



City & Guilds Level 2 Diploma in Jewellery Manufacturing (7679-04)

Version 1.3 (September 2024)

Qualification Handbook

Qualification at a glance

Subject area	Manufacturing Technologies
City & Guilds number	7679
Age group approved	16+
Entry requirements	None
Assessment	Portfolio
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Qualification Handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 2 Diploma in Jewellery Manufacturing	7679-04	601/3129/9	433	600

Version and date	Change detail	Section
1.3 September 2024	Handbook reviewed and updated to new template	Throughout

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1 Introduction

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

Area	Description
Who is the qualification for?	This qualification is for those individuals who work or want to work as Jewellery Makers in the Jewellery manufacturing sector. This level is aimed at those learners who wish to enter a career in the Goldsmithing sector including many of the Allied trades. The qualification will provide proof of a basic practical ability, knowledge and understanding of a craft at a recognised standard, which will be attractive to any employer looking to take on an apprentice or improver.
What does the qualification cover?	This qualification covers the skills required for employment and/or career progression in the Jewellery manufacturing sector. Practical skills are introduced and demonstrated for the learner to achieve a standard of competence. Underpinning this is an understanding of good workshop practice, ability to understand related Health & Safety procedures, and theoretical aspects of the skills.
What opportunities for progression are there?	City & Guilds Level 3 Diploma in Jewellery and Silverware Manufacturing – Silversmithing City & Guilds Level 3 Diploma in Jewellery and Silverware Manufacturing – Jewellery Manufacture City & Guilds Level 3 Diploma in Jewellery Manufacturing CAD/CAM
Is it part of an apprenticeship framework or initiative?	These qualifications are part of the jewellery manufacture framework.

Structure

To achieve the City & Guilds Level 2 Diploma in Jewellery Manufacturing, learners must achieve 60 credits from the mandatory units (214-226).

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit level	GLH
Mandatory units:					
L/506/1256	214	Contribute to keeping the workshop tidy and safe in jewellery, silversmithing and allied trades	3	2	15
M/506/1265	215	Interpret and produce jewellery manufacture or silversmithing drawings	5	2	35
K/506/1264	216	Mark out and measure materials for jewellery and silverware components.	3	2	24
R/506/1274	217	Identify and use common precious metals and alloys in jewellery manufacture or silversmithing	4	2	31
H/506/1263	218	Use tools to cut and pierce jewellery or silverware components	5	2	38
A/506/1270	219	Use tools to file jewellery or silverware components	5	2	38
L/506/1273	220	Use tools to produce formed jewellery or formed silverware components	6	2	44
R/506/1257	221	Use equipment to permanently join jewellery or silverware components	6	2	41
D/506/1259	222	Use hand and mechanical techniques to polish and finish jewellery or silverware components	6	2	41

F/506/1271	223	Use tools to produce hand engraving on jewellery or silverware products	5	2	35
Y/506/1258	224	Use techniques to identify and secure stones in settings in jewellery or silverware products	6	2	47
Y/506/1261	225	Identify and explain methods and tools used in vitreous enamelling to produce jewellery or silverware products	4	2	30
D/506/1262	226	Identify how new and emerging technologies may impact on working practices in the jewellery industry	2	2	14

Total Qualification Time (TQT)

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

TQT comprises of the following two elements:

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

Title and level	GLH	TQT
City & Guilds Level 2 Diploma in Jewellery Manufacturing	433	600

2 Centre requirements

Approval

Full approval

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

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

Resource requirements

Centre staffing

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

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

Continuing professional development (CPD)

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

Quality assurance

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

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

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

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

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

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

The role of the EQA is to:

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

Learner entry requirements

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

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for under 16s.

Access arrangements and reasonable adjustments

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

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

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

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

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

3 Delivering the qualification

Initial assessment and induction

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

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

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

Inclusion and diversity

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

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

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

Sustainability

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

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

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

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

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

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

Support materials

The following resources are available for these qualifications:

Description	How to access
Qualification Handbook	www.cityandguilds.com

4 Assessment

Assessment of the qualification

Candidates must have a completed portfolio of evidence for each unit.

Assessment strategy

Units are assessed through a portfolio of evidence. All evidence in the portfolio for the skills learning outcomes must be generated in the workplace or a realistic working environment.

Portfolio of evidence

Candidate 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 candidates' progress towards achieving qualifications. Further details are available at www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of **recording forms** including examples of completed forms for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurers, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

Evidence sources

A portfolio of evidence will typically include several pieces of evidence – it must contain sufficient evidence to demonstrate the knowledge and skills required for each appropriate unit.

Evidence sources may include:

- training logbooks
- centre-produced worksheets and activities
- annotated photographs
- video clips (maximum duration in total = 10 minutes)
- workplace documentation/records, for example job cards/job sheets, equipment check/maintenance/service records, parts order records.

This is not a definitive list; other evidence sources are permitted.

The evidence provided must be valid and attributable to the candidate; the portfolio of evidence must contain a statement from the centre confirming this.

Evidence **must not** include:

- any methods of self-assessment
- any employer contributions should focus on direct observation of evidence (for example witness statements) of competence rather than opinions.

Time constraints

Candidates must finish their assessment within their period of registration.

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 these qualifications.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- unit accreditation number (UAN)
- level
- credit value
- guided learning hours (GLH)
- relationship to NOS
- endorsement by a sector
- unit aim
- learning outcomes, which are comprised of a number of assessment criteria.

Guidance for delivery of the units

All learning outcomes and assessment criteria for all the units are listed in the following section.

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

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

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

Unit 214

Contribute to keeping the workshop tidy and safe in jewellery, silversmithing and allied trades

UAN:	L/506/1256
Level:	2
Credit value:	3
GLH:	15
Relationship to NOS:	This unit relates to NOS J2.1 Contribute to keeping the workshop tidy and safe.
Endorsement by sector:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit aims to assess the candidate's ability to demonstrate the skills and knowledge required for good workshop practice. It involves keeping the workshop tidy and safe. It also involves identifying risks in the workplace, taking action to ensure that health and safety hazards are reduced and how to report any potential hazards.

Learning outcome

The learner will:

LO1 understand why keeping the workshop tidy and safe is important

Assessment criteria

The learner can:

AC1.1 describe the importance of keeping the work area safe and tidy

AC1.2 define what 'hazards' are

AC1.3 define what 'risks' are

AC1.4 state which hazards and risks may exist within the workplace

Learning outcome

The learner will:

LO2 know how to contribute to keeping the workshop tidy and safe

Assessment criteria

The learner can:

- AC2.1 describe the safe working practices that should be followed in the workplace
 - AC2.2 identify the workplace procedures for dealing with and reporting risk
 - AC2.3 state the people responsible for health and safety in the workplace
 - AC2.4 state where people responsible for health and safety can be located in your workplace
 - AC2.5 describe the relevant manufacturer's instructions for the safe use of materials and equipment that must be followed
 - AC2.6 state the importance of wearing personal protective clothing
-

Learning outcome

The learner will:

- LO3 be able to contribute to keeping the workshop tidy and safe

Assessment criteria

The learner can:

- AC3.1 ensure that they have sufficient clear bench space to safely carry out the work activities specified
- AC3.2 identify any working practices relevant to the task that could harm themselves or others
- AC3.3 demonstrate that they follow workplace instructions, suppliers and manufacturers' instructions
- AC3.4 demonstrate that they can remove and dispose of waste and surplus material correctly
- AC3.5 leave the work area in a safe and tidy condition
- AC3.6 wear the appropriate personal protective clothing

Unit 215

Interpret and produce jewellery manufacture or silversmithing drawings

UAN:	M/506/1265
Level:	2
Credit value:	5
GLH:	35
Relationship to NOS:	This unit relates to NOS J2.2 Read jewellery manufacture or silversmithing drawings.
Endorsement by sector:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit aims to assess the candidate's ability to apply the skills and knowledge required for locating, reading and extracting information from drawings and specifications in accordance with approved procedures.

Learning outcome

The learner will:

LO1 know how to interpret and use drawings and specifications

Assessment criteria

The learner can:

AC1.1 describe how to interpret drawings in order to extract dimensions

AC1.2 describe the symbols used within drawings and specifications

AC1.3 define the terminology used within drawings and specifications

AC1.4 describe the conventions used within drawings and specifications

AC1.5 describe the extent of their own responsibility and to whom they should report when problems arise that they cannot resolve

Learning outcome

The learner will:

LO2 be able to produce drawings and interpret information provided by others

Assessment criteria

The learner can:

AC2.1 produce and interpret technical drawings and specifications using a range of drawing and measuring tools including:

- a. Ruler
- b. Compass
- c. Set square
- d. Protractor
- e. HB Pencil
- f. Eraser

AC2.2 follow instructions relating to work including:

- a. oral instructions
- b. written instructions
- c. drawn instructions

AC2.3 check that the finished work meets the specification

Unit 216

Mark out and measure materials for jewellery and silverware components

UAN:	K/506/1264
Level:	2
Credit value:	3
GLH:	24
Relationship to NOS:	This unit relates to NOS J2.3 Mark out and measure materials for jewellery or silverware components
Endorsement by sector:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit aims to assess the candidate's ability to apply the skills and knowledge required for marking out and measuring materials that may be used in jewellery and silverware.

Learning outcome

The learner will:

LO1 understand the conventions of marking out and measuring materials for jewellery or silverware components

Assessment criteria

The learner can:

AC1.1 explain the conventions used within a range of simple technical drawings

AC1.2 explain methods used to mark out and measure materials

AC1.3 describe measuring tools and equipment used to mark out materials

Learning outcome

The learner will:

LO2 be able to mark out and measure materials for jewellery or silverware components

Assessment criteria

The learner can:

AC2.1 identify common marking out and measuring tools including:

- a. Micrometers
- b. Vernier gauge, calliper
- c. Steel rule
- d. Steel dividers
- e. Scriber
- f. Centre punch

AC2.2 perform marking out and measuring tasks in response to instructions including:

- a. Oral instructions
- b. Written instructions
- c. Drawn instructions

AC2.3 perform tasks using measuring tools and marking out equipment on metal surfaces to given specifications and dimensions in a way that avoids excessive waste

Unit 217

Identify and use common precious metals and alloys in jewellery manufacture or silversmithing

UAN:	R/506/1274
Level:	2
Credit value:	4
GLH:	31
Relationship to NOS:	This unit relates to NOS J2.4 Identify the basic properties of common precious metals and alloys used in jewellery and silversmithing.
Endorsement by sector:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit aims to assess the candidate's knowledge of the properties and characteristics of the types of manufacturing materials commonly used in jewellery manufacturing and silversmithing and their ability to select, prepare and use materials for metalwork and jewellery.

Learning outcome

The learner will:

LO1 know the properties of common precious metals used in jewellery manufacture or silversmithing

Assessment criteria

The learner can:

AC1.1 state the commonly used precious metals and alloys in jewellery and silversmithing

AC1.2 identify the basic properties of a range of metals and alloys.

Metals and alloys including:

- a. Gold
- b. Silver
- c. Platinum
- d. Palladium

Learning outcome

The learner will:

LO2 be able to select and prepare materials for metalwork and jewellery

Assessment criteria

The learner can:

AC2.1 following instructions, select suitable materials for the required metalwork and jewellery

AC2.2 prepare the materials for metalwork and jewellery in response to instructions:

- a. Oral instructions
- b. Written instructions
- c. Drawn instructions

Learning outcome

The learner will:

LO3 be able to experiment with materials

Assessment criteria

The learner can:

AC3.1 apply and experiment with specialist materials for metalworking and jewellery

AC3.2 record findings from experiments with precious metals and alloys

Learning outcome

The learner will:

LO4 understand the common terminology and regulation used in the workplace

Assessment criteria

The learner can:

AC4.1 explain the common terminology used in your workplace

AC4.2 explain the Hallmarking Act and the implications it has upon operations

Learning outcome

The learner will:

LO5 know how to identify the properties of common precious metals and alloys

Assessment criteria

The learner can:

AC5.1 describe how to identify common ferrous and non-ferrous alloys

AC5.2 describe the properties of jewellery and silversmith manufactured materials including:

- a. Strength
- b. Toughness

- c. Ductility
- d. Malleability
- e. Weight
- f. Surface treatment
- g. Construction
- h. Section thickness

5.3 describe the characteristics of jewellery and silversmith manufacturing materials including:

- a. Aesthetic qualities
- b. Ease of working
- c. Strengths and weaknesses
- d. Quality of finishes

Unit 218

Use tools to cut and pierce jewellery or silverware components

UAN:	H/506/1263
Level:	2
Credit value:	5
GLH:	38
Relationship to NOS:	This unit relates to NOS J2.5 Cut and pierce jewellery or silverware components.
Endorsement by sector:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit aims to assess the candidate's ability to apply the skills and knowledge required to identify and use the different types of equipment appropriate to cut and pierce materials in jewellery and silversmithing work places.

Learning outcome

The learner will:

LO1 understand the importance of safe working when cutting and piercing

Assessment criteria

The learner can:

AC1.1 state the risks that may be encountered when cutting and piercing items

AC1.2 explain how risks can be reduced when cutting and piercing items

AC1.3 describe the importance of keeping the work area safe and tidy

Learning outcome

The learner will:

LO2 know how to cut and pierce jewellery and silverware components

Assessment criteria

The learner can:

AC2.1 describe the methods that can be used for marking out and drilling for piercing simple shapes and patterns

- AC2.2 describe how to check that equipment is in a useable condition
AC2.3 describe how to cut sheet materials using appropriate cutting equipment
AC2.4 explain the type of saw and blade that should be used with different materials
AC2.5 describe the importance of retaining valuable waste material
AC2.6 describe the checks that should be used to ensure that piercing and cutting is accurate
-

Learning outcome

The learner will:

- LO3 be able to use tools to cut and pierce jewellery and silverware components

Assessment criteria

The learner can:

- AC3.1 accurately follow instructions for cutting and piercing components including:
- Oral instructions
 - Written instructions
 - Drawn instructions
- AC3.2 select the correct saw and blades suited to the task including:
- Piercing saw
 - Junior hacksaw
 - Standard hacksaw
- AC3.3 cut for jewellery and silverware using a range of cutting tools including:
- Hand shears
 - Guillotine
 - Bench shears
- AC3.4 use a piercing saw frame with the appropriate saw blade to produce a range of shapes including:
- Straight lines
 - Spiral
 - Round hole
 - Square hole
 - Symmetrical design fretwork
- AC3.5 check finished work against specification

Unit 219

Use tools to file jewellery or silverware components

UAN:	A/506/1270
Level:	2
Credit value:	5
GLH:	38
Relationship to NOS:	This unit relates to NOS J2.6 File jewellery and silverware components.
Endorsement by sector:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit aims to assess the candidate's ability to apply the skills and knowledge required to use different types of hand files in jewellery and silversmithing work places.

Learning outcome

The learner will:

LO1 understand the importance of safe working practices when filing jewellery or silverware components

Assessment criteria

The learner can:

AC1.1 state the risks that may be encountered when using files and filed materials

AC1.2 explain the impact that not following safety precautions may have upon both the individual and the business

AC1.3 describe the specific safety precautions to be taken when using files

Learning outcome

The learner will:

LO2 know how to file jewellery or silverware components

Assessment criteria

The learner can:

- AC2.1 describe how specifications and drawings should be referred to during the production of components
- AC2.2 describe the methods used for filing flat, curved and even surfaces
- AC2.3 describe how to assess and prepare files so that they are in a useable condition
- AC2.4 describe how to conserve waste filings

Learning outcome

The learner will:

- LO3 be able to use tools to file jewellery or silverware components

Assessment criteria

The learner can:

- AC3.1 follow instructions for filing jewellery or silverware components. Instructions should include:
 - a. Oral instructions
 - b. Written instructions
 - c. Drawn instructions
- AC3.2 select the correct hand file suited to the task including:
 - a. Hand file
 - b. Pillar file
 - c. Three square file
 - d. Four square file
 - e. Rat tail file
 - f. Sage leaf file
- AC3.3 select the correct needle file suited to the task including:
 - a. Barrette/safety back needle file
 - b. Round needle file
 - c. Three square needle file
 - d. Four square needle file
 - e. Sage leaf needle file
- AC3.4 assess the condition of the file and prepare it for use
- AC3.5 produce components to the specified standard including:
 - a. flat surfaces and edges
 - b. curved surfaces and edges
 - c. double curvature forms

Unit 220

Use tools to produce formed jewellery or formed silverware components

UAN:	L/506/1273
Level:	2
Credit value:	6
GLH:	44
Relationship to NOS:	This unit relates to NOS J2.7 Produce formed jewellery or silverware components.
Endorsement by sector:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit aims to assess the candidate's ability to apply the skills and knowledge produce components using forming tools and techniques in a jewellery or silversmithing work place.

Learning outcome

The learner will:

- LO1 understand the importance of safe working practice when producing formed components

Assessment criteria

The learner can:

- AC1.1 state the health and safety risks that may be encountered when producing formed jewellery or silverware components
- AC1.2 explain the impact that not following safety precautions may have upon both the individual and the business
- AC1.3 state the importance of keeping the work area safe and tidy

Learning outcome

The learner will:

- LO2 understand how to form jewellery and silverware components

Assessment criteria

The learner can:

- AC2.1 describe how hand and machine forming tools should be effectively used and cared for
 - AC2.2 describe the methods used for heating materials to anneal components before forming
 - AC2.3 describe the typical faults that can occur with the operations and tools being used
 - AC2.4 describe how to produce solid and hollow wire profiles
 - AC2.5 describe the methods that can be used to check that finished work meets the standard required
-

Learning outcome

The learner will:

- LO3 be able to use tools to produce formed components
-

Assessment criteria

The learner can:

- AC3.1 identify a range of hand and machine forming tools and equipment appropriate to the task
- AC3.2 use hand forming tools to produce curved surfaces. Hand forming tools will include:
 - a. Hammers
 - b. Doming block and punches
 - c. Swage blocks
 - d. Simple chasing punches
 - e. Mandrels, triplets and/or stakes
- AC3.3 use hand and machine forming tools for flat surfaces. Hand and machine forming tools will include:
 - a. Flat plates
 - b. Sheet rolling mills
 - c. Wire rolling mills
- AC3.4 produce a range of simple formed components. Components to include:
 - a. wire produced from small round and square drawplates up to 3mm
 - b. wire produced from larger round and square drawplates from 3mm upwards
 - c. sheet metal suitable for defined tasks using rolling mills
- AC3.5 produce simple components using a mechanical press
- AC3.6 follow work instructions correctly
- AC3.7 assess the finished work against defined specifications

Unit 221

Use equipment to permanently join jewellery or silverware components

UAN:	R/506/1257
Level:	2
Credit value:	6
GLH:	41
Relationship to NOS:	This unit relates to NOS J2.8 Carry out permanent joining of jewellery or silverware components.
Endorsement by sector:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit aims to assess the candidate's ability and understanding when using permanent joining techniques. This includes working to a specification, using a range of equipment and a variety of permanent joining techniques appropriate to the material being used and the style being produced.

Learning outcome

The learner will:

LO1 understand the importance of safe working practice when joining components

Assessment criteria

The learner can:

AC1.1 state the health and safety risks that may be encountered when permanently joining jewellery or silverware components

AC1.2 explain the impact that not following safety precautions may have upon both the individual and the business

AC1.3 state the importance of keeping the work area safe and tidy

Learning outcome

The learner will:

LO2 know how to permanently join jewellery or silverware components

Assessment criteria

The learner can:

AC2.1 describe a range of joining techniques

AC2.2 identify soldering equipment appropriate to the task. Soldering equipment should include:

- a. Micro welder
- b. Oxygen and gas or propane torch
- c. Natural gas and air (compressed or mouth blown torch)
- d. Laser welder
- e. Oxygen and acetylene torch

AC2.3 describe how to identify the materials to be joined and the relevant solder that should be used

AC2.4 describe the importance of heat, flux and solder when permanently joining jewellery and silverware components

AC2.5 describe the importance of dry assembling components prior to carrying out the joining operation

AC2.6 describe why pre-polishing of surfaces is important

AC2.7 state the indicators which show the point where the melting of solder occurs

AC2.8 state the methods to be used for checking finished work for faults

Learning outcome

The learner will:

LO3 be able to join jewellery or silverware components

Assessment criteria

The learner can:

AC3.1 select and use soldering equipment appropriate to the task

AC3.2 produce components using permanently soldered joints to include:

- a. Butt soldered joints
- b. Multiple soldered joints
- c. Long seamed soldered joints

AC3.3 evaluate finished work against defined specification

Unit 222

Use hand and mechanical techniques to polish and finish jewellery or silverware components

UAN:	D/506/1259
Level:	2
Credit value:	6
GLH:	41
Relationship to NOS:	This unit relates to NOS J2.9 Polish and finish jewellery or silverware components.
Endorsement by sector:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit aims to assess the candidate's ability to use and understanding of hand and mechanical techniques when polishing and finishing jewellery or silverware components.

Learning outcome

The learner will:

LO1 understand the safety precautions that should be followed when polishing and finishing jewellery or silverware

Assessment criteria

The learner can:

AC1.1 state the specific safety precautions to be followed when using polishing machines

AC1.2 state the correct protective clothing and equipment that should be used

AC1.3 describe the importance of using protective clothing and equipment

Learning outcome

The learner will:

LO2 understand how to polish and finish jewellery or silverware components

Assessment criteria

The learner can:

AC2.1 state the methods that can be used when preparing work for polishing and finishing

AC2.2 describe how polishing and finishing methods should be applied

AC2.3 describe how a range of hand and mechanical polishing and finishing techniques should be used

AC2.4 state how to check and prepare polishing and finishing tools, materials and equipment

AC2.5 state how to recognise the typical faults associated with under prepared surfaces

Learning outcome

The learner will:

LO3 be able to use techniques for polishing and finishing jewellery or silverware components

Assessment criteria

The learner can:

AC3.1 prepare yourself and the work environment for polishing and finishing in line with safety requirements

AC3.2 polish a range of items relevant to your area of work using hand and mechanical techniques

AC3.3 finish a range of items relevant to your area of work using hand and mechanical techniques

AC3.4 produce a range of surface finishes which are both functional and decorative

AC3.5 complete work according to given instructions

AC3.6 assess the degree to which the surface treatment meets the required standard

Unit 223

Use tools to produce hand engraving on jewellery or silverware products

UAN:	F/506/1271
Level:	2
Credit value:	5
GLH:	35
Relationship to NOS:	This unit relates to NOS J2.10 Produce hand engraving.
Endorsement by sector:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit aims to assess the candidates ability and understanding when carrying out engraving on jewellery and silverware products, this includes using basic hand tools and working to a specification.

Learning outcome

The learner will:

LO1 understand the importance of safe working practice when producing hand engraving

Assessment criteria

The learner can:

AC1.1 state the risks that may be encountered when using engraving equipment and materials

AC1.2 explain the impact that not following safety precautions may have upon both the individual and the business

Learning outcome

The learner will:

LO2 know how to hand engrave jewellery or silverware products

Assessment criteria

The learner can:

- AC2.1 define the meaning of a range of terms used to describe engraving techniques and processes
 - AC2.2 describe how to accurately interpret drawings and specifications
 - AC2.3 state the importance of carrying out work in a particular sequence
 - AC2.4 identify the applications of different tools
 - AC2.5 describe how tools should be effectively maintained
 - AC2.6 describe how to accurately measure and mark out work pieces using appropriate equipment for the task
 - AC2.7 describe the different methods that can be used for securing work pieces
 - AC2.8 identify the limitations of different methods that can be used to secure work
-

Learning outcome

The learner will:

- LO3 be able to use tools to hand engrave jewellery or silverware products
-

Assessment criteria

The learner can:

- AC3.1 interpret drawings and specifications
- AC3.2 plan a sequence of activities
- AC3.3 select appropriate tools to achieve the specified outcome
- AC3.4 check that tools are in an appropriate condition for use
- AC3.5 measure and mark out the intended task prior to engraving
- AC3.6 position and hold the work piece in place without causing damage
- AC3.7 implement the task according to operating procedures
- AC3.8 polish and finish the work using specified techniques

Unit 224

Use techniques to identify and secure stones in settings in jewellery or silverware products

UAN:	Y/506/1258
Level:	2
Credit value:	6
GLH:	47
Relationship to NOS:	This unit relates to NOS J2.11 Identify and secure stones in settings.
Endorsement by sector:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit aims to assess the candidate's ability and understanding when securing gems in settings. It requires that the candidate can identify a range of setting styles and a range of gem materials and secure stones in commonly used settings.

Learning outcome

The learner will:

LO1 understand the importance of safe working practice when setting

Assessment criteria

The learner can:

AC1.1 state the risks that may be encountered when using setting equipment and materials

AC1.2 explain the impact that not following safety precautions may have upon both the individual and the business

Learning outcome

The learner will:

LO2 be able to identify a range of gem cuts and basic gem properties, and know the appropriate stone setting styles for these

Assessment criteria

The learner can:

AC2.1 identify a range of gem cuts and basic gem properties

AC2.2 identify a range of stone setting styles appropriate to the above

Learning outcome

The learner will:

LO3 be able to secure stones in commonly used settings

Assessment criteria

The learner can:

AC3.1 secure stones in commonly used settings Settings to include:

- a. Rub over setting
- b. Thread and grain
- c. Star setting
- d. Pavee setting
- e. Simple claw settings

Unit 225

Identify and explain methods and tools used in vitreous enamelling to produce jewellery or silverware products

UAN:	Y/506/1261
Level:	2
Credit value:	4
GLH:	30
Relationship to NOS:	This unit relates to NOS J2.12 Identify and explain methods and tools used in vitreous enamelling.
Endorsement by sector:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit aims to assess the candidate's ability and understanding when working with hand tool applications to carry out enamelling.

Learning outcome

The learner will:

- LO1 understand the importance of safe working practice when undertaking vitreous enamelling

Assessment criteria

The learner can:

- AC1.1 state the health and safety risks that may be encountered when using vitreous enamelling to produce jewellery or silverware products
- AC1.2 explain the impact that not following safety precautions may have upon both the individual and the business
- AC1.3 state the importance of keeping the work area safe and tidy
- AC1.4 state the health and safety procedures that should be followed when maintaining the usage and storage of chemicals

Learning outcome

The learner will:

LO2 understand how to identify key components used in enamelling processes

Assessment criteria

The learner can:

- AC2.1 describe how enamelling tools should be used
 - AC2.2 describe how enamelling kilns should be used
 - AC2.3 define the common terminology used within enamelling activities
 - AC2.4 define the differences between opaque, transparent and opalescent enamel
 - AC2.5 describe how to interpret drawings and specifications
 - AC2.6 describe the importance of carrying out work in a defined sequence
 - AC2.7 describe how different tools that can be used in enamelling processes
 - AC2.8 describe the applications of different enamelling tools
-

Learning outcome

The learner will:

- LO3 be able to enamel using appropriate methods and tools to produce jewellery or silverware products
-

Assessment criteria

The learner can:

- AC3.1 select and use the most appropriate method of enamelling for a range of applications.
Methods of enamelling to include:
 - a. Dry sifting
 - b. Wet packing
 - c. Liquid enamels
- AC3.2 identify a range of enamelling techniques including:
 - a. Flat surface enamelling
 - b. Counter enamelling
- AC3.3 identify a range of tools used in enamelling processes
- AC3.4 identify the key components of a kiln

Unit 226

Identify how new and emerging technologies may impact on working practices in the jewellery industry

UAN:	D/506/1262
Level:	2
Credit value:	2
GLH:	14
Relationship to NOS:	This unit relates to NOS J2.13 Identify new and emerging technologies in the jewellery industry, allied trades and how they may impact on your working practices.
Endorsement by sector:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit aims to assess the candidate's ability and understanding to develop and maintain an awareness of the jewellery industry, allied trades and how to develop their own skills to enable them to use related new techniques and technologies.

Learning outcome

The learner will:

LO1 know how to identify and respond to new and emerging technologies in the jewellery industry

Assessment criteria

The learner can:

AC1.1 explain the importance of keeping abreast of current and emerging technologies and new working practices

AC1.2 identify where information about emerging technologies and new working practices can be sourced

AC1.3 describe the impact that existing and emerging technology may have upon future working practices

AC1.4 provide examples of existing and emerging technologies

AC1.5 explain how to develop personal contacts to form networks to support and inform their work activities

AC1.6 describe the different types of skills development available and what would best meet their needs

Appendix 1 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

Functional Skills (England) – see www.cityandguilds.com

Essential Skills (Northern Ireland) – see www.cityandguilds.com

Essential Skills Wales – see www.cityandguilds.com

Appendix 2 Sources of general information

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

Centre Handbook: Quality Assurance Standards

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

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

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

Centre Assessment: Quality Assurance Standards

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

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

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

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

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

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

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

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

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

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