CDETB

An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Introduction to Glass Crafts

leading to

Level 3 QQI Component: Glass Craft 3N1041

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
  1. **Level 3 QQI Certificate in General Learning 3M0874**
  2. **Level 3 QQI Certificate in Employability Skills 3M0935**
  3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**

- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.

- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.

- Teachers/tutors should familiarise themselves with the information contained in CDETB's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.

- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.

- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.

- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.

- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETB or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	**Award**
1. Title of Programme Module Introduction to Glass Crafts	**2. Component Name and Code** Level 3 Craft - Glass 3N1041
3. Duration in Hours of Programme Module 100	**4. Credit Value** 10
5. Assessment Technique Collection of Work 20% Skills Demonstration 80%	**6. Specific Requirements** Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.

7. Aims of the Programme Module

This programme module aims to equip the learner with the knowledge, skills and competencies to explore aspects of craft work and to develop sensitivity to materials and craft skills.

8. Objectives:

- to acquire an understanding of glass craft vocabulary
- to develop good workshop practice with regard to the use of tools, materials and craft space
- to develop the skills to complete a range of craftwork which includes selecting appropriate materials, use of equipment, processes, costs and displaying work
- to develop the knowledge to be able to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process.

9. Learning Outcomes of Level 3 Glass Craft D3N1041

The learner will be able to:

1. work with a limited range of glass craft materials to explore aesthetic aspects of a variety of crafts using appropriate language
2. describe the basic principles for creating glass items
3. describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts persons' practice
4. use a range of glass craft tools and equipment correctly to include appropriate terminology
5. use a range of glass craft processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate
6. make a range of glass crafts to include selecting appropriate materials, equipment and processes and paying attention to costs
7. use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process
8. display completed glass craft items with supporting research and design work
9. comment on the completed glass craft items to include the materials and tools used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products
10. apply good workshop practice to include set up and preparation, organisation and clean up of the work area
11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazard
12. demonstrate the application of communications, team working and quality awareness while working in a craft environment.

Delivery Strategies and Learning Activities

The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Collection of Work/Skills Demonstrations. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlines in section 9.

Glass craft

Learning Outcome 1: Work with a limited range of glass craft materials to explore aesthetic aspects of a variety of crafts using appropriate language.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following*

- identify and differentiate the terms Stained Glass, Staining Glass and Glass Etching as a decorative and artistic craft mode.

  Examples:
  Stained Glass: The production of a coloured piece of glass at the manufacturing stage.

  Definition: The construction of a design and patterns in translucent pieces of glass which are joined together by H profile leading strips or copper foil and fused together with solder, for example, Church windows, Victorian front door side panels, Tiffany lamp shades.

  Glass Staining: The introduction of painting a design, texture or image directly onto either a coloured piece of glass or clear glass.
    - (traditionally the glass is painted with black opaque pigment and fired so that it adheres to the glass permanently).
    - student would use no-bake translucent glass paint.

  Definition: The introduction of painting directly onto glass pieces to block out light to enhance a design, for example, Harry Clarke. Modern double glazing feature panels. Gift wares – hobbyist painted glassware - night lights, tumblers etc.,

  Glass Etching refers to the technique of creating art on the surface of glass by applying acidic, caustic, or abrasive substances.

  Definition: There are three major techniques: **surface etching**, **carving,** and **shading**.

  1. **Surface etching:**

  This is the easiest and fastest of the three techniques. It produces a frosted design on the surface of clear glass. The designs are positive and negative, or frosted and clear.

  2. Carving:

  Called carving because you actually blast, or carve, deep into the glass, giving a three dimensional etching. There are several types of carving, including single stage, two stage, multi-stage, and freehand carving. Elements of the shading design can all touch, as they can with a carving design, because the visual separations between elements are created by the stage blasting process. In shading, this gives different shades of grey where elements touch rather than different depths as in carving. Shaded etching looks very much like airbrushing, with flowing tones of light and dark indicating shape and contour.

3. Shading:

Like surface etching, this technique just blasts the surface of the glass. But unlike surface etching, the elements in the design are blasted to different densities giving the appearance of shades of grey.

Combinations of techniques: Any etching can be produced with just one technique, but also by a combination of two or all three techniques, for example, souvenir glasses, public house windows and decorative mirrors.

- illustrate for the learner Stained Glass, Glass Staining and Glass Etching by examples and sample pieces. Devise a worksheet highlighting the characteristics of the glass craft process.
- gather historical and modern references from architectural, home and garden books and magazines
- organize a visit to a local church, gift shop.
  Make reference to the Irish stained artist Harry Clarke and introduce modern styles and craftsperson's' work.

Good workshop practice including health and safety

Learning Outcome 10: Apply good workshop practice to include set up and preparation, organisation and clean up of the work area.

Learning Outcome 11: Apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazard.

*In order to help the learner achieve **Learning Outcome 10 & 11** in particular, consider doing the following*

- taking into account the local circumstances,, explore with the learner how to apply good workshop practice to include set up and preparation, organisation and clean up of work area
- apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards.

  As with any practical activity, there is an element of risk in craft activities. However this can be kept to an acceptable minimum if those involved are aware of the potential hazards and take appropriate steps to avoid accidents, for example,

  Organisation of space
  - Untidiness and disorganisation can cause accidents. Keep workspace tidy, Store work carefully. Clean up after you.

  Use of sharp tools
  - Sharp knives and tools are needed for a variety of crafts. They must be kept in good condition; sharp tools are less of a hazard than blunt tools. All sharp tools must be kept in a safe place. Care should be taken to ensure materials and objects are held securely and handled with care in an appropriate working environment.

  Use of liquids
  - Any liquid spills can cause a hazard, slipping, and damage to work.

  Use of Adhesives & Fixatives
  - Some forms of adhesives can be irritants. Adhesives that give off fumes and aerosol propelled fixatives should be used with adequate ventilation and following the manufacturer's instructions.

  Use of paints (especially spray)
  - The use of airbrush or aerosol: Always use good ventilation and masks if spray painting. Follow the manufacturer's instructions.
  - Ingestion of paints. The practice of licking a paintbrush may result in the ingestion of toxic pigments.

  Personal health and Hygiene
  - Protective clothing; Apron, gloves and mask where necessary.
  - Hands should be thoroughly washed after working.

Care of tools and materials

- Respect materials, and tools. Clean after use and store carefully.

Solvents

- Volatile substances
  - Solvents are generally highly volatile and toxic substances. They constitute the most common source of hazardous fumes in art and craft processes. Users of these products must follow the manufacturer's instructions for health and safety.
- Skin irritants
  - Some solvents are primary irritants. Others may produce dermatitis, and by dissolving the natural grease of the skin, make it more vulnerable to damage.
- Inhalation
  - Inhalation is the most common way for solvents to enter the body. Therefore appropriate ventilation should be used according to manufacturer's guidelines.

Fire precautions

- Never store rags/ paper /aerosol near heat or flames.

Using electrical equipment - You should make sure that electrical equipment used for work is safe.

- Check that the electrical equipment is suitable for the work and way in which it will be used.
- Check that the electrical equipment is in good condition.
- Make sure that the user of the equipment is trained to use it safely and can keep others safe.
- Make sure the user knows which personal protective equipment to wear, how to use it, and make sure they do.

Communication and team working

Learning Outcome 12: Demonstrate the application of communications, team working and quality awareness while working in a craft environment.

Meanings: (this list is not exhaustive)

Communications = the process of conveying meaning

- Non verbal
  - body language
  - face
  - artwork
  - written word
- Verbal

Team working = the actions of individuals, brought together for a common purpose or goal, where the needs of the group are more important than the needs of the individuals for the common purpose or task. The interactions among the members and the work they complete is called teamwork.

Environment = the surroundings or conditions in which a person, animal, or plant lives or operates.

*In order to help the learner achieve **Learning Outcome 12** in particular, consider doing the following*

- explore with the learner the importance of clear communication in the craft environment, for example
  - when designing your work, give
    - clear design
    - accurate measurements
  - when ordering materials, consider
    - colours
    - sizes
    - amounts

- when booking a space or machinery
  - time
- When giving instructions
  - to a colleague
  - a person helping you to create a piece of work
  - when ordering a specialist out sourced piece of pre-made craft element to enhance your work.

- explore with the learner the importance of teamwork in the craft environment, for example,
  - when booking a space
  - when using machinery
  - when respecting others':
    - opinions
    - space
    - artwork
  - when working together of a joint project respect others':
    - opinions
    - contribution
    - ideas
  - when working together,
    - share work load
    - work to each other's strengths
    - pull you weight
    - respect time lines

Creating glass craft items

Learning Outcome 2: Describe the basic principles for creating glass items.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following*

- explore with the learner the basic principles for creating a two-dimensional or three-dimensional glass craft item
- explain the processes involved in generating from initial design to a finished piece of a glass craft
- emphasise the important value of gathering reference images for inspiration
- distinguish between two-dimensional and three-dimensional forms, for example,
  - window panel
  - night light container
  - mirror
  - glass
- explain by illustration and demonstration the development of generating a design
  Highlight the importance of working to a finished size, for example,
  - an existing window size.
  - the diameter of a wine glass.
- guide the learner through the design process and encourage the learner to colour in photocopies with any colouring medium available as a test piece before advancing onto a true stained glass / glass staining (painting) piece.
  Be mindful of what colour stock of glass and paints for staining are available to the learner.
- describe to the learner how to draw up and envisage a three – dimensional object and project the proposed design onto that surface before completing the stained glass / glass staining (painting) area.

A card board form may have to be prepared to support the separate glass panels while being soldered together.

Materials required: STAINED GLASS

- either pre stained coloured flat glass or clear glass
- either pre-cut glass pieces or glass that can be cut and shaped by learner
- permanent marker
- a tile nipper tool
- diamond tip glass cutter
- carpet tile
- match sticks
- copper foil tape
- h section leading
- flux and flux brush
- soldering iron
- solder
- leading paste (stove blackening)
- bristle or tooth brush
- metal eyelet, cord, ribbon
- (optional – frame)

GLASS STAINING (PAINTING)

- materials as above
- flat clear glass
- no-bake translucent glass paint
- flat brushes
- black matt graphic arts tape (for mock leading effect)
- copper foil tape

GLASS ETCHING

- **design**
- **glass** - any glass object will do ,for example,
    - jars
    - drinking glasses
    - mirror
- **window cleaner** - always start with a clean surface.
- **contact paper** - clear or plain, white works best. (You can also make simple stripes using masking tape, etc.)
- **carbon paper** - used to trace your design onto the contact paper.
- **utility knife** - used to cut your pattern out of the contact paper.
- **etching cream**
- **brush** - used to apply etching cream (always read instructions).

Method for STAINED GLASS:

- Create a safe working environment
- Make sure you are wearing appropriate protection
- Select preferred design.
- Select appropriate clear or coloured glass to match an area of design
- Place over ‘cartoon’ and trace using permanent marker.
- Place glass piece onto carpet tile.
- Score along the inner marker line with diamond tool.
- Position matchsticks underneath the scored line and tap the glass.
- Check that piece fits the ‘cartoon’.

- Nibble any excess pieces of glass with a glass nipper
- Work on all pieces of glass until cartoon is covered with the appropriate pieces.
- Cut lengths of H profiled leadings to match lengths of glass to be joined**. /or/** adhere copper foil tape around each edge and solder together. Then frame with true H section leading.
- Slip the glass pieces into the grooves either side of H profile lead.
- Solder joints.
- Brush in flux.
- Turn piece carefully and solder reverse side and brush in flux.
- Finish off piece by polishing the H profile leading with stove blackening and the glass area with cloth or kitchen paper towelling.

OR

- **Using copper foil tape technique** – making sure that the front, profile and rear of each piece of each edge of cut glass is covered, solder joints. Then solder each copper foiled edge together from rear side. Polish clean with cloth or kitchen paper)

Method for GLASS STAINING (PAINTING)

- Create a safe working environment
- Make sure you are wearing appropriate protection
- Select preferred design.
- Select a sheet of clear glass already cut to finished size of design.
- Place over 'cartoon' design.
- Paint with chosen first colour in all areas that it appears in design and leave to dry.
- Paint second chosen colour and leave to dry.
- When all coloured areas of design have been painted, turn glass face down.
- Lay the black graphic tape along the line of where the painted areas meet.
- Press firmly. Note: only cut the outer overhanging edgings of tape.

Method for GLASS ETCHING

- Create a safe working environment
- Make sure you are wearing appropriate protection
- Clean the surface you will be etching with glass cleaner and a soft, lint-free cloth.
- Cover the surface with contact paper and press out all the bubbles.
- Put the design you are using behind the glass.
- Trace the design onto the contact paper if you are doing a mirror. Put carbon paper on top of the contact paper and then place your design on top of that. Trace the design, transferring it to the contact paper.
- Use a knife to cut the contact paper away from the areas that you want to etch.
- Make sure that all of the edges are stuck tight to the glass and that there are no bubbles at the edges.
- Use a brush or paper towel to smear a liberal layer of etching cream onto the design area.
- Wait the amount of time required for the brand of etching cream. Check manufacturer's instructions.
- Run cool water over the cream to rinse it off.
- Peel off the contact paper and rinse the glass under cool water again.

Health and safety:

- **Eye protection** -goggles.
- **Hand protection -**leather gloves or latex depending on glass craft.
- **Workshop area** being aware of glass fragments and shards on work surface.
- **Skin protection** – long sleeves

Design options and solutions

Learning Outcome 3: Describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other craftsperson's' practice.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following*

- discuss the variety of glass crafts and methods
- by open discussion with the learners describe the processes by which a craftsperson may develop an original idea or image and select an appropriate glass craft response
- distribute a selection of examples of glass craft pieces
- describe the step-by-step workshop procedures that a craftsperson may follow
- provide worksheets and sample checklists
- encourage the learner to research a craftsperson or DIY enthusiast who works in glass.

Glass craft tools and equipment

Learning Outcome 4: Use a range of glass craft tools and equipment correctly to include appropriate terminology.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following*

- identify and name the appropriate tools required
- instruct the learner on the correct use of tools
- implement health and safety procedures when working with glass
- emphasis the care with which the learner should maintain and treat equipment
- teacher/tutor to provide worksheets with explanations of terminology for each of the glass craft processes that may be explored.

Glass craft processes

Learning Outcome 5: Use a range of glass craft tools and equipment correctly to include appropriate terminology.

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following*

- explore with the learner a range of glass craft methods and materials experimenting with a range of cutting and etching techniques, shaping, manipulating, finishing, rendering and decorating as appropriate
- instruct the learner to develop a feel for each of the tools and equipment for glass crafts
- guide the learner through the design processes before completing a craft piece
- a variety of bases should be suggested and encourage the learner to source own base pieces: identify suitability for indoor or outdoor usage
- demonstrate and encourage the learner to create glass craft pieces using skills they are developing.

Making a glass craft

Learning Outcome 6: Make a range of glass crafts to include selecting appropriate materials, equipment and processes and paying attention to costs.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following*

- provide the learner with the appropriate instructions for each of the glass craft processes
- encourage the use of a variety of materials
- instruct the learner to generate an idea and develop this towards a finished piece
- allow the learner to experiment with creating own variations of glass craft
- provide a costing worksheet.

Common problems and solutions

Learning Outcome 7: Use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process.

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following*

- while explaining each of the glass craft processes, include references to any pitfalls that could be inherent to each process
- discuss basic technical problems such as: having very rough edges because the glass wasn't 'cracked' 'broken' properly and resulting in overall piece buckling, not maintaining a clean and organized work area can contribute to the production of poor quality work, poor care and storage of tools etc.
- discuss the ways in which to remedy these pitfalls
- provide a listing of the common problems and resolutions
- class discussion should be encouraged where any or in particular new problems arise within class situation.

Displaying work

Learning Outcome 8: Display completed glass craft items with supporting research and design work.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following*

- demonstrate the most visually effective method of displaying a finished glass product, for example, placed by a window, on a white table cloth, in a presentation box etc.
- encourage all learners to have their supporting research and design work for each of the finished stained glass, glass staining or glass etching pieces placed in their folders.

Discussing completed work

Learning Outcome 9: Comment on the completed glass craft items to include the materials and tools used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products.

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following*

- **teacher/**tutor may consider a group critique or one to one discussion on the displayed works (if in group they need to be guided in positive and supportive comments)
  This work can be captured on a teacher/tutor form, audio or visual recording.

- provide new worksheets for the learner to process the above requirements.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor's record of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format.

Collection of Work	**20%**
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
The learner will compile a Collection of Work to include (numbers cross reference to outcomes). 1. The learner should present a piece of work that demonstrates understanding of a limited range of glass craft materials using appropriate language. 2. The learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating glass craft items. 3. The learner should present a piece of work that demonstrates a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice. 6. The learner should make a number of glass craft items (no less than two) and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used and processes and costs. 8. The learner should display completed glass craft items with evidence of supporting research and design work.	
Skills Demonstration	**80 %**
The learner will complete a number of Skills Demonstrations at appropriate intervals during the programme. Evidence of the Skills Demonstrations must be included in the assessment portfolio. The evidence may be photographs, video, audio or digital evidence, or other appropriate evidence of the learner completing the tasks.	
The learner will complete a number of Skills Demonstrations, requiring him/her to complete the following tasks. 7. The learner should while working use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment, or process. 4. The learner should demonstrate use of a range of craft tools and equipment correctly to include appropriate terminology.	

5. Evidence that the learner has used a range of glass craft processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering, and decorating appropriate to glass craft.

9. Evidence that the learner has through group or one to one commented on the completed glass craft items, described the materials used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making glass craft items.

10. Evidence that the learner has demonstrated the application of good workshop practice during this module to include set up and preparation, organisation and clean up of the work area.

11. Evidence that the learner has demonstrated the application of appropriate health, safety and personal hygiene practices during this module to include safeguarding against accidents and hazards.

12. Evidence that the learner has demonstrated during this module the application of communications, team working, and quality awareness while working in a craft environment.

11.b Assessment - General Information – Glass Craft 3N1041

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	**Assessment Technique**
1. Work with a limited range of glass craft materials to explore aesthetic aspects of a variety of crafts using appropriate language.	Collection of Work
2. Describe the basic principles for creating glass craft items.	Collection of Work
3. Describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice.	Collection of Work
4. Use a range of glass craft tools and equipment correctly to include appropriate terminology.	Skills Demonstration
5. Use a range of glass craft processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate.	Skills Demonstration
6. Make a range of glass craft items to include selecting appropriate materials, equipment and processes and paying attention to costs.	Collection of Work
7. Use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process.	Skills Demonstration
8. Display completed glass craft items with supporting research and design work.	Collection of Work
9. Comment on the completed glass craft items to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products.	Skills Demonstration
10. Apply good workshop practice to include set up and preparation, organisation and clean up of the work area.	Skills Demonstration
11. Apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards.	Skills Demonstration
12. Demonstrate the application of communications, team working and quality awareness while working in a craft environment.	Skills Demonstration

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.

Level 3 Glass Craft 3N1041	Learner Marking Sheet

Learner's Name: _____ Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. work with a limited range of glass craft materials to explore aesthetic aspects of a variety of the craft using appropriate language	collection of work : the learner should present a piece of work that demonstrates understanding of a limited range of glass craft materials using appropriate language		
2. describe the basic principles for creating a glass craft	collection of work : the learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating glass craft		
3. describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice	collection of work: the learner should present a piece of work that demonstrates a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice		
4. use a range of glass craft tools and equipment correctly to include appropriate terminology	skills demonstration: evidence that the leaner has demonstrated during this module the use of a range of glass craft tools and equipment correctly to include appropriate terminology		
5. use a range of glass craft processes on materials to include	skills demonstration: evidence that the leaner has created during this module a range of glass		

experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate	craft that use a range of glass craft processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating appropriate to glass craft.		
6. make a range of glass craft to include selecting appropriate materials, equipment and processes and paying attention to costs	collection of work : the learner should make a range of glass craft and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used and processes and costs		
7. use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process	skills demonstration: the learner should while working use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process		
8. display completed glass craft products with supporting research and design work	collection of work: the learner should display completed glass craft with evidence of supporting research and design work		
9. comment on the completed glass craft products to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products	skills demonstration: the learner should be able though group or one to one or in written form comment on the completed glass craft, describe the materials used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making glass craft.		
10. apply good workshop practice to include set up and preparation, organisation and clean up of the work area	skills demonstration: the learner has demonstrated during this module the application of good workshop practice during this module to include set up and preparation, organisation and clean up of the work area		

11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards	skills demonstration: the learner has demonstrated during this module the application of appropriate health, safety and personal hygiene practices during this module to include safeguarding against accidents and hazards		
12. demonstrate the application of communications, team working and quality awareness while working in a craft environment.	skills demonstration: the learner has demonstrated during this module the application of appropriate communications, team working and quality awareness while working in a craft environment.		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner

Learner's Signature: _____ Date: _____

Assessor's Signature: _____ Date: _____

External Authenticator's Signature: _____ Date: _____