



Programme Module

Introduction to the Craft of Mosaic

leading to

Level 3 QQI Component: Craft – Mosaic 3N1039

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, 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. Teacher /tutors will 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 the Craft of Mosaic	2. Component Name and Code Level 3 Craft - Mosaic 3N1039
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	
<p>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.</p>	
8. Objectives:	
<ul style="list-style-type: none"> • to acquire an understanding of mosaic 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 Mosaic 3N1039	
<p>The learner will be able to:</p>	
<ol style="list-style-type: none"> 1. work with a limited range of mosaic making materials to explore aesthetic aspects of a variety of the craft using appropriate language 2. describe the basic principles for creating mosaics 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 mosaic tools and equipment correctly to include appropriate terminology 5. use a range of mosaic 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 mosaics 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 mosaics with supporting research and design work 9. comment on the completed mosaic 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. 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 as outlined in section 9.

Mosaic making

Learning Outcome 1: Work with a limited range of mosaic 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*

- introduce the craft of mosaic through its origins in both Greek and Roman cultures as a form of permanent decorative features
- explain that mosaic is a method of creating a pixilated image or design using small blocks of coloured glass, ceramic, pebble, shell, broken ceramics or woods and adhering the arrangement of mosaic permanently to a base surface
- discuss and differentiate between commercial/mechanical production and the craft of mosaic making as a decorative and artistic mode

Meaning:

Commercial: The production of a large quantity of mosaic which is generally targeted to the mass market, for example,

- tiling showrooms.
- kitchen, bathroom, patio, floor, wall, swimming pool.

Artistic / craftsman: The design and production of an individual decorative mosaic piece. May be generated in response to a commission or as part of an artist's / craftsman preferred field of expressive craftwork, for example,

- one off commissioned pieces for decorative purposes. i.e. state body, private individual, business corporation
- fountain centrepieces
- garden water features
- street or park sculpture
- smaller household decorative pieces
- illustrate by examples and by a worksheet highlighting the characteristics of both the commercial and the craftsman's work with accompanying visual reference
- show sample pieces from tiling showrooms where possible and gather references from interior, architectural, gardening, and holiday brochures and magazines
- organise a visit to a tiling showroom or a specific site where a commissioned piece can be investigated, for example,
 - The Chester Beatty Library lobby area with peacock feather motifs.

- The Gardens of Remembrance – Parnell Square.

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 hazards.

*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 and the working space ,explore with the learner how to:-
 - apply good workshop practice to include set up and preparation, organization 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 and 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.

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

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, for example,
 - when designing your work
 - clear design
 - accurate 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 when:
 - using machinery
 - booking space
 - working together respecting others’:
 - opinions

- space
- artwork
- working together on a joint project respecting others':
 - opinions
 - contribution
 - ideas
- working together
 - sharing work load
 - working to each others' strengths
 - pulling you weight
 - respecting time lines.

Creating fine art mosaics.

Learning Outcome 2: Describe the basic principles for creating mosaics.

*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 mosaics
- explain to the learner the processes involved in generating from initial design to a finished piece of mosaic work.
- emphasise to the learner the important value of gathering reference images for inspiration
- enable the learner to distinguish between two-dimensional and three-dimensional forms
- explain by illustration and demonstration the development of generating a design
- introduce the concept of recreating an image/design into a pixilated format
Use either graph paper or a maths copy page which has been photocopied onto a tracing sheet. Overlay this onto a coloured or black and white original image or pattern and fill in the 'square' of the trace with an appropriate single colour that represents the original.
- as an exercise in creating a mosaic by using coloured paper, distribute paint manufacturer sample colour swatches.
Guide the learners through the design process and encourage learners to cut and paste their chosen swatches colours as a test piece before they advance to a true mosaic piece.
- introduce the learner to pointillism
Examine four colour process printing images under magnification.
Explain how the image is generated by a series of different coloured dots.
- 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 mosaic area.

Materials required: -

- pre-formed glass or ceramic mosaic tiles
- ceramic tiles which can be cut and shaped by learner
- pebbles
- sea shells
- a tile nipper tool or glass cutter tool
- a base board/frame/ mirror/ glass
- tile adhesive either white or coloured
- adhesive spreader
- grout for finer infilling finishing work
- sponge and water for cleaning residual grouting.

Method:

- Select preferred design.
- Select appropriate base to be decorated.
- Develop design into a pixilated form using coloured pencils, markers.
- Always make an allowance for the characteristic grout spacing between individual mosaic pieces.
- Check that design will fit into base area.
- Lay out, cut or preformed pieces of mosaic onto each area of the trace/paper hand coloured design – leaving a gap between each mosaic piece.
- Apply a layer of tile adhesive onto base with adhesive spreader.
- Transfer each of the mosaic pieces from its position on the hand coloured design sheet one by one and slightly embed it into the tile adhesive. Try to work in a systematic way. I.e. top row to next row.
- When satisfied that all mosaic pieces are in place, leave to dry.
- Apply grouting over the whole area with applicator. Making sure that all of the spaces between each mosaic pieces are filled in with grout.
- Wipe off grouting that is sitting proud of the mosaic pieces with clean applicator.
- Soften any unframed rough outer edges of the piece with dampened sponge.
- Using a dampened sponge wipe clean the mosaic.
- Leave to dry.

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 with the learner the variety of mosaic materials and their suitability for given situations, for example,
 - pebble pathway design where different coloured pebbles are laid in a bed of cement-where heavy pedestrian traffic with mucky walking shoes walk.
 - the fountain centerpiece in a hotel lobby – highly decorative and constantly exposed to water - the tile adhesive and grouting would need to be waterproof.
- by open discussion with the learner, describe the processes by which an artist may develop an image and select the appropriate mosaic material
- distribute a selection of examples of craftsperson and/ or artist produced mosaic piece
- if feasible, arrange a visit to the Garden of Remembrance or other site
- describe the physical step by step studio procedures that a craftsperson may follow
- provide worksheets and sample checklists
- encourage learner to research a craftsperson or artist who work in mosaic.

Mosaic making tools and equipment

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

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

- introduce the learner to a range of mosaic projects
- identify and name the appropriate tools required
- instruct the learner on the correct use of tools
- emphasise the importance of appropriate care and maintenance of equipment

- provide worksheets and questionnaires with explanations of terminology, tool descriptions, and maintenance procedures.

Mosaic processes

Learning Outcome 5: Use a range of mosaic processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate.

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

- encourage the learner to develop a feel for each of the tools and equipment for a range of mosaic projects and processes, examples listed below:
 - design and decorate a table top for either indoor or outdoor use, paying attention to the treatment of creating a mosaic edging
 - develop a numbered or house name wall plaque
 - decorate a picture frame
 - embellish a mirror for a bathroom
 - decorate a clay plant pot
 - create a night light holder with glass mosaic on tumbler
 - decorate a large storage jar.
- guide the learner through the design processes before completing a craft piece
A variety of bases should be suggested and encourage learners to source own base pieces.
- demonstrate and encourage learners to create a variety of mosaic pieces using a variety of materials (pebble, shell, glass, ceramic, broken plates) at different sizes and shapes.

Making a Mosaic

Learning Outcome 6: Make a range of mosaics 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 mosaic projects
- encourage the use of a variety of mosaic materials
- instruct learners to generate an idea/image and develop it
- allow learner to experiment with creating basic patterns
- 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*

- highlight any pit falls that could be inherent to each process while teaching mosaic-making skills
- discuss basic technical problems such as:
 - having very rough edges because excessive tile adhesive dried before it was smoothed out
 - not maintaining a clean and organised work area can contribute to the production of poor quality work.
 - poor care and storage of tools. etc.,
- provide a listing of the common problems and resolutions
- encourage class discussion where any or in particular new problems arise within the class situation

Displaying work

Learning Outcome 8: Display completed mosaics 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 mosaic product, for example, placed by a window, on a white table cloth, in a presentation box etc.
- demonstrate how, and relay the importance of, having supporting research and design work for each of the learner's finished Mosaics placed in folders.

Discussing completed work

Learning Outcome 9: Comment on the completed mosaic products to include the materials 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*

- consider a group critique or one to one discussion on the displayed works (the group may 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 (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 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.	
The learner will compile a Collection of Work to include (numbers cross referenced to outcomes).	
<ol style="list-style-type: none"> 1. The learner should present a piece or pieces of work that demonstrate understanding of a limited range of mosaic making materials using appropriate language. 2. The learner should present a piece or pieces of work that demonstrate knowledge and understanding of the basic principles for creating mosaics. 3. The learner should present a piece or pieces 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 mosaics 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 completed mosaics 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:	
<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 mosaic processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering, and decorating appropriate to mosaic. 	

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

11.b Assessment - General Information – Craft – Mosaic 3N1039

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 mosaic making materials to explore aesthetic aspects of the craft using appropriate language.	Collection of Work
2. Describe the basic principles for creating mosaics.	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 mosaic tools and equipment correctly to include appropriate terminology.	Skills Demonstration
5. Use a range of mosaic 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 mosaics 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 mosaics with supporting research and design work.	Collection of Work
9. Comment on the completed mosaics 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 – Mosaic 3N1039
Learner Marking Sheet

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 mosaic 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 mosaic making materials using appropriate language		
2. describe the basic principles for creating a mosaic	Collection of Work the learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating mosaic		
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 mosaic 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 mosaic tools and equipment correctly to include appropriate terminology		
5. use a range of mosaic processes on	Skills Demonstration		

materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate	Evidence that the learner has created during this module a range of mosaics that use a range of mosaic processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating appropriate to mosaic		
6. make a range of mosaics to include selecting appropriate materials, equipment and processes and paying attention to costs	Collection of Work the learner should make a range of mosaics and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used and processes and cost		
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 mosaics with supporting research and design work	Collection of Work the learner should display completed mosaics with evidence of supporting research and design work		
9. comment on the completed mosaics 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 Mosaic, describe the materials used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making mosaics		
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		

<p>11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards</p>	<p>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</p>		
<p>12. demonstrate the application of communications, team working and quality awareness while working in a craft environment.</p>	<p>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.</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: _____