

# Level 2 Award/Certificate and Diploma in Creative Techniques in 2D and 3D (7156)

September 2017 Version 1.2



## Qualification at a glance

<b>Subject area</b>	Creative
<b>City &amp; Guilds number</b>	7156
<b>Age group approved</b>	All
<b>Assessment</b>	Assignment
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 2 Award in Creating Life Drawings	7156-02	601/2031/9
Level 2 Award in Observational Drawing from Nature	7156-02	601/2027/7
Level 2 Award in Creating Designs and Presentation Concepts for a Product Range	7156-02	601/2035/6
Level 2 Award in Producing Scenic Paintings	7156-02	601/2037/X
Level 2 Award in Using Still Life Painting Techniques	7156-02	601/2036/8
Level 2 Award in Using Printmaking Techniques	7156-02	601/2089/7
Level 2 Award in Creating Computer Generated Black and White Imagery	7156-02	601/2090/3
Level 2 Award in Creating Mixed Media Work	7156-02	601/2091/5
Level 2 Award in Making Creative	7156-02	601/2092/7

Journals		
Level 2 Award in Using Typography and Calligraphy Creatively	7156-02	601/2094/0
Level 2 Award in Creating Rings With Multiple Settings	7156-02	601/2167/1
Level 2 Award in Making Chains With Clasps	7156-02	601/2046/0
Level 2 Award in Making Brooches	7156-02	601/2060/5
Level 2 Award in Creating Sculptured Items	7156-02	601/2062/9
Level 2 Award in Making a Wooden Artefact	7156-02	601/2069/1
Level 2 Award in Creating Hand-Built Ceramic Forms	7156-02	601/2059/9
Level 2 Award in Creating Thrown Functional Items with Surface Decoration	7156-02	601/2095/2
Level 2 Award in Making a Book With a Half Case Leather Binding	7156-02	601/2043/5
Level 2 Award in Making a Book With a Non Adhesive Stitched Binding and Integrated Cover	7156-02	601/2032/0
Level 2 Award in Making a Basket With Handles Using Traditional Techniques	7156-02	601/2033/2
Level 2 Award in Using Innovative Basketry Items	7156-02	601/2168/3
Level 2 Award in Using Warm Glass Techniques	7156-02	601/2029/0
Level 2 Award in Using Cool Glass Techniques	7156-02	601/2030/7
Level 2 Award in Oil Gilding an item Using	7156-02	601/2028/9

Metal Leaf		
Level 2 Award in Water Gilding an item Using Metal Leaf	7156-02	601/2017/4
Level 2 Award in Creating Computer Generated Themed and Bound Imagery	7156-02	601/2165/8
Level 2 Award in Working for a client to create a product	7156-02	601/2086/1
Level 2 Award in Creating a Website Using Web Design Application Templates	7156-02	601/2083/6
Level 2 Award in Product Promotion Using Social Media	7156-02	601/2084/8
Level 2 Award in Producing Promotional Publications	7156-02	601/2088/5
Level 2 Certificate in Creative Techniques in 2D	7156-21	601/2065/4
Level 2 Certificate in Creative Techniques in 3D	7156-22	601/2072/1
Level 2 Certificate in Creative Techniques 2D and 3D	7156-23	601/2073/3
L2 Diploma in Creative Techniques in 2D and 3D	7156-24	601/2070/8

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 Jan 2014	General formatting amends	<b>Various</b>
1.2 September 2017	GLH and TQT added Removed QCF	<b>Structure Appendix 1</b>



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# 1 Introduction

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

<b>Area</b>	<b>Description</b>
Who are the qualifications for?	For learners who want to develop their skills and who are wishing to progress to obtain a strong foundation in their respective design subject area. The level teaches skills to the designer makers with who want to develop a business, excel in their craft or are working their way to Higher Education on onto a Craft Apprenticeship. This level is based on strong practical skills in both design and the craft selected.
What do the qualifications cover?	They allow candidates to learn, develop and practise the creative skills required for career progression in the design Industry. You will become a well informed designer in your chosen craft subject, able to sample ideas and create well-designed, professional quality craft items that you can sell. As an added option you can also learn the vital knowledge of how to run a creative business
What opportunities for progression are there?	They allow learners to progress to the following City & Guilds qualifications: <ul style="list-style-type: none"><li>• Level 3 Diploma in Creative Techniques (7113-53)</li><li>• Level 3 Diploma in Craft Skills for Creative Industries (7168 – 01)</li></ul>

## Structures

### Level 2 Awards in Creative Techniques in 2D and 3D

To achieve the **Level 2 Award in Creating Life Drawings** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
Y/505/6898	203	Creating Life Drawings	6

To achieve the **Level 2 Award in Observational Drawing from Nature** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
J/505/6900	204	Observational Drawing from Nature	6

To achieve the **Level 2 Award in Creating Designs and Presentation Concepts for a Product Range**, learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
R/505/6902	205	Creating Designs and Presentation Concepts for a Product Range	6



To achieve the **Level 2 Award in Producing Scenic Paintings** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
Y/505/6903	206	Producing Scenic Paintings	6

To achieve the **Level 2 Award in Using Still Life Painting Techniques** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
D/505/6904	207	Using Still Life Painting Techniques	6

To achieve the **Level 2 Award in Using Printmaking Techniques** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
K/505/6906	208	Using Printmaking Techniques	6

To achieve the **Level 1 Award in Creating Computer Generated Black and White Imagery** learners must achieve **5** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
A/505/6909	209	Creating Computer Generated Black and White Imagery	5

To achieve the **Level 2 Award in Creating Mixed Media Work** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
M/505/6910	210	Creating Mixed Media Work	6

To achieve the **Level 2 Award in Making Creative Journals** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
T/505/6911	211	Making Creative Journals	6

To achieve the **Level 2 Award in Using Typography and Calligraphy Creatively** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
A/505/6912	212	Using Typography and Calligraphy Creatively	6

### **Level 1 Awards in Creative Techniques in 3D**

To achieve the **Level 2 Award in Creating Rings with Multiple Settings** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			

F/505/6913	213	Creating Rings with Multiple Settings	6
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To achieve the **Level 2 Award in Making Chains with Clasps** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
J/505/6914	214	Making Chains with Clasps	6

To achieve the **Level 2 Award in Making Brooches** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
L/505/6915	215	Making Brooches	6

To achieve the **Level 2 Award in Creating Sculptured Items** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
L/505/6932	216	Creating Sculptured Items	6

To achieve the **Level 2 Award in Making a Wooden Artefact**, learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			



To achieve the **Level 2 Award in Creating Hand Built Ceramic Forms** learners must achieve **6** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
Y/505/6917	218	Creating Hand Built Ceramic Forms	6

To achieve the **Level 2 Award in Creating Thrown Functional Items** learners must achieve **6** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
D/505/6918	219	Creating Thrown Functional Items	6

To achieve the **Level 2 Award in Making a Book with a Half Case Leather Binding** learners must achieve **5** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/505/6919	220	Making a Book with a Half Case Leather Binding	5

To achieve the **Level 2 Award in Making a Book with a Non-Adhesive Stitched Binding and Integrated Cover** learners must achieve **5** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
Y/505/6920	221	Making a Book with a Non-Adhesive Stitched Binding and Integrated Cover	5

To achieve the **Level 2 Award in Making a Basket with Handles Using Traditional Techniques** learners must achieve **6** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
D/505/6921	222	Making a Basket with Handles Using Traditional Techniques	6

To achieve the **Level 2 Award in Using Innovative Basketry Items** learners must achieve **5** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/505/6922	223	Using Innovative Basketry Items	5

To achieve the **Level 2 Award in Using Warm Glass techniques** learners must achieve **6** from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
K/505/6923	224	Using Warm Glass Techniques	6

To achieve the **Level 2 Award in Using Cool Glass Techniques** learners must achieve **6** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
M/505/6924	225	Using Cool Glass Techniques	6

To achieve the **Level 2 Award in Oil Gilding an Item Using Metal Leaf** learners must achieve **5** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
D/505/7115	226	Oil Gild an Item Using Metal Leaf	5

To achieve the **Level 2 Award in Water Gilding an Item Using Metal Leaf** learners must achieve **6** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			

H/505/7116	227	Water Gild an Item Using Metal Leaf	6
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To achieve the **Level 2 Award in Creating Computer Generated Themed and Bound Imagery** learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
K/505/7117	228	Creating Computer Generated Themed and Bound Imagery	6

To achieve the **Level 2 Award in Working for a Client to Create a Product**, learners must achieve **2** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
M/504/5907	229	Understand how to Work for a Client to Create a Product	2

To achieve the **Level 2 Award in Creating a Website Using Web Design Application Templates**, learners must achieve **2** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
T/504/5908	230	Create a Website Using Web Design Application Templates	2



To achieve the **Level 2 Award in Product Promotion Using Social Media** learners must achieve **2** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
A/504/5909	231	Product Promotion Using Social Media	2

To achieve the **Level 2 Award in Producing Promotional Publications** learners must achieve **2** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
M/504/5910	232	Producing Promotional Publications	2

To achieve the **Level 2 Certificate in Creative Techniques in 2D**, learners must achieve a minimum of **19** credits. **8** credits from the mandatory units and a minimum of **11** credits from the optional units available

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
F/503/7147	201	Developing Design Ideas	4
L/505/6896	202	Using Sampling Techniques and Processes for 2D/3D Work	4
<b>Optional</b>			
Y/505/6898	203	Creating Life Drawings	6

J/505/6900	204	Observational Drawing from Nature	6
R/505/6902	205	Creating Designs and Presentation Concepts for a Product Range	6
Y/505/6903	206	Producing Scenic Paintings	6
D/505/6904	207	Using Still Life Painting Techniques	6
K/505/6906	208	Using Printmaking Techniques	6
A/505/6909	209	Creating Computer Generated Black and White Imagery	5
M/505/6910	210	Creating Mixed Media Work	6
T/505/6911	211	Making Creative Journals	6
A/505/6912	212	Using Typography and Calligraphy Creatively	6

To achieve the **Level 2 Certificate in Creative Techniques in 3D**, learners must achieve a minimum of **18** credits. **8** credits from the mandatory units and a minimum of **10** credits from the optional units available

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
F/503/7147	201	Developing Design Ideas	4
L/505/6896	202	Using Sampling Techniques and Processes for	4

2D/3D Work			
<b>Optional</b>			
F/505/6913	213	Creating Rings with Multiple Settings	6
J/505/6914	214	Making Chains with Clasps	6
L/505/6915	215	Making Brooches	6
L/505/6932	216	Creating Sculptured Items	6
R/505/6916	217	Making a Wooden Artefact	6
Y/505/6917	218	Creating Hand Built Ceramic Forms	6
D/505/6918	219	Creating Thrown Functional Items	6
H/505/6919	220	Making a Book with a Half Case Leather Binding	5
Y/505/6920	221	Making a Book with a Non-Adhesive Stitched Binding and Integrated Cover	5
D/505/6921	222	Making a Basket with Handles Using Traditional Techniques	D/505/6921
H/505/6922	223	Using Innovative Basketry Items	5
K/505/6923	224	Using Warm Glass Techniques	6

M/505/6924	225	Using Cool Glass Techniques	6
D/505/7115	226	Oil Gild an Item Using Metal Leaf	5
H/505/7116	227	Water Gild an Item Using Metal Leaf	6
K/505/7117	228	Creating Computer Generated Themed and Bound Imagery	6

To achieve the **Level 2 Certificate in Creative Techniques in 2D and 3D**, learners must achieve a minimum of **28** credits. **8** credits from the mandatory units and a minimum of **20** credits from the optional units available

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
F/503/7147	201	Developing Design Ideas	4
L/505/6896	202	Using Sampling Techniques and Processes for 2D/3D Work	4
<b>Optional</b>			
Y/505/6898	203	Creating Life Drawings	6
J/505/6900	204	Observational Drawing from Nature	6
R/505/6902	205	Creating Designs and Presentation Concepts for a Product Range	6

Y/505/6903	206	Producing Scenic Paintings	6
D/505/6904	207	Using Still Life Painting Techniques	6
K/505/6906	208	Using Printmaking Techniques	6
A/505/6909	209	Creating Computer Generated Black and White Imagery	5
M/505/6910	210	Creating Mixed Media Work	6
T/505/6911	211	Making Creative Journals	6
A/505/6912	212	Using Typography and Calligraphy Creatively	6
F/505/6913	213	Creating Rings with Multiple Settings	6
J/505/6914	214	Making Chains with Clasps	6
L/505/6915	215	Making Brooches	6
L/505/6932	216	Creating Sculptured Items	6
R/505/6916	217	Making a Wooden Artefact	6
Y/505/6917	218	Creating Hand Built Ceramic Forms	6
D/505/6918	219	Creating Thrown Functional Items	6

H/505/6919	220	Making a Book with a Half Case Leather Binding	5
Y/505/6920	221	Making a Book with a Non-Adhesive Stitched Binding and Integrated Cover	5
D/505/6921	222	Making a Basket with Handles Using Traditional Techniques	D/505/6921
H/505/6922	223	Using Innovative Basketry Items	5
K/505/6923	224	Using Warm Glass Techniques	6
M/505/6924	225	Using Cool Glass Techniques	6
D/505/7115	226	Oil Gild an Item Using Metal Leaf	5
H/505/7116	227	Water Gild an Item Using Metal Leaf	6
K/505/7117	228	Creating Computer Generated Themed and Bound Imagery	6

To achieve the **Level 2 Diploma in Creative Techniques in 2D and 3D**, learners must achieve a minimum of **47** credits. **16** credits from the mandatory units and a minimum of **31** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
F/503/7147	201	Developing Design Ideas	4

L/505/6896	202	Using Sampling Techniques and Processes for 2D/3D Work	4
M/504/5907	229	Understand how to Work for a Client to Create a Product	2
T/504/5908	230	Create a Website Using Web Design Application Templates	2
A/504/5909	231	Product Promotion Using Social Media	2
M/504/5910	232	Producing Promotional Publications	2
<b>Optional</b>			
Y/505/6898	203	Creating Life Drawings	6
J/505/6900	204	Observational Drawing from Nature	6
R/505/6902	205	Creating Designs and Presentation Concepts for a Product Range	6
Y/505/6903	206	Producing Scenic Paintings	6
D/505/6904	207	Using Still Life Painting Techniques	6
K/505/6906	208	Using Printmaking Techniques	6
A/505/6909	209	Creating Computer Generated Black and White Imagery	5

M/505/6910	210	Creating Mixed Media Work	6
T/505/6911	211	Making Creative Journals	6
A/505/6912	212	Using Typography and Calligraphy Creatively	6
F/505/6913	213	Creating Rings with Multiple Settings	6
J/505/6914	214	Making Chains with Clasps	6
L/505/6915	215	Making Brooches	6
L/505/6932	216	Creating Sculptured Items	6
R/505/6916	217	Making a Wooden Artefact	6
Y/505/6917	218	Creating Hand Built Ceramic Forms	6
D/505/6918	219	Creating Thrown Functional Items	6
H/505/6919	220	Making a Book with a Half Case Leather Binding	5
Y/505/6920	221	Making a Book with a Non-Adhesive Stitched Binding and Integrated Cover	5
D/505/6921	222	Making a Basket with Handles Using Traditional Techniques	D/505/6921



H/505/6922	223	Using Innovative Basketry Items	5
K/505/6923	224	Using Warm Glass Techniques	6
M/505/6924	225	Using Cool Glass Techniques	6
D/505/7115	226	Oil Gild an Item Using Metal Leaf	5
H/505/7116	227	Water Gild an Item Using Metal Leaf	6
K/505/7117	228	Creating Computer Generated Themed and Bound Imagery	6

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
City & Guilds Level 2 Certificate In Creative Techniques in 3D	45	60
City & Guilds Level 2 Certificate In Creative Techniques in 3D	144	180
City & Guilds Level 2 Certificate In Creative Techniques in 3D	148	190



## 2 Centre requirements

### Approval

If your Centre is approved to offer the Level 2 Award/Certificate/Diploma in Creative Techniques you can apply for the new Level 2 Award/Certificate/Diploma in Creative Techniques in 2D and 3D (7156) using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications 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 areas 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 verifier, but cannot internally verify their own assessments.

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Candidate 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 qualifications successfully.

### **Age restrictions**

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



### 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 qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- 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.

#### Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment Pack for centres	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
fast track approval forms	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

#### Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).



## 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](http://www.cityandguilds.com)

### Assessments

This qualification is assessed by assignments. These assignments assess in a number of ways to provide a clear indication of candidate 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.

### 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](http://www.cityandguilds.com)

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance

<b>UAN:</b>	F/503/7147
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	31

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

<b>Range</b>
<b>Regulations</b> COSHH, Health and Safety at Work Act.
<b>Tools and equipment</b> Adhesive, cutting tools, drawing tools, applicators.
<b>Materials</b> Colouring mediums, drawing mediums, papers, card.

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

<b>Range</b>
<p><b>Craft materials</b> Craft materials related to design – colouring mediums, drawing mediums, papers, card and similar items.</p> <p><b>Tools and equipment</b> Adhesive, cutting tools, drawing tools, applicators.</p>

<b>Learning outcome</b>
The learner will:
3. be able to experiment with design ideas.
<b>Assessment criteria</b>
The learner can:
3.1 <b>experiment</b> with design materials to create visuals
3.2 <b>explore the potential</b> of design materials through experimentation.

<b>Range</b>
<p><b>Experiment</b> eg bend, fold, ease, cut, colour.</p> <p><b>Explore the potential</b> Use materials to experiment where there is no known outcome.</p>

<b>Learning outcome</b>
The learner will:
4. be able to use different materials, mediums and techniques to create designs.
<b>Assessment criteria</b>
The learner can:
4.1 create a <b>primary</b> and <b>secondary</b> colour wheel by mixing colouring materials
4.2 create <b>tints, tones and shades</b> using colouring materials
4.3 create <b>greyscale</b> using colouring materials
4.4 make lines and marks using <b>mediums</b>
4.5 use lines and marks to evoke <b>mood</b>
4.6 produce <b>low relief</b> using a variety of materials
4.7 make <b>overlays</b>
4.8 create contrast using overlays
4.9 create <b>textures</b> using materials.



<p><b>Range</b></p> <p><b>Primary</b> Magenta, cyan and yellow.</p> <p><b>Secondary</b> Violet, green and orange.</p> <p><b>Tints, tones and shades</b> Add white, grey and black to primary colours.</p> <p><b>Greyscale</b> Make a gradation ladder from white to black through the grey tones.</p> <p><b>Lines and marks</b> eg contrasting lines, expressive lines, straight, curvilinear, angular lines, hatching, dots, dashes and similar drawn expressions.</p> <p><b>Mediums</b> Wet mediums eg Ink, paint and similar items. Dry mediums eg crayon, graphite, wax and similar items.</p> <p><b>Mood</b> eg anger, tranquillity, excitement and similar expressive ideas.</p> <p><b>Low relief</b> Low 3D effects, surface texture created by the addition and mixture of mediums.</p> <p><b>Overlays</b> Transparent or translucent materials layered over underlying materials.</p> <p><b>Textures</b> Visual texture eg colour discharge, rubbing, sponging, spraying, stippling, resists and similar. Texture eg surface created by pleating, folding, embossing, crumpling and similar techniques.</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>5. be able to develop shape.</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>5.1 create <b>shapes</b> using lines and marks</p> <p>5.2 manipulate shapes to form pattern</p> <p>5.3 use areas of <b>void</b>.</p>



<b>Range</b>
<b>Shapes</b> <ul style="list-style-type: none"> <li>• Random - freely formed.</li> <li>• Geometric - regular or mathematical shapes.</li> </ul>
<b>Void</b> Space occurring between designed shapes, negative space.

<b>Learning outcome</b>
The learner will: 6. be able to develop form.
<b>Assessment criteria</b>
The learner can: 6.1 create 3D form using construction methods 6.2 construct 3D form using <b>2D materials</b> .

<b>Range</b>
<b>2D materials</b> eg acetate, balsa, card, paper, and similar items.

<b>Learning outcome</b>
The learner will: 7. be able to evaluate and record design work.
<b>Assessment criteria</b>
The learner can: 7.1 produce <b>records</b> of design ideas 7.2 <b>evaluate</b> results of design work.

<b>Range</b>
<b>Records</b> <ul style="list-style-type: none"> <li>• written record</li> <li>• visual record</li> </ul> The experimentations undertaken, or photographs where the life of the materials renders storage impractical.
<b>Evaluate</b> Identify/record strengths and weaknesses of the designs undertaken.

## Unit 202

## Using sampling techniques for 2D/3D work

<b>UAN:</b>	L/505/6896
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	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** relating to tools and equipment used for sampling techniques in 2D/3D work
- 1.2 describe health and safety risks relating to materials used for sampling techniques for 2D/3D work
- 1.3 describe **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 Act, PAT, General Product Safety Regulations

#### Tools

Eg. Measuring tools, cutting tools, brushes, mark making tools

#### Equipment

Eg. easels, drawing boards, cameras, computers, printers, studio equipment for glass, ceramics, wood, bookbinding, gilding, basketry or jewellery

<p><b>Materials</b> Eg. Paper, card, drawing materials, colouring materials, adhesives, glass, clay, glazes, wood, cane, rush, willow, metal, stones, fabric, gesso, leather</p> <p><b>Care</b> Daily use and maintenance e.g. care of tools, cleaning and storage, visual checks Use of PPE:</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>2. be able to prepare for sampling techniques and processes for 2D/3D work</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 select tools and equipment to sample techniques and processes for 2D/3D work</p> <p>2.2 <b>calculate quantities</b> of materials required</p> <p>2.3 <b>prepare materials for use</b></p>

<p><b>Range</b></p> <p><b>Calculate quantities</b> Eg. Measure accurately Calculate the amount of materials required for a technique or process</p> <p><b>Prepare materials for use</b> Eg. Prepare surfaces for working a technique or processes Mix colouring materials, maquettes/models</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3. be able to sample techniques and processes for 2D/3D work</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>3.1 select materials</p> <p>3.2 produce samples using a range of <b>techniques and processes</b></p> <p>3.3 <b>experiment</b> with materials and techniques to explore their potential using</p> <ul style="list-style-type: none"> <li>a. colour</li> <li>b. line</li> <li>c. texture</li> <li>d. shape</li> <li>e. form</li> </ul> <p>3.4 record techniques and processes</p>

<b>Range</b>
<p><b>Techniques and processes</b> Eg. Drawing, application of colour, mark making, cutting, shaping, patterning, image manipulation, application of decorative techniques</p> <p><b>Experiment</b> 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.</p>

<b>Learning outcome</b>
The learner will: 4. be able to evaluate and present samples
<b>Assessment criteria</b>
The learner can: 4.1 <b>evaluate</b> results of processes sampled 4.2 <b>present finished samples</b>

<b>Range</b>
<p><b>Evaluate</b> identify/record strengths and weaknesses of the techniques and sampling undertaken.</p> <p><b>Present finished samples</b> Present samples of techniques undertaken in an organised manner in a folio or similar</p>

## Unit 203

## Creating life drawings

<b>UAN:</b>	Y/505/6898
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45

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

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. Use of PPE: Relevant COSHH regulations for this unit
<b>Tools</b> brushes, pens, pencil sharpener, craft knives, eraser, twigs, garden canes, colour shapers
<b>Equipment</b> 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. understand the characteristics of materials and techniques required to create life drawings

**Assessment criteria**

The learner can:

- 2.1 describe the **characteristics** of the materials used to create life drawings
- 2.2 describe different types of coloured and textured **papers** required for life drawings
- 2.3 describe the different **techniques** used to create life drawings
- 2.4 describe different **styles** used in life drawing
- 2.5 describe **ways of conveying** mood and atmosphere
- 2.6 explain the **importance** of staging poses
- 2.7 state the **key factors** when selecting vantage points

**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

paint – translucency, opaque

textural mediums – depth, surface texture

non-textural – translucency, speed drying, thinning

**Papers**

sugar

cartridge

pastel

water colour

newsprint

tissue

ingres



<p>tracing craft lining</p> <p><b>Techniques</b></p> <p><b>Additive</b> linear, tonal – graduations, sfumato, chiaroscuro, gestural - continuous line and brush drawing. proportions, fore-shortening, shape, space mark making, line &amp; wash, hatching, bracelet shading, contour.</p> <p><b>Reductive</b> lifting out wax resist sgraffito</p> <p><b>Styles</b> realism/classical, manga, post- impressionist, art nouveau.</p> <p><b>Ways of conveying</b> props lighting costume pose</p> <p><b>Importance</b> action, safety, narrative, composition</p> <p><b>Key factors</b> drama, light, emotion, complexity, comfort</p>
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<b>Learning outcome</b>
The learner will: 3. be able to research life drawing techniques and contexts
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> life drawing techniques 3.2 research life drawing <b>contexts</b> a. historical b. cultural c. contemporary 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Research</b> from primary and secondary sources, websites, books, journals
<b>Contexts</b> range of poses
<b>Logical Format</b> research presented in an organised manner eg folio, sketchbook

<b>Learning outcome</b>
The learner will: 4. be able to produce experimental studies
<b>Assessment criteria</b>
The learner can: 4.1 select materials 4.2 use materials and techniques for <b>experimental studies</b> 4.3 produce experimental studies for life drawings using a. colour b. line c. texture d. shape e. form 4.4 record techniques and processes used to make experimental studies 4.5 estimate the cost and time required for experimental studies

<b>Range/Guidance</b>
<b>Experimental studies</b> develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, developed design ideas, fore-shortening, proportion, tone, mixed media

<b>Learning outcome</b>
The learner will: 5. be able to produce and evaluate a series of life drawings
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 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**

brief description which meets own requirements. It must be measurable and include an estimate of time and cost.

**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

## Unit 203          Creating life drawings

### Supporting information

#### **Guidance**

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

Form Life drawing/human study

## Unit 204

## Observational drawing from nature

<b>UAN:</b>	J/505/6900
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45

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

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. Use of PPE: Relevant COSHH regulations for this unit
<b>Tools</b> brushes, pencil sharpener, craft knives, eraser, palette knives
<b>Equipment</b> easels, drawings boards, staple gun
<b>Materials</b> pencils, charcoal, ink, chalks/pastels, supports, masking tape, fixative, papers, paint, textural mediums, non-textural, wax crayons, design

materials eg colouring materials, pencils, paper

**Care**

daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. understand the characteristics of materials required to create observational drawings
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>characteristics</b> of the materials used to create observational drawings 2.2 describe different types of <b>papers</b> required for observational drawings 2.3 describe the different <b>techniques</b> used to create observational drawings 2.4 describe different <b>styles</b> used in observational drawing 2.5 describe <b>ways of portraying</b> emotion, light and context

<b>Range</b>
<p><b>Characteristics</b> 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 paint – translucency, opaque textural mediums – depth, surface texture non-textural – translucency, speed drying, thinning wax crayons – soft, transference</p> <p><b>Papers</b> sugar cartridge light, medium, heavy) pastel newsprint tissue ingres tracing craft lining</p> <p><b>Techniques</b> <b>Additive</b> linear, tonal – graduations, sfumato, chiaroscuro, gestural - continuous line and brush drawings. proportions, fore-shortening, shape, space</p>



<p>mark making, line &amp; wash, hatching, bracelet shading, contour, frotage multiple point perspective eg single point, two point</p> <p><b>Reductive</b> lifting out wax resist sgraffito</p> <p><b>Styles</b> realism/classical, post- impressionist, art nouveau, botanical, scenic – landscape/seascape</p> <p><b>Ways of portraying</b> weather lighting props</p>
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<b>Learning outcome</b>
The learner will: 3. be able to research observational drawings techniques and contexts
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> observational drawing techniques 3.2 research observational drawing <b>contexts</b> a. historical b. cultural c. contemporary 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Research</b> primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums
<b>Logical format</b> research collated in an organised manner to present to an individual

<b>Learning outcome</b>
The learner will: 4. be able to produce experimental studies
<b>Assessment criteria</b>
The learner can: 4.1 select materials 4.2 use materials and techniques for <b>experimental studies</b> 4.3 produce experimental studies for observational drawings using a. colour b. line c. texture d. shape e. form 4.4 record techniques and processes used to make experimental studies 4.5 estimate the cost and time required for experimental studies

<b>Range/Guidance</b>
<b>Experimental studies</b> develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, developed design ideas, fore-shortening, proportion, tone, mixed media

<b>Learning outcome</b>
The learner will: 5. be able to produce and evaluate a resolved observational drawings
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 use selected mediums to produce a resolved observational drawing that follows a statement of intent 5.3 record the stages followed to produce an observational drawing 5.4 <b>present</b> a fully resolved observational drawing 5.5 produce a <b>cost sheet</b> 5.6 produce <b>production timescales</b> 5.7 <b>evaluate</b> an observational drawing

<b>Range/Guidance</b>
<b>Statement of intent</b> brief description which meets own requirements. it must be measurable and include an estimate of time and cost.
<b>Present</b> resolved drawing, folio, display, hanging, framing, exhibition

**Cost sheet**

material costs

**Production timescale**

time taken to plan and produce a series of observational drawings

**Evaluate**

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

## **Unit 204**            **Observational drawing from nature**

### 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.

Form

Observational drawing/human study

## Unit 205

## Creating designs and presentation concepts for a product range

<b>UAN:</b>	R/505/6902
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45

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

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. COSHH, Use of PPE: masks, gloves, safety glasses
<b>Materials</b> graphite pencils, coloured pencils, erasers, marker pens, pastels, black, white and coloured inks, brushes, design materials eg colouring materials, pencils, paper
<b>Tools</b> low tack masking tape, invisible tape, spray adhesive, cutting tools, cutting mat, steel and transparent rulers, adjustable set-square, light box.
<b>Equipment</b>

computer, tablet, scanner, printer, software programmes, digital camera, storage devices.

### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

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

Tracing paper, layout paper, marker paper, cartridge paper, mounting board, card, foam board, graph paper, acetate, gloss and matt printer paper, foils, coloured and textured material, fabrics.

#### Techniques

Thumbnails, concept sketch, sectional, pattern, exploded, marker visual, airbrush rendering, computer generated imagery, CAD, graphics software programmes, orthographic projections, axonometric projection, isometric drawing, 1,2, and 3 point perspective drawing, hand rendered imagery i.e. grisaille, pencil, gouache.

### 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
  - a. historical
  - b. cultural
  - c. contemporary
- 3.3 present research in a **logical format**



<b>Range/Guidance</b>
<p><b>Research</b> From primary and secondary sources, websites, books, journals, electronic media, digital media, Key product designers, exhibitions and shows, museums</p> <p><b>Logical Format</b> Research presented in an organised manner e.g. folio, sketchbook, electronic presentation</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>4. be able to produce visuals and experimental drawings using developed design ideas</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 select materials</p> <p>4.2 use materials and techniques for developing design ideas</p> <p>4.3 produce <b>visuals</b> and experimental drawings using</p> <ol style="list-style-type: none"> <li>a. colour</li> <li>b. line</li> <li>c. texture</li> <li>d. shape</li> <li>e. form</li> </ol> <p>4.4 record techniques and processes used for experimental drawings</p> <p>4.5 estimate the cost and time required for the development of design ideas</p>

<b>Range/Guidance</b>
<p><b>Visuals</b> Develop original design ideas, thumbnails, roughs, concept visuals, developed design ideas using a range of media and design techniques</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>5. be able to create designs for a product range and presentation concept</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>5.1 develop a <b>statement of intent</b></p> <p>5.2 produce <b>working drawings</b> for the design of a product range and presentation concept</p> <p>5.3 <b>present</b> designs for a range of products</p>



- 5.4 produce a **cost sheet**
- 5.5 produce **production timescales**
- 5.6 **evaluate** the completed design

#### **Range/Guidance**

##### **Statement of intent**

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

##### **Working drawing**

Scaled working drawings of the product range 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

# Unit 205                      Creating designs and presentation concepts for a product range

## Supporting information

### Evidence requirements

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

### Unit range

Through studying this unit learners will develop knowledge and skills, working with Creative realisation Techniques 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 diverse range of media and exploring techniques and processes are all aspects that the artist or designer can experience in applying Creative realisation Techniques 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 Creative realisation Techniques.

This unit has been designed to provide the opportunity for learners to develop their knowledge and skills in representing three dimensional objects and space as a drawing or suite of drawings by means of Creative realisation Techniques 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 2 the Learners will be encouraged to develop the themes and subject matter that will sustain the production of a suite of Creative realisation Techniques from primary and secondary source material and directly related to their preferred subject specialism. The unit is also aimed at learners who might eventually have to communicate their designs to a

third party for approval or outsourcing, or for working out detailed planning for making themselves.

## Unit 206                  Producing scenic paintings

<b>UAN:</b>	Y/505/6903
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45

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

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. COSHH
<b>Tools, equipment and materials</b> brushes, paints (oil, watercolour, tempera, encaustic or acrylic) palettes, supports and mediums, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks



<b>Learning outcome</b>
The learner will: 2. understand the characteristics of materials, supports and styles to create scenic paintings
<b>Assessment criteria</b>
The learner can: 2.1 describe the characteristics of different <b>materials</b> used in creating a painting 2.2 describe different types of <b>supports</b> 2.3 describe different <b>styles</b> used in scenic painting 2.4 select materials to create different styles of paintings

<b>Range</b>
<b>Materials</b> mediums and paints (oil, watercolour, tempera, encaustic ,acrylic media, inks), diffusers
<b>Supports</b> canvas, board, paper
<b>Styles</b> impressionism, , expressionism, modernism

<b>Learning outcome</b>
The learner will: 3. be able to research scenic painting techniques and contexts
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> scenic painting techniques 3.2 research scenic painting contexts a. historical b. cultural c. contemporary 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Research</b> primary and secondary sources, eg current trends, key artists (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums
<b>Logical format</b> research collated in an organised manner to present to an individual



<b>Learning outcome</b>
The learner will: 4. be able to produce preliminary studies
<b>Assessment criteria</b>
The learner can: 4.1 select materials 4.2 use materials and techniques for <b>preliminary studies</b> 4.3 produce preliminary studies for scenic 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

<b>Range/Guidance</b>
<b>Preliminary studies</b> develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, developed design ideas, fore-shortening, proportion, tone, mixed media

<b>Learning outcome</b>
The learner will: 5. be able to produce a scenic painting
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 prepare selected materials in chosen medium 5.3 create a scenic painting that follows a statement of intent 5.4 <b>present</b> a finished scenic painting that follows a statement of intent 5.5 produce a <b>cost sheet</b> 5.6 produce <b>production timescales</b> 5.7 <b>evaluate</b> a completed painting

**Range/Guidance****Statement of intent**

description which meets own requirements describing: composition, influences, scale, style

**Selected design**

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

**Present**

display the finished painting framed or mounted

**Cost sheet**

material costs

**Production timescales**

time taken to plan, prepare and complete a scenic painting

**Evaluate**

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



## **Unit 206            Producing scenic paintings**

### **Supporting information**

#### **Guidance**

The learner should review their work throughout the process keeping a record of their reflections eg an annotated sketchbook

## Unit 207

## Using still life painting techniques

<b>UAN:</b>	D/505/6904
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools equipment and materials for producing still life paintings
<b>Assessment criteria</b>
The learner can: 1.1 describe health and safety <b>regulations</b> when producing still life paintings 1.2 describe <b>tools, equipment</b> and <b>materials</b> required to produce still life paintings 1.3 describe the <b>care</b> of tools and equipment used for producing still life paintings 1.4 use tools, equipment and materials safely when producing still life paintings
<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. COSHH
<b>Tools, equipment and materials</b> Brushes, paints (Oil, Watercolour, Tempera, Encaustic or Acrylic) Palettes, supports and mediums, diffusers, applicators design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. know the materials required to create still life paintings
<b>Assessment criteria</b>

<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 describe the <b>materials</b> used in creating still life paintings</li> <li>2.2 describe different types of <b>supports</b>.</li> <li>2.3 describe different <b>styles</b> used in still life paintings</li> <li>2.4 select materials to create different styles of still life paintings</li> </ul>
<p><b>Range</b></p>
<p><b>Materials</b>          Mediums and Paints (Oil, Watercolour, tempera, encaustic , Acrylic media, inks)</p> <p><b>Supports</b>          canvas, board, paper</p> <p><b>Styles</b>          Impressionism, , expressionism, modernism</p>

<p><b>Learning outcome</b></p>
<p>The learner will:</p> <ul style="list-style-type: none"> <li>3. be able to research still life painting techniques and contexts</li> </ul>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>3.1 <b>research</b> still life painting techniques</li> <li>3.2 research still life painting contexts             <ul style="list-style-type: none"> <li>a. historical</li> <li>b. cultural</li> <li>c. contemporary</li> </ul> </li> <li>3.3 present research in a <b>logical format</b></li> </ul>

<p><b>Range/Guidance</b></p>
<p><b>Research</b>          primary and secondary sources, eg current trends, key artists (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums</p> <p><b>Logical format</b>          research collated in an organised manner to present to an individual</p>

<p><b>Learning outcome</b></p>
<p>The learner will:</p> <ul style="list-style-type: none"> <li>4. be able to produce preliminary studies</li> </ul>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <ul style="list-style-type: none"> <li>4.1 select materials</li> <li>4.2 use materials and techniques for <b>preliminary studies</b></li> </ul>

4.3	produce preliminary studies for still life 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

<b>Range/Guidance</b>
<b>Preliminary studies</b> develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, developed design ideas, fore-shortening, proportion, tone, mixed media

<b>Learning outcome</b>
The learner will: 5. be able to produce a still life painting
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 prepare selected materials in chosen medium 5.3 create a still life painting that follows a statement of intent 5.4 <b>present</b> a finished still life painting that follows a statement of intent 5.5 produce a <b>cost sheet</b> 5.6 produce <b>production timescales</b> 5.7 <b>evaluate</b> a completed still life painting

<b>Range/Guidance</b>
<b>Statement of intent</b> Description which meets own requirements describing: composition, influences, scale, style
<b>Selected design</b> Must show the design influences e.g. colour, line, texture, shape and form from source material.
<b>Present</b> display the finished painting framed or mounted
<b>Cost sheet</b> Material costs
<b>Production timescales</b> Time taken to plan, prepare and complete a still life painting

**Evaluate**

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

<b>UAN:</b>	K/505/6906
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45

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

<b>Range</b>
<b>Regulations</b> Risk assessment Health and Safety at Work Act, PAT testing. COSHH
<b>Tools, equipment and materials</b> Tools: brushes, brayers, scribes, etching tools, cutters Equipment: presses, acid baths, screenprint bed Materials: inks, paints, acids, papers design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. know the materials, processes and techniques required to create prints
<b>Assessment criteria</b>
The learner can: 2.1 describe the different <b>materials</b> used in creating a range of prints 2.2 describe the different <b>processes</b> used to create prints

2.3 describe the different **techniques** used to create prints

**Range**

**Materials**

Printing mediums, prepared papers, hand made papers, cardboard, lino, woodblock, metal plate (zinc, aluminium, copper), found objects

**Processes**

Monoprint, linocutting, woodblocks, collagraphs, screenprinting, drypoint, etching

**Techniques**

Intaglio – drypoint, linocut - positive and negative

Relief – string prints, glue prints

Screenprinting

Collagraphs

Registration

**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

a. historical

b. cultural

c. contemporary

3.3 present research in a **logical format**

**Range/Guidance**

**Research**

primary and secondary sources, eg current trends, key artists (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums

**Logical format**

research collated in an organised manner to present to an individual

<b>Learning outcome</b>
The learner will: 4. be able to produce samples for printmaking
<b>Assessment criteria</b>
The learner can: 4.1 select materials 4.2 use materials and techniques for samples 4.3 produce samples for printmaking using a. line b. mark c. layers d. texture e. tone f. colour 4.4 record techniques and processes used to make samples 4.5 estimate the cost and time required for samples

<b>Learning outcome</b>
The learner will: 5. be able to produce a collection of prints
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 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 <b>finished prints</b> that follow a statement of intent 5.5 produce a <b>cost sheet</b> 5.6 produce <b>production timescales</b> 5.7 <b>evaluate</b> a completed collection of prints

<b>Range/Guidance</b>
<b>Statement of intent</b> Brief description which meets own requirements. Describing: print run, size, influences, presentation, type of paper,
<b>Finished prints</b> folio, display, framed, mounted, exhibition series numbered , signed and dated for multiple editions
<b>Cost sheet</b> Material costs
<b>Production timescales</b> 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 209****Creating computer generated black and white imagery**

<b>UAN:</b>	A/505/6909
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	37

**Learning outcome**

The learner will:

1. be able to work safely and effectively using tools, equipment and materials related to computer generated black and white imagery

**Assessment criteria**

The learner can:

- 1.1 describe health and safety **regulations** related to computer generated black and white imagery
- 1.2 describe **tools, equipment and materials** used
- 1.3 describe the **care** of tools and equipment used
- 1.4 use tools, equipment and materials safely when producing a black and white images.

**Range****Regulations**

Health and Safety at Work Act, PAT testing. COSHH, Display Screen Equipment Regulations

**Tools**

mount cutter, blades, graphics tablet, software programs

**Equipment**

computer, scanner, camera, printer, projector

**Materials**

adhesives, papers, printer ink, foam boards, mount boards, canvas design materials eg colouring materials, pencils, paper

**Care**

daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. understand the characteristics of materials and techniques required to create computer generated black and white imagery
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>characteristics</b> of materials used to create black and white images. 2.2 describe different types of <b>file format</b> suitable for different black and white images. 2.3 describe the different <b>techniques</b> used to create black and white images. 2.4 describe the <b>relationship</b> between different types of ink and paper 2.5 describe different <b>display methods</b> for black and white images

<b>Range</b>
<p><b>Characteristics</b> digital formats – lossy, lossless papers – weight, finish inks – colours, proprietary, refills adhesives – spray, spread, dry mount foam boards – thickness, weight, aesthetic, mount boards – colour, weight, aesthetic canvas – texture, thickness</p> <p><b>File Formats</b> PNG, JPEG, TIFF, BMP, RAW, PSD</p> <p><b>Techniques</b> filters, blend modes, layers, tools, masks</p> <p><b>Relationship</b> quality of monochrome colour depth of tone greyscale</p> <p><b>Display methods</b> printed, internet, electronic</p>

<b>Learning outcome</b>
The learner will: 3. be able to research black and white imagery techniques and contexts
<b>Assessment criteria</b>
The learner can:

3.1	<b>research</b> black and white imagery techniques
3.2	research black and white imagery <b>contexts</b> <ol style="list-style-type: none"> <li>a. historical</li> <li>b. cultural</li> <li>c. contemporary</li> </ol>
3.3	present research in a <b>logical format</b>

<b>Range/Guidance</b>
<p><b>Current trends</b> key designer makers, exhibitions and shows, museums</p> <p><b>Research</b> from primary and secondary sources, websites, books, journals, electronic media, digital media</p> <p><b>Theme</b> chosen design subject matter</p> <p><b>Logical Format</b> research presented in an organised manner eg folio, sketchbook, electronic presentation</p>

<b>Learning outcome</b>
The learner will:
4. be able to produce visuals for computer generated imagery
<b>Assessment criteria</b>
The learner can:
4.1 select materials
4.2 use materials and techniques for black and white image visuals
4.3 produce black and white image <b>visuals</b> using <ol style="list-style-type: none"> <li>a. colour</li> <li>b. line</li> <li>c. texture</li> <li>d. shape</li> <li>e. form</li> </ol>
4.4 <b>record</b> techniques and processes used to make visuals
4.5 estimate the cost and time required for creating black and white images

<b>Range/Guidance</b>
<p><b>Visuals</b> develop original design ideas, tone, contrast, thumbnails, roughs, mark making, painting, layering, collage, montage, developed design ideas,</p> <p><b>Record</b></p>

**Learning outcome**

The learner will:

5. be able to produce and evaluate computer generated black and white imagery

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a storyboard
- 5.3 prepare selected materials
- 5.4 create black and white images that follow a statement of intent
- 5.5 record the stages followed to create black and white images
- 5.6 **present** black and white images
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** a complete series of black and white images

**Range/Guidance**

**Statement of intent**

Brief description which meets own requirements. It must be measurable and include an estimate of time and cost.

**Present**

Display black and white images hanging, framing, electronic, exhibition, internet, printed

**Cost sheet**

Material costs

**Production timescale**

Time taken to plan, prepare, make and finish black and white images

**Evaluate**

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

## **Unit 209            Creating computer generated black and white imagery**

Supporting information

### **Guidance**

LO3 Refer to work of notable practitioners in the art of black and white photography

## Unit 210

## Creating mixed media work

<b>UAN:</b>	M/505/6910
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	46

### 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 describe health and safety **regulations** related to mixed media work
- 1.2 describe 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 Act, PAT testing. COSHH, Use of PPE: masks, gloves, safety glasses

#### Tools

Craft knives, scissors, glue guns, brushes, spreaders, palette knives, punches, embossers

#### Equipment

Guillotine, press, easel, stencil cutter, heat gun

#### Materials

Paper, card, wood, plastic, metals, wire, foils, fabric, thread, cord, yarn, leather, gesso, primer, colouring mediums, adhesives, pencils design materials eg colouring materials, pencils, paper

**Care**

daily use and maintenance e.g. care, cleaning and storage, visual checks



<b>Learning outcome</b>
The learner will: 2. understand the characteristics of materials and techniques required to create mixed media work
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>characteristics</b> of different types of materials used for mixed media work 2.2 describe the different types of <b>support</b> used in mixed media work 2.3 describe <b>methods</b> of strengthening work in relation to display and transportation 2.4 describe different types of <b>techniques</b> for mixed media work 2.5 describe the types of <b>interactions</b> of light on a range of surface materials

<b>Range</b>
<b>Characteristics</b> 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
<b>Support</b> Card Plastic Wood Metal Canvas
<b>Methods of strengthening</b> Bracing Framing Packaging
<b>Techniques</b>

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

### Interactions

Reflection

Absorption

Time of day

Natural light

Artificial light

### 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

a. historical

b. cultural

c. contemporary

3.3 present research in a **logical format**

### Range/Guidance

#### Current trends

Key artists, exhibitions and shows, museums

#### Research

From primary and secondary sources, websites, books, journals, electronic media, digital media

#### 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 **visuals** using

a. colour

b. line

c. texture

	d. shape
	e. form
4.4	<b>record</b> techniques and processes used to make visuals
4.5	estimate the cost and time required for mixed media work

<b>Range/Guidance</b>
<b>Visuals</b> Develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, developed design ideas,
<b>Record</b> Mixed media techniques

<b>Learning outcome</b>
The learner will: 5. be able to create a piece of mixed media work
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 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 <b>present</b> a piece of mixed media work 5.7 produce a <b>cost sheet</b> 5.8 produce <b>production timescales</b> 5.9 <b>evaluate</b> the completed piece of mixed media work

<b>Range/Guidance</b>
<b>Statement of intent</b> Written description which meets client requirements of the design for a piece of mixed media work
<b>Present</b> Display piece of mixed media work, hanging, framing, exhibition
<b>Cost sheet</b> Materials costs
<b>Production timescale</b> Time taken to plan, prepare, make and finish the piece of mixed media
<b>Evaluate</b> Identify / record strengths and areas for improvement and any adjustment made to the design and process

# Unit 210                      Creating mixed media work

## Supporting information

### Evidence requirements

Research the historical and contemporary context in which Mixed Media processes have developed to drive own practical work

2. Be able to use source material for development through Mixed Media processes
3. Be able to use combined materials, techniques and processes in Mixed Media images
4. Be able to develop finished Mixed Media work.

### Unit range

Through studying this unit learners will develop knowledge and skills, working with Mixed Media techniques 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 diverse range of media and exploring techniques and processes are all aspects that the artist or designer can experience in Mixed Media 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 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 2 the Learners will be encouraged to develop the themes and subject matter that will sustain the production of a set of Mixed Media works from primary and secondary source material.

## Unit 211

## Making Creative Journals

<b>UAN:</b>	T/505/6911
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

### 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 describe health and safety **regulations** related to designing and developing creative journals and image content
- 1.2 describe **tools, equipment** and **materials** used for designing and developing creative journals and image content
- 1.3 describe the **care** of tools and equipment used when designing and developing creative journals and image content
- 1.4 use tools, equipment and materials safely when designing and developing creative journals and image content

### Range

#### Regulations

Health and Safety at Work Act, PAT, COSHH, PPE

#### Tools

Cutting tools  
Heat guns  
Pyrography tools  
Paint brushes  
Sponges  
Paint rollers  
Mark making tools

#### Equipment

Guillotine  
Punches

<p><b>Materials</b> Design materials eg colouring materials, pencils, paper, studs, brads</p> <p><b>Care</b> Daily use and maintenance e.g. care, cleaning and storage, visual checks</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>2. understand the characteristics of materials required to make creative journals and image content</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 describe types of <b>materials</b> used to make creative journals and image content</p> <p>2.2 describe the <b>characteristics</b> of materials used to make creative journals and image content</p> <p>2.3 describe <b>techniques</b> used to make creative journals and image content</p> <p>2.4 describe types of <b>storage requirements</b> for creative journals</p>

<p><b>Range</b></p> <p><b>Materials</b> A range of papers Card stock Design materials Adhesives</p> <p><b>Characteristics</b> Flexibility Absorbancy Strength Texture Light fastness</p> <p><b>Techniques</b> Eg. paper – tear, layer, cut, fold, distressed metal - foil, leaf, wires, shim colour surfaces add texture eg gels, cutting, tearing, weaving, piercing, joining, pleating stencil resist rubblings Print eg monoprints, block prints, overprinting, glueprints, collographs Repeat pattern</p>
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<p>Collage Trace Fold paper and card stock to create 3D structures</p> <p><b>Storage requirements</b> long term storage of materials, storage during the development process, storage of finished journals</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3. be able to research techniques and contexts relating to creative journals and image content</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>3.1 <b>research</b> techniques for making creative journals and image content</p> <p>3.2 research contexts relating to creative journals</p> <ol style="list-style-type: none"> <li>a. historical</li> <li>b. cultural</li> <li>c. contemporary</li> </ol> <p>3.3 research subjects and themes for the content of creative journals</p> <p>3.4 present research in a <b>logical format</b></p>

<p><b>Range/Guidance</b></p> <p><b>Research</b> From primary and secondary sources, eg current trends, styles, structures, key national and international artists, libraries, websites, books, journals, exhibitions and shows, museums</p> <p><b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>4. be able to produce sample imagery for creative journals</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>4.1 select materials</p> <p>4.2 experiment with materials and techniques to produce <b>sample images</b></p> <p>4.3 produce sample images for <b>customised</b> and <b>constructed journals</b> using:</p> <ol style="list-style-type: none"> <li>a. colour</li> <li>b. line</li> <li>c. texture</li> </ol>

d. shape

e. form

4.4 record **techniques** and processes used

4.5 estimate the time and cost required to make creative journals and image content



<b>Range/Guidance</b>
<p><b>Sample images</b> Develop original ideas eg roughs, collages, developed design drawings that could influence a final working design, including dimensions</p> <p><b>Customised journals</b> Commercially available sketchbook with pages adapted by the candidate to create an individual journal</p> <p><b>Constructed journal</b> A book constructed by the candidate</p> <p><b>Techniques</b> paper – tear, layer, cut, fold, distressed metal - foil, leaf, wires, shim colour surfaces add texture eg gels, cutting, tearing, weaving, piercing, joining, pleating stencil resist rubblings Print eg monoprints, block prints, overprinting, glueprints, collographs Repeat pattern Collage Trace Fold paper and card stock to create 3D structures Record experiments detailing strengths and areas for improvement Keep written and visual evidence of experimental techniques</p>

<b>Learning outcome</b>
The learner will: 5. be able to make creative journals
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 make a customised journal 5.3 make a constructed journal 5.4 <b>present</b> creative journals 5.5 produce a <b>cost sheet</b> 5.6 produce <b>production timescales</b> 5.7 <b>evaluate</b> completed creative journals

**Range/Guidance****Statement of intent**

Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the journals to be made

**Present**

Display the finished journals

**Cost sheet**

Material costs

**Production timescales**

time taken to plan, prepare and complete the creative journals

**Evaluate**

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

## Unit 212

## Using typography and calligraphy creatively

<b>UAN:</b>	A/505/6912
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

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

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. COSHH
<b>Tools</b> pens - fibre tip, dip, brushes, markers, pencils, erasers, scalpels, knives, adhesive tape, type scales, rulers
<b>Equipment</b> cutting mats, drawing board, computer, tablet, software programmes
<b>Materials</b> 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. understand the styles used in typography and calligraphy

**Assessment criteria**

The learner can:

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

**Range****Typographic**

serif  
sans serif  
italic  
lower case  
capitals

**Calligraphic**

display  
decorative  
script  
majuscules  
minuscules

**Uses**

readability – children’s books, partially sighted, special needs  
emphasis - communication  
application - environment  
function – suitability, message and audience

**Writing surfaces**

paper, vellum, parchment, clay, papyrus, bark, leaves, animal skins, wood ,  
plastics, fabric, metal

**Design Process**

colour  
spatial awareness  
line  
use

texture  
shape  
form

<b>Learning outcome</b>
The learner will: 3. be able to research typographic and calligraphic techniques and contexts
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> typographic and calligraphic techniques 3.2 research typographic and calligraphic contexts a. historical b. cultural c. contemporary 3.3 present research in a logical <b>format</b>

<b>Range/Guidance</b>
<b>Research</b> from primary and secondary sources, specialist typographic and calligraphic exhibitions, key typographers and calligraphers, printed sources, galleries, museums, websites  Evolutionary stages - cuneiform, hieroglyphic, Phoenician, Greek, Roman writing and carving, Asian and Arabic scripts, international typefaces  <b>Format</b> research presented in an organised manner, folio, collection of design visuals or electronic presentation

<b>Learning outcome</b>
The learner will: 4. be able to produce typographic and calligraphic visuals
<b>Assessment criteria</b>
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 <b>visuals</b> using a. colour b. line c. texture d. shape e. form f. spatial awareness 4.5 <b>record</b> techniques and processes used to make visuals 4.6 estimate the cost and time required for producing typographic and calligraphic visuals



<b>Range/Guidance</b>
<p><b>Visuals</b> develop original design ideas thumbnails, sketches roughs, mark making, developed design ideas,</p> <p><b>Record</b> steps for producing visuals</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>5. be able to use typography and calligraphy to create a collection of themed items</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>5.1 develop a <b>statement of intent</b></p> <p>5.2 produce <b>layouts</b></p> <p>5.3 prepare selected materials</p> <p>5.4 produce a collection of items that follows a statement of intent</p> <p>5.5 record the stages followed to create the collection of items</p> <p>5.6 <b>present</b> created collection</p> <p>5.7 produce a <b>cost sheet</b></p> <p>5.8 produce <b>production timescales</b></p> <p>5.9 <b>evaluate</b> the completed collection of items</p>

<b>Range/Guidance</b>
<p><b>Statement of intent</b> brief description which meets client requirements.</p> <p><b>Layouts</b> range of samples</p> <p><b>Present</b> display collection of items, electronic, exhibition, printed</p> <p><b>Cost sheet</b> material costs</p> <p><b>Production timescale</b> time taken to plan, prepare, make and finish a collection of items</p> <p><b>Evaluate</b> Identify / record strengths and areas for improvement and any adjustment made to the design and process</p>



**Unit 212**                    **Using typography and  
calligraphy creatively**  
Supporting information

**Guidance**

Stationery, signage, livery, advertising material (digital and paper based).

UAN:	F/505/6913
Level:	2
Credit value:	6
GLH:	47

<b>Learning outcome</b>
The learner will:
1. be able to work safely and effectively using tools equipment and materials
<b>Assessment criteria</b>
The learner can:
1.1 describe health and safety <b>regulations</b> related to creating rings with multiple settings
1.2 describe <b>tools, equipment, materials</b> and techniques required to create rings with multiple settings
1.3 describe the <b>care</b> of tools and equipment used for making rings with multiple settings
1.4 use tools, equipment and materials safely when making rings with multiple settings

<b>Range</b>
<b>Regulations:</b> Health and Safety at Work Act, PAT testing, COSHH
<b>Tools, equipment, materials and techniques:</b> Measuring, marking out, cutting, filing, shaping, forming, soldering, stone setting, polishing materials and equipment, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. understand the characteristics of materials and techniques for making rings with multiple settings
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>characteristics</b> of the different <b>materials</b> used in making rings with multiple settings 2.2 describe the different <b>techniques</b> used to make rings with multiple settings

<b>Range</b>
<b>Materials</b> gem stones, copper - wire and sheet, silver – wire and sheet solder grades
<b>Techniques</b> Bezel setting, four prong claw setting, forging and forming

<b>Learning outcome</b>
The learner will: 3. be able to research techniques and contexts for making rings with multiple settings
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> techniques for making rings with multiple settings 3.2 research <b>contexts</b> for making rings with multiple settings a. historical b. cultural c. contemporary 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Research</b> primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums
<b>Logical format</b> research collated in an organised manner to present to an individual

<b>Learning outcome</b>
The learner will: 4. be able to produce visuals for rings with multiple settings
<b>Assessment criteria</b>
The learner can: 4.1 select <b>materials</b> 4.2 use materials and techniques to make a ring with multiple settings 4.3 produce visuals using a. colour b. line c. texture d. form e. shape 4.4 record <b>techniques</b> and processes used to make a ring with multiple settings 4.5 estimate the time and cost to make a ring with multiple settings

<b>Range/Guidance</b>
<b>Materials;</b> gem stones, wire, sheet, solder grades
<b>Samples of techniques;</b> Bezel setting, four prong claw setting, forging and forming

<b>Learning outcome</b>
The learner will: 5. be able make rings with multiple settings
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 produce a <b>working drawing</b> 5.3 prepare selected materials 5.4 make a ring with multiple settings that follow a statement of intent 5.5 <b>record</b> the stages followed to make ring with multiple settings 5.6 present a ring with multiple settings 5.7 produce a <b>cost sheet</b> 5.8 produce <b>production timescales</b> 5.9 <b>evaluate</b> the completed ring with multiple settings

**Range/Guidance****Statement of intent**

Written description which meets client requirements of the design for a drawing ring with multiple settings,

**Presentation;**

folder of work, presentation box, exhibition

**Cost sheet**

material costs

**Production timescale**

time taken to plan and produce a ring with multiple settings

**Evaluate**

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

UAN:

Level:

2

Credit value:

GLH:

**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 describe health and safety **regulations** related to making chains with clasps
- 1.2 describe **tools, equipment and materials** required to making chains with clasps
- 1.3 describe the **care** of tools and equipment used for creating chains with clasps
- 1.4 use tools, equipment and materials safely when making chains with clasps

**Range****Regulations:**

Health and Safety at Work Act, PAT testing, COSHH, PPE

**Tools**

drill and drill bits, jump ring mandrels, files, torch, pliers and jigs, mallet, hammer, punches

**Equipment**

Vice, draw plates, polishing motors, anvil, rolling mill

**Materials**

soldering materials, polishing material, pickling solutions, metals, synthetics, natural materials, design materials eg colouring materials, pencils, paper

**Care**

daily use and maintenance e.g. care, cleaning and storage, visual checks



<b>Learning outcome</b>
The learner will: 2. understand the characteristics of materials and techniques for creating chains with clasps
<b>Assessment criteria</b>
The learner can: 2.1 describe the characteristics of the different materials used in creating chains with clasps a. <b>metals</b> b. synthetics c. natural materials 2.2 describe the different <b>techniques</b> used to create chains with clasps

<b>Range</b>
<b>Metals</b> silver, copper, brass
<b>Techniques</b> making jump rings, cold links, sawing, soldering, filing, piercing, drilling, twist wire, repeat pierced units, repeat wire units formed on jig, repeat soldered links using hard solder, forged, stretched and textured links, toggle clasp, s-clasp, assembling, use of draw plates

<b>Learning outcome</b>
The learner will: 3. be able to research techniques and contexts relating to chains with clasps
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> techniques for making chains with clasps 3.2 research <b>contexts</b> for making chains with clasps a. historical b. cultural c. contemporary 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Research</b> primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums
<b>Logical format</b>



research collated in an organised manner to present to an individual

<b>Learning outcome</b>
The learner will: 4. be able to produce samples for chains with a clasps
<b>Assessment criteria</b>
The learner can: 4.1 select <b>materials</b> 4.2 use materials and techniques to make chains with clasps 4.3 produce <b>samples</b> using a. colour b. line c. texture d. form e. shape 4.4 record <b>techniques</b> and processes used to make chains with clasps 4.5 estimate the time and cost to make chains with clasps

<b>Range/Guidance</b>
<b>Materials</b> <b>Metals</b> (silver, copper, brass) can be soldered, cost, colour  <b>Synthetics</b> Plastics - Rubber PVC Resin  <b>Natural materials</b> Wood Paper Stone Feathers  <b>Samples</b> Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas  <b>Techniques</b> making jump rings, cold links, soldering, filing, drilling, twist wire, repeat pierced units, repeat wire units formed on jig, repeat soldered links using hard solder, flattened and textured links, toggle clasp, s-clasp, assembling

<b>Learning outcome</b>
The learner will: 5. be able to make a chain with a clasp
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 produce a <b>working drawing</b> 5.3 prepare selected materials 5.4 create a chain with a clasp that follows statement of intent 5.5 apply finish to a chain with a clasp 5.6 <b>record</b> the stages followed to make chains with a clasps 5.7 <b>present</b> the item following a statement of intent 5.8 produce a <b>cost sheet</b> 5.9 produce <b>production timescales</b> 5.10 <b>evaluate</b> the completed chain with a clasp

<b>Range/Guidance</b>
<b>Statement of intent;</b> outline brief, starting point, techniques to be used, work schedule, deadline target, a chain made from repeated units producing flexible links
<b>Working drawing</b> detailed measurements and metal gauges, method list
<b>Record process</b> Stage photographs of the production process
<b>Presentation</b> Display finished item
<b>Cost sheet</b> Material costs – initial outlay, material costs – actual, itemised, quantified, overheads
<b>Production timescale</b> Time taken to plan prepare and complete the item
<b>Evaluate</b> Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 214 Making Chains with clasps

### Supporting information

#### Evidence requirements

Annotated folder of work containing contextual research, statement of intent, use of colour, line, texture, shape and form, as relevant to create visuals and design ideas. Design sketches for a chain with a clasp, samples and prototypes, well-constructed, finished chain with a clasp, technical notes, cost and timescale details and final written evaluation.

#### Unit range

In this unit the Learner will:

Refer to a prepared working drawing and transfer design idea to metal using planned materials and measurements

Know how to use centre punch, drill and drill bits to make holes in metal

Know how to make twist wire samples

Know how to make toggle clasp and s-clasp

Use a bench torch to heat metal to annealing temperature to improve the bending, forging and drawing down of metal

Use draw plates to reduce or change metal wire profiles

Form metal using pliers, mandrels, and mallets

Prepare units by sawing and filing

Solder units using appropriate grade solder

Attach and solder appropriate handmade clasp

Remove excess solder using files and grades of abrasive paper

Use the pickling process to remove oxides and flux from the metal surface

Use polishing materials and equipment

#### Guidance

Learners should develop research, design and making skills to complete the unit outcomes. Learners should have access to specialist jewellery making equipment and should be expected to produce a range of samples and prototypes to develop skill and manual dexterity. Learners should be taught the specialist working techniques involved in making chain links, repeat units, toggle clasps and s-clasps, understanding health and safety factors when working with jewellery making tools, materials and equipment. Main delivery should be workshop based but may be supplemented by visits to galleries, designer maker studios, exhibitions and museums. Learners should comment on success and/or failure of their work and working process, in the form of sketchbook annotation, written notes and verbal feedback.



<b>UAN:</b>	L/505/6915
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

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

<b>Range</b>
<b>Regulations:</b> Health and Safety at Work Act, PAT testing, COSHH, PPE
<b>Tools</b> drill and drill bits, jump ring mandrels, files, torch, pliers and jigs, mallet, hammer, punches
<b>Equipment</b> Vice, draw plates, polishing motors, anvil, rolling mill
<b>Materials</b> soldering materials, polishing material, pickling solutions, metals, synthetics, natural materials, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. understand the characteristics of materials and mechanisms for making brooches
<b>Assessment criteria</b>
The learner can: 2.1 describe the characteristics of the different materials used in making brooches a. <b>metals</b> b. synthetics c. natural materials 2.2 describe types of brooch mechanisms

<b>Range</b>
<b>Metals</b> silver, copper, brass

<b>Learning outcome</b>
The learner will: 3. be able to research techniques and contexts relating to brooches
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> techniques for making brooches 3.2 research <b>contexts</b> for making brooches a. historical b. cultural c. contemporary 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Research</b> primary and secondary sources, eg current trends, key designer makers (national and international), natural and man made environments, websites, books, journals, exhibitions and shows, museums
<b>Logical format</b> research collated in an organised manner to present to an individual

<b>Learning outcome</b>
The learner will: 4. be able to produce samples for brooches
<b>Assessment criteria</b>
The learner can: 4.1 select materials 4.2 use materials and techniques to make brooches 4.3 produce samples using a. colour b. line c. texture d. form e. shape 4.4 record techniques and processes used to make brooches 4.5 estimate the time and cost to make brooches

<b>Learning outcome</b>
The learner will: 5. be able to make a brooch
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 produce a <b>working drawing</b> 5.3 prepare selected materials 5.4 make a brooch that follows statement of intent 5.5 apply finish to a brooch 5.6 <b>record</b> the stages followed to make brooches 5.7 <b>present</b> a brooch following a statement of intent 5.8 produce a <b>cost sheet</b> 5.9 produce <b>production timescales</b> 5.10 <b>evaluate</b> the completed brooch

<b>Range/Guidance</b>
<b>Statement of intent</b> Written description of the suggested design which satisfies client requirements
<b>Working drawing</b> Sketch of the piece indicating, colour, line, texture, shape, form, dimensions, exploded drawing of any detailed areas
<b>Record</b> the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation



**Present:** display the finished brooch

**Production Cost sheet**

Material costs,

**Production Timescales**

time taken to plan, produce and complete brooch

**Evaluate**

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

<b>UAN:</b>	L/505/6932
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

<b>Learning outcome</b>
The learner will: 1. understand how to work safely and effectively using tools, equipment and materials used in sculpture
<b>Assessment criteria</b>
The learner can: 1.1 describe health and safety <b>regulations</b> relating sculpture 1.2 describe health and safety risks relating to media used for sculpture 1.3 use <b>tools and equipment</b> safely in sculpture

<b>Range</b>
<b>Regulations</b> COSHH. Health and Safety at Work Act. Complete an inventory identifying all hazardous substances used to make sculpture.
<b>Tools and equipment for:</b> Modelling Carving Constructing Chosen Media for interpreting theme/ideas Risks PAT testing

<b>Learning outcome</b>
The learner will: 2. understand the characteristics of tools and sculptural materials
<b>Assessment criteria</b>
The learner can: 2.1 describe <b>characteristics of a range of materials</b> and tools for sculpture 2.2 describe the relevant <b>tools</b>

2.3 describe materials for sculpture

**Range**

**Characteristics of a range of materials**

Carved: Wood, Stone, plaster, polystyrene

Modelled: clay, plaster, synthetic clay, papier mache,

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

**Tools**

Carving: hammers, mallets, rasps, files, rifflers, power tools, chisels and gouges, saws, sanders, carpentry tools, vice, cramps, finishing tools, hot wire cutters. adhesives

Modelling: modelling tools, armatures,

Constructing: Tools appropriate to the materials used. Adhesives, finishing materials, paint, varnish brushes.

**Learning outcome**

The learner will:

3. be able to research contextual influences on sculptural forms

**Assessment criteria**

The learner can:

3.1 **research** contextual influences on sculpture

3.2 research sculptural forms

a. historical

b. cultural

c. contemporary

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.

**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 make maquettes

**Assessment criteria**

The learner can:

4.1 **develop** a range of **2D ideas** based on a selected theme

<ul style="list-style-type: none"> <li>incorporating <ul style="list-style-type: none"> <li>a. colour</li> <li>b. line</li> <li>c. texture</li> <li>d. shape</li> <li>e. form</li> <li>f. mass</li> <li>g. space</li> <li>h. plane</li> <li>i. movement</li> <li>j. scale</li> </ul> </li> <li>4.2 select sculptural materials and tools</li> <li>4.3 experiment with a range of materials to make <b>maquettes</b></li> <li>4.4 <b>record</b> techniques and processes used to make completed maquettes</li> <li>4.5 <b>estimate</b> the cost and time required to make maquettes</li> </ul>
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<b>Range/Guidance</b>
<b>Produce ideas</b> relating to both representational and abstract forms
<b>Develop</b> original ideas from primary and secondary source materials which relate to both representational and abstract forms
<b>Maquettes:</b> representational and abstract Record: results of experiments used to make completed maquettes
<b>Estimate:</b> Rough calculation of the time needed and cost to make maquettes

<b>Learning outcome</b>
The learner will: 5. be able to make sculptures
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 select 2D ideas for 3D forms 5.3 develop ideas from the maquettes for the final 3D form 5.4 <b>make</b> 3D sculptured form 5.5 <b>record</b> the stages followed to create 3D sculptured form 5.6 <b>present</b> the 3D sculptured form 5.7 produce <b>cost sheets</b> 5.8 produce <b>production timescales</b> 5.9 <b>evaluate</b> completed sculptural forms

<b>Range/Guidance</b>
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**Statement of intent:**

A written description of the intended theme, working drawings, method of making and which satisfies client requirements.

**Make:** a figurative or abstract sculptural form.

**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

<b>UAN:</b>	R/505/6916
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

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

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT, COSHH
<b>Artefacts</b> eg. spice rack, bookrack, bookshelf, toys, box, small table
<b>Tools, equipment and materials</b> eg. soft woods, hard woods, MDF, adhesives, cutting, shaping, texturing and smoothing tools, hammers, screw drivers, fasteners, natural wood effect and coloured stain, paint, sealant, varnish, oil, wax, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. know the characteristics of materials required to make a wooden artefact
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>characteristics</b> of <b>materials</b> used to make wooden artefacts 2.2 describe types of <b>finishing techniques</b> for hand made wooden artifacts 2.3 describe <b>storage requirements</b> for a range of woodworking materials

<b>Range</b>
<b>Characteristics</b> basic features of timber technology - growth, grain structure, visual appearance, seasoning and working properties of various woods
<b>Materials</b> soft woods, hard woods, MDF
<b>Finishing techniques</b> eg. texturing a surface, natural wood effect and coloured stain, paint, sealant, varnish, oil, wax
<b>Storage requirements</b> long term storage of materials, storage during the making process, storage of the finished wooden item

<b>Learning outcome</b>
The learner will: 3. be able to research techniques for making wooden artefacts
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> contexts techniques for making wooden artefacts 3.2 <b>research</b> contexts for making wooden artefacts a. historical b. cultural c. contemporary 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<p><b>Current trends</b> key designer makers, exhibitions and shows, museums</p> <p><b>Research</b> from primary and secondary sources, websites, books, journals, electronic media, digital media</p> <p><b>Logical Format</b> research presented in an organised manner eg folio, sketchbook, electronic presentation</p>

<b>Learning outcome</b>
The learner will: 4. be able to produce samples for making a wooden artefact
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 select materials</p> <p>4.2 use materials and <b>techniques</b> for making a wooden artefact</p> <p>4.3 produce wooden artefact <b>samples</b> using</p> <ul style="list-style-type: none"> <li>a. colour</li> <li>b. line</li> <li>c. texture</li> <li>d. shape</li> <li>e. form</li> </ul> <p>4.4 <b>record</b> techniques and processes used to make samples</p> <p>4.5 estimate the cost and time required for making a wooden artefact</p>

<b>Range/Guidance</b>
<p><b>Techniques:</b></p> <p>eg. Select material free from obvious defects, measure accurately, mark out, cut joints – mitre, butt, dowel, housing, mortice and tenon, check by dry assembly, make joints, use adhesives and fixings – screws, panel pins, smooth and clean surfaces, apply texture to surfaces, check for square/true/flat, prepare surfaces for a suitable finish – stain, paint, sealant, varnish, wax, oil</p> <p><b>Record</b> Record experiments detailing strengths and areas for improvement Keep written and visual evidence of experimental techniques</p>



<b>Learning outcome</b>
The learner will: 5. be able to create a wooden artefact
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 produce a working drawing 5.3 <b>create</b> a wooden artefact 5.4 <b>present</b> a finished wooden artefact that follows from a statement of intent 5.5 produce a <b>cost sheet</b> 5.6 produce <b>production timescales</b> 5.7 <b>evaluate</b> a completed wooden artefact

<b>Range/Guidance</b>
<p><b>Statement of intent</b> Written description of the suggested design for the artefact which satisfies client requirements.</p> <p><b>Working drawing</b> Sketch of the piece indicating, shape, form, surface decoration, dimensions, colour, exploded drawing of any detailed areas</p> <p><b>Create</b> Make the artefact Record the steps followed during the making process including any modifications eg photographic, written</p> <p><b>Present</b> Photograph and display the finished</p> <p><b>Cost sheet</b> Material costs</p> <p><b>Production timescales</b> time taken to plan, prepare and complete a wooden artefact</p> <p><b>Evaluate</b> Identify / record strengths and areas for improvement and any adjustment made to the design and process</p>

## Unit 218

## Creating hand built ceramic forms

<b>UAN:</b>	Y/505/6917
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	46

### 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 describe health and safety **regulations** relating to hand building
- 1.2 describe **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 Act, PAT testing. COSHH

Safe wet cleaning of work stations

#### Tools

Cutting wires, modelling tools, paddles, brushes, scrapers, mark making and painting tools, texturing tools, sponges, roulette wheels, rolling pins and guides, slab roller

#### Equipment

Turn tables, pug mill, kiln, kiln furniture, blunger, press-mould, spray gun, spray booth

#### Materials

ceramic materials design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks



<b>Learning outcome</b>
The learner will: 2. understand the characteristics of clays, surface decoration, glazes methods of firing to be used for hand built forms
<b>Assessment criteria</b>
The learner can: 2.1 describe <b>characteristics</b> of different types of clays 2.2 describe <b>characteristics</b> of different types of glazes 2.3 describe different <b>types</b> of surface decoration 2.4 describe <b>techniques</b> for hand building and surface decoration 2.5 describe <b>processes</b> for hand building 2.6 explain the importance of <b>firing procedures</b> and temperatures 2.7 describe <b>storage</b> requirements for clay and clay work

<b>Range</b>
<b>Characteristics (2.1)</b> Plasticity applies to all clays Red earthenware – colour, texture, grogged White earthenware – colour, texture Stoneware –colour, texture, strength, grogged Porcelain – strength, smooth Raku – grogged
<b>Characteristics (2.2)</b> Transparent – matt, shiny Coloured – matt, shiny
<b>Types</b> Slips, oxides, under-glaze colours Glazes: transparent, opaque Sprigging, impressions, etching, cutting, piercing, stamping
<b>Techniques</b> Coiling, slabbing, pinching, press-moulding Processes Clay preparation – kneading, wedging Use of clay techniques Storage - maintaining workability of clay over time Surface decoration Finishing techniques Drying Biscuit firing Glazing Glaze firing

### **Firing procedures and temperatures**

Dryness of clay

Stacking/Packing of kiln

Influences on final firing temperatures – clay or glaze types

Biscuit Fire - Slow temperature build ( to 600c)

Maximum temperature

Storage requirements

Temperature

Maintaining Dampness

Re-cycling

### **Learning outcome**

The learner will:

3. be able to research contextual influences on hand built ceramic forms

### **Assessment criteria**

The learner can:

- 3.1 describe current trends
- 3.2 **research** hand built ceramic forms
  - a. historical
  - b. cultural
  - c. contemporary
- 3.3 present research in a **logical format**

### **Range/Guidance**

#### **Research**

From primary and secondary source material, Ceramics makers, the natural and manmade environments; websites; books, journals, exhibitions, shows, and museums, 2D, 3D

#### **Logical format**

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

### **Learning outcome**

The learner will:

4. be able to plan, prepare maquettes for hand built ceramics forms

### **Assessment criteria**

The learner can:

- 4.1 select materials
- 4.2 use materials and **techniques** to produce hand-built samples
- 4.3 produce **maquettes** using
  - a. colour
  - b. line
  - c. texture

d. shape
e. form
4.4 record techniques
4.5 estimate the time and cost to produce hand-built samples

<b>Range/Guidance</b>
<b>Techniques</b> Coiling, slabbing, pinching, press-moulding
<b>Maquettes</b> 3D samples of each technique to completed final finish

<b>Learning outcome</b>
The learner will: 5. be able to create a hand built ceramic form
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 produce a <b>working drawing</b> 5.3 prepare selected materials 5.4 make the hand built ceramic form with surface decoration that follows a statement of intent 5.5 <b>record</b> the stages followed to make a hand built ceramic form with surface decoration 5.6 <b>present</b> the hand built ceramic form with surface decoration 5.7 produce a <b>cost sheet</b> produce a <b>production timescale</b> 5.8 <b>evaluate</b> the hand built ceramic form with surface decoration

<b>Range/Guidance</b>
<b>Statement of intent</b> Written description of the suggested design which satisfies client requirements
<b>Working drawing</b> Sketch of the piece indicating, colour, line, texture, shape, form, surface decoration, dimensions, exploded drawing of any detailed areas
<b>Record</b> the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation
<b>Present:</b> display the finished hand-built ceramic form with decoration
<b>Production Cost sheet</b> 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

## Unit 219                      Creating thrown functional items with surface decoration

<b>UAN:</b>	<b>D/505/6918</b>
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	46

<b>Learning outcome</b>
The learner will:
1. be able to work safely and effectively using tools, equipment and materials
<b>Assessment criteria</b>
The learner can:
1.1 describe health and safety <b>regulations</b> relating to thrown functional items
1.2 describe <b>tools, equipment and materials</b> used for thrown functional items
1.3 describe the <b>care</b> of tools and equipment used for thrown functional items
1.4 use tools and equipment safely for thrown functional items

<b>Range</b>
<b>Regulations</b>
Health and Safety at Work Act, PAT testing. COSHH Safe wet cleaning of work stations
<b>Tools</b>
Cutting wires, clay knives, modelling tools, brushes, scrapers, texturing tools, sponges, throwing ribs, turning tools, pin

<p><b>Equipment</b> Wheels, Kiln, kiln furniture, spray gun, spray booth, blunger, pug mill</p> <p><b>Materials</b> Clay - earthenware, stoneware Glazes - earthenware, stoneware design materials eg colouring materials, pencils, paper</p> <p><b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>2. understand the characteristics of clays, surface decoration and glazes to be used for functional ceramic items</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 describe <b>characteristics</b> of different types of clays</p> <p>2.2 describe <b>characteristics</b> of different types of glazes</p> <p>2.3 describe different <b>types</b> of surface decoration</p> <p>2.4 describe <b>techniques</b> for thrown functional items and surface decoration</p> <p>2.5 describe <b>processes</b> for thrown functional items</p> <p>2.6 explain the importance of firing procedures and temperatures</p> <p>2.7 describe <b>storage</b> requirements for clay and clay work</p>

<p><b>Range</b></p> <p><b>Characteristics (2.1)</b> Plasticity applies to all clays Red earthenware – colour, texture, grogged White earthenware – colour, texture Stoneware –colour, texture, strength, grogged Porcelain – strength, smooth</p> <p><b>Characteristics (2.2)</b> Transparent – matt, shiny Coloured – matt, shiny</p> <p><b>Types</b> Slips, oxides, under-glaze colours Glazes: transparent, opaque impressions, etching, cutting, stamping</p> <p><b>Techniques</b> Centring, collaring, opening out, trimming of rims, faceting</p>
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<p>Handles - pulled, cut, rolled, thrown, slabbed,  Lids - seatings, ,  Jug spouts</p> <p><b>Processes</b>  Clay preparation – kneading, wedging  Throwing  Turning</p> <p><b>Storage</b>  Surface decoration  Finishing techniques  Drying  Biscuit firing  Glazing  Glaze firing  Firing procedures and temperatures  Dryness of clay  Stacking/Packing of kiln  Influences on final firing temperatures – clay or glaze types  Biscuit Fire - Slow temperature build ( to 600c)  Maximum temperature  Storage requirements  Temperature  Maintaining Dampness  Re-cycling</p>
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<b>Learning outcome</b>
The learner will: 3. be able to research contextual influences on thrown functional items
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> contextual influences on thrown functional items 3.2 research functional ceramic items a. historical b. cultural c. contemporary 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Research</b> From primary and secondary source material, Ceramics makers, the natural and manmade environments; websites; books, journals, exhibitions, shows, and museums

**Logical format**

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

<b>Learning outcome</b>
The learner will: 4. be able to plan and select materials to make thrown functional samples
<b>Assessment criteria</b>
The learner can: 4.1 select materials 4.2 use materials and <b>techniques</b> to produce thrown functional samples 4.3 produce <b>samples</b> using <ul style="list-style-type: none"> <li>a. colour</li> <li>b. line</li> <li>c. texture</li> <li>d. shape</li> <li>e. form</li> </ul> 4.4 record techniques and processes used to make samples 4.5 estimate the time and cost to produce thrown functional items samples

<b>Range/Guidance</b>
<b>Techniques</b> Centring, collaring, opening out, trimming of rims, faceting, Handles: Pulled, cut, rolled, thrown, slabbed Lids: seatings, knobs Jug spouts
<b>Samples</b> 3D samples of each technique to completed final finish

<b>Learning outcome</b>
The learner will: 5. be able to make thrown functional items
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 produce a <b>working drawing</b> 5.3 prepare selected materials 5.4 make the thrown functional items surface decoration that follows a statement of intent 5.5 <b>record</b> the stages followed to make a thrown functional items with surface decoration 5.6 <b>present</b> the thrown functional items with surface decoration 5.7 produce a <b>cost sheet</b> 5.8 produce a <b>production timescale</b> 5.9 <b>evaluate</b> the thrown functional items 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, colour, line, texture, shape, form, surface decoration, 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 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

## Unit 220

## Making a book with a half-leather case binding

<b>UAN:</b>	H/505/6919
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	40

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools and equipment and materials when making a book with a half-leather case binding
<b>Assessment criteria</b>
The learner can: 1.1 describe health and safety <b>regulations</b> related to making books with a half-leather case binding 1.2 describe <b>tools, equipment</b> and <b>materials</b> used when making books with a half-leather case binding 1.3 describe the <b>care</b> of tools and equipment used for making books with a half-leather case binding 1.4 use tools, equipment and materials safely when making books with a half-leather case binding

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

<b>Learning outcome</b>
The learner will: 2. understand the characteristics of materials required to make books with a half-leather case binding
<b>Assessment criteria</b>

<p>The learner can:</p> <p>2.1 describe the characteristics of <b>materials</b> used to make books with a half-leather case binding</p> <p>2.2 describe a range of <b>finishing techniques</b> suitable for books made with a half-leather case binding</p> <p>2.3 describe <b>storage requirements</b> for finished items and the raw materials</p>
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<p><b>Range</b></p> <p><b>Materials</b>  Papers – plain, marbled, weight, weave, grain  Archival quality  boards –thickness  Leather  Thread</p> <p><b>Finishing techniques</b>  pressing, mylar sleeves</p> <p><b>Storage requirements</b>  long term storage of materials, storage during the making process, storage of the finished book</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3. be able to research contextual influences relating to books with a half-leather case binding</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>3.1 <b>research</b> design ideas for a chosen <b>theme</b></p> <p style="padding-left: 20px;">a. historical</p> <p style="padding-left: 20px;">b. cultural</p> <p style="padding-left: 20px;">c. contemporary</p> <p>3.2 present research in a <b>logical format</b></p>

<p><b>Range/Guidance</b></p> <p><b>Research</b>  Traditional western bookbinding. From primary and secondary sources, eg current trends, key bookbinders (national and international), libraries, websites, books, journals, exhibitions and shows, museums</p> <p><b>Theme</b>  The theme could be a style, technique, colour, size, use of decorative papers</p>
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**Logical format**

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

**Learning outcome**

The learner will:

4. be able to plan, prepare and sample materials for making a book with a half-leather case binding

**Assessment criteria**

The learner can:

- 4.1 develop a range of **own ideas for books** showing the use of:
  - a. colour
  - b. line
  - c. texture
  - d. shape
  - e. form
- 4.2 select materials required for a book with a half-leather case binding
- 4.3 **experiment with techniques and processes** for making a book with a half-leather case binding
- 4.4 estimate the time and cost required to produce a final book with a half-leather case binding

**Range/Guidance****Own ideas for books**

Develop original ideas eg roughs, collages, developed design drawings that could influence a final working design

**Experiment**

explore materials to create innovative design ideas for books with a half-leather case binding

**Techniques and processes**

measure accurately

determine the grain of paper

prepare signatures

apply adhesives

sewing book blocks with 'made' endpapers and hand marbled paper

a ribbon marker and hand sewn headbands

prepare the leather

make a quarter leather case cover

make a half-leather case cover

case the book block into the cover

Record experiments detailing strengths and areas for improvement

Keep written and visual evidence of experimental techniques

<b>Learning outcome</b>
The learner will: 5. be able to create a book with a half-leather case binding
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 <b>create</b> a book with a half-leather case binding 5.3 <b>present</b> a finished book that follows from a statement of intent 5.4 produce a <b>cost sheet</b> 5.5 produce <b>production timescales</b> 5.6 <b>evaluate</b> a completed book

<b>Range/Guidance</b>
<p><b>Statement of intent</b> Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the book to be made</p> <p><b>Create</b> Make the book Record the steps followed during the making process including any modifications eg photographic, written</p> <p><b>Selected design</b> Must show the design influences eg colour, line, texture, shape and form from source material.</p> <p><b>Present</b> Photograph and display the finished book</p> <p><b>Cost sheet</b> Material costs</p> <p><b>Production timescales</b> time taken to plan, prepare and complete a book with a half-leather case binding</p> <p><b>Evaluate</b> Identify / record strengths and areas for improvement and any adjustment made to the design and process</p>



## Unit 221                      Making a book with a non adhesive stitched binding and integrated cover

UAN:	Y/505/6920
Level:	2
Credit value:	5
GLH:	38

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools and equipment and materials when making a book with a non adhesive stitched binding and integrated cover
<b>Assessment criteria</b>
The learner can: 1.1 describe health and safety <b>regulations</b> related to making a book with a non adhesive stitched binding and integrated cover 1.2 describe <b>tools, equipment</b> and <b>materials</b> used for making a book with a non adhesive stitched binding and integrated cover 1.3 describe the <b>care</b> of tools and equipment used for making a book with a non adhesive stitched binding and integrated cover 1.4 use tools, equipment and materials safely when making a book with a non adhesive stitched binding and integrated cover

<b>Range</b>
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**Regulations**

Health and Safety at Work Act, PAT, COSHH

**Tools, equipment and materials**

Papers, book cloth, leather, cutting tools, bone folders, prickers, dividers, needles, thread, hammers, presses

Leather, design materials eg colouring materials, pencils, paper

**Care**

daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. understand the characteristics of materials required to make a book with a non adhesive stitched binding and integrated cover
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>characteristics</b> of materials used to make a book with a non adhesive stitched binding and integrated cover 2.2 describe a range of <b>finishing techniques</b> suitable for a book with integrated cover 2.3 describe <b>storage requirements</b> for a range of bookbinding materials and the finished item

<b>Range</b>
<b>Characteristics</b> Papers – plain, marbled, patterned, weight, weave, grain Archival quality Leather, book cloth
<b>Finishing techniques</b> eg. pressing, fastenings
<b>Storage requirements</b> long term storage of materials, storage during the making process, storage of the finished book

<b>Learning outcome</b>
The learner will: 3. be able to research contextual influences relating to books with a non adhesive stitched binding and integrated cover
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> design ideas for a chosen <b>theme</b> a. historical b. cultural c. contemporary 3.2 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<p><b>Research</b> Near and Far Eastern sewing styles. From primary and secondary sources, eg current trends, key bookbinders (national and international), libraries, websites, books, journals, exhibitions and shows, museums</p> <p><b>Theme</b> The theme could be a style, technique, colour, size, stitching structure</p> <p><b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>4. be able to plan, prepare and sample materials for making a book with a non adhesive stitched binding and integrated cover</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 develop a range of <b>ideas for books</b> showing the use of:</p> <ul style="list-style-type: none"> <li>a. colour</li> <li>b. line</li> <li>c. texture</li> <li>d. shape</li> <li>e. form</li> </ul> <p>4.2 select materials required for a book with a non adhesive stitched binding and integrated cover</p> <p>4.3 <b>experiment with techniques and processes</b> for making a book with a non adhesive stitched binding and integrated cover</p> <p>4.4 estimate the time and cost required to produce a final book with a non adhesive stitched binding and integrated cover</p>

<b>Range/Guidance</b>
<p><b>Ideas for books</b> Develop original ideas eg roughs, collages, developed design drawings that could influence a final working design</p> <p><b>Experiment</b> explore materials to create innovative design ideas for books with a non adhesive stitched binding and integrated cover</p> <p><b>Techniques and processes</b> prepare materials, measure accurately, determine the grain of paper, cut and fold papers, prepare a book block, make a cover, sample a range of stitch structures, stitch a cover and book block, attach a map pocket to the</p>

inside back cover, sample a range of fastenings  
Record experiments detailing strengths and areas for improvement  
Keep written and visual evidence of experimental techniques

<b>Learning outcome</b>
The learner will: 5. be able to create a book with a non adhesive stitched binding and integrated cover
<b>Assessment criteria</b>
The learner can: 5.1 develop a statement of intent 5.2 create a book with a non adhesive stitched binding and integrated cover 5.3 present a finished book that follows from a statement of intent 5.4 produce a cost sheet 5.5 produce production timescales 5.6 evaluate a completed a book with a non adhesive stitched binding and integrated cover

<b>Range/Guidance</b>
<b>Statement of intent</b> Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the book to be made
<b>Create</b> Make the book Record the steps followed during the making process including any modifications eg photographic, written
<b>Selected design</b> Must show the design influences eg colour, line, texture, shape and form from source material.
<b>Present</b> Photograph and display the finished book
<b>Cost sheet</b> Material costs
<b>Production timescales</b> time taken to plan, prepare and complete a book with a non adhesive stitched binding and integrated cover
<b>Evaluate</b> Identify / record strengths and areas for improvement and any adjustment

made to the design and process

<b>UAN:</b>	D/505/6921
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	49

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

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT, COSHH
<b>Tools, equipment and materials</b> Cane, rush, willow, paper, card, cutting tools, water containers, wire, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. understand the characteristics of materials required to make a basket with handles using traditional techniques
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>characteristics</b> of materials used in making a basket with handles 2.2 describe a range of <b>traditional techniques</b> suitable for making a basket with handles 2.3 describe storage requirements for making a basket with handles

<b>Range</b>
<p><b>Characteristics</b> Flexibility Maleability Strength Texture</p> <p><b>Traditional techniques</b> bases – round, oval use a combination of materials coiling weaves – paring, stake and strand, waling, check weave borders – trac, 2 -rod, 3- rod, 4- rod, thread-away make handles – crossover, side, twisted, plaited add colour to materials – dyeing, painting, staining finishing techniques – picking off, trimming</p> <p><b>Storage requirements</b> long term storage of materials, storage during the development process, storage of finished baskets</p>

<b>Learning outcome</b>
The learner will: 3. be able to research contextual influences relating to baskets made from traditional techniques
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> design ideas for baskets a. historical b. cultural c. contemporary 3.2 present research in a <b>logical format</b>





<b>Range/Guidance</b>
<p><b>Research</b> From primary and secondary sources, eg current trends, styles, structures, key basketmakers (national and international), libraries, websites, books, journals, exhibitions and shows, museums</p> <p><b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>4. be able to plan, prepare and sample traditional techniques for making a basket with handles</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 develop a range of <b>ideas</b> for <b>baskets with handles</b> showing the use of:</p> <ul style="list-style-type: none"> <li>a. colour</li> <li>b. line</li> <li>c. texture</li> <li>d. shape</li> <li>e. form</li> </ul> <p>4.2 select materials required for making baskets with handles</p> <p>4.3 <b>experiment</b> with traditional <b>techniques</b> and <b>processes</b> for developing baskets with handles</p> <p>4.4 estimate the time and cost required to produce baskets</p>

<b>Range/Guidance</b>
<p><b>Ideas for an item of innovative basketry</b> Develop original ideas eg roughs, collages, developed design drawings that could influence a final working design, including dimensions</p> <p><b>Baskets with handles</b> A basket intended to carry goods made from cane, rush, willow or a combination. Other traditional techniques may be included</p> <p><b>Experiment</b> explore traditional techniques which can be combined or used alone, to create design ideas for a basket with handles</p> <p><b>Techniques</b> bases – round, oval use a combination of materials coiling</p>

<p>weaves – paring, stake and strand, waling, check weave  borders – trac, 2 -rod, 3- rod, 4- rod, thread-away  make handles – crossover, side, twisted, plaited  add colour to materials – dyeing, painting, staining</p> <p><b>Processes</b>  Eg. soak materials  Add colour to materials</p> <p><b>Experiment</b>  Develop ideas and designs for basket making</p> <p>Record experiments detailing strengths and areas for improvement  Keep written and visual evidence of experimental techniques</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>5. be able to design and make a basket with handles using traditional techniques</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>5.1 develop a <b>statement of intent</b>  5.2 make a basket with handles using traditional techniques  5.3 <b>present</b> a basket with handles  5.4 produce a <b>cost sheet</b>  5.5 produce <b>production timescales</b>  5.6 <b>evaluate</b> a completed basket</p>

<p><b>Range/Guidance</b></p> <p><b>Statement of intent</b>  Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the basket to be made and the design influences eg colour, line, texture, shape and form from source material.</p> <p>Record the steps followed during the making process including any modifications eg photographic, written</p> <p><b>Present</b>  Display the finished basket</p> <p><b>Cost sheet</b>  Material costs</p> <p><b>Production timescales</b>  time taken to plan, prepare and complete the basket</p>
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**Evaluate**

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

**Unit 223****Using innovative basketry materials**

<b>UAN:</b>	<b>H/505/6922</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>41</b>

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

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT, COSHH
<b>Tools, equipment and materials</b> Cane, rush, willow, paper, card, plastic, string, yarn, wires, found materials, cutting tools, water containers, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks



<b>Learning outcome</b>
The learner will: 2. know the characteristics of materials required to make items of innovative basketry
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>characteristics</b> of <b>materials</b> used to create items of innovative basketry 2.2 describe a range of <b>techniques</b> suitable for items of innovative basketry 2.3 describe <b>storage requirements</b> for a range of basketry materials

<b>Range</b>
<p><b>Characteristics</b> Flexibility Maleability Strength</p> <p><b>Materials</b> natural – Cane, Rush, Willow, Paper, Card other materials – Yarn, Plastic, Wires, String, Found materials coiling netting knotting twining plaiting stake and strand finishing techniques – picking off, trimming</p> <p><b>Storage requirements</b> long term storage of materials, storage during the making process, storage of the finished samples and item of basketry</p>

<b>Learning outcome</b>
The learner will: 3. be able to research contextual influences relating to items of innovative basketry
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> design ideas for basketry items a. historical b. cultural c. contemporary 3.2 present research in a <b>logical format</b>



<b>Range/Guidance</b>
<p><b>Research</b> From primary and secondary sources, eg current trends, key designer makers (national and international), libraries, websites, books, journals, exhibitions and shows, museums</p> <p><b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>4. be able to plan, prepare and sample materials for making an item of innovative basketry</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 develop a range of own <b>ideas for an item of innovative basketry</b> showing the use of:</p> <ul style="list-style-type: none"> <li>a. colour</li> <li>b. line</li> <li>c. texture</li> <li>d. shape</li> <li>e. form</li> </ul> <p>4.2 select materials required for an item of innovative basketry</p> <p>4.3 experiment with techniques and processes for making an item of innovative basketry</p> <p>4.4 estimate the time and cost required to produce an item of innovative basketry</p>

<b>Range/Guidance</b>
<p><b>Ideas for an item of innovative basketry</b> Develop original ideas eg roughs, initial concept drawings</p> <p><b>Experiment</b> explore traditional and non-traditional materials which can be combined to create design ideas for an item of innovative basketry</p> <p><b>Techniques</b> coiling netting knotting twining plaiting stake and strand</p>



<p><b>Processes</b></p> <p>Eg. soak materials</p> <p>Add colour to materials</p> <p>Record experiments detailing strengths and areas for improvement</p> <p>Keep written and visual evidence of experimental techniques</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>5. be able to create an item of innovative basketry</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>5.1 develop a statement of intent</p> <p>5.2 create an item of innovative basketry</p> <p>5.3 present an item of innovative basketry that follows from a statement of intent</p> <p>5.4 produce a cost sheet</p> <p>5.5 produce production timescales</p> <p>5.6 evaluate a completed item of innovative basketry</p>

<p><b>Range/Guidance</b></p> <p><b>Statement of intent</b></p> <p>Written description of the suggested design for the item which satisfies client requirements. This must include a working drawing of the item of innovative basketry to be made.</p> <p>This must show the design influences eg colour, line, texture, shape and form from source material.</p> <p><b>Create</b></p> <p>Make the item of innovative basketry.</p> <p>Record the steps followed during the making process including any modifications eg photographic, written</p> <p><b>Present</b></p> <p>Photograph and display the item of finished basketry</p> <p><b>Cost sheet</b></p> <p>Material costs</p> <p><b>Production timescales</b></p> <p>time taken to plan, prepare and complete an item of innovative basketry</p> <p><b>Evaluate</b></p> <p>Identify / record strengths and areas for improvement and any adjustment made to the design and process</p>
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<b>UAN:</b>	K/505/6923
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45
<b>Aim:</b>	

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

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. COSHH, Use of PPE: masks, gloves, safety glasses
<b>Warm glass work</b> Glass work that is made by kiln firing, kiln fired panel, slumped glass vessel, cast glass
<b>Tools</b> Glass cutter, breaking and grozing pliers, glass smasher
<b>Equipment</b> Kiln, grinder, polarised lenses
<b>Materials</b> Sheet glass, frits, stringers, confetti, enamels, mould making materials, separator, fibre papers, paint, pencils, fibre board, 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. understand the characteristics of materials and techniques required to create warm glass work

**Assessment criteria**

The learner can:

- 2.1 describe the **characteristics** of a range of materials used to create warm glass work
- 2.2 describe the different **decorative techniques** used in warm glass work
- 2.3 describe the **storage requirements** for a range of materials used for warm glass work
- 2.4 state the effect of co-efficients of expansion (coe) for different types of glass

**Range****Characteristics**

Sheet glass – opacity, transparency

Casting glass -

Frits – grain size

Stringers – Malleability

Confetti – size and thickness

Enamels - opacity, transparency

**Decorative techniques**

Slumping, Frits, Stringers, Confetti, Enamels, casting

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 3D cool glass work

**Assessment criteria**

The learner can:

3.1	<b>research</b> techniques for warm glass work
3.2	research contexts for warm glass work <ul style="list-style-type: none"> <li>a. historical</li> <li>b. cultural</li> <li>c. contemporary</li> </ul>
3.3	present research in a <b>logical format</b>

<b>Range/Guidance</b>
<p><b>Current trends</b> Key designer makers, exhibitions and shows, museums</p> <p><b>Research</b> From primary and secondary sources, websites, books, journals,</p> <p><b>Logical Format</b> Research presented in an organised manner eg folio, sketchbook, electronic presentation</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>4. be able to plan, prepare and sample materials and techniques for warm glass work</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 select materials</p> <p>4.2 use materials and techniques to make a warm glass samples</p> <p>4.3 produce <b>samples</b> using       <ul style="list-style-type: none"> <li>a. colour</li> <li>b. line</li> <li>c. texture</li> <li>d. shape</li> <li>e. form</li> </ul> </p> <p>4.4 <b>record</b> techniques and processes used to make samples</p> <p>4.5 estimate the cost and time required to make warm glass samples</p>

<b>Range/Guidance</b>
<p><b>Samples</b> Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas</p> <p><b>Record</b> Glass decorative techniques, kiln firing schedules, mould making recipes</p>

<b>Learning outcome</b>
The learner will: 5. be able to create a warm glass work item
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 produce a <b>working drawing</b> 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 warm glass items 5.6 finish warm glass item 5.7 <b>present</b> a warm glass work item 5.8 produce a <b>cost sheet</b> 5.9 produce <b>production timescales</b> 5.10 <b>evaluate</b> the completed warm glass items

<b>Range/Guidance</b>
<b>Statement of intent</b> Written description of the design for a warm glass item, reference to quality of light, positioning
<b>Working drawing</b> Sketch of the piece indicating, colour, line, texture, shape, form, dimensions, exploded drawing of any detailed areas
<b>Present</b> Display warm glass work hanging, framing, exhibit, factor in quality of light
<b>Cost sheet</b> Materials costs, Kiln firing costs.
<b>Production timescale</b> Time taken to plan, prepare, make and finish the warm glass item
<b>Evaluate</b> Identify / record strengths and areas for improvement and any adjustment made to the design and process

<b>UAN:</b>	<b>M/505/6924</b>
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	47

<b>Learning outcome</b>
The learner will:
1. be able to work safely and effectively using tools and equipment and materials
<b>Assessment criteria</b>
The learner can:
1.1 describe health and safety <b>regulations</b> related to 3D <b>cool glass work</b>
1.2 describe <b>tools, equipment and materials</b> used for cool glass work
1.3 describe the <b>care</b> of tools and equipment used for making cool glass items
1.4 use tools, equipment and materials safely when producing cool glass items

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. COSHH, Use of PPE: masks, gloves, safety glasses, Use of PPE: masks, gloves, safety glasses
<b>Cool glass work</b> stained glass panel, copper foil work, glass gilding, sandblasting/carving
<b>Tools</b> Glass cutter, breaking and grozing pliers, lead knife, fid
<b>Equipment</b> Kiln, sandblaster, grinder
<b>Materials</b> 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
<b>Care</b>

daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

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

### Assessment criteria

The learner can:

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

### 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

#### Qualities

Natural

Artificial

Internal

Externally



<b>Learning outcome</b>
The learner will: 3. be able to research techniques and contexts for 3D cool glass work
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> techniques for 3D cool glass work 3.2 research contexts for 3D cool glass work a. historical b. cultural c. contemporary 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Current trends</b> Key designer makers, exhibitions and shows, museums, architectural glass
<b>Research</b> From primary and secondary sources, websites, books, journals,
<b>Theme</b> Chosen design subject matter
<b>Logical Format</b> Research presented in an organised manner eg folio, sketchbook, electronic presentation

<b>Learning outcome</b>
The learner will: 4. be able to plan, prepare and sample materials and techniques for 3D cool glass work
<b>Assessment criteria</b>
The learner can: 4.1 select materials 4.2 use materials and techniques to create 3D cool glass visuals 4.3 produce 3D cool glass <b>samples</b> using a. colour b. line c. texture d. shape e. form 4.4 <b>record</b> techniques and processes used to make visuals 4.5 <b>estimate</b> the cost and time required to make 3D cool glass visuals

<b>Range/Guidance</b>
<p><b>Samples</b> Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas</p> <p><b>Record</b> Glass decorative techniques, kiln firing schedules</p>

<b>Learning outcome</b>
The learner will: 5. be able to create a cool glass work item
<b>Assessment criteria</b>
<p>The learner can:</p> <p>5.1 develop a <b>statement of intent</b></p> <p>5.2 produce a <b>cartoon</b></p> <p>5.3 prepare selected materials</p> <p>5.4 create a 3D cool glass work item that follows a statement of intent</p> <p>5.5 record the stages followed to make cool glass items</p> <p>5.6 <b>present</b> 3D cool glass item</p> <p>5.7 produce a <b>cost sheet</b></p> <p>5.8 produce <b>production timescales</b></p> <p>5.9 <b>evaluate</b> the completed cool glass items</p>

<b>Range/Guidance</b>
<p><b>Statement of intent</b> Written description of the design for a cool glass item, reference to quality of light, positioning</p> <p><b>Cartoon</b> Full size working drawing, including ALL decorative techniques drawn on in colour where relevant</p> <p><b>Present</b> Display cool glass work hanging, framing, exhibit</p> <p><b>Cost sheet</b> Materials costs, Kiln firing costs.</p> <p><b>Production timescale</b> Time taken to plan, prepare, make and finish the cool glass item</p> <p><b>Evaluate</b> Identify / record strengths and areas for improvement and any adjustment made to the design and process</p>

## Unit 226

## Oil Gild an Item using Metal Leaf

<b>UAN:</b>	<b>D/505/7115</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	45

### 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 describe health and safety **regulations** related to oil gilding with metal leaf
- 1.2 describe **tools**, equipment and **materials** used for oil gilding with metal leaf
- 1.3 describe the **care** of tools and equipment used for oil gilding with metal leaf
- 1.4 use tools, equipment and materials safely when oil gilding with metal leaf

### Range

#### Regulations

Health and Safety at Work Act, PAT, COSHH

#### Tools

Gilder's Tip

Gilder's Knife

Squirrel hair mop

Brushes

Agate burnisher

Eg. Distressing tools – wire wool, micro mesh cloth

Equipment

Gilder's cushion

#### Materials

Eg. Solvents

Animal glues

<p>Sand paper          Calcium sulphate - Gesso          Calcium carbonate – whiting          Paint          Stain          Texture Gel          Texturing Mesh          Oil Size          Acrylic Size          Metal Leaf -          precious metal leaf -gold, silver alloy          Non-precious metal leaf – copper, aluminium, Dutch metal (schlag).          Varnish          Coloured Wax          Design materials eg colouring materials, pencils, paper</p> <p><b>Care</b>          daily use and maintenance e.g. care, cleaning and storage, visual checks</p>
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<b>Learning outcome</b>
<p>The learner will:</p> <p>2. understand the characteristics of materials required to oil gild with metal leaf</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 describe the <b>characteristics</b> of <b>materials</b> used to oil gild</p> <p>2.2 describe a range of <b>finishing techniques</b> suitable for oil gilded items</p> <p>2.3 describe <b>storage requirements</b> for a range of materials used for oil gilding</p>

<b>Range</b>
<p><b>Characteristics</b>          Flexibility          Maleability          Strength</p> <p><b>Materials.</b>          eg glass, wood, plaster, stone, composite, paper, fabric, metal.          Solvents          Animal glues          Calcium sulphate - Gesso          Calcium carbonate – whiting          Metal leaf – precious and non-precious          Transfer leaf          Clay (Bole)</p>

Size – oil, acrylic, drying times
<b>Finishing techniques</b> Eg. Toning Texturing Distressing Varnishing colouring, staining
<b>Storage requirements</b> Long term storage of materials, storage during the working process, storage of the finished samples and oil gilded item

<b>Learning outcome</b>
The learner will: 3. be able to research contextual influences relating to oil gilding with metal leaf
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> design ideas for a chosen <b>theme</b> a. Historical b. cultural c. contemporary 3.2 present research in a <b>logical form</b>

<b>Range/Guidance</b>
<b>Research</b> From primary and secondary sources, eg current trends, key craftsmen (national and international), libraries, websites, books, journals, exhibitions, museums
<b>Theme</b> The theme could be a style, colour, size, structure
<b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation

<b>Learning outcome</b>
The learner will: 4. be able to plan, prepare and sample materials for oil gilding with metal leaf
<b>Assessment criteria</b>
The learner can: 4.1 develop a range of <b>own ideas</b> for an item using oil gilding with metal leaf showing the use of:

- a. colour
  - b. line
  - c. texture
  - d. shape
  - e. form
- 4.2 select materials required for an item using oil gilding with metal leaf
- 4.3 **experiment** with **techniques** and **processes** for oil gilding an item with metal leaf
- 4.4 add texture to oil gilded surfaces
- 4.5 estimate the time and cost required to oil gild an item using metal leaf

**Range/Guidance**

**Own ideas** for an item using oil gilding with metal leaf Develop original ideas eg roughs, collages, developed design drawings that could influence a final working design, including dimensions

**Experiment**

Sample on a range of surfaces eg glass, wood, plaster, stone, composite, paper, fabric or metal.

Explore materials which can be combined to create design ideas for an oil gilded item using metal leaf

**Techniques**

eg. tone under surfaces to optimize the gilded effect  
 sand and burnish surfaces  
 apply oil or acrylic size to the surface  
 apply metal leaf to the surface  
 Varnish  
 Age surfaces

**Processes**

Eg. Prepare surfaces to receive oil gilding  
 Seal porous surfaces  
 Time the application of the size  
 Tone with added colour  
 Varnish any item for outdoor use or where gilded with silver leaf  
 Add Texture  
 Apply texture gel to the surface before sizing  
 Texture with mesh  
 Combine textured and flat areas within one surface  
 Record experiments detailing strengths and areas for improvement  
 Keep written and visual evidence of experimental techniques

**Learning outcome**

<p>The learner will:</p> <p>5. be able to oil gild an item using metal leaf</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>5.1 develop a <b>statement of intent</b></p> <p>5.2 <b>create</b> an oil gilded item using metal leaf</p> <p>5.3 <b>record</b> the stages followed to make an oil gilded item using metal leaf</p> <p>5.4 <b>present</b> an oil gilded item using metal leaf that follows from a statement of intent</p> <p>5.5 produce a <b>cost sheet</b></p> <p>5.6 produce <b>production timescales</b></p> <p>5.7 <b>evaluate</b> a completed item of oil gilding using metal leaf</p>

<p><b>Range/Guidance</b></p> <p><b>Statement of intent</b>  Written description of the suggested work for the item which satisfies client requirements. This must include a working drawing of the item to be oil gilded  This must show the design influences eg colour, line, texture, shape and form from source material.</p> <p><b>Create</b>  Oil gild the item</p> <p><b>Record</b> the steps followed during the working process including any modifications eg photographic, written</p> <p><b>Present</b>  Photograph and display the gilded item</p> <p><b>Cost sheet</b>  Material costs</p> <p><b>Production timescales</b>  time taken to plan, prepare and complete an oil gilded item</p> <p><b>Evaluate</b>  Identify / record strengths and areas for improvement and any adjustment made to the design and process</p>
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## Unit 227

## Water Gild an Item using Metal Leaf

UAN:	H/505/7116
Level:	2
Credit value:	6
GLH:	47

### 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 describe health and safety **regulations** related to water gilding with metal leaf
- 1.2 describe **tools, equipment** and **materials** used for water gilding with metal leaf
- 1.3 describe the **care** of tools and equipment used for water gilding with metal leaf
- 1.4 use tools, equipment and materials safely when water gilding with metal leaf

### Range

#### Regulations

Health and Safety at Work Act, PAT, COSHH



**Tools**

Gilder's Tip  
 Gilder's Knife  
 Squirrel hair mop  
 Brushes  
 Agate burnisher  
 Eg. Distressing tools – wire wool, micro mesh cloth

**Equipment**

Gilder's cushion  
 Metal Punches

**Materials**

Eg. Animal glues  
 Sand paper  
 Calcium sulphate - Gesso  
 solvents  
 Clay (bole)  
 Size  
 Metal Leaf -  
 precious metal leaf -gold, silver alloy  
 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. understand the characteristics of materials required to water gild with metal leaf

**Assessment criteria**

The learner can:

- 2.1 describe the **characteristics** of materials used to water gild
- 2.2 describe a range of **finishing techniques** suitable for water gilded items
- 2.3 describe **storage requirements** for a range of materials used for water gilding

**Range****Characteristics**

Flexibility  
 Maleability  
 Strength  
 Materials

Eg.

Wood, Glass, plaster, composite, paper or fabric.

Animal glues

Calcium sulphate - Gesso

Metal leaf – precious

Clay (Bole)

Size

### **Finishing techniques**

Eg. Toning

Texturing - sgraffito

Distressing

Varnishing

### **Storage requirements**

Long term storage of materials, storage during the working process, storage of the finished samples and water gilded item

<b>Learning outcome</b>
The learner will: 3. be able to research contextual influences relating to water gilding with metal leaf
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> design ideas for a chosen <b>theme</b> a. historical b. cultural c. contemporary 3.2 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Research</b> From primary and secondary sources, eg current trends, key craftsmen (national and international), libraries, websites, books, journals, exhibitions, museums
<b>Theme</b> The theme could be a style, colour, size, structure
<b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book, electronic presentation

<b>Learning outcome</b>
The learner will: 4. be able to plan, prepare and sample materials for water gilding with metal leaf
<b>Assessment criteria</b>
The learner can: 4.1 develop a range of <b>ideas for an item using water gilding with metal leaf</b> showing the use of: a. colour b. line c. texture d. shape e. form 4.2 select materials required for an item using water gilding with metal leaf 4.3 <b>experiment with techniques and processes</b> for water gilding an item <b>with metal leaf</b> 4.4 add texture to water gilded surfaces 4.5 estimate the time and cost required to water gild an item using metal leaf



## Range/Guidance

### Ideas for an item using water gilding with metal leaf

Develop original ideas eg roughs, collages, developed design drawings that could influence a final working design, including dimensions

### Experiment

Sample on a range of surfaces eg glass, wood, plaster, composite, paper or fabric.

Explore materials which can be combined to create design ideas for a water gilded item using metal leaf

### Techniques

eg.

apply a ground to the surface

apply clay (bole) to the surface

sand and burnish surfaces

make and apply size to the surface

apply metal leaf to the surface

### Processes

Eg. Prepare surfaces to receive water gilding

Seal porous surfaces

Tone with added colour

Varnish silver leaf

Add Texture - Pastiglia , Punching, sgraffito

Record experiments detailing strengths and areas for improvement

Keep written and visual evidence of experimental techniques

## Learning outcome

The learner will:

5. be able to water gild an item using metal leaf

## Assessment criteria

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **create** a water gilded item **using metal leaf**
- 5.3 record the stages followed to make a water gilded item using metal leaf
- 5.4 **present** a water gilded item **using metal leaf** that follows from a statement of intent
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** a completed item of water gilding using metal leaf

**Range/Guidance****Statement of intent**

Written description of the suggested work for the item which satisfies client requirements. This must include a working drawing of the item to be water gilded

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

**Create**

Water gild the item

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

**Present**

Photograph and display the gilded item

**Cost sheet**

Material costs

**Production timescales**

time taken to plan, prepare and complete a water gilded item

**Evaluate**

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

## Unit 228

## Creating computer generated themed and bound imagery

<b>UAN:</b>	K/505/7117
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	60

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

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. COSHH, Display Screen Equipment Regulations
<b>Tools</b> mount cutter, blades, graphics tablet, software programs
<b>Equipment</b> computer, scanner, camera, printer, projector
<b>Materials</b> adhesives, papers, printer ink, foam boards, mount boards, fabrics design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. understand the characteristics of materials and techniques required to create computer generated themed and bound imagery
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>characteristics</b> of materials used to create themed and bound imagery 2.2 describe different types of <b>file format</b> suitable for different themed and bound imagery 2.3 describe the different <b>techniques</b> used to create themed and bound imagery 2.4 describe the <b>relationship</b> between different types of ink and paper 2.5 describe different <b>display methods</b> for themed and bound imagery

<b>Range</b>
<p><b>Characteristics</b> digital formats – lossy, lossless papers – weight, finish inks – colours, proprietary, refills adhesives – spray, spread, dry mount fabrics foam boards – thickness, weight, aesthetic, mount boards – colour, weight, aesthetic Spine Format – layflat, spiral, stitched Page Format - square, A4, A3, 10x8 Cover options - hardback, paperback, soft-back, personalised, On-line ordering software – ease of use, cost</p> <p><b>File Formats</b> PNG, JPEG, TIFF, BMP, PSD, RAW</p> <p><b>Techniques</b> filters, blend modes, layers, tools, masks, textures simple binding techniques for themed imagery</p> <p><b>Relationship</b> quality of colour Colour attraction Colour Balance Saturation White Balance/Colour Temperature Domestic vs Commercial printing</p> <p><b>Display methods</b></p>



printed, internet, electronic

<b>Learning outcome</b>
The learner will: 3. be able to research themed and bound imagery techniques and contexts
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> themed and bound imagery techniques 3.2 research themed and bound imagery <b>contexts</b> a. historical b. cultural c. contemporary 3.3 research the use of text within images 3.4 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Current trends</b> key designer makers, exhibitions and shows, museums
<b>Research</b> from primary and secondary sources, websites, books, journals, electronic media, digital media
<b>Theme</b> chosen design subject matter
<b>Logical Format</b> research presented in an organised manner eg folio, sketchbook, electronic presentation

<b>Learning outcome</b>
The learner will: 4. be able to produce visuals for computer generated imagery
<b>Assessment criteria</b>
The learner can: 4.1 select materials 4.2 use materials and techniques for themed image visuals 4.3 produce themed image <b>visuals</b> using a. colour b. line c. texture d. shape e. form 4.4 <b>record</b> techniques and processes used to make visuals

4.5 estimate the cost and time required for creating themed and bound imagery

<b>Range/Guidance</b>
<p><b>Visuals</b> develop original design ideas, tone, contrast, thumbnails, roughs, mark making, painting, layering, collage, montage, developed design ideas,</p> <p><b>Record</b> themed and bound image techniques</p>

<b>Learning outcome</b>
The learner will:
5. be able to produce and evaluate computer generated themed and bound imagery
<b>Assessment criteria</b>
The learner can:
5.1 develop a <b>statement of intent</b>
5.2 prepare selected materials
5.3 create themed and bound imagery that follow a statement of intent
5.4 record the stages followed to create themed and bound imagery
5.5 <b>present</b> themed and bound imagery
5.6 produce a <b>cost sheet</b>
5.7 produce <b>production timescales</b>
5.8 <b>evaluate</b> completed themed and bound imagery

<b>Range/Guidance</b>
<p><b>Statement of intent</b> Brief description which meets requirements.</p> <p><b>Present</b> Display themed and bound imagery hanging, exhibition, internet</p> <p><b>Cost sheet</b> Material costs , binding costs, printing costs</p> <p><b>Production timescale</b> Time taken to plan, prepare, make and finish themed and bound imagery</p> <p><b>Evaluate</b> Identify / record strengths and areas for improvement and any adjustment made to the design and process</p>

**Unit 228**                    **Creating computer generated  
themed and bound imagery**  
Supporting information

**Guidance**

LO3 Refer to work of notable practitioners whom produce photographic themed bodies of work or collections.

## Unit 229

## Understand how to work for a client to create a product

<b>UAN:</b>	M/504/5907
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	13

### Learning outcome

The learner will:

1. understand conventions and practices for a meeting with a client.

### Assessment criteria

The learner can:

- 1.1 describe **key aspects** of meeting processes and procedures
- 1.2 describe the importance of taking notes and **recording outcomes** at meetings
- 1.3 describe **professional practice** when dealing with clients.

### Range

#### Key aspects

eg the notification of meeting, agenda, location, post meeting procedures.

#### Recording outcomes

Taking notes eg as a reminder, and the formal recording of outcomes and key decisions.

#### Professional practice

Maintaining personal safety, time keeping, appropriate dress, appropriate body language, polite and focused communication, respecting the contributions of others.

<b>Learning outcome</b>
The learner will: 2. know how to present a viable product to a client.
<b>Assessment criteria</b>
The learner can: 2.1 describe methods of <b>presenting</b> product ideas to a client 2.2 explain why a product meets the <b>requirements</b> of a particular client 2.3 describe the requirements for an <b>agreement to proceed</b> with a project.

<b>Range</b>
<b>Presenting</b> eg visuals, sketches, photographs, maquette, scale model, electronic presentation.
<b>Requirements</b> Time, cost, specification, quality.
<b>Agreement to proceed</b> Signed off drawings, dated, payment terms, staged payment, timescales for delivery. Any special conditions eg delivery to a particular venue, installation.

<b>Learning outcome</b>
The learner will: 3. know how to plan the production of a creative product.
<b>Assessment criteria</b>
The learner can: 3.1 identify <b>stages in an action plan</b> for the production of a product 3.2 identify <b>considerations</b> for sourcing materials 3.3 describe the <b>importance of monitoring</b> a project.

<b>Range</b>
<b>Stages in an action plan</b> eg preparing for production, production timescales, evaluating.
<b>Considerations</b> Catalogue specialist suppliers, check delivery times, check current costings, possible alternatives, risks.
<b>Importance of monitoring</b> To ensure that timescales and budget are adhered to, to be able to update the client.

## Unit 230

## Create a website using web design application templates

<b>UAN:</b>	<b>T/504/5908</b>
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15

<b>Learning outcome</b>
The learner will: 1. know the features of a website.
<b>Assessment criteria</b>
The learner can: 1.1 identify different styles of multiple page websites used to promote products 1.2 describe the effectiveness of different features used on websites 1.3 describe the features for navigating a website 1.4 describe the effects of image sizes in downloading web pages.

<b>Learning outcome</b>
The learner will: 2. know the implications for creating a website.
<b>Assessment criteria</b>
The learner can: 2.1 identify <b>guidelines</b> that affect the creation of websites 2.2 describe how <b>copyright constraints</b> affect the use of information 2.3 describe <b>ways to make a website accessible</b> to all users.

<b>Range</b>
<p><b>Guidelines</b> WC3 Worldwide Web Consortium.</p> <p><b>Copyright constraints</b> Having written permission to use text or images generated by others. Use of copyright to protect intellectual property rights.</p> <p><b>Ways to make a website accessible</b> WC3 Websafe/browser safe colour palette.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3. be able to create a multiple page website using web design application templates.</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 plan the <b>layout</b> of website content</p> <p>3.2 input <b>content</b> for a website</p> <p>3.3 use templates, editing and formatting tools to create a website</p> <p>3.4 check size, alignment and orientation of images</p> <p>3.5 <b>proof read</b> a website to ensure quality</p> <p>3.6 <b>publish</b> a finished website.</p>

<b>Range</b>
<p><b>Layout</b> Page design, how features will be used, navigation.</p> <p><b>Content</b> Images and text.</p> <p><b>Proof read</b> Check: spelling and grammar, accuracy of content, image quality, page layout.</p> <p><b>Publish</b> Upload to a local network or public host.</p>



UAN:	A/504/5909
Level:	Level 2
Credit value:	2
GLH:	16

<b>Learning outcome</b>
The learner will: 1. know the benefits and risks of promoting a product through social networks.
<b>Assessment criteria</b>
The learner can: 1.1 describe how <b>social networks</b> are used to promote products 1.2 describe the <b>benefits</b> of using social networks to promote a product 1.3 describe the <b>risks</b> of using social networks to promote a product.
<b>Range</b>
<b>Social networks</b> Web based means for users to interact via the internet.
<b>Benefits</b> Speed, accessibility, ease of use.
<b>Risks</b> Threats to privacy, personal safety, trustworthiness.

<b>Learning outcome</b>
The learner will: 2. know how social network applications are used.
<b>Assessment criteria</b>
The learner can: 2.1 define what is meant by social media 2.2 identify common social networking sites 2.3 outline what is meant by an online identity 2.4 identify ways in which social networks can be accessed 2.5 describe the concept of social media 'friends' 2.6 identify guidelines and <b>ethical considerations</b> concerning the use of

social networks.

**Range**

**Ethical considerations**

Moral issues or principles to be considered when using social networks.

**Learning outcome**

The learner will:

3. be able to create a social networking profile for a product.

**Assessment criteria**

The learner can:

- 3.1 use a social networking application template to create a **profile for a product**
- 3.2 upload **digital media** content to a social networking site to promote a product
- 3.3 add contacts to a social networking profile
- 3.4 take precautions to ensure own safety and privacy when working online.

**Range**

**Profile for a product**

A page on a web based site containing promotional details for a product.

**Digital media**

Digital images, scans of images or drawings.

**Learning outcome**

The learner will:

4. be able to use a social network to communicate with others to promote a product.

**Assessment criteria**

The learner can:

- 4.1 send messages to others using a social network to promote a product
- 4.2 create a group in a social networking site to share product information
- 4.3 post comments to a social network to promote a product.

<b>UAN:</b>	M/504/5910
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15

<b>Learning outcome</b>
The learner will: 1. know how designs and page layouts are used for promotional publications.
<b>Assessment criteria</b>
The learner can: 1.1 describe different types of documents used to promote products 1.2 identify <b>restrictions</b> on the use of promotional materials 1.3 describe how <b>page design and layout</b> increases the effectiveness of a publication 1.4 compare different types of <b>paper and inks</b> used for publications.

<b>Range</b>
<b>Restrictions</b> Distribution, placement, language, copyright, size.
<b>Page design and layout</b> Visual appeal, key information easily visible, visuals relevant to the product. Size, colour, position of logo, white space.
<b>Paper and inks</b> Weight and surface finish of papers and card stock, inks: eg gloss medium, satin, colour, permanence of ink CMYK.

<b>Learning outcome</b>
The learner will: 2. be able to create publications for creative products.
<b>Assessment criteria</b>
The learner can: 2.1 describe how <b>copyright constraints</b> affect the use of information

- 2.2 select page design and layout for promotional publications
- 2.3 input **product information** into templates for editing and formatting
- 2.4 save electronic files securely for retrieval.

<b>Range</b>
<p><b>Copyright constraints</b> Having written permission to use text or images generated by others. Use of copyright to protect intellectual property rights.</p> <p><b>Product information</b> Self developed text, image(s) of own product, artwork or craftwork.</p>

<b>Learning outcome</b>
The learner will:
3. be able to edit and format publications.
<b>Assessment criteria</b>
The learner can:
3.1 edit publications using template editing and formatting tools
3.2 manipulate images and graphics <b>accurately</b>
3.3 format page layout for <b>effective presentation</b>
3.4 proof read documents to ensure a <b>quality output</b> .

<b>Range</b>
<p><b>Accurately</b> Image and font clarity and sizing.</p> <p><b>Effective presentation</b> Visually appealing. Formatted to avoid 'widows and orphans' in columns and pages. Economical use of paper and card.</p> <p><b>Quality output</b> Accuracy of content, quality of images, positioning on the page within printable boundaries, print quality.</p>

<b>Learning outcome</b>
The learner will:
4. be able to evaluate publications.
<b>Assessment criteria</b>
The learner can:
4.1 evaluate publications for <b>impact</b> .

<b>Range</b>
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**Impact**

Visually appealing, concise information in a readable format.



## 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 **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

***Access to Assessment & Qualifications*** 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 homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

***Centre Guide – Delivering International Qualifications*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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