



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

Programme Module

Introduction to the Craft of Leatherwork

leading to

Level 3 QQI Component: Craft – Leatherwork 3N1042

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 a learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies
- A learner needs to achieve a minimum of 60 credits to achieve the Level 3 QQI Certificates in General Learning, 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 will devise Assessment Brief/s for the Collection of Work and Skills Demonstrations.
- 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 learners 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 the Craft of Leatherwork	2. Component Name and Code Level 3 Craft – Leatherwork 3N1042
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Portfolio/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 <p>The purpose of this award is to equip the learner with the knowledge, skills and competences to explore aspects of craft and to develop sensitivity to materials and craft skills under supervision.</p> 8. Objectives: <ul style="list-style-type: none"> • to acquire an understanding of Leatherwork making 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 Craft – Leatherwork 3N1044 <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. work with a limited range of leatherwork making materials to explore aesthetic aspects of a variety of the craft using appropriate language 2. describe the basic principles for creating leatherwork 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 leatherwork tools and equipment correctly to include appropriate terminology 5. use a range of leatherwork 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 leatherwork 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 leatherwork with supporting research and design work 9. comment on the completed leatherwork/s products to include the materials 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 hazards 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. 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 outlined in section 9.

Leatherwork

Learning Outcome 1: Work with a limited range of leatherwork making materials to explore aesthetic aspects of a variety of the craft using appropriate language

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

- explore with the learner a limited range of craft materials to explore aspects of a variety of leatherwork techniques using appropriate language.

Resources:

This is a list of resources that may prove useful, although not exhaustive!

<http://www.tandyleatherfactory.co.uk/en-gbp/home/home.aspx?countryid=1011>

<http://www.tandyleatherfactory.com/en-usd/home/home.aspx>

History of leather

Leather has played an important role in the development of civilisation. From prehistoric times man has used the skins of animals to satisfy his basic needs. He has used hides to make clothing, shelter, carpets and even decorative attire. To the Egyptian lady, a fur piece was highly prized as her jewellery. From leather, manmade footwear, belts, clothing, containers for liquids, boats and even armour. The principle protective armour of the Roman soldier was a heavy leather shirt.

In recorded history, pieces of leather dating from 1300 B.C. have been found in Egypt. Primitive societies in Europe, Asia and North America all developed the technique of turning skins into leather goods independently of one another. The Greeks were using leather garments in the age of the Homeric heroes (about 1200 B.C.), and the use of leather later spread throughout the Roman Empire. During the middle Ages, the Chinese knew the art of making leather. The Indians of North America also had developed great skills in leather work before the coming of the white man.

At some time, by accident or by trial and error, man discovered methods of preserving and softening leather treating animal skins with such things as smoke, grease and bark extracts. The art of tanning leather using the bark of trees probably originated among the Hebrews. In primitive societies, the art was a closely guarded secret passed down from father to son. As civilisation developed in Europe, tanners and leather workers united in the trade guilds of the Middle Ages, as did the craftsmen in other fields. Royal charters or licences were issued permitting people to practice leather tanning. In the nineteenth century, vegetable tanning, i.e., tanning using the extracts from the bark of certain kinds of trees, was supplemented by chrome tanning. This process uses chemicals and today accounts for about eighty to ninety percent of all tanning done except for the leather used in the soles of shoes and tooling leathers.

Making Leather

There are two general types of treatment that skins and hides undergo before they become leather.

1. Curing or dressing: Curing or dressing hides and skins is when the skins are prepared for tanning by

the removal of all flesh, hair and foreign particles that cause the skin to decay before tanning can take place, curing preserves the leather until tanning can take place.

2. Tanning: is the process by which cured hides and skins can be converted into durable leather.
 - Chrome Tanned- This process uses soluble chromium salts, primarily chromium sulphate, to tan leather. Most commonly used for garments, footwear and upholstery.
 - Vegetable Tanned- A method of hide tanning which utilizes materials from organic materials such as bark instead of the traditional chemicals. Vegetable-tan is the leather utilised when tooling leather.

Types of Leather

In general, leather is sold in four forms:

- **Full-grain:** The grain remains allowing the fibre strength and durability. The grain also has breathability, resulting in less moisture from prolonged contact. Rather than wearing out, it will develop a patina over time. High quality leather furniture and footwear are often made from full-grain leather.
- **Top-grain** leather is the second-highest quality. It's had the "split" layer separated away, making it thinner and more pliable than full grain. Its surface has been sanded and a finish coat added to the surface which results in a colder, plastic feel with less breathability, and will not develop a natural patina.
- **Corrected-grain** leather is any leather that has had an artificial grain applied to its surface. The hides used to create corrected leather do not meet the standards for use in creating vegetable-tanned or aniline leather. The imperfections are corrected or sanded off and an artificial grain impressed into the surface and dressed with stain or dyes.
- **Split** leather is leather created from the fibrous part of the hide left once the top-grain of the rawhide

Leatherwork terminology and ideas

- For a basic piece, something like a key ring or a sampler piece should be sufficient displaying mastery of basic techniques such as:
 - cutting,
 - casing,
 - stamping
 - basic dyeing techniques.
- For an intermediate piece, it should show a progression on these skills (prior acquired learning) in addition to
 - figure carving,
 - setting fasteners,
 - lacing, transferring designs and
 - advanced dyeing techniques.

Although not all these skills need necessarily be employed on any given piece. Examples of projects at this level could include belts, bags, wallets, dog collars, horse equipment such as bridles and carved pieces for decorative purposes such as wall plaques and inlays for tables.

Good workshop practice including health and safety

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

Taking into account the specifics of the craft you are working with and space you are working in, 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.

Examples (this list is not exhaustive)

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

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

Explore with the learner 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 interaction 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.

Explore with the learner the importance of clear communication in the craft environment:

Examples : (this list is not exhaustive)

- When designing your work
 - Clear design
 - Measurements
- When ordering materials
 - 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:

Examples : (this list is not exhaustive)

- Booking of space
- Use of machinery
- Respecting others
 - Opinions
 - Space
 - Artwork
- When working together of a joint project respect others:
 - Opinions
 - Contribution
 - Ideas
- Work together
 - Share work load
 - Work to each other's strengths
 - Pull you weight
 - Respect time lines

Creating fine art Leatherwork.

*In order to help the learner achieve **Learning Outcome 2 & 5** in particular, consider doing the following:*

Explore (2) with the learner a range of Leatherworks and describe the basic principles for creating a two-dimensional or three-dimensional piece

Explore (5) with the learner a range of Leatherwork making methods to include experimenting with a range of cutting, joining, shaping, manipulating, finishing, rendering and decorating as appropriate.

Design options and solutions

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

Explore with the learner a range of design options and preferred solutions or problem solving techniques to an idea or theme of interest to include gathering evidence of other Leatherwork practitioners practice

- Tutor to discuss the variety of leatherwork making 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 Leatherwork response.
- Distribute a selection of examples of Leatherworks
- Tutor to describe the step-by-step workshop procedures that a craftsperson may follow.
- Tutor to provide worksheets and sample checklists.
- Tutor to encourage learner to research a leatherwork maker

Leatherwork making tools and equipment

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

Explore with the learner a range of Leatherwork tools and equipment correctly to include appropriate terminology.

Introduce as necessary the learners to each of the processes used for Leatherwork work,

Equipment (this list is not exhaustive)

- Basic tools – Steel rule, Stanley knife or similar, rotary punch, polymer mallet, alphabet stamp set, selection of 2-d and 3-d stamps, rivet setting tool, dot fastener / snap setting tool and a sturdy work bench preferably with a block or anvil.
- Intermediate tools- as above plus a variety of modelling tools, swivel knife, lacing needles, craft- tool stamps and craft-aid plastic templates.

Making Leatherwork

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

Explore with the learner the process of creating Leatherwork, to include selecting appropriate materials, equipment and processes and paying attention to costs of producing a Leatherwork piece.

- Provide learners with the appropriate instructions for each of the Leatherwork processes
- Encourage the use of a variety of techniques
- Instruct learner to generate an idea/image and develop it in a suitable manner

- Encourage learner to experiment and record experimental pieces

Common problems and solutions

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

Explore with the learner how to use known problem solving techniques to prevent or resolve a limited range of common technical problems associated with the Leatherwork methods, equipment or process.

Explore with learner each of the leatherwork processes and discuss the potential problems that might happen. Provide a listing of the common problems and resolutions.

Example (this list is not exhaustive)

Class discussion should be encouraged where any or in particular new problems arise within class situation.

Displaying work

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

Explore with the learner how to display completed pieces with supporting research and design work.

Demonstrate and encourage the learners on how to obtain the most visually effective method of displaying a finished Leatherwork.

- Hung on a wall
- In situ and photographed
- In a display box

Instruct learners to be observant while in shops and galleries and note how pieces of craft are displayed to their optimum best – as part of a collection, on a plinth and be aware of how lighting is used in the display.

Discuss how a craft stand at a fair or a gallery may deploy certain methods of displaying the Leatherwork pieces effectively.

Encourage all learners to have their supporting research and design work for each of the finished Leatherwork pieces placed in their folders.

Discussing completed work

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

Explore with the learner how to comment on the completed Leatherwork to include the materials and tools used, standard of craftsmanship, the skills learnt, and any difficulties encountered in making the Leatherwork pieces.

- 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 tutor form, audio or visual recording.
- Provide new worksheets for learners to process the above requirements.

11.a Specific Information Relating to the Assessment Techniques

The Assessor is required to devise assessment brief/s for the Collection of Work. 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 verification 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. All of the evidence must be retained in the learner's assessment portfolio.

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.	
<p>The learner will compile a Collection of Work to include (numbers cross reference to outcomes)</p> <ol style="list-style-type: none"> 1. The learner should present at least two pieces of work that demonstrate progression and understanding of a limited range of Leatherwork making materials using appropriate language. 2. The learner should present a least two pieces of work that demonstrate knowledge and understanding of the basic principles for creating Leatherwork. 3. The learner should present a folder of work that demonstrate 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 Leatherworks no less than two and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used, processes and costs. 8. The learner should display a completed Leatherwork 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.	
<p>The learner will complete the following tasks:</p> <ol style="list-style-type: none"> 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 Leatherwork making processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering, and decorating appropriate to Leatherwork.

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

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 – Craft – Leatherwork 3N1042

The assessor is required to devise assessment briefs for the Collection of Work and the Skills Demonstration

Mapping Each Learning Outcomes to an Assessment Technique	
Learning Outcome	Assessment Technique
1. Work with a limited range of Leatherwork making materials to explore aesthetic aspects of the craft using appropriate language	Collection of Work
2. Describe the basic principles for creating Leatherworks	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 Leatherwork tools and equipment correctly to include appropriate terminology	Skills Demonstration
5. Use a range of Leatherwork 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 Leatherworks 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 Leatherworks with supporting research and design work	Collection of Work
9. Comment on the completed Leatherworks to include the materials used, tools, 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 Craft – Leatherwork 3N1038	Learner Marking Sheet
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Learner's Name: _____

Learner's PPSN: _____

Learners 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 Leatherwork making 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 Leatherwork making materials using appropriate language.		
2. Describe the basic principles for creating a Leatherwork	Collection of Work The learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating Leatherwork		
3. Describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-person's 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 Leatherwork tools and equipment correctly to include appropriate terminology	Skills Demonstration Evidence that the learner has demonstrated during this module the use of a range of Leatherwork tools and equipment correctly to include appropriate terminology.		
5. Use a range of Leatherwork processes on materials to include experimenting with a range of	Skills Demonstration Evidence that the learner has created during this module a range of Leatherworks that use a range of Leatherwork processes and materials to		

cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate	include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating appropriate to Leatherwork.		
6. Make a range of Leatherworks to include selecting appropriate materials, equipment and processes and paying attention to costs	Collection of Work The learner should make a range of Leatherworks 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 Leatherwork with supporting research and design work	Collection of Work The learner should display completed Leatherworks with evidence of supporting research and design work.		
9. Comment on the completed Leatherworks 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 Leatherwork, describe the materials used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making Leatherworks.		
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	Skills Demonstration The learner has demonstrated during this module the application of appropriate health, safety and personal hygiene practices during this module		

hazards	to include safeguarding against accidents and hazards.		
12. Demonstrate the application of communications, team working and quality awareness while working in a craft environment.	<p>Skills Demonstration</p> <p>The learner has demonstrated during this module the application of appropriate communications, team working and quality awareness while working in a craft environment.</p>		

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: _____