrene

Modelling: clay, plaster, wire, synthetic clay, papier mache

Constructing: mixed media, wood, metal, plastic, cardboard, paper, wire

Select tools

Make a series of, no fewer than 6, maquettes

Evaluate the whole unit of work demonstrating strengths and areas for improvement

Cost

Timescale

Unit 115 Making wooden items

UAN:	R/505/6835
Level:	1
Credit value:	4
GLH:	32

Learning outcome
The learner will:
1. be able to work safely and effectively using tools, equipment and materials
Assessment criteria
The learner can:
1.1 identify health and safety regulations related to making wooden items
1.2 identify tools, equipment and materials used for making wooden items
1.3 describe the care of tools and equipment used for making wooden items
1.4 use tools, equipment and materials safely when making wooden items

Range
Regulations Health and Safety at Work Legislation, PAT, COSHH
Tools, equipment and materials eg. soft woods, hard woods, MDF, adhesives, cutting, shaping and smoothing tools, hammers, screw drivers, fasteners, wood effect stains, sealants, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will:
2. know the characteristics of materials used to make small wooden items
Assessment criteria
The learner can:
2.1 identify materials used to make small wooden items
2.2 identify characteristics of materials used to make small wooden items
2.3 identify different types of techniques and processes used to make small wooden items
2.4 list storage requirements for materials

Range**Materials**

Soft wood, hard wood, MDF wood, adhesive, stains and sealants

Characteristics

Strength, durability, adhesive strength, absorbency

Techniques

eg. cut joints – mitre, butt, dowel, check by dry assembly, make joints, use adhesives and fixings – screws, panel pins, smooth and clean surfaces, check for square/true/flat, prepare surfaces for a suitable finish – natural wood effect, stain, colour, sealant, wax

Storage requirements

long term storage of materials, storage during the making process, storage of the finished item

Learning outcome

The learner will:

3. be able to research and produce designs for making wooden items

Assessment criteria

The learner can:

3.1 **research** designs for wooden items

3.2 sketch own **design ideas** to show the use of

- a. colour
- b. line
- c. texture
- d. form

3.3 present research in a **logical format**

Range/Guidance**Research**

Research and collect a range of images eg current trends, websites, books, journals, exhibitions and shows

Design ideas

Develop original ideas eg thumbnails, quick sketches

Logical format

Research presented in an organised manner to present to an individual eg folio, sketch book

Learning outcome

The learner will:

4. be able to plan, prepare and sample materials for making wooden items

Assessment criteria

The learner can:

4.1 select materials for a chosen design

- 4.2 **prepare** materials to make wooden items
- 4.3 use materials to sample techniques and processes for making wooden items
- 4.4 record **techniques and processes** used to make samples
- 4.5 **estimate** the cost and time required to make wooden items

Range/Guidance

Prepare

eg. select material free from obvious defects, measure accurately, mark out

Techniques and Processes:

eg. cut joints – mitre, mortice and tenon, butt, dowel, check by dry assembly, make joints, use adhesives and fixings – screws, panel pins, smooth and clean surfaces, check for square/true/flat, prepare surfaces for a suitable finish – wood effect stain, sealant, wax

Record with a brief description of techniques for samples produced

Keep written and visual evidence of experimental techniques

Estimate

Rough calculation of the cost and time needed to make a small wooden item

Learning outcome

The learner will:

- 5. be able to create wooden items

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a working drawing
- 5.3 **create** a wooden item
- 5.4 **present** a wooden item
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** a completed wooden item

Range/Guidance

Statement of intent

Brief description of suggested design to satisfy stated client requirements. This must include a working drawing of the item to be made

Create

Use the selected woodworking techniques to make a folio of samples

Record the steps followed during the making process including any modifications eg photographic, written.

Present:

Photograph and display the finished wooden item

Cost sheet:

Material costs

Production timescales

Time taken to plan, create, and finish the wooden item

Evaluate:

Identify / record strengths and areas for improvement of the design and process.

Unit 116

Using Hand building, surface decoration and glazing techniques

UAN:	Y/505/6836
Level:	1
Credit value:	4
GLH:	34

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to hand building 1.2 identify tools, equipment and materials used to hand build 1.3 describe the care of tools and equipment used for hand building 1.4 use tools and equipment safely to hand build

Range
Regulations Health and Safety at Work Legislation, PAT testing. Relevant COSHH regulations for this unit, Safe wet cleaning of workstations
Tools Cutting wires, modelling tools, paddles, brushes, scrapers, mark making tools, texturing tools, sponges, rolling pins and guides
Equipment Turn tables, kiln, kiln furniture, press-mould
Materials Clay - earthenware, stoneware Glazes - earthenware, stoneware
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the characteristics of clays, surface decoration and glazes to be used for hand building

Assessment criteria

The learner can:

- 2.1 identify **characteristics** of different types of clays
- 2.2 identify different **types** of ceramic media for surface decoration
- 2.3 identify **techniques** for hand building
- 2.4 list **processes** for hand building
- 2.5 state the importance of **firing procedures**
- 2.6 identify **storage requirements** for clay work

Range**Characteristics**

Plasticity applies to all clays

Red earthenware – colour, texture, grogged

Stoneware – colour, texture, strength, grogged

Types

Slips, oxides

Glazes: transparent, opaque

Techniques

Coiling, slabbing

Processes

Clay preparation – kneading, wedging

use of clay techniques - coiling, slabbing, joining

storage – maintaining workability of clay over time

surface decoration – coloured slips, oxides, textured, mark making

finishing techniques – scraping, smoothing

drying stages

biscuit firing

glazing – pouring, sponging, painting, dipping

glaze firing

Firing procedures

Dryness of clay

Biscuit Fire - Slow temperature build (to 600c)

Maximum temperature

Firing log

Storage requirements

Maintaining Dampness

Re-cycling

Learning outcome

The learner will:

3. be able to research contextual influences on hand building

Assessment criteria

The learner can:

- 3.1 describe current trends
- 3.2 **research** hand built ceramic forms
- 3.3 present research in a **logical format**

Range/Guidance

Research

key designer makers who are inspired by the natural or industrial environment

using primary and secondary sources, websites, books, journals, electronic media, digital media, exhibitions and shows, museums

Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

Learning outcome

The learner will:

- 4. be able to produce hand built samples

Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques to produce hand-built samples
- 4.3 produce **samples** using
 - a. colour
 - b. line
 - c. texture
 - d. shape
 - e. form
- 4.4 **record** techniques and processes used to make samples
- 4.5 estimate the cost and time required for producing hand built samples

Range/Guidance

Samples

develop original design ideas thumbnails, sketches roughs, mark making, developed design ideas,

Record

steps for producing visuals

Learning outcome

The learner will:

- 5. be able to make a hand built ceramic form with surface decoration

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **working drawing**

- 5.3 prepare selected materials
- 5.4 make the hand built ceramic form with surface decoration that follows a statement of intent
- 5.5 **record** the stages followed to make a hand built ceramic form with surface decoration
- 5.6 **present** the hand built ceramic form with surface decoration
- 5.7 **produce a cost sheet**
- 5.8 produce a **production timescale**
- 5.9 **evaluate** the hand built ceramic form with surface decoration

Range/Guidance

Statement of intent

Written description of the suggested design which satisfies client requirements

Working drawing

Sketch of the piece indication, shape, form, surface decoration, dimensions, colour, exploded drawing of any detailed areas

Record

the steps followed during the construction process including any adjustments eg stage photographs and notation electronic presentation

Present:

display the finished hand-built ceramic form with decoration

Production Cost sheet

Material costs,

Production Timescales

time taken to plan, produce and complete hand-built ceramic form with decoration

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

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Supporting information

Guidance

- Assessment methodology:
- Statement of intent,
- 2D research
- Coloured sketches for original ideas,
- Samples of making techniques
- Maquettes of hand building techniques
- Evaluation
- Presentation
- Make:

Make hand-built ceramic form using each of the techniques for hand building which are no less than 15cm in one direction: coiling, slabbing, with a selected surface decoration: slips underglaze colours and glaze, Fire the work to a selected temperature at biscuit and final firing.

Unit 117

Using throwing, open forms, surface decoration and glazing techniques

UAN:	D/505/6837
Level:	1
Credit value:	4
GLH:	33

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations relating to throwing 1.2 identify tools, equipment and materials used for throwing 1.3 describe the care of tools and equipment used when throwing 1.4 use tools and equipment safely when throwing

Range
Regulations Health and Safety at Work Legislation, PAT testing. Relevant COSHH regulations for this unit, Safe wet cleaning of workstations
Tools Cutting wires, clay knives, brushes, scrapers, texturing tools, sponges, turning tools, pin
Equipment Wheels, Kiln, kiln furniture
Materials Clay - earthenware, stoneware Glazes - earthenware, stoneware
Care Daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the characteristics of clays, surface decoration and glazes to be used for thrown items
Assessment criteria

The learner can:

- 2.1 identify **characteristics** of different types of clays
- 2.2 identify different **types** of ceramic media for surface decoration
- 2.3 identify **techniques** for throwing
- 2.4 list **processes** for throwing
- 2.5 state the importance of **firing procedures**
- 2.6 identify **storage requirements** for clay work

Range

Characteristics

Plasticity applies to all clays

Red earthenware – colour, texture, grogged

Stoneware – colour, texture, strength, grogged

Types

Slips, oxides

Glazes: transparent, opaque

Techniques

Centring, collaring, opening out, trimming of rims

Processes

Clay preparation – kneading, wedging

Throwing- different stages

storage – maintaining workability of clay over time

surface decoration – coloured slips, oxides, textured, mark making

finishing techniques – Turning – refining form and producing a footring

drying stages

biscuit firing

glazing – pouring, sponging, painting, dipping

glaze firing

Firing procedures

Dryness of clay

Biscuit Fire - Slow temperature build (to 600c)

Maximum temperature

Firing log

Storage requirements

Maintaining Dampness

Re-cycling

Learning outcome

The learner will:

3. be able to research contextual influences on thrown forms

Assessment criteria

The learner can:

- 3.1 describe current trends
- 3.2 **research** thrown ceramic forms
- 3.3 present research in a **logical format**

Range/Guidance

Research

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

Learning outcome

The learner will:

- 4. be able to plan, prepare clay, prepare the wheel, and make thrown samples

Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials and **techniques** and **processes** to produce thrown samples
- 4.3 produce **samples** using
 - a. colour
 - b. line
 - c. texture
 - d. shape
 - e. form
- 4.4 record techniques and processes used to make samples
- 4.5 estimate the time and cost to produce samples

Range/Guidance

Techniques

Centring, collaring, opening out, trimming of rims

Processes

Clay preparation – kneading, wedging

Throwing

Turning

Storage

Surface decoration

Finishing techniques

Drying

Biscuit firing

Glazing

Glaze firing

Samples

Thrown test pots - simple bowls and cylinders

Learning outcome

The learner will:

5. be able to make a thrown ceramic form with surface decoration

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **working drawing**
- 5.3 prepare selected materials
- 5.4 make the thrown ceramic form with surface decoration that follows a statement of intent
- 5.5 **record** the stages followed to make a thrown ceramic form with surface decoration
- 5.6 **present** the thrown ceramic form with surface decoration
- 5.7 produce a **cost sheet**
- 5.8 produce a **production timescale**
- 5.9 **evaluate** the thrown ceramic form with surface decoration

Range/Guidance**Statement of intent**

Written description of the suggested design which satisfies client requirements

Working drawing

Sketch of the piece indicating, shape, form, surface decoration, dimensions, colour, exploded drawing of any detailed areas

Record the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation

Present

display the finished thrown ceramic form with decoration

Cost sheet

Material costs

Production Timescales

time taken to plan, produce and complete thrown ceramic form with decoration

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 118

Making a multi section sewn journal

UAN:	H/505/6838
Level:	1
Credit value:	4
GLH:	34

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials related to making multi section sewn journals
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to making multi section sewn journals 1.2 identify tools, equipment and materials used for making multi section sewn journals 1.3 describe the care of tools and equipment used for making multi section sewn journals 1.4 use tools, equipment and materials safely when making multi section sewn journals

Range
Regulations Health and Safety at Work Legislation, PAT, COSHH
Tools, equipment and materials Papers, boards, book cloth, cutting tools, bone folders, prickers, dividers, needles, thread, presses, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks:

Learning outcome
The learner will: 2. know the characteristics of materials used to make a multi section sewn journal
Assessment criteria
The learner can: 2.1 identify types of materials used to make a multi section sewn journals 2.2 identify characteristics of materials used to make multi section sewn journals 2.3 identify storage requirements for bookbinding materials

Range

Materials

Papers – plain, marbled, weight, grain

Archival quality

Boards – different thicknesses

Thread

Finishing techniques

Pressing

Storage requirements

long term storage of materials, storage during the making process, storage of the finished book

Learning outcome

The learner will:

3. be able to research and produce designs for a multi section sewn journal

Assessment criteria

The learner can:

3.1 **research** designs for multi section sewn journals

3.2 sketch **own design ideas** for multi section sewn journals to show the use of

a. colour

b. line

c. texture

3.3 present research in a **logical format**

Range/Guidance**Research**

Research and collect a range of images eg current trends, libraries, websites, books, journals, exhibitions and shows, museums

Design ideas

Develop original ideas eg thumbnails, quick sketches, use of a style, technique, colour, size, use of decorative papers

Logical format

Research presented in an organised manner to present to an individual eg folio, sketch book

Learning outcome

The learner will:

4. be able to plan, prepare and sample materials for making multi section sewn journals

Assessment criteria

The learner can:

4.1 select materials for a chosen design

4.2 **prepare** materials for multi section sewn journals

4.3 use materials to sample techniques and processes to make multi section sewn journals

- 4.4 record **techniques and processes** used to make samples
- 4.5 **estimate** the cost and time required to make a multi section sewn journals

Range/Guidance

Prepare

Eg check grain, cut accurately square edges.

Techniques and Processes:

Sample using papers in the range of 90-130 gsm in weight.

measure accurately

determine the grain of paper

make torn and cut edges

prepare signatures

using adhesives

sewing book blocks – single section, multi section, single leaves

make the following types of endpapers - tipped on single folds, wrap around pamphlet style

make a cover

case the book block into the cover

Record with a brief description of techniques for samples produced

Keep written and visual evidence of experimental techniques

Estimate

Rough calculation of the cost and time needed to make a multi section sewn journal

Learning outcome

The learner will:

5. be able to make a multi section sewn journal

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **create** a multi section sewn journal
- 5.3 **present** a multi section sewn journal
- 5.4 produce a **cost sheet**
- 5.5 produce **production timescales**
- 5.6 **evaluate** a completed multi section sewn journal

Range/Guidance

Statement of intent

Brief description of suggested design to satisfy stated client requirements. This must include a working drawing of the book to be made

Create

Use the selected bookbinding techniques to make a folio of samples

Record the steps followed during the bookbinding process including any modifications eg photographic, written.

Present: Photograph and display the finished multi section sewn journal

Cost sheet: Material costs

Production timescales

Time taken to plan, create, and finish the multi section sewn journal

Evaluate: Identify / record strengths and areas for improvement of the design and process.

Unit 119

Making a multi section photograph album with slip case

UAN:	K/505/6839
Level:	1
Credit value:	4
GLH:	33

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials related to a multi section photograph album with slip case
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to making a multi section photograph album with slip case 1.2 identify tools, equipment and materials used for making a multi section photograph album with slip case 1.3 describe the care of tools and equipment used for making a multi section photograph album with slip case 1.4 use tools, equipment and materials safely when making a multi section photograph album with slip case

Range
Regulations Health and Safety at Work Legislation, PAT, COSHH
Tools, equipment and materials Papers, card stock, book cloth, cutting tools, bone folders, prickers, dividers, needles, thread, presses, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the characteristics of materials used to make a multi section photograph album with slip case
Assessment criteria
The learner can:

- 2.1 identify types of **materials** used to make a multi section photograph album with slip case
- 2.2 identify characteristics of a range of materials used to make a multi section photograph album with slip case
- 2.3 identify **storage requirements** for making a multi section photograph album with slip case
- 2.4 identify standard sizing and the mathematics of assessing economical use of paper and materials

Range

Materials

Papers – plain, marbled, weight, grain

Archival quality

board – thickness

guards e.g. separate compensation, integral compensation, linen guards

Thread

Finishing techniques - pressing

Storage requirements

long term storage of materials, storage during the making process, storage of the finished book

Learning outcome

The learner will:

- 3. be able to research and produce designs for multi section photograph albums with slip cases

Assessment criteria

The learner can:

- 3.1 **research** designs for multi section photograph albums with slip cases
- 3.2 sketch **own design ideas** for multi section photograph albums with slip cases to show the use of
 - a. colour
 - b. line
 - c. texture
- 3.3 present research in a logical format

Range/Guidance

Research

Research and collect a range of images eg current trends, libraries, websites, books, journals, exhibitions and shows, museums

Design ideas

Develop original ideas eg thumbnails, quick sketches, use of a style, technique, colour, size, use of decorative papers

Logical format

Research presented in an organised manner to present to an individual eg folio, sketch book

Learning outcome

The learner will:

- 4. be able to plan, prepare and sample materials for making multi section photograph albums with slip cases

Assessment criteria

The learner can:

- 4.1 select materials for a chosen design
- 4.2 **prepare** materials for a multi section photograph album with slip case
- 4.3 use materials to sample techniques and processes
- 4.4 record **techniques and processes** used to make samples
- 4.5 estimate the cost and time required to make a multi section photograph album with slip case

Range/Guidance

Prepare

e.g check grain, cut accurately square edges.

Techniques and Processes:

Samples can be worked in sugar paper or equivalent for economy, where appropriate.

measure accurately

determine the grain of paper

cut edges

prepare signatures with guards

apply adhesives

sewing book blocks – multi section

make the following types of endpapers - tipped on single folds, sewn on endpapers

tipping in protective tissues

inserting ribbon markers and machine- made headbands

make a cover

case the book block into the cover

make a slip case

Record with a brief description of techniques for samples produced

Keep written and visual evidence of experimental techniques

Estimate

Rough calculation of the cost and time needed to make a multi section photograph album with simple slip case

Learning outcome

The learner will:

- 5. be able to create a multi section photograph album with a slip case

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **create** a multi section photograph album with a slip case
- 5.3 **present** a multi section photograph album with a slip case

- 5.4 produce a **cost sheet**
- 5.5 produce **production timescales**
- 5.6 **evaluate** a completed multi section photograph album with a slip case

Range/Guidance

Statement of intent

Brief description of suggested design to satisfy stated client requirements. This must include a working drawing of the book to be made

Create

Use the selected bookbinding techniques to make a folio of samples

Record the steps followed during the bookbinding process including any modifications eg photographic, written.

Present: Photograph and display the finished multi section photograph album with a simple slip case

Cost sheet: Material costs

Production timescales

Time taken to plan, create, and finish the multi section photograph album with a simple slip case

Evaluate

Identify / record strengths and areas for improvement of the design and process.

Unit 120

Making a round basket

UAN:	D/505/6840
Level:	1
Credit value:	4
GLH:	34

Learning outcome
The learner will: 1. be able to work safely and effectively using tools, equipment and materials for making a round basket
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to making a round basket 1.2 identify tools , equipment and materials used for making a round basket 1.3 describe the care of tools and equipment used making a round basket 1.4 use tools, equipment and materials safely when making a round basket

Range
Regulations Health and Safety at Work Legislation, PAT, COSHH
Tools Cutting tools
Materials Cane, rush, willow, cutting tools, water containers, design materials eg colouring materials, pencils, paper
Care daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the characteristics of materials used for making a round basket
Assessment criteria
The learner can: 2.1 identify types of materials and techniques used for making a round basket 2.2 identify characteristics of a range of materials used for making a round basket 2.3 identify storage requirements for making a round basket

Range**Materials**

Cane
Rush
Willow
Paper
Card
Art materials
Adhesives

Techniques

Add colour
Bases – round
weaves – paring, stake and strand, waling, check weave
borders – trac, rod, thread-away
finishing techniques – trimming, picking off

Characteristics

Flexibility
Maleability
Strength

Storage requirements

long term storage of materials, storage during the development process, storage of the basket

Learning outcome

The learner will:

3. be able to research and produce designs for round baskets

Assessment criteria

The learner can:

- 3.1 **research** designs for baskets
- 3.2 sketch **own design ideas** for baskets to show the use of
 - a. colour
 - b. line
 - c. texture
- 3.3 present research in a **logical format**

Range/Guidance**Research**

Research and collect a range of images eg current trends, libraries, websites, books, journals, exhibitions and shows, museums

Design ideas

Develop original ideas eg thumbnails, quick sketches, use of a material, style, technique, colour

Logical format

Research presented in an organised manner to present to an individual eg folio, sketch book

Learning outcome

The learner will:

4. be able to plan, prepare and sample materials for making a round basket

Assessment criteria

The learner can:

- 4.1 select materials for a chosen design
- 4.2 **prepare** materials for making a round basket
- 4.3 use materials to sample **techniques** and processes when making a round basket
- 4.4 record techniques and **processes** used to make samples
- 4.5 **estimate** the cost and time required to develop a round basket

Range/Guidance**Prepare**

e.g. Soak the materials
Colour materials

Techniques

e.g.
Add colour
Bases – round
weaves – paring, stake and strand, waling, check weave
borders – trac, rod, thread-away
finishing techniques – trimming, picking off

Processes

Record with a brief description of techniques for samples produced
Keep written and visual evidence of experimental techniques

Estimate

Rough calculation of the cost and time needed to design and make a round basket

Learning outcome

The learner will:

5. be able to make a round basket

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **make** a round basket
- 5.3 **present** a round basket
- 5.4 produce a **cost sheet**
- 5.5 produce **production timescales**

5.6 **evaluate** a completed round basket

Range/Guidance

Statement of intent

Brief description of suggested theme to satisfy stated client requirements. This must include the dimensions of the basket

Make

Use the selected design techniques to make the basket

Record the steps followed during the development process including any modifications

Present

Display the finished basket

Cost sheet:

Material costs

Production timescales

Time taken to plan, design and make the basket

Evaluate

Identify / record strengths and areas for improvement of the design and process.

Unit 122

Using warm glass techniques

UAN:	M/505/6843
Level:	1
Credit value:	4
GLH:	34

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to warm glass work 1.2 identify tools, equipment and materials used for warm glass work 1.3 describe the care of tools and equipment used for making warm glass items 1.4 use tools, equipment and materials safely when producing warm glass items

Range
Regulations Health and Safety at Work Legislation, PAT testing. Relevant COSHH regulations for this unit, Use of PPE: masks, gloves, safety glasses
Warm glass work Glass work that is made by kiln firing, kiln fired panel, slumped glass vessel.
Tools Glass cutter, breaking and grozing pliers, glass smasher
Equipment Kiln, grinder
Materials Sheet glass, frits, stringers, confetti, enamels, separator, fibre papers, paint, pencils, design materials eg colouring materials, pencils, paper
Care Daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will: 2. know the materials and techniques required to create warm glass work

Assessment criteria

The learner can:

- 2.1 identify the **characteristics** of a range of materials used to create warm glass work
- 2.2 identify the different **decorative techniques** used in warm glass work
- 2.3 identify the **storage requirements** for a range of materials used for warm glass work

Range**Characteristics**

Sheet glass – opacity, transparency

Frits – grain size

Stringers – Malleability

Confetti – size and thickness

Enamels - opacity, transparency

Decorative techniques

Slumping, Frits, Stringers, Confetti, Enamels,

Inclusions - Copper mesh, sheet and wire, aluminium mesh and sheet, organic materials

Storage Requirements

Sheet glass – vertically stored in a cupboard/rack

Frits – dust-proof jars

Enamels – air-tight container

Fibre papers – flat and dry

Separators – dust-proof containers

Learning outcome

The learner will:

- 3. be able to research techniques and contexts for warm glass work

Assessment criteria

The learner can:

- 3.1 **research** techniques for warm glass work
- 3.2 research contexts for warm glass work
- 3.3 present research in a **logical format**

Range/Guidance**Research**

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

Learning outcome

The learner will:

- 4. be able to plan, prepare and sample materials and techniques for warm glass work

Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques to make warm glass samples
- 4.3 produce **samples** using
 - a. colour
 - b. line
 - c. texture
- 4.4 **record** techniques and processes used to make samples
- 4.5 estimate the cost and time required to make warm glass samples

Range/Guidance

Samples

Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas

Record

Glass decorative techniques, kiln firing schedules

Learning outcome

The learner will:

5. be able to create a warm glass work item

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **working drawing**
- 5.3 prepare selected materials
- 5.4 create a warm glass item that follows a statement of intent
- 5.5 record the stages followed to make a warm glass item
- 5.6 finish a warm glass item
- 5.7 **present** a warm glass work item
- 5.8 produce a **cost sheet**
- 5.9 produce **production timescales**
- 5.10 **evaluate** the completed warm glass item

Range/Guidance

Statement of intent

Written description of the design for a warm glass item, reference to quality of light, positioning

Working drawing

Sketch of the piece indicating, colour, line, texture, shape, form, dimensions, exploded drawing of any detailed areas

Present

Display warm glass work hanging, framing, exhibit

Cost sheet

Materials costs, Kiln firing costs.

Production timescale

Time taken to plan, prepare, make and finish the warm glass item

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Unit 123

Using cool glass techniques

UAN:	T/505/6844
Level:	1
Credit value:	4
GLH:	35

Learning outcome
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
Assessment criteria
The learner can: 1.1 identify health and safety regulations related to cool glass work 1.2 identify tools, equipment and materials used for cool glass work 1.3 describe the care of tools and equipment used for making cool glass items 1.4 use tools, equipment and materials safely when producing cool glass items

Range
Regulations Health and Safety at Work Legislation, PAT testing. Relevant COSHH regulations for this unit, Use of PPE: masks, gloves, safety glasses
Cool glass work stained glass panel, copper foil work, sandblasting
Tools Glass cutter, breaking and grozing pliers, lead knife, fid
Equipment Kiln, sandblaster, grinder
Materials Sheet glass, frits, stringers, confetti, enamels, matt and trace glass paint, lead came, copper foil, cement, sandblast resists solder, flux, paint, pencils, design materials eg colouring materials, pencils, paper
Care Daily use and maintenance e.g. care, cleaning and storage, visual checks

Learning outcome
The learner will:

2. know the characteristics of materials and techniques required to create cool glass work

Assessment criteria

The learner can:

- 2.1 identify the **characteristics** of a range of materials used to create cool glass work
- 2.2 identify the different **decorative techniques** used in cool glass work
- 2.3 identify the **storage requirements** for a range of materials used for cool glass work

Range

Characteristics

- Sheet glass – opacity, transparency
- Lead came – stretching and malleability
- Copper foil – width, patina
- Cement – strengthens and waterproofs
- Sandblast resists -
- Solder – tin and lead ratios
- Flux – tallow, copper foil flux

Decorative techniques

trace and matt glass painting, enamels, frits, stringers, confetti

Storage Requirements

- Sheet glass – vertically stored in a cupboard/rack
- Lead came – stored flat in lengths
- Copper foil – stored in air-tight container
- Cement – air-tight
- Copper foil flux – air-tight container

Learning outcome

The learner will:

- 3. be able to research techniques and contexts for cool glass work

Assessment criteria

The learner can:

- 3.1 **research** techniques for cool glass work
- 3.2 research contexts for cool glass work
- 3.2 present research in a **logical format**

Range/Guidance

Research

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

Logical Format

research presented in an organised manner eg folio, sketchbook, electronic presentation

Learning outcome

The learner will:

4. be able to plan, prepare and sample materials and techniques for cool glass work

Assessment criteria

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques to make cool glass samples
- 4.3 produce **samples** using
 - a. colour
 - b. line
 - c. texture
- 4.4 **record** techniques and processes used to make samples
- 4.5 estimate the cost and time required to make cool glass samples

Range/Guidance

Samples

Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas

Record

Glass decorative techniques, kiln firing schedules

Learning outcome

The learner will:

- 5. be able to create a cool glass work item

Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **cartoon**
- 5.3 prepare selected materials
- 5.4 create a cool glass work item that follows a statement of intent
- 5.5 record the stages followed to make a cool glass item
- 5.6 **present** a cool glass work item
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed cool glass item

Range/Guidance

Statement of intent

Written description of the design for a cool glass item, reference to quality of light, positioning

Cartoon

Full size working drawing

Present

Display cool glass work hanging, framing, exhibit.

Cost sheet

Materials costs, Kiln firing costs.

Production timescale

Time taken to plan, prepare, make and finish the cool glass item

Evaluate

Identify / record strengths and areas for improvement and any adjustment made to the design and process

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centre document library** on **www.cityandguilds.com** or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds

provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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