Qualification Specification:

OCN NI Level 2 Award in Craft

- Qualification No: 600/9513/1

OCN NI Level 2 Certificate in Craft

- Qualification No: 601/8166/7

Version: 2.1

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Scopes added	V2.1 – September 2025
Specification	Award added	V2.1 – September 2026

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3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Award and Certificate in Craft.**

This specification will provide guidelines for centres to ensure the effective and correct delivery of these qualifications. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 2 Award and Certificate in Craft.

- **Qualification Features**: this includes the key characteristics and features of these qualifications, such as their intended audience, purpose, and credit value.

- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess these qualifications. These include guidelines on staff qualifications, resources, and required procedures.

- **Structure and Content:** this details the structure and content of these qualifications including units, and any specific content that learners will be required to study.

- **Assessment Requirements:** this details assessment criteria and assessment methods for these qualifications, ensuring that summative assessment approaches are clear.

- **Quality Assurance:** the quality and consistency of delivery and assessment of these qualifications are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering these qualifications must adhere to are detailed.

- **Administration:** guidance on the administrative aspects of delivering these qualifications, including registration, certification and record-keeping.

- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.

- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of these qualifications. The pack includes planning and assessment templates, guides to best practice, etc.

- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk

- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of these qualifications by contacting their designated Business Development Advisor or by contacting us on Contact Us | OCN NI

5. About these qualifications

5.1 Qualification Regulation Information

OCN NI Level 2 Award in Craft
Qualification Number: 600/9513/1

Operational start date: 01 July 2013
Review date: 30 September 2029

OCN NI Level 2 Certificate in Craft
Qualification Number: 601/8166/7

Operational start date: 01 December 2015
Review date: 30 September 2029

A qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at Ofqual Register. This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk .

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for these qualifications is:

Subject Area: 9.2 Crafts, creative arts and design

NOS:
SKSHS1 – Health, safety and security at work
UKFTMTSP13 – Produce textile products
CCSDES7 – Contribute to the production of design test pieces
CCSCR2 – Originate and develop ideas for craft practice

CCSCR22 – Monitor and evaluate your craft practice
CCSCR9 – Produce a drawing or sketch, working stage or rough, sample, model or prototype of craft
PROCC01 – Contribute to health, safety and the environment
PROCC03 – Process materials to make plastic clay, slip or glaze
PROCC07 – Trim and smooth formed ceramic items
PROCC13 – Form ceramic products by throwing on the potter's wheel
PROCC16 – Load and prepare the kiln for firing
PROCC17 – Fire ceramic products using a kiln
PROCC20 – Apply a protective coating of glaze, slip or varnish to the surface of products
UKFTMTSP41 – Carry out the sewing process for clothing and related items
UKFTMTSP40 – Cut materials for manufacturing sewn products
CCSJ2.1 – Contribute to keeping the workshop tidy and safe
CCSJ3.1 – Contribute to the maintenance and preparation of the jewellery or silversmithing workshop environment
CCSJ42 – Produce working plans for new product development and the manufacture of precious products
CCSCR12 – Innovate and experiment in craft practice
CCSCR13 – Select and use techniques, materials, tools and equipment for craft
CCSJ23 – Mark out and measure materials for jewellery or silverware components
CCSJ21 – Contribute to keeping workshops tidy and safe
CCSCR7 – Establish and/or modify the design and making process
CCSCR5 – Create a design brief for craft
CCSCR18 – Keep up-to-date with the wider context for your craft
SKSCMGS13 – Research information required for work in the creative industries

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualification's Aim and Objectives

Qualification's Aim

The aim of the OCN NI Level 2 Award and Certificate in Craft is to provide individuals with an opportunity to develop the knowledge, understanding and skills needed to contribute to craft and design activities.

Qualification's Objectives

The objectives of the OCN NI Level 2 Award and Certificate in Craft are to enable learners to:

- develop creative, imaginative and intuitive skills when undertaking craft activities
- develop practical skills when experimenting / exploring with a broad range of methods and materials

5.5 Target Learners

These qualifications are targeted at individuals wishing to pursue a career in craft and/or who wish to develop their skills in this area.

5.6 Entry Requirements

There are no formal restrictions on entry. No prior knowledge of craft is required. However, learners must be at least 14 years old on completion of the qualification and receive appropriate advice and guidance on the suitability of the qualification.

5.7 NI Entitlement Framework

OCN NI has a wide range of vocational and technical qualifications available to offer in schools through the Entitlement Framework. The NIEFQAN file shows details of GCSE Guided Learning Hours (GLHs) size equivalences for level 1 and level 2 qualifications, and A-level Guided Learning Hours (GLH) size equivalences for qualifications at level 3.

The system is designed to enable schools to report their performance. The information on GLHs/size equivalency applies only to the allocation of school performance points.

It is not intended for use in relation to the equivalency of qualifications for employment and/or further/higher education purposes.

5.8 Progression

The OCN NI Level 2 Award in Craft allows for progression to the OCN NI Level 2 Certificate in Craft and from there to further learning and/or into employment/self-employment within the creative and cultural industries.

5.9 Delivery Language

These qualifications are exclusively available in English. If there is a desire to offer these qualifications in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualifications in the requested language as appropriate.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver these qualifications prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering a qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for these qualifications it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer these qualifications centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering these qualifications are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of one year's relevant experience in this area. This competence should enable them to effectively impart knowledge and practical skills to learners.

- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of these qualifications takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. They should also have a minimum of one year's relevant experience in this area. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.

- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.

- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualification.

The Internal Quality Assurer for these qualifications must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of internal assurance and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQAs are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Award and Certificate in Craft are designed to develop learners' practical abilities and theoretical understanding across a range of craft disciplines. Their purpose is to ensure that learners can demonstrate a solid, comprehensive grasp of core craft skills, techniques, and processes. As unitised qualifications, they emphasise competence and proficiency, enabling learners to build confidence, refine their craftsmanship, and progress either into further study or into practical craft-related roles.

7.2 Qualification Level

In the context of the OCN NI Level 2 Award and Certificate in Craft it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. These qualifications align with Level 2, which signifies a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 2 Award in Craft	
Total Qualification Time (TQT):	60 hours
Total Credits Required:	6 credits
Guided Learning Hours (GLH):	48 hours

OCN NI Level 2 Certificate in Craft	
Total Qualification Time (TQT):	150 hours
Total Credits Required:	15 credits
Guided Learning Hours (GLH):	120 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 2 Award in Craft** learners must complete a minimum of 6 credits from any of the units.

To achieve the **OCN NI Level 2 Certificate in Craft** learners must complete a minimum of 15 credits from any of the units.

8. Assessment Structure

These qualifications are assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for these qualifications is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required. Explanations of command words/verbs used in the assessment criteria can be found in Appendix 1 of this document.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are Level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 2 Award in Craft

In order to achieve the OCN NI Level 2 Award in Craft the learner must complete a minimum of 6 credits from any of the units below.

Total Qualification Time (TQT) for this qualification: 60 hours
Guided Learning Hours (GLH) for this qualification: 48 hours

OCN NI Level 2 Certificate in Craft

In order to achieve the OCN NI Level 2 Certificate in Craft the learner must complete a minimum of 15 credits from any of the units below.

Total Qualification Time (TQT) for this qualification: 150 hours
Guided Learning Hours (GLH) for this qualification: 120 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
L/507/9448	CBD234	Art and Design: Colour Theory and Design	3	24	Two
R/507/9449	CBD235	Constructed Textiles: Methods	3	24	Two
L/507/9451	CBD236	Creative Craft Skills	3	24	Two
J/507/9450	CBD238	Making Mosaics	3	24	Two
D/505/0729	CAW989	Develop Ceramic Techniques Using Materials and Resources	3	24	Two
R/505/0730	CAW990	Develop Floral Crafts Techniques Using Materials and Resources	3	24	Two
Y/505/0731	CAW991	Developing Garment Construction Skills	3	24	Two
D/505/0732	CAW993	Produce and Present Item/s of Jewellery	3	24	Two
R/507/9452	CBD240	Textile Design Skills Development - Production Realisation	3	24	Two
Y/507/9453	CBD241	Textile Workshop - Techniques and Processes	3	24	Two
D/507/9454	CBD242	Use Materials and Resources to Develop Embroidery Techniques	3	24	Two

H/507/9455	CBD243	Use Materials and Resources to Develop Silversmithing Techniques	3	24	Two
K/507/9456	CBD237	Design Project	3	24	Two
M/507/9457	CBD239	Preparation for Employment in the Creative and Cultural Industries	3	24	Two

10. Unit Content

10.1 Art and Design: Colour Theory and Design

Title	Art and Design: Colour Theory and Design
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBD234
Unit Reference No	L/507/9448
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to use colour terminology and understand characteristics of colour schemes. Learners will define a colour spectrum and the use of colour in design from an historical perspective. Learners will also outline psychological associations in design plans, describe the spatial impact of colour and evaluate their significance in design projects.	

Learning Outcomes	Assessment Criteria
1. Understand the terminology and concepts employed by colour.	1.1. Describe the colour features of plans and/or projects using appropriate terminology. 1.2. Describe the characteristics of Monochromatic, Harmonious and Complementary colour schemes.
2. Know about the elements of the colour spectrum.	2.1. Define what is meant by the colour spectrum. 2.2. Define primary, secondary and tertiary colours. 2.3. Describe how various systems have attempted to standardise colour.
3. Know about the relevance of colour in different historical periods.	3.1. Describe the historical associations linked to colour. 3.2. Describe the elements of design in a contemporary and historical context.
4. Know about the psychological associations linked to colour.	4.1. Explain the significance of psychological associations when planning design plans and projects. 4.2. Describe the ways they can be employed.
5. Know about the spatial impact of colour.	5.1. Describe the impact of colour on an individual's perception of space.
6. Be able to recognise the psychological associations linked to colour.	6.1. Analyse the psychological associations linked to specified colours. 6.2. Evaluate the significance of these associations when planning design projects.

Assessment Guidance

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

Portfolio of evidence could also include:

- *Digital journals/sketchbooks*
- *Short video reflections explaining colour choices*
- *Digital portfolio pages*
- *Screenshots + annotations*
- *Interactive mood boards*
- *Process videos*

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Art and Design: Colour Theory and Design
1. Understand the terminology and concepts employed by colour.	**Scope** **Teaching will cover:** Exploring colour • Interactive digital colour wheels instead of static posters. • Explore how colour is used in UX/UI design, social media graphics and apps. • Show real examples from big brands (Netflix red, Spotify green, IKEA blue/yellow). • Include colour psychology in digital environments—dark mode vs light mode • The colour wheel • The influence colour can have on: a) mood / emotions b) buildings c) branding/advertising • Creating and mixing colours • Examining the monochromatic, harmonious & complimentary colour schemes showing how they are formed and used. • Digital mixing simulations to show hue/saturation/value shifts using graphics or photo software.
2. Know about the elements of the colour spectrum.	**Scope** **Teaching will cover:** • Understanding the colour spectrum – what it is. • Who discovered it and when? • The visible light spectrum – how it works • Primary, secondary and tertiary colours analysed a) The attributes of each b) Examples of each group explored c) Where Primary, secondary and tertiary colours sit in the colour wheel d) Exploring and mixing colours • Standardisation of colours: a) Researching different examples of standardisation of colour b) Reasons for colour standardisation c) Use of standardised colours Investigating ow traditional use of colours has evolved into the digital sphere with differences between: • Hex codes • CMYK printing colours • RGB screen colours • Pantone standards
3. Know about the relevance of colour in different historical periods.	**Scope** **Teaching will cover:** • Investigating the background of us of colour in different historical periods – investigating how colours use historically, compared.

	• Virtual museum/gallery tours could be useful. • Symbolism of colour • Colour symbolism in other cultures • Contemporary variation using colour in: a) Different cultures b) Industries - Advertising and Branding c) Countries
4. Know about the psychological associations linked to colour.	**Scope** **Teaching will cover:** • Exploring examples and background of how institutions and industry use colour for psychological purposes • Symbolic meanings of colour for: a) On human emotions b) In society - c) In architecture d) In communications e) Charting cultural difference
5. Know about the spatial impact of colour.	**Scope** **Teaching will cover:** • Creating concepts for interior space that offer the illusion of: a) Stretching a space b) Illuminating a space c) Widening / narrowing a space d) Shortening or heightening a space e) Reducing wall size in the same space
6. Be able to recognise the psychological associations linked to colour.	**Scope** **Teaching will cover:** • Exploring the philosophy of colour • Investigating effects on mood • Considering the significance of colour when designing for planning projects such as Architectural works for: a) Health b) Education c) Living accommodation d) Leisure

10.2 Constructed Textiles: Methods

Title	Constructed Textiles: Methods
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBD235
Unit Reference No	R/507/9449
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to carry out textile research using a sketchbook to develop ideas. Learners will experiment safely with textiles and produce samples of work. Learners will also apply technical and theoretical information to practical processes and investigate historical and contemporary influences.	

Learning Outcomes	**Assessment Criteria**
1. Know the value of sketchbook methodology.	1.1. Collect and use supporting research and notation including sketchbooks. 1.2. Select items from research and sketchbooks to influence and develop own textile work.
2. Be able to experiment with constructed textiles.	2.1. Experiment with constructed textile processes to explore the following: a) colour b) texture c) pattern d) line and tone 2.2. Use ideas to produce samples.
3. Know how to use technical equipment within constructed textiles.	3.1. Produce samples using equipment within constructed textiles. 3.2. Apply technical and theoretical information to practical processes within constructed textiles.
4. Understand historical and contemporary practice pertaining to constructed textiles.	4.1. Describe examples of historical and contemporary practice. 4.2. Compare examples of historical and contemporary practice to practical work.
5. Be able to work safely when undertaking craft activities.	5.1. Follow Health and Safety procedures relevant to the activities being undertaken. 5.2. Demonstrate safe working practices when completing practical work.

Assessment Guidance
NOS
SKSHS1 – Health, safety and security at work
UKFTMTSP13 – Produce textile products

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

Portfolio of evidence could also include:

- *Video diaries of sampling*
- *Time-lapse clips of weaving, knitting, dyeing*
- *Digital mood boards*
- *Short audio reflections*
- *Peer feedback recorded via QR code*
- *Mini exhibitions, photographed and submitted*
- *Online gallery pages*
- *Process videos (if permitted by centre policy)*

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Constructed Textiles: Methods
1. Know the value of sketchbook methodology.	**Scope** **Teaching will cover:** • Developing materials for textile fabrication ideas • Assembly of a variety of samples of textile types, design/decoration/pattern making • Researching and documenting various styles/ trends /epochs/uses of constructed textiles • Recording these in sketchbooks • Maintaining a sketchbook with notations and physical samples • Taking inspiration from research and sampling methods to: o design and construct an item/s of textile o use style/materials/pattern or technique influenced by research
2. Be able to experiment with constructed textiles.	**Scope** **Teaching will cover:** • Experiment with constructed textile processes to explore the following: o colour o texture o pattern o line and tone • Samples could be produced to include: o painting/screen printing/stencilling o sewing o knitting o stitching by hand o remaking from pre-used textiles o colouring with dyes • Modern textile trends include: o zero-waste pattern cutting o upcycling and garment transformation o visible mending o natural dyeing and eco-printing o mixed-media textiles (fabric + paper + digital transfers)

3. Know how to use technical equipment within constructed textiles.	**Scope** **Teaching will cover:** • Machine practice may include: o Producing a variety of stitching effects o Studying computer-aided design methods • Apply technical and theoretical information to practical processes within constructed textiles: Investigating various: o techniques o materials o treatments o fabrics o technology
4. Understand historical and contemporary practice pertaining to constructed textiles.	**Scope** **Teaching will cover:** • Examples of historical and contemporary practice that may be used: o 6000 B.C.E WOOLEN textiles are found in Southern Turkey. o 5000 B.C.E COTTON is grown and woven into cloth in India, Pakistan, and Eastern Africa. o FLAX is grown & woven into LINEN fabric in Egypt. o 2700 B.C.E SILK cloth is woven from the cocoons of silkworms in China. o 2500-1200 B.C.E The loom is of ancient origin. o Textiles are woven in India, Pakistan, Central Europe, and the Middle East. China is spinning and weaving silk into fine brocade and damask fabrics. o 500 B.C.E The Great Wheel is developed in India for spinning cotton into yarn. • Studying key historical inventions may inform subsequent contemporary methods in constructed textiles. • Understanding the background of the industry gives perspective on what has gone on before. • Appreciating past practice and innovation gives us better understanding which we can use to create new methods for constructed textiles. • Showing how today's methodology reflects ancient technology in modern textiles and innovations. • Examining modern fabrics & current working processes.
5. Be able to work safely when undertaking craft activities.	**Scope** **Teaching will cover:** • Awareness of Health and Safety procedures within the practical/workshop environment, such as: o Identifying common hazards and risks associated with the craft activity being undertaken. o Following risk assessments and safe working procedures. o Selecting and using appropriate Personal Protective Equipment (PPE). o Safe use and handling of tools, equipment and materials. o Checking tools and equipment are safe and suitable before use. o Safe handling, use and storage of potentially hazardous materials or substances, where relevant.

	○ Maintaining a clean, tidy and organised workspace. ○ Awareness of relevant emergency procedures, including fire, accidents and first aid. ○ Knowing when to report hazards, faults, accidents or unsafe conditions. • Reflect the most up to date Health & Safety Executive information for working within the textile industry such as: ○ Machinery – ▪ ensure that all guards are in good working condition ▪ power connections ▪ lighting is adequate and stays on when the motor is switched off ▪ seating allows for good posture and ease of movement ○ Hand knives – are covered when not in use ○ Dyestuffs and chemicals – are kept in appropriate containment and using around electronic devices ○ Noise – if high, ear protection provided ○ Eye protection - where necessary ○ Clear walkways around working areas – no cables or other obstacles • Preparing the work area safely before beginning a practical task. • Wearing and using appropriate PPE correctly. • Using tools and equipment correctly and for their intended purpose. • Following instructions and safe working procedures throughout the activity. • Handling materials safely and appropriately. • Maintaining a safe and tidy working area during practical work. • Working safely in relation to other people in the work area. • Responding appropriately to hazards or unsafe situations. • Safely cleaning and storing tools, equipment and materials after use. • Disposing of waste materials safely and appropriately. • Demonstrating consistent safe working practices from start to finish. • How observation of these rules provides the environment for Safe Studio Practice.

10.3 Creative Craft Skills

Title	Creative Craft Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBD236
Unit Reference No	L/507/9451
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to source information to develop craft ideas and demonstrate practical activities following agreed safety procedures. Learners will use a sketchbook to develop ideas. Learners will also select appropriate materials/equipment, experiment with different creative techniques and assess their own performance.	

Learning Outcomes	Assessment Criteria
1. Be able to develop own ideas for creative activity.	1.1. Identify information sources that can be used to develop own ideas. 1.2. Use identified sources to develop own ideas. 1.3. Describe ways of incorporating ideas creatively to take forward practical activity.
2. Know how to experiment with media using a sketchbook and/or journal.	2.1. Use the work of other artisans/craft workers/designers and/or cultures to initiate own ideas. 2.2. Use the work of others when using a sketchbook and/or journal to illustrate development of own ideas. 2.3. Describe the development of ideas and identify possible outcomes in relation to creative activity.
3. Know how to use a range of materials and equipment.	3.1. Select and use a range of materials/equipment needed for chosen activity to meet intended outcomes. 3.2. Experiment with the materials/equipment selected in AC 3.1 giving reasons for choice/s. 3.3. Describe the results achieved.
4. Understand techniques that can be used to undertake creative activity.	4.1. Select techniques to execute activity and meet intended outcomes. 4.2. Experiment with selected techniques. 4.3. Describe the effectiveness of the selected techniques in meeting intended outcomes.
5. Be able to work safely when undertaking craft activities.	5.1. Follow Health and Safety procedures relevant to the activities being undertaken. 5.2. Demonstrate safe working practices when completing practical work.

Assessment Guidance
NOS
CCSDES7 – Contribute to the production of design test pieces
CCSCR2 – Originate and develop ideas for craft practice
CCSCR22 – Monitor and evaluate your craft practice
CCSCR9 – Produce a drawing or sketch, working stage or rough, sample, model or prototype of craft

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

Portfolio of evidence could also include:

- *Annotated photos*
- *Time-lapse videos of making*
- *Voice notes explaining decisions*
- *Photo diaries*
- *Process videos*
- *Canva portfolio pages*
- *Audio reflections*
- *Before/after photos*
- *Screenshots of research*
- *Digital worksheets*
- *Small digital gallery presentations*

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Creative Craft Skills
1. Be able to develop own ideas for creative activity.	**Scope** **Teaching will cover:** • Learning through observation • Research the local environment in buildings • Design • The internet - online craft marketplaces (Etsy, Folksy) to analyse trends • Books, magazines • Material products in the everyday world • Virtual museum & gallery collections • Recording ideas for designing crafts • Developing ideas using sketchbooks/workbooks/scrapbooks • Testing ideas and practicing with chosen materials • Building up knowledge of different crafts and sharing ideas • Sharing ideas within peer groups

2. Know how to experiment with media using a sketchbook and/or journal.	**Scope**
	
	Teaching will cover:
	• Research, influences & styles
	  ○ Established examples of Crafts movements or individual people to further understanding and stimulate ideas.
	  ○ Example: William Morris Arts & Crafts Movement, England.
	  ▪ World recognised and famous example of a movement.
	  ▪ Very well documented and will offer examples of people, craft types and high-quality output.
	  ○ Researching these activities and works will open new routes for further exploration of the subject.
	
	• Looking at crafts from around the world to offer an eclectic range of styles and contrasts of traditional / independent handmade crafts.
	• Simple internet searches by country or continent will open up various results to consider.
	
	• Style or type of craft decided upon from research
	• Gathering materials for individual production of craft
	• Making colour and materials choices
	• Outlining drawings for final pieces
	• Recording all results in sketchbooks giving reasons for choices
	• Making craft pieces successfully to a plan from research

3. Know how to use a range of materials and equipment.	**Scope**
	
	Teaching will cover:
	
	• What is being made & how?
	• Research is complete and decisions are made about what item(s) are being produced.
	• Sourced materials:
	  ○ Tools and equipment identified
	  ○ Testing of ideas and experimenting with colour, materials, textures, form or function

	○ Possible materials could include glass, clay, wood, metal, paint, wicker, paper, textiles etc. • Ecological considerations – recycled and sustainable materials: ▪ Recycled paper ▪ Upcycled fabrics ▪ Scrap wood / found objects ▪ Recycled plastic ▪ Repurposed tiles, glass, ceramics ▪ Eco-resins, plant-based glues ▪ Natural dyes • Accurate documentation in a project journal to record processes and outcomes • Recording the rationale for the choices made • Outcomes discussed in peer groups
4. Understand techniques that can be used to undertake creative activity.	**Scope** **Teaching will cover:** • Experimenting with materials, techniques and ideas • All testing logged in workbooks with samples of materials along with drawings • Evaluating SMART guidelines for materials and processes (Specific, Measurable, Achievable, Realistic and Time based) • Commentary on these results • Self-analysis of progress/quality evaluating successes recorded in workbooks
5. Be able to work safely when undertaking craft activities.	**Scope** **Teaching will cover:** Crafts activities are widely varied but share **common potential hazards**. In using classrooms, function rooms or offices as areas to make crafts, they are working studios. • Awareness of Health and Safety procedures within the practical/workshop environment, such as: ○ Identifying common hazards and risks associated with the craft activity being undertaken. ○ Following risk assessments and safe working procedures. ○ Selecting and using appropriate Personal Protective Equipment (PPE). ○ Safe use and handling of tools, equipment and materials. ○ Checking tools and equipment are safe and suitable before use. ○ Safe handling, use and storage of potentially hazardous materials or substances, where relevant. ○ Maintaining a clean, tidy and organised workspace. ○ Awareness of relevant emergency procedures, including fire, accidents and first aid. ○ Knowing when to report hazards, faults, accidents or unsafe conditions. • Good Studio Health & Safety Practice should include: ○ Eye protection where appropriate ○ Correct working heights ○ Gloves when cutting sharp or rough materials ○ Dust masks ○ Ear defenders ○ Ventilated areas

	○ Clear and obvious sign-posting of different areas for activities ○ Appropriate labelling of sharp or hazardous materials ○ Correct storage of materials (flammable substances, chemical labelling) ○ Understanding COSHH regulations ○ All work areas organised and obstruction free ○ Safe disposal of materials (paint water, solvents, sharps, cement or adhesives/grout) ○ Awareness of correct working posture for tasks and regular breaks from activities ○ Emergency procedures for: ▪ first aid ▪ fire safety ▪ spill management ○ Safe use of all tools with demonstration. ○ Regular Portable Appliance Testing [PAT] in the working space • Preparing the work area safely before beginning a practical task. • Wearing and using appropriate PPE correctly. • Using tools and equipment correctly and for their intended purpose. • Following instructions and safe working procedures throughout the activity. • Handling materials safely and appropriately. • Maintaining a safe and tidy working area during practical work. • Working safely in relation to other people in the work area. • Responding appropriately to hazards or unsafe situations. • Safely cleaning and storing tools, equipment and materials after use. • Disposing of waste materials safely and appropriately. • Demonstrating consistent safe working practices from start to finish. • How observation of these rules provides the environment for Safe Studio Practice.

10.4 Making Mosaics

Title	Making Mosaics
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBD238
Unit Reference No	J/507/9450
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to design a piece of mosaic work, demonstrate material manipulation, cutting and support. Learners will select and use appropriate adhesives, apply grout and demonstrate safe studio practice.	

Learning Outcomes	Assessment Criteria
1. Be able to design a piece of work suitable for mosaic.	1.1. Produce a series of designs that show the development of a piece of work for mosaic. 1.2. Describe potential problems related to the design and images needed for mosaics.
2. Be able to work with tesserae.	2.1. Select and manipulate tesserae materials to meet the requirements of a mosaic design. 2.2. Cut tesserae accurately. 2.3. Prepare supports and base with the correct seal.
3. Be able to use glues and adhesives to lay and seal the tesserae.	3.1. Select glues and adhesives to use with tesserae. 3.2. Use glues and adhesives to lay and seal the tesserae.
4. Be able to grout up the final panel.	4.1. Apply grout suitable for a mosaic.
5. Be able to work safely when undertaking craft activities.	5.1. Follow Health and Safety procedures relevant to the activities being undertaken. 5.2. Demonstrate safe working practices when completing practical work.

Assessment Guidance

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

Portfolio of evidence could also include:

- *Photograph making mosaics in stages (cutting, placing, grouting)*
- *Make short videos of tesserae cutting or grouting technique*
- *Use Canva or Google Slides to present their project journey*
- *Process videos - possibly time lapse*
- *These could be submitted in the form of:*
- *Digital journals*
- *Time-lapse videos*
- *Audio reflections*
- *Annotated photographs*
- *Peer critique sheets*
- *Design boards*
- *Small group presentations*

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes	Learner notes/written work Learner log/diary Peer notes Record of observation

	OR A collection of documents containing work that shows the learner's progression through the course	Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Making Mosaics

1. Be able to design a piece of work suitable for mosaic.	**Scope**
	
	Teaching will cover:
	
	• Research and practice
	• Study of - Mosaics
	  ○ In the art world and in the environment & different.
	  ○ Uses of mosaics in the environment around us - as art, furniture, decorating walls/floors, to convey messages etc.
	• Observation of:
	  ○ Texture
	  ○ Colour
	  ○ Styles
	  ○ Form
	  ○ Scale
	  ○ Costs
	  ○ Fabrication
	• Putting this research information to practical use by making a mosaic.
	
	• Make working sketches to demonstrate:
	  ○ Initial ideas, progress towards a final design indicating materials and concepts. Final design ideas planning with sketchbook use.
	• Other points for consideration:
	  ○ Patterns inspired by nature and architecture
	  ○ Colour theory - introduction
	  ○ Mood boards (digital or sketchbook-based)
	
	• Being realistic within design and budget plans potential problem areas
	  ○ Are the ideas achievable?
	  ○ Is there enough time/budget to successfully complete the mosaic selected?
	  ○ Awareness of copyright avoiding all infringement

2. Be able to work with tesserae.	**Scope** **Teaching will cover:** Cutting and placing tesserae. • Appropriate choice of materials for a particular project. Where will the work be installed, indoors/outdoors? • Cutting tesserae safely and accurately. Video and/or assessor demonstrations are worthwhile. ▪ Practice cutting shapes ▪ Cutting different materials ▪ Which tools are most efficient for cutting different tessarae ▪ Test cutting is advised. ▪ Bases for mosaics. Ensuring that the correct backing boards are used for the various tessarae being applied. Awareness of different types of adhesives & grout types for indoor/outdoor use.

3. Be able to use glues and adhesives to lay and seal the tesserae.	**Scope** **Teaching will cover:** Factors to consider: • Compatibility of adhesive with grout – always use recommendations of brand suppliers • Selection of the correct glue/adhesive for the tessarae being used – absorbent or non-absorbent materials require different adhesive types • Indoor or outdoor use • The transparency of products – some dry clear and others dry opaque • The textures of adhesive/glue – smooth or rough • Drying times • Types of glues and adhesives are: o Water based o Solvent based o Cement based o Gluten based using water and flour (an ancient form of glue- when gently boiled, flour releases gluten which is used as an adhesive) o Animal or plant-based glues – derived from resin in plants or processed collagen in animal hides, bone or tissues. • Checking recommendations and guidelines is important.
4. Be able to grout up the final panel.	**Scope** **Teaching will cover:** • Application of grouts • Calculating and mixing the correct amounts for the size of mosaic to be grouted – by following industry guidelines • Weather resistant grouts • Grout colour choices • Tools and materials required for grouting • Types of grouts • Procedures for successful grouting using correct amounts and types of grouts • Smoothing & polishing the final piece correctly for maximum finishing
5. Be able to work safely when undertaking craft activities.	**Scope** **Teaching will cover:** Crafts activities are widely varied but share **common potential hazards**. In using classrooms, function rooms or offices as areas to make crafts, they are working studios. • Awareness of Health and Safety procedures within the practical/workshop environment, such as: o Identifying common hazards and risks associated with the craft activity being undertaken. o Following risk assessments and safe working procedures. o Selecting and using appropriate Personal Protective Equipment (PPE). o Safe use and handling of tools, equipment and materials. o Checking tools and equipment are safe and suitable before use.

	○ Safe handling, use and storage of potentially hazardous materials or substances, where relevant. ○ Maintaining a clean, tidy and organised workspace. ○ Awareness of relevant emergency procedures, including fire, accidents and first aid. ○ Knowing when to report hazards, faults, accidents or unsafe conditions. • Good Studio Health & Safety Practice should include: ○ Eye protection where appropriate ○ Correct working heights ○ Gloves when cutting sharp or rough materials ○ Dust masks ○ Ear defenders ○ Ventilated areas ○ Clear and obvious sign-posting of different areas for activities ○ Appropriate labelling of sharp or hazardous materials ○ Correct storage of materials (flammable substances, chemical labelling) ○ Understanding COSHH regulations ○ All work areas organised and obstruction free ○ Safe disposal of materials (paint water, solvents, sharps, cement or adhesives/grout) ○ Awareness of correct working posture for tasks and regular breaks from activities ○ Emergency procedures for: ▪ first aid ▪ fire safety ▪ spill management ○ Safe use of all tools with demonstration. ○ Regular Portable Appliance Testing [PAT] in the working space • Preparing the work area safely before beginning a practical task. • Wearing and using appropriate PPE correctly. • Using tools and equipment correctly and for their intended purpose. • Following instructions and safe working procedures throughout the activity. • Handling materials safely and appropriately. • Maintaining a safe and tidy working area during practical work. • Working safely in relation to other people in the work area. • Responding appropriately to hazards or unsafe situations. • Safely cleaning and storing tools, equipment and materials after use. • Disposing of waste materials safely and appropriately. • Demonstrating consistent safe working practices from start to finish. • How observation of these rules provides the environment for Safe Studio Practice.

10.5 Develop Ceramic Techniques Using Materials and Resources

Title	Develop Ceramic Techniques Using Materials and Resources
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CAW989
Unit Reference No	D/505/0729
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to use materials and resources to develop ceramic techniques giving reasons for the selection made. Learners will demonstrate ceramic techniques safely.	

Learning Outcomes	Assessment Criteria
1. Understand how to use materials and resources to develop ceramics techniques.	1.1. Describe available materials and techniques for your ceramics item(s). 1.2. Use a range of tools and equipment including a kiln to develop a ceramic item. 1.3. Demonstrate the use of materials, techniques and resources to make ceramics. 1.4. Explain reasons for your choice of resources, materials and techniques. 1.5. Demonstrate technical skills required to make effective use of materials, techniques and resources for your ceramic item(s).
2. Be able to work safely when undertaking craft activities.	2.1. Follow Health and Safety procedures relevant to the activities being undertaken. 2.2. Demonstrate safe working practices when completing practical work.

Assessment Guidance
NOS
PROCC01 – Contribute to health, safety and the environment
PROCC03 – Process materials to make plastic clay, slip or glaze
PROCC07 – Trim and smooth formed ceramic items
PROCC13 – Form ceramic products by throwing on the potter's wheel
PROCC16 – Load and prepare the kiln for firing
PROCC17 – Fire ceramic products using a kiln
PROCC20 – Apply a protective coating of glaze, slip or varnish to the surface of products

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

Portfolio of evidence could also include:

- ***Would it be possible to encourage learners to collect evidence digitally:***
  - *Photos of each stage*
  - *Short videos of throwing, glazing, or firing*
  - *Voice notes explaining decisions*
  - *Canva/Google Sites portfolio pages*
- ***New assessment evidence options:***
  - *Short process videos*
  - *Audio reflections*
  - *Annotated photo sequences*
  - *Digital journals*
  - *Peer feedback (structured)*
  - *"Mini exhibitions" or displays photographed for assessment*

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Develop Ceramic Techniques Using Materials and Resources
1. Understand how to use materials and resources to develop ceramics techniques.	**Scope** **Teaching will cover:** • Techniques for developing ceramics include: ▪ hand building ▪ wheel-throwing ▪ slip casting ▪ pressing ▪ carving/sculpting • Materials include: ▪ Stoneware ▪ Earthenware ▪ Paper clay ▪ Porcelain ▪ Air drying clay ▪ Recycled clay bodies ▪ Recycled bats (kiln furniture) • Tools and equipment include: ▪ natural spon.ge ▪ rubber kidneys for smoothing ▪ potter's knives ▪ cutting slabs ▪ coils ▪ brushes for painting / glazing ▪ hole cutting tools ▪ turntable ▪ rolling pins ▪ guide sticks ▪ molds ▪ Kiln • Materials, techniques and resources to make ceramics. • Using research and technical information to: ▪ decide upon a preferred outcome for a project ▪ make a ceramic item(s) ▪ decorate the item(s) using suitable finish paints or glazes • Expressing reasons for your choice of resources, materials and techniques: • Recorded in journals • Rationale – reasons for individual choices • types of clay • testing processes • preferred style • influences • tools/equipment • Technical skills required to make effective use of materials, techniques and resources for your ceramic item(s) • The techniques outlined below are accessible at any ability level. Individual creative results are achievable in 2D and in 3D. ▪ coil building ▪ thumb pots are a basic type of 3d building ▪ molding by pressing clay into premade shapes

	▪ sgraffito for handmade decorative effect ▪ impressing ▪ slab building ▪ relief forming
2. Be able to work safely when undertaking craft activities.	**Scope** **Teaching will cover:** Crafts activities are widely varied but share **common potential hazards**. In using classrooms, function rooms or offices as areas to make crafts, they are working studios. • Awareness of Health and Safety procedures within the practical/workshop environment, such as: o Identifying common hazards and risks associated with the craft activity being undertaken. o Following risk assessments and safe working procedures. o Selecting and using appropriate Personal Protective Equipment (PPE). o Safe use and handling of tools, equipment and materials. o Checking tools and equipment are safe and suitable before use. o Safe handling, use and storage of potentially hazardous materials or substances, where relevant. o Maintaining a clean, tidy and organised workspace. o Awareness of relevant emergency procedures, including fire, accidents and first aid. o Knowing when to report hazards, faults, accidents or unsafe conditions. • Good Studio Health & Safety Practice should include: o Eye protection where appropriate o Correct working heights o Gloves when cutting sharp or rough materials o Dust masks o Ear defenders o Ventilated areas o Clear and obvious sign-posting of different areas for activities o Appropriate labelling of sharp or hazardous materials o Correct storage of materials (flammable substances, chemical labelling) o Understanding COSHH regulations o All work areas organised and obstruction free o Safe disposal of materials (paint water, solvents, sharps, cement or adhesives/grout) o Awareness of correct working posture for tasks and regular breaks from activities o Emergency procedures for: ▪ first aid ▪ fire safety ▪ spill management o Safe use of all tools with demonstration. o Regular Portable Appliance Testing [PAT] in the working space • Preparing the work area safely before beginning a practical task. • Wearing and using appropriate PPE correctly. • Using tools and equipment correctly and for their intended purpose. • Following instructions and safe working procedures throughout the activity. • Handling materials safely and appropriately.

	• Maintaining a safe and tidy working area during practical work. • Working safely in relation to other people in the work area. • Responding appropriately to hazards or unsafe situations. • Safely cleaning and storing tools, equipment and materials after use. • Disposing of waste materials safely and appropriately. • Demonstrating consistent safe working practices from start to finish. • How observation of these rules provides the environment for Safe Studio Practice. The health and Safety Executive is the most relevant body for guidance. Up to date advice may be obtained from there, if required.

10.6 Develop Floral Crafts Techniques Using Materials and Resources

Title	Develop Floral Crafts Techniques Using Materials and Resources
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CAW990
Unit Reference No	R/505/0730
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to demonstrate the use of appropriate tools/equipment, techniques and resources to develop floral craft techniques. Learners will demonstrate safe working practices.	

Learning Outcomes	Assessment Criteria
1. Understand how to use materials and resources to develop floral crafts techniques.	1.1. Describe available materials and techniques for your floral crafts item(s). 1.2. Use a range of tools and equipment. 1.3. Demonstrate the use of materials, techniques and resources to make floral crafts. 1.4. Explain reasons for your choice of resources, materials and techniques. 1.5. Demonstrate technical skills required to make effective use of materials, techniques and resources for your floral crafts item(s).
2. Be able to work safely when undertaking craft activities.	2.1. Follow Health and Safety procedures relevant to the activities being undertaken. 2.2. Demonstrate safe working practices when completing practical work.

Assessment Guidance

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

Portfolio of evidence could also include:

- *Digital Portfolios*
  - *Google Drive folders*
  - *Canva portfolios*
  - *Instagram-style project logs*
- *(Without requiring a real account—just mock-ups/screenshots)*

Practical demonstration/assignment could also include:

- *Learner voice recordings or video to explain decision making reasons.*
- *Time-lapse recording of arrangement*

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	the learner's progression through the course	
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Develop Floral Crafts Techniques Using Materials and Resources
1. Understand how to use materials and resources to develop floral crafts techniques.	**Scope** **Teaching will cover:** • Materials include: o fresh cut flowers o foliage o dried flowers twigs/branches o seeds o moss o fruits and dried vegetables (pods etc.) o silk o paper o fabric o wax • Techniques include: o cutting stems and preserving them in water o arrangement and manipulation o tying stems together o wiring to reinforce stems o creating structural forms o looping, twisting, folding, or pleating leaves/petals and other parts o removing foliage or sharp parts of plants/flowers o gluing o sewing o preservation o air drying o flattening flowers • Sustainable Materials: o biodegradable floral foam alternatives (Agra-wool, bio foam) o reusable armatures (chicken wire, pin frogs) o compostable tapes, raffia, paper twine o modern craft materials o EVA foam flowers o crepe paper floristry (huge trend) o LED micro-lights for craft arrangements • Embed sustainability & environmental responsibility: o reducing plastic use o ethical sourcing of flowers o using recycled packaging o waste management & composting station setup o carbon footprint awareness (very basic at level 2) • Use a range of tools and equipment: o Fabric Scissors - for cutting delicate fabrics like silk or satin. o Wire Scissors - for cutting wire (without damaging your fabric scissors) o 2-in-1 Scissors - some crafting scissors have a section for wire cutting o Artists brushes for applying dyes to small items like petals o A white plastic (or paper) tray for protecting surfaces and mixing colours o Tweezers o Glue and glue gun o Pliers

	• Demonstrate the use of materials, techniques and resources to make floral crafts. • In creating floral crafts, the following materials and techniques are necessary for projects. o Materials can include fresh and dried flora, artificial media like paper and fabric combined to produce ornamental items. o Techniques include shaping, gathering, assembling/arranging items for decorative outcomes. • Useful and necessary - Resources o Tools - sharp knives, clippers, wire cutters, glue guns. o A lazy Susan for a 360-degree view when working on projects. o Books/internet/trade magazines with step-by-step guidance videos with free tutorials o Craft outlets o Florist supply shops
2. Be able to work safely when undertaking craft activities.	**Scope** **Teaching will cover:** Crafts activities are widely varied but share **common potential hazards**. In using classrooms, function rooms or offices as areas to make crafts, they are working studios. • Awareness of Health and Safety procedures within the practical/workshop environment, such as: o Identifying common hazards and risks associated with the craft activity being undertaken. o Following risk assessments and safe working procedures. o Selecting and using appropriate Personal Protective Equipment (PPE). o Safe use and handling of tools, equipment and materials. o Checking tools and equipment are safe and suitable before use. o Safe handling, use and storage of potentially hazardous materials or substances, where relevant. o Maintaining a clean, tidy and organised workspace. o Awareness of relevant emergency procedures, including fire, accidents and first aid. o Knowing when to report hazards, faults, accidents or unsafe conditions. • Good Studio Health & Safety Practice should include: o Eye protection where appropriate o Correct working heights o Gloves when cutting sharp or rough materials o Dust masks o Ear defenders o Ventilated areas o Clear and obvious sign-posting of different areas for activities o Appropriate labelling of sharp or hazardous materials o Correct storage of materials (flammable substances, chemical labelling) o Understanding COSHH regulations o All work areas organised and obstruction free o Safe disposal of materials (paint water, solvents, sharps, cement or adhesives/grout) o Awareness of correct working posture for tasks and regular breaks from activities o Emergency procedures for:

	▪ first aid ▪ fire safety ▪ spill management ○ Safe use of all tools with demonstration. ○ Regular Portable Appliance Testing [PAT] in the working space • Preparing the work area safely before beginning a practical task. • Wearing and using appropriate PPE correctly. • Using tools and equipment correctly and for their intended purpose. • Following instructions and safe working procedures throughout the activity. • Handling materials safely and appropriately. • Maintaining a safe and tidy working area during practical work. • Working safely in relation to other people in the work area. • Responding appropriately to hazards or unsafe situations. • Safely cleaning and storing tools, equipment and materials after use. • Disposing of waste materials safely and appropriately. • Demonstrating consistent safe working practices from start to finish. • How observation of these rules provides the environment for Safe Studio Practice. The health and Safety Executive is the most relevant body for guidance. Up to date advice may be obtained from there, if required.

10.7 Developing Garment Construction Skills

Title	Developing Garment Construction Skills
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CAW991
Unit Reference No	Y/505/0731
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to research current fashion trends, identify fabric/pattern factors and demonstrate safe working practices. Learners will cut out garment pieces, prepare samples using appropriate equipment and produce a garment.	

Learning Outcomes	Assessment Criteria
1. Understand current fashion trends.	1.1. Carry out research into current fashion trends.
2. Understand factors in relation to choice of fabric, haberdashery and pattern.	2.1. Describe factors in relation to choice of fabric, haberdashery and pattern.
3. Be able to cut out the garment pieces correctly to the given lay plan.	3.1. Demonstrate how to cut out the garment pieces correctly to the given lay plan.
4. Be able to construct and press samples and garment pieces using appropriate equipment and techniques.	4.1. Create and press samples and garment pieces using appropriate equipment and techniques.
5. Be able to produce garment to specification.	5.1. Produce garment to specification.
6. Be able to work safely when undertaking craft activities.	6.1. Follow Health and Safety procedures relevant to the activities being undertaken. 6.2. Demonstrate safe working practices when completing practical work.

Assessment Guidance

Assessment Guidance
NOS
UKFTMTSP41 – Carry out the sewing process for clothing and related items
UKFTMTSP40 – Cut materials for manufacturing sewn products

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

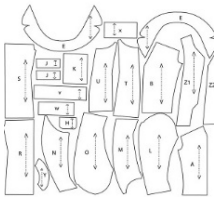
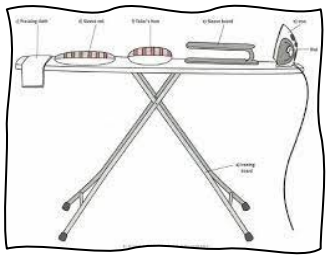
Learners could also submit:

- *Photo diaries*
- *Process videos*
- *Audio reflections*
- *Before/after photos*
- *Screenshots of research*
- *Digital worksheets*
- *Small digital gallery presentations*
- *Time-lapse videos of making*
- *Voice notes explaining decisions*

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	the learner's progression through the course	
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Developing Garment Construction Skills
1. Understand current fashion trends.	**Scope** **Teaching will cover:** Researching trends. Recording and discussing current fashion trends from various sources. Key points to consider: • Fashion has been one of the biggest industries in the world for a very long time. • The word means trend, mode. fad or vouge. • There is constant change in this industry and a wealth of information on all aspects of it is available freely. Considering current fashion trends, it is worthwhile looking at the following for references and finding commonality in them. Understanding what is happening in this world of fashion and why. • Highly established fashion magazines like Vouge, Cosmopolitan, Vanity Fair, Elle, Harper's Bazaar and others. • Online fashion shows • University shows • Independent makers/outlets • Podcasts on the latest fashion topics for men and women • Checking out the high street shops and bigger stores etc.
2. Understand factors in relation to choice of fabric, haberdashery and pattern.	**Scope** **Teaching will cover:** From having found out the latest trends in fashion, it will be evident that many styles and patterns are possible in garment production. Research into haberdashery will reveal opportunities for the embellishment of garments. Together with pattern choices, there is a wide range of possibilities for any designer in making these combinations. Explore the following factors that can determine choices. • Compatibility • Pattern • Design & fit • Sizing • Colour • Texture • Style • Durability • Cleanability • Longevity

3. Be able to cut out the garment pieces correctly to the given lay plan.	**Scope** **Teaching will cover:**  • 'A lay plan' for fabrics defines a lay as: lengths of fabric spread out on a cutting table ready to be cut. • There are two main types of lays: a) straight lays: where each thickness, or layer of fabric is the full length of the marker b) stepped lays where tiers are different lengths • Things to consider: ○ orientation of fabrics ○ different examples of lay plans ○ cost effectiveness ○ accuracy of cuts ○ avoiding waste
4. Be able to construct and press samples and garment pieces using appropriate equipment and techniques.	**Scope** **Teaching will cover:** • Research the tools/equipment required: ○ Measuring Tools ○ A flexible ruler used to take body measurements and measure fabric lengths ○ Fabric Shears / specialized scissors designed to cut fabric without fraying ○ Marking tools ○ Pinning tools ○ Stitching tools and/or machinery • Pressing garments: ○ Pressing tools ○ Miscellaneous tools sample pressing tools  • Techniques include: ○ Protecting fabrics ○ Applying moisture ○ Lifting and lowering an iron

5. Be able to produce garments to specification.	**Scope** **Teaching will cover:** Whatever garments are made for this unit, it is valuable for individuals to research a spec sheet relevant to the project at hand. A spec sheet is an industry standard guide for garment production and contains all the *specific* details about measurements, hemming, fabric, haberdashery and so on. • Gather all resources and materials based on previous decisions on fabric/fastenings etc. • Record these details and all design sketches in journals. • Discuss procedures in peer groups and with assessors. • Make informed decisions about what is needed. • Make practice pieces to understand the techniques required to make a garment to specification. • Proceed methodically.
6. Be able to work safely when undertaking craft activities.	**Scope** **Teaching will cover:** Crafts activities are widely varied but share **common potential hazards**. In using classrooms, function rooms or offices as areas to make crafts, they are working studios. • Awareness of Health and Safety procedures within the practical/workshop environment, such as: o Identifying common hazards and risks associated with the craft activity being undertaken. o Following risk assessments and safe working procedures. o Selecting and using appropriate Personal Protective Equipment (PPE). o Safe use and handling of tools, equipment and materials. o Checking tools and equipment are safe and suitable before use. o Safe handling, use and storage of potentially hazardous materials or substances, where relevant. o Maintaining a clean, tidy and organised workspace. o Awareness of relevant emergency procedures, including fire, accidents and first aid. o Knowing when to report hazards, faults, accidents or unsafe conditions. • Good Studio Health & Safety Practice should include: o Eye protection where appropriate o Correct working heights o Gloves when cutting sharp or rough materials o Dust masks o Ear defenders o Ventilated areas o Clear and obvious sign-posting of different areas for activities o Appropriate labelling of sharp or hazardous materials o Correct storage of materials (flammable substances, chemical labelling) o Understanding COSHH regulations o All work areas organised and obstruction free

	○ Safe disposal of materials (paint water, solvents, sharps, cement or adhesives/grout) ○ Awareness of correct working posture for tasks and regular breaks from activities ○ Emergency procedures for: ▪ first aid ▪ fire safety ▪ spill management ○ Safe use of all tools with demonstration. ○ Regular Portable Appliance Testing [PAT] in the working space • Preparing the work area safely before beginning a practical task. • Wearing and using appropriate PPE correctly. • Using tools and equipment correctly and for their intended purpose. • Following instructions and safe working procedures throughout the activity. • Handling materials safely and appropriately. • Maintaining a safe and tidy working area during practical work. • Working safely in relation to other people in the work area. • Responding appropriately to hazards or unsafe situations. • Safely cleaning and storing tools, equipment and materials after use. • Disposing of waste materials safely and appropriately. • Demonstrating consistent safe working practices from start to finish. • How observation of these rules provides the environment for Safe Studio Practice. The health and Safety Executive is the most relevant body for guidance. Up to date advice may be obtained from there, if required.

10.8 Produce and Present Item/s of Jewellery

Title	Produce and Present Item/s of Jewellery
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CAW993
Unit Reference No	D/505/0732
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to use ideas and technical skills to produce jewellery items. Learners will work safely and present jewellery in an appropriate context.	

Learning Outcomes	**Assessment Criteria**
1. Produce item(s) of jewellery.	1.1. Plan and prepare for production of jewellery item(s). 1.2. Use ideas and experiences to inform production of jewellery item(s). 1.3. Produce the jewellery item(s) using a competent level of technical skill.
2. Present jewellery item(s).	2.1. Present jewellery item(s) in an appropriate context.
3. Be able to work safely when undertaking craft activities.	3.1. Follow Health and Safety procedures relevant to the activities being undertaken. 3.2. Demonstrate safe working practices when completing practical work.

Assessment Guidance

Assessment Guidance
NOS
CCSJ2.1 – Contribute to keeping the workshop tidy and safe
CCSJ3.1 – Contribute to the maintenance and preparation of the jewellery or silversmithing workshop environment
CCSJ42 – Produce working plans for new product development and the manufacture of precious products

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

Learners could also submit:

- *Photo diaries*
- *Process videos*
- *Audio reflections*
- *Before/after photos*
- *Screenshots of research*
- *Digital worksheets*
- *Small digital gallery presentations*
- *Time-lapse videos of making*
- *Voice notes explaining decisions*

Assessment Method	**Definition**	**Possible Content**
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	the learner's progression through the course	
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Produce and Present Item/s of Jewellery
1. Produce item(s) of jewellery.	**Scope** **Teaching will cover:** This can involve preparations such as: • Discuss what resources are available - it is important to understand this in advance of activities • Research jewellery making; styles, fashion/trends, variety, different types of jewellery items – be thorough in research • Include global examples for reference form sources like online jewellery trend research (Vogue Runway, WGSN sample content, Instagram trends, Etsy analytics) • Make decisions based upon the findings, personal preferences and available resources • Make initial sketches in journals to record ideas • Further discussions with assessors and peer groups • Ensure that all details of materials, influences, costs, tool requirements etc. are all recorded in journals before production begins • Finalise ideas and acquiring relevant techniques from video and/or assessor demonstrations • Complete the design drawings/sketches outlining colour materials and scale • Practice technical testing for projects • Decide what other resources are needed • Record everything being done in journals • Make final consultations with assessors about production needs Successful production follows guidelines and plans: • Personal protection equipment needed • Tools needed • Materials required • Reinforce technical skills/requirements through consultation with assessors • Being faithful to the requirements of a plan • Be accurate when cutting materials • Adopt a methodical approach to the process • Work is small stages of production to ensure accuracy
2. Present jewellery item(s).	**Scope** **Teaching will cover:** • Jewellery made in context might include items listed below (not an exhaustive list). • Once decisions on context are made, research will identify presentation options for the specific items. • Use the internet, look at well-known jewellers as well as independent makers. ○ Rings: may symbolize status, commitment (e.g., wedding rings), or individual style ○ Necklaces: are mostly ornamental, worn over and under garments Ornaments

	○ Earrings: are a form of self-adornment made in designs like studs, hoops, drop earrings. They are made in many styles using all types of materials ○ Bracelets: are decorative and worn around the wrist ○ Anklets: are like bracelets but worn on ankles, may be more popular in other cultures ○ Brooches: are decorative pins attached to clothing, which originated as functional items for fastening clothes ○ Cufflinks: are functional and decorative items used to fasten the cuffs of dress shirts – historically made for men.
3. Be able to work safely when undertaking craft activities.	**Scope** **Teaching will cover:** Crafts activities are widely varied but share **common potential hazards**. In using classrooms, function rooms or offices as areas to make crafts, they are working studios. • Awareness of Health and Safety procedures within the practical/workshop environment, such as: ○ Identifying common hazards and risks associated with the craft activity being undertaken. ○ Following risk assessments and safe working procedures. ○ Selecting and using appropriate Personal Protective Equipment (PPE). ○ Safe use and handling of tools, equipment and materials. ○ Checking tools and equipment are safe and suitable before use. ○ Safe handling, use and storage of potentially hazardous materials or substances, where relevant. ○ Maintaining a clean, tidy and organised workspace. ○ Awareness of relevant emergency procedures, including fire, accidents and first aid. ○ Knowing when to report hazards, faults, accidents or unsafe conditions. • Good Studio Health & Safety Practice should include: ○ Eye protection where appropriate ○ Correct working heights ○ Gloves when cutting sharp or rough materials ○ Dust masks ○ Ear defenders ○ Ventilated areas ○ Clear and obvious sign-posting of different areas for activities ○ Appropriate labelling of sharp or hazardous materials ○ Correct storage of materials (flammable substances, chemical labelling) ○ Understanding COSHH regulations ○ All work areas organised and obstruction free ○ Safe disposal of materials (paint water, solvents, sharps, cement or adhesives/grout) ○ Awareness of correct working posture for tasks and regular breaks from activities ○ Emergency procedures for: ▪ first aid ▪ fire safety ▪ spill management ○ Safe use of all tools with demonstration. ○ Regular Portable Appliance Testing [PAT] in the working space

	• Preparing the work area safely before beginning a practical task. • Wearing and using appropriate PPE correctly. • Using tools and equipment correctly and for their intended purpose. • Following instructions and safe working procedures throughout the activity. • Handling materials safely and appropriately. • Maintaining a safe and tidy working area during practical work. • Working safely in relation to other people in the work area. • Responding appropriately to hazards or unsafe situations. • Safely cleaning and storing tools, equipment and materials after use. • Disposing of waste materials safely and appropriately. • Demonstrating consistent safe working practices from start to finish. • How observation of these rules provides the environment for Safe Studio Practice. The health and Safety Executive is the most relevant body for guidance. Up to date advice may be obtained from there, if required.

10.9 Textile Design Skills Development - Production Realisation

Title	Textile Design Skills Development - Production Realisation
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBD240
Unit Reference No	R/507/9452
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to use textile design applications, develop an idea through production to a finished item. Learners will apply practical and technical skills in production, use time management to work to deadlines and carry out appropriate health and safety practice.	

Learning Outcomes	Assessment Criteria
1. Know how to execute a finished piece of textile design work using textile design applications.	1.1. Use textile design applications to execute a finished piece of textile design work. 1.2. Describe the execution process and how textile design applications were incorporated.
2. Know how to translate research and design development work through all the stages of production.	2.1. Develop an initial idea through all the stages of design and production to a finished piece/body of textile design work.
3. Know how to combine personal creativity and technical competence in the production of work.	3.1. Apply a range of practical and technical skills to develop work.
4. Understand the need for time management and work to set deadlines.	4.1. Describe the importance of time management skills to organise work, work in an orderly manner and adhere to deadlines.
5. Be able to work safely when undertaking craft activities.	5.1. Follow Health and Safety procedures relevant to the activities being undertaken. 5.2. Demonstrate safe working practices when completing practical work.

Assessment Guidance

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

Learners could also submit:

- *Photo diaries*
- *Process videos*
- *Audio reflections*
- *Before/after photos*
- *Screenshots of research*
- *Digital worksheets*
- *Small digital gallery presentations*
- *Time-lapse videos of making*
- *Voice notes explaining decisions*

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	A collection of documents containing work that shows the learner's progression through the course	
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Textile Design Skills Development - Production Realisation
1. Know how to execute a finished piece of textile design work using textile design applications.	**Scope** **Teaching will cover:** Things to consider for design and production in textile design: • computer software for making stencils • iron on materials • original artwork • types of fabric • compatibility of materials • stitching & embroidery • weaving outcomes • recycling other fabrics • technical experience
2. Know how to translate research and design development work through all the stages of production.	**Scope** **Teaching will cover:** Researching methods of design production of textile design and manufacture is very useful. Videos and tutorials for various methods of textile processing are widely available online. Discussing potential ideas for production with assessors and in peer groups is constructive. Look at textile design and production: • Raw materials • Design • Different production methods • Manufacturing methods • Computer Aided Manufacture [CAM] • Decoration/embellishment • Presentation of completed textiles Examples: • Constructed textiles – woven, stitched, knitted, etc. • Mixed media • Printed • Hand painted Production and finishing a piece/body of textile design work include: • Developing the original idea - Design and Style • Choice of materials • Colour scheme / pattern selection • Procurement of materials • Tools / equipment organised – technical requirements • Using design applications for textiles like Photo packages/design software - other creative applications which are widely available • Space and resources • Methodology • Skills and technical ability involved in realizing ideas • Time Keep your reference materials and enter the most relevant search results/web links into your journal along with images or photographs that outline these findings.

3. Know how to combine personal creativity and technical competence in the production of work.	**Scope** **Teaching will cover:** Fundamentals involved in the realization of textile design can include: • Ideas for employing colour, composition, scale, and pattern • Technical skills and resources necessary to achieve the desired design outcome • Personal creativity Learners can realize the necessary skills from exploration of the textile industry and independent makers - which processes they might need for individual works. Tutorials are available online which provide step by step guidance for processes and outline specific requirements in each discipline. Accessible techniques and processes include: • screen printing • block printing • stencil making • stitching
4. Understand the need for time management and work to set deadlines.	**Scope** **Teaching will cover:** Time management in textile design and production could take the following factors into consideration: • Effective use of time to accomplish tasks and achieve goals • Efficient planning for tasks • Prioritising activities – working in realistic and achievable steps • Minimize wasted time – being conscious of timing of stages • Maximize productivity and output – meeting deadlines by being efficient
5. Be able to work safely when undertaking craft activities.	**Scope** **Teaching will cover:** Crafts activities are widely varied but share **common potential hazards**. In using classrooms, function rooms or offices as areas to make crafts, they are working studios. • Awareness of Health and Safety procedures within the practical/workshop environment, such as: o Identifying common hazards and risks associated with the craft activity being undertaken. o Following risk assessments and safe working procedures. o Selecting and using appropriate Personal Protective Equipment (PPE). o Safe use and handling of tools, equipment and materials. o Checking tools and equipment are safe and suitable before use. o Safe handling, use and storage of potentially hazardous materials or substances, where relevant. o Maintaining a clean, tidy and organised workspace. o Awareness of relevant emergency procedures, including fire, accidents and first aid.

	○ Knowing when to report hazards, faults, accidents or unsafe conditions. • Good Studio Health & Safety Practice should include: ○ Eye protection where appropriate ○ Correct working heights ○ Gloves when cutting sharp or rough materials ○ Dust masks ○ Ear defenders ○ Ventilated areas ○ Clear and obvious sign-posting of different areas for activities ○ Appropriate labelling of sharp or hazardous materials ○ Correct storage of materials (flammable substances, chemical labelling) ○ Understanding COSHH regulations ○ All work areas organised and obstruction free ○ Safe disposal of materials (paint water, solvents, sharps, cement or adhesives/grout) ○ Awareness of correct working posture for tasks and regular breaks from activities ○ Emergency procedures for: ▪ first aid ▪ fire safety ▪ spill management ○ Safe use of all tools with demonstration. ○ Regular Portable Appliance Testing [PAT] in the working space • Preparing the work area safely before beginning a practical task. • Wearing and using appropriate PPE correctly. • Using tools and equipment correctly and for their intended purpose. • Following instructions and safe working procedures throughout the activity. • Handling materials safely and appropriately. • Maintaining a safe and tidy working area during practical work. • Working safely in relation to other people in the work area. • Responding appropriately to hazards or unsafe situations. • Safely cleaning and storing tools, equipment and materials after use. • Disposing of waste materials safely and appropriately. • Demonstrating consistent safe working practices from start to finish. • How observation of these rules provides the environment for Safe Studio Practice. The health and Safety Executive is the most relevant body for guidance. Up to date advice may be obtained from there, if required.

10.10 Textile Workshop - Techniques and Processes

Ui8Title	Textile Workshop - Techniques and Processes
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBD241
Unit Reference No	Y/507/9453
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to develop safe practical/technical skills in textile applications. Learners will document technical, research and sourced information. Learners will use a variety of techniques in textile production, highlighting problems and solutions.	

Learning Outcomes	Assessment Criteria
1. Understand processes and technical skills relevant to specific applications of textile design.	1.1. Describe the processes and technical skills relevant to specific application of textile design.
2. Understand the need to document technical information, research and source material.	2.1. Document technical information, personal research and source material relevant to textile design.
3. Be able to use a wide range of techniques and their potential for applications within the wider context of textile design.	3.1. Use a variety of techniques, processes and materials to produce a range of experimental samples.
4. Understand different ways to solve problems with textiles.	4.1. Describe the positive and negative aspects of examples of work that demonstrate problem solving activities. 4.2. Assess the effectiveness of the activities identified in AC 4.1.
5. Be able to work safely when undertaking craft activities.	5.1. Follow Health and Safety procedures relevant to the activities being undertaken. 5.2. Demonstrate safe working practices when completing practical work.

Assessment Guidance
NOS
CCSCR12 – Innovate and experiment in craft practice
CCSCR13 – Select and use techniques, materials, tools and equipment for craft

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

Learners could also submit:

- *Photo diaries*
- *Process videos*
- *Audio reflections*
- *Before/after photos*
- *Screenshots of research*
- *Digital worksheets*
- *Small digital gallery presentations*
- *Time-lapse videos of making*
- *Voice notes explaining decisions*

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	A collection of documents containing work that shows the learner's progression through the course	
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Textile Workshop - Techniques and Processes
1. Understand processes and technical skills relevant to specific applications of textile design.	**Scope** **Teaching will cover:** • There is a large variety of textile processes and techniques to explore. This addresses an example activity with cross over attributes that apply to skills and techniques across textile design disciplines. *Silk Screen Printing - for textiles* • Theoretical: o Generating a stencil for a framed silk screen using original artwork or transferring printed imagery using software. o Original artwork may be transferred onto a silk screen by hand to generate the stencil. o Artwork may be created directly onto a screen. Paper and card stencils may be used to generate stencils. • Practical: o Printing involves dragging a measured quantity of ink across the stencil and screen with a squeegee onto a variety of surfaces including Textiles. • Silk Screen Printing:  o utilizes technology o can reproduce photographic quality and other types of artwork o scaling to large or very small are possible o ecological benefits using water-based inks o economically accessible o fine or sizeable detail may be achieved o good for repeated patterns or multiples using precisely the same design such as T-shirts or other wearable items of textile o versatile
2. Understand the need to document technical information, research and source material.	**Scope** **Teaching will cover:** • Documentation for Silk screen Printing is important as there are different processes, materials and technical equipment. • Once designs are established, textile/fabric chosen and a colour scheme decided, consider the following: o Photography requires exposure where timing for different outcomes varies so – Record the *timings for individual exposures* accurately. o Inks/toner with multiple colours require precise mixing proportions and recording is essential for consistency – make samples on textiles matching the project to *record the mix and the colour* for reference. o Multi colour prints require measurements for specific placement of layers – for *precise layout of colour layers* is vital. o Record the final size of the image for printing if multiples are required – for the *positioning* within the blank textile piece.

3. Be able to use a wide range of techniques and their potential for applications within the wider context of textile design.	**Scope** **Teaching will cover:** • Techniques/skills required: o hand to eye coordination o ability to work independently o drawing/ painting sketching/toning o photography o computer literacy o creating designs applicable for printing onto textiles o selecting textiles for printing o using craft knives to cut with precision o measuring accurately o working safely o maintaining a clean workspace Using these skills and the necessary equipment, make swatches, colour samples on desired textiles, exposure samples for photography etc.
4. Understand different ways to solve problems with textiles.	**Scope** **Teaching will cover:** • It is necessary to record, test and evaluate the results on: o paper for sketching ideas o exposure prints at various timings for photography o on the textiles proposed – different fabric types and colours tested/recorded o sizes precisely recorded o layouts for designs sampled and tested at different scales for different outcomes • Recording all these details in journals is essential to reference any trial and error providing results of testing. • It answers questions in the recording of all activities taking place. o An **example** of *a negative result* could be – an unsatisfactory mix of colour due to inaccurate quantities for a mix. o *A positive result* could be – the answer to what went wrong, the colour mix being wrong. o *The solution* would therefore be – adjusting the proportions accurately.
5. Be able to work safely when undertaking craft activities.	**Scope** **Teaching will cover:** Crafts activities are widely varied but share **common potential hazards**. In using classrooms, function rooms or offices as areas to make crafts, they are working studios. • Awareness of Health and Safety procedures within the practical/workshop environment, such as: o Identifying common hazards and risks associated with the craft activity being undertaken. o Following risk assessments and safe working procedures. o Selecting and using appropriate Personal Protective Equipment (PPE).

	○ Safe use and handling of tools, equipment and materials. ○ Checking tools and equipment are safe and suitable before use. ○ Safe handling, use and storage of potentially hazardous materials or substances, where relevant. ○ Maintaining a clean, tidy and organised workspace. ○ Awareness of relevant emergency procedures, including fire, accidents and first aid. ○ Knowing when to report hazards, faults, accidents or unsafe conditions. • Good Studio Health & Safety Practice should include: ○ Eye protection where appropriate ○ Correct working heights ○ Gloves when cutting sharp or rough materials ○ Dust masks ○ Ear defenders ○ Ventilated areas ○ Clear and obvious sign-posting of different areas for activities ○ Appropriate labelling of sharp or hazardous materials ○ Correct storage of materials (flammable substances, chemical labelling) ○ Understanding COSHH regulations ○ All work areas organised and obstruction free ○ Safe disposal of materials (paint water, solvents, sharps, cement or adhesives/grout) ○ Awareness of correct working posture for tasks and regular breaks from activities ○ Emergency procedures for: ▪ first aid ▪ fire safety ▪ spill management ○ Safe use of all tools with demonstration. ○ Regular Portable Appliance Testing [PAT] in the working space • Preparing the work area safely before beginning a practical task. • Wearing and using appropriate PPE correctly. • Using tools and equipment correctly and for their intended purpose. • Following instructions and safe working procedures throughout the activity. • Handling materials safely and appropriately. • Maintaining a safe and tidy working area during practical work. • Working safely in relation to other people in the work area. • Responding appropriately to hazards or unsafe situations. • Safely cleaning and storing tools, equipment and materials after use. • Disposing of waste materials safely and appropriately. • Demonstrating consistent safe working practices from start to finish. • How observation of these rules provides the environment for Safe Studio Practice. The health and Safety Executive is the most relevant body for guidance. Up to date advice may be obtained from there, if required.

10.11 Use Materials and Resources to Develop Embroidery Techniques

Title	Use Materials and Resources to Develop Embroidery Techniques
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBD242
Unit Reference No	D/507/9454
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to identify and select appropriate materials, tools and equipment to develop embroidery techniques. Learners will safely demonstrate different embroidery techniques using a variety of materials.	

Learning Outcomes	Assessment Criteria
1. Know how to use material and resources to develop embroidery techniques.	1.1. Identify the properties of available materials that can be used for embroidery. 1.2. Select suitable materials and techniques to use for own embroidery. 1.3. Explain choices of materials and techniques. 1.4. Use tools and equipment to embroider items.
2. Be able to embroider using different techniques and materials.	2.1. Identify the technical skills required to make effective use of materials, techniques and resources for own embroidery item(s). 2.2. Use own technical embroidery skills to make effective use of materials, techniques and resources. 2.3. Justify choice of resources, materials and techniques.
3. Be able to work safely when undertaking craft activities.	3.1. Follow Health and Safety procedures relevant to the activities being undertaken. 3.2. Demonstrate safe working practices when completing practical work.

Assessment Guidance
NOS
CCSCR12 – Innovate and experiment in craft practice
CCSCR13 – Select and use techniques, materials, tools and equipment for craft

Assessment Guidance

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

Learners could also submit:

- *Photo diaries*
- *Process videos*
- *Audio reflections*
- *Before/after photos*
- *Screenshots of research*
- *Digital worksheets*
- *Small digital gallery presentations*
- *Time-lapse videos of making*
- *Voice notes explaining decisions*

Assessment Method	Definition	Possible Content

Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Use Materials and Resources to Develop Embroidery Techniques
1. Know how to use material and resources to develop embroidery techniques.	**Scope** **Teaching will cover:** Choosing *Materials* should be appropriate to: • project idea • budget • time frame The different types of fabrics and equipment vary a lot, so planning is worthwhile in consultation with assessors and learners. Establishing realistic and time bound projects are key to successful outcomes. Good practice will benefit from studying examples of embroidery from different times in history and contemporary techniques as well as different materials. Techniques include: • Stump work – for building up 3D work using wire inside fabric or stuffing • Applique – Stitching pieces of fabric onto a background to create a design • Bead and sequin work – to embellish or to generate light using shiny pieces sewn into designs • Puff – raised work using a foam underlay • Sashiko – a Japanese technique using simple running stitches to create designs. Mainly geometric patterns. Equipment – simple set of tools is required including: • Needles & Scissors • Use sketchbooks/journals to record the findings from magazines, library or internet research. Enter notes on different aspects of the work described before making decisions about individual projects. The choice of materials for individual projects is very important. Below are points to consider for understanding and producing embroidery work. • Texture of the fabric – is it rough or smooth / plain or shiny? • Fibre content of threads can be pure (100% linen/cotton/silk/wool etc.) OR blended (mixing fibres e.g. Polyester with cotton or linen with silk etc.) • Thread count – important to understand which threads work best on ground' materials. The ground is the fabric for embroidering onto, so it is recommended to ensure compatibility with these materials. • Colour – make decisions about the design with colour or contrast in mind. What is the anticipated outcome? Good practice is to make initial drawings/sketches and study ideas from research in advance. After considering these points, make choices of design, materials and techniques.

2. Be able to embroider using different techniques and materials.	**Scope** **Teaching will cover:** Individual projects will benefit from research. As well as research, trials of materials and tools, it is recommended to view demonstrations and discuss themes. Studying and discussing details of practical demonstrations will heighten subject awareness and build confidence. Use the internet and craft resources like magazines and books. Look at examples in stores, at home interiors outlets/charity shops and so on. Identifying materials, colours, techniques required to produce an item form research and enquiry. This puts what has been studied up to this point into practice. The practical techniques and decisions made regarding pattern/ materials and so on will be put into the production of embroidery. Testing, sampling, discussing ideas and practice will guide this point. From the research and investigations into the topics identified, learners can create work based on their own choices. Justify the work Thinking about the choices made, record the reason for the materials chosen and the techniques used. Demonstrating with sketches, sample materials, photographs etc. in journals, present reasons for these choices.
3. Be able to work safely when undertaking craft activities.	**Scope** **Teaching will cover:** Crafts activities are widely varied but share **common potential hazards**. In using classrooms, function rooms or offices as areas to make crafts, they are working studios. • Awareness of Health and Safety procedures within the practical/workshop environment, such as: o Identifying common hazards and risks associated with the craft activity being undertaken. o Following risk assessments and safe working procedures. o Selecting and using appropriate Personal Protective Equipment (PPE). o Safe use and handling of tools, equipment and materials. o Checking tools and equipment are safe and suitable before use. o Safe handling, use and storage of potentially hazardous materials or substances, where relevant. o Maintaining a clean, tidy and organised workspace. o Awareness of relevant emergency procedures, including fire, accidents and first aid. o Knowing when to report hazards, faults, accidents or unsafe conditions. • Good Studio Health & Safety Practice should include: o Eye protection where appropriate o Correct working heights o Gloves when cutting sharp or rough materials o Dust masks

	○ Ear defenders ○ Ventilated areas ○ Clear and obvious sign-posting of different areas for activities ○ Appropriate labelling of sharp or hazardous materials ○ Correct storage of materials (flammable substances, chemical labelling) ○ Understanding COSHH regulations ○ All work areas organised and obstruction free ○ Safe disposal of materials (paint water, solvents, sharps, cement or adhesives/grout) ○ Awareness of correct working posture for tasks and regular breaks from activities ○ Emergency procedures for: ▪ first aid ▪ fire safety ▪ spill management ○ Safe use of all tools with demonstration. ○ Regular Portable Appliance Testing [PAT] in the working space • Preparing the work area safely before beginning a practical task. • Wearing and using appropriate PPE correctly. • Using tools and equipment correctly and for their intended purpose. • Following instructions and safe working procedures throughout the activity. • Handling materials safely and appropriately. • Maintaining a safe and tidy working area during practical work. • Working safely in relation to other people in the work area. • Responding appropriately to hazards or unsafe situations. • Safely cleaning and storing tools, equipment and materials after use. • Disposing of waste materials safely and appropriately. • Demonstrating consistent safe working practices from start to finish. • How observation of these rules provides the environment for Safe Studio Practice. The health and Safety Executive is the most relevant body for guidance. Up to date advice may be obtained from there, if required.

10.12 Use Materials and Resources to Develop Silversmithing Techniques

Title	Use Materials and Resources to Develop Silversmithing Techniques
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBD243
Unit Reference No	H/507/9455
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to identify materials, techniques, tools and equipment suitable for silversmithing. Learners will safely demonstrate technical skills and justify their choice of materials and resources.	

Learning Outcomes	Assessment Criteria
1. Know how to use material and resources to develop silversmithing techniques.	1.1. Identify the properties of available materials that can be used for silversmithing. 1.2. Select suitable materials and techniques to use for own silversmithing. 1.3. Explain choices of materials and techniques. 1.4. Use tools and equipment to silversmith items.
2. Be able to use skills in silversmithing.	2.1. Identify the technical skills required to make effective use of materials, techniques and resources for silversmithing item(s). 2.2. Justify choice of resources, materials and techniques.
3. Be able to work safely when undertaking craft activities.	3.1. Follow Health and Safety procedures relevant to the activities being undertaken. 3.2. Demonstrate safe working practices when completing practical work.

Assessment Guidance
NOS
CCSCR12 – Innovate and experiment in craft practice
CCSCR13 – Select and use techniques, materials, tools and equipment for craft

Assessment Guidance
NOS
CCSJ23 – Mark out and measure materials for jewellery or silverware components
CCSJ21 – Contribute to keeping workshops tidy and safe

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

Learners could also submit:

- *Photo diaries*
- *Process videos*
- *Audio reflections*
- *Before/after photos*
- *Screenshots of research*
- *Digital worksheets*
- *Small digital gallery presentations*
- *Time-lapse videos of making*
- *Voice notes explaining decisions*

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Use Materials and Resources to Develop Silversmithing Techniques
1. Know how to use material and resources to develop silversmithing techniques.	**Scope** **Teaching will cover:** Researching Silversmithing materials and techniques. *Study of the work of others/techniques/styles/uses* ▪ What is Silversmithing, where it began, uses, styles, makers, materials etc. ▪ The tools and machinery used. ▪ Using available resources to learn from – books/magazines/ trade articles/blogs/videos/internet/visiting outlets for Silversmithing. *Observation and practice* ▪ Making working sketches of ideas, progress towards a final design indicating materials and concepts. Final design ideas planning with sketchbook entries to document the journey. ▪ Items/uses, styles, techniques, fashions, costs & fabrication. [Putting this research information to practical use by practicing silversmithing. Demonstrating techniques.
2. Be able to use skills in silversmithing.	**Scope** **Teaching will cover:** Skills include: • Designing: Sketching and planning a piece • Sawing/Piercing: Using a jeweler's saw to cut intricate shapes from sheet metal. • Filing: Shaping and smoothing metal once it is cut. • Soldering: Joining pieces of metal together with heat and solder. • Polishing and Finishing: Applying different processes to achieve the desired result. Once a decision is made for a piece, these skills are essential. [*Example*] 1. The planned piece is designed then -modelling can begin 2. Cutting is done 3. Forming and shaping to scale is carried out 4. Parts are put together using soldering 5. Polishing / buffing is carried out then finalizing with any embellishments such as hammering, engraving, patinas, or adding texture.

3. Be able to work safely when undertaking craft activities.	**Scope**
	
	Teaching will cover:
	
	Crafts activities are widely varied but share **common potential hazards**. In using classrooms, function rooms or offices as areas to make crafts, they are working studios.
	
	• Awareness of Health and Safety procedures within the practical/workshop environment, such as:
	  ○ Identifying common hazards and risks associated with the craft activity being undertaken.
	  ○ Following risk assessments and safe working procedures.
	  ○ Selecting and using appropriate Personal Protective Equipment (PPE).
	  ○ Safe use and handling of tools, equipment and materials.
	  ○ Checking tools and equipment are safe and suitable before use.
	  ○ Safe handling, use and storage of potentially hazardous materials or substances, where relevant.
	  ○ Maintaining a clean, tidy and organised workspace.
	  ○ Awareness of relevant emergency procedures, including fire, accidents and first aid.
	  ○ Knowing when to report hazards, faults, accidents or unsafe conditions.
	
	• Good Studio Health & Safety Practice should include:
	  ○ Eye protection where appropriate
	  ○ Correct working heights
	  ○ Gloves when cutting sharp or rough materials
	  ○ Dust masks
	  ○ Ear defenders
	  ○ Ventilated areas
	  ○ Clear and obvious sign-posting of different areas for activities
	  ○ Appropriate labelling of sharp or hazardous materials
	  ○ Correct storage of materials (flammable substances, chemical labelling)
	  ○ Understanding COSHH regulations
	  ○ All work areas organised and obstruction free
	  ○ Safe disposal of materials (paint water, solvents, sharps, cement or adhesives/grout)
	  ○ Awareness of correct working posture for tasks and regular breaks from activities
	  ○ Emergency procedures for:
	  ▪ first aid
	  ▪ fire safety
	  ▪ spill management
	  ○ Safe use of all tools with demonstration.
	  ○ Regular Portable Appliance Testing [PAT] in the working space
	
	• Preparing the work area safely before beginning a practical task.
	• Wearing and using appropriate PPE correctly.
	• Using tools and equipment correctly and for their intended purpose.
	• Following instructions and safe working procedures throughout the activity.
	• Handling materials safely and appropriately.
	• Maintaining a safe and tidy working area during practical work.
	• Working safely in relation to other people in the work area.
	• Responding appropriately to hazards or unsafe situations.

	• Safely cleaning and storing tools, equipment and materials after use. • Disposing of waste materials safely and appropriately. • Demonstrating consistent safe working practices from start to finish. • How observation of these rules provides the environment for Safe Studio Practice. The health and Safety Executive is the most relevant body for guidance. Up to date advice may be obtained from there, if required.

10.13 Design Project

Title	Design Project
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBD237
Unit Reference No	K/507/9456
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to research appropriate materials for a specific project. Learners will plan work and identify key deadlines within agreed safety guidelines. Learners will meet a project brief, justify any changes made and review the quality of their work.	

Learning Outcomes	Assessment Criteria
1. Know how to source research material appropriate to the needs of the project.	1.1. Identify relevant sources of material. 1.2. Collate research material and background information in a logical order.
2. Be able to plan work to meet deadlines using time management skills.	2.1. Produce an organised plan of work. 2.2. Monitor work plan, re-scheduling where necessary. 2.3. Adhere to identified key deadlines.
3. Know how to translate project ideas into final product.	3.1. Use a sketchbook and/or journal to show development of ideas with reference to the work of others. 3.2. Produce work that shows the development of ideas through all stages of production.
4. Be able to plan, develop and complete the design projects using appropriate materials and techniques.	4.1. Complete the design project to meet the brief. 4.2. Complete the work in line with the work plan. 4.3. Justify any changes to the initial timelines as identified in the work plan. 4.4. Select and apply a range of practical and technical skills relevant to the chosen project.
5. Understand the need to reflect on own design work.	5.1. Assess their work identifying strengths and weaknesses at each stage. 5.2. Review the quality and effectiveness of the work undertaken to complete the design. 5.3. Make recommendations for improvement or further development.
6. Be able to work safely when undertaking craft activities.	6.1. Follow Health and Safety procedures relevant to the activities being undertaken. 6.2. Demonstrate safe working practices when completing practical work.

Assessment Guidance
NOS
CCSCR12 – Innovate and experiment in craft practice
CCSCR13 – Select and use techniques, materials, tools and equipment for craft

6.	7.

Assessment Guidance
NOS
CCSCR2 – Originate and develop ideas for craft practice
CCSCR7 – Establish and/or modify the design and making process
CCSCR9 - Produce a drawing or sketch, working stage or rough, sample, model or prototype craft
CCSCR5 – Create a design brief for craft

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

Learners could also submit:

- *Photo diaries*
- *Process videos*
- *Audio reflections*
- *Before/after photos*
- *Screenshots of research*
- *Digital worksheets*
- *Small digital gallery presentations*
- *Time-lapse videos of making*
- *Voice notes explaining decisions*

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Design Project
1. Know how to source research material appropriate to the needs of the project.	**Scope** **Teaching will cover:** • In *identifying relevant sources of materials*, check: o suppliers of the materials required for projects o are quality and quantity available for the project? o are these available locally where they may be collected or delivered in a short time frame? o value for money for the required materials from suppliers identified. • *Collating research material and background information* in a logical order is crucial to the success of a project. Taking the following into consideration is good practice. o Requirements for the work – materials, tools and other resources. o The specific materials for a project; type, quantity, quality, price, suitability etc. o Availability of these with alternatives identified, if necessary o Delivery/collection options
2. Be able to plan work to meet deadlines using time management skills.	**Scope** **Teaching will cover:** • *Producing an organised plan of work* will require: o scheduling o procurement o delivery/collection of materials (and checking goods are in a good state) o production • *Monitoring a work plan*, re-scheduling where necessary will entail: o Checking that all resources are in place to be able to realize the project o Checking production at each stage to ensure quality of output is as planned o Timing – delay in deliveries/accidents/power outages/changes to designs and so on can affect the schedule. If any unexpected circumstances like these do arise, rescheduling to agreed deadlines may be required • *Adhere to identified key deadlines:* o Making target milestones is good practice o Meeting objectives in increments is worthwhile. It can offer space to reflect on the progress of the work being carried out. Each phase of the work can be closely monitored, and any adjustments can be made to avoid any overall delays. • SMART objectives are practical: o Specific – carefully designed plans are outlined exactly. o Achievable – the skills, techniques, experience and resources are *available* to carry out the project. o Measurable – quantifiable and to a budget

	○ Realistic – the project is achievable with resources and skills in place ○ Timebound – can be realized to schedule and budget with the means available
3. Know how to translate project ideas into final product.	**Scope** **Teaching will cover:** *Using a sketchbook and/or journal to show development of ideas with reference to the work of others.* Log everything. Use sketchbooks/ journals to keep ideas, drawings, photographs, notes, sample colours, materials samples and anything that relates to the project. Use it as a diary and note *Only* what relates to the project. *Take the following into consideration:* From the outset, drawings are vital to projects for visualizing the ideas and outlining scale or sizes involved for making it. Progress of an idea is recorded in each phase of design and subsequent production with visual representations outlined alongside significant notes. Some sample materials may also be entered, if appropriate to envisage concepts/ideas. Some project plans may be required to fit a larger scheme of work designed by another – perhaps a builder, architect, artist or designer. It is therefore very important to log every detail. Having every individual detail of the project recorded accurately in a journal is crucial. The entire work is traceable and can be referenced from inception to the final product throughout each step. *Producing work that shows the development of ideas through all stages of production.* ▪ Journal will have all detailed information of the project including measurements and sketches of ideas at different stages. They can be used to show ideas, any changes and progress. ▪ Maquettes (models)are a means of visualizing projects. Through making versions of the work – to scale, it is possible to physically realize all the stages of work. The materials may be tested by using them in this way and timing may be estimated. Models can used to represent the full scale of projects to realize their concepts and visualize them. ▪ Testing colours, finishing techniques and other creative effects is very useful for realizing ideas. ▪ Card/paper or plastics may act as substitute materials where the real ones are processed, like ceramics or plaster. Or if materials are expensive.
4. Be able to plan, develop and complete the design projects using appropriate materials and techniques.	**Scope** **Teaching will cover:** *Complete the design project to meet the brief.* • This is working specifically to an agreed set of particulars for a project. • It is important that each detail is accurate.

	• Having the necessary skills, technical equipment, time and resources available is crucial. Working these requirements out in advance will help calculate all the needs for a project. It will allow for close estimations for timing, pricing and procurement. Meeting the brief is then more realistic. • Things to consider are: o design o exact dimensions o style/colour or materials o timeframe o budget or fee o available resources and skills *Complete the work in line with the work plan.* • Working to the following approach, guides work plans: o procurement of materials o delivery o plans for production reviewed and agreed o materials arranged in the order needed o time allocated o production – (to dimensions of the plan using the specified materials/colours/effects or details required) *Justify any changes to the initial timelines as identified in the work plan.* • If the timeline in the workplan needs to change: o log the reasons in the diary dated & signed o log the details of any change o log what adjustments have been made to move forward with the work? o negotiate a new schedule • Example: o If there was an unforeseen event like an illness or a flood or power outage, causing work to stop. *OR* o A change to the original plan which will require amendments to timing and/or materials. • Any circumstances that were unexpected may require changes to an original plan of work. These are justified as long as no unnecessary delay is being caused through negligence by any party involved. *Select and apply a range of practical and technical skills relevant to the chosen project.* • The *Generic* practical and technical skills required to carry out creative projects include: o Training o Practice o Technical ability with any equipment or tools needed o Creative ability o Understanding of using materials o Experience of competent and safe working practices o Skills to document the processes involved o Drawing and photography o Computer literacy o Teamwork

5. Understand the need to reflect on own design work.	**Scope** **Teaching will cover:** *Assess their work identifying strengths and weaknesses at each stage*. • Strengths = correct and diligent observance of the plans • Weaknesses = any deviation from above • This is possible to assess by: o Checking the integrity of work carried out at each stage of production – has it been done to correct standards? o Examining the application of materials – are these correctly applied? o Ensuring the design specifications are correctly adhered to – yes or no? If not, why not? o The colours or finishing involved are to the specification – do they meet the exact brief? *Review the quality and effectiveness of the work undertaken to complete the design*. • Checking specifications of the factors below against the original plans will highlight if the work is carried out effectively: o materials – are they true to the plans? o size and dimensions of the work – are they precise? o style and form of the work – is the work accurate o colours – are these true? o quality of finishing – is this true to design and of the quality originally outlined? *Make recommendations for improvement or further development*. • This may be necessary if any errors or discrepancies are evident such as: o maybe the size is different from plans o the finish of the work is not to the required standard o colours or tone different from expectations or, o materials used are not of the quality identified If any differences occur in any work that are not to the original specifications, then the reasons for those need to be understood. Identifying the causes is vital. These may have been accidental, unavoidable or necessary yet have affected the original desired outcome of the work. Different factors could cause these variations, so it is recommended to monitor progress of work at each stage of planning and production. Closely observing processes, timing, costs and materials *while work is being carried out* will highlight areas for improvement or change in subsequent work.
6. Be able to work safely when undertaking craft activities.	**Scope** **Teaching will cover:** Crafts activities are widely varied but share **common potential hazards**. In using classrooms, function rooms or offices as areas to make crafts, they are working studios. • Awareness of Health and Safety procedures within the practical/workshop environment, such as: o Identifying common hazards and risks associated with the craft activity being undertaken. o Following risk assessments and safe working procedures.

	○ Selecting and using appropriate Personal Protective Equipment (PPE). ○ Safe use and handling of tools, equipment and materials. ○ Checking tools and equipment are safe and suitable before use. ○ Safe handling, use and storage of potentially hazardous materials or substances, where relevant. ○ Maintaining a clean, tidy and organised workspace. ○ Awareness of relevant emergency procedures, including fire, accidents and first aid. ○ Knowing when to report hazards, faults, accidents or unsafe conditions. • Good Studio Health & Safety Practice should include: ○ Eye protection where appropriate ○ Correct working heights ○ Gloves when cutting sharp or rough materials ○ Dust masks ○ Ear defenders ○ Ventilated areas ○ Clear and obvious sign-posting of different areas for activities ○ Appropriate labelling of sharp or hazardous materials ○ Correct storage of materials (flammable substances, chemical labelling) ○ Understanding COSHH regulations ○ All work areas organised and obstruction free ○ Safe disposal of materials (paint water, solvents, sharps, cement or adhesives/grout) ○ Awareness of correct working posture for tasks and regular breaks from activities ○ Emergency procedures for: ▪ first aid ▪ fire safety ▪ spill management ○ Safe use of all tools with demonstration. ○ Regular Portable Appliance Testing [PAT] in the working space • Preparing the work area safely before beginning a practical task. • Wearing and using appropriate PPE correctly. • Using tools and equipment correctly and for their intended purpose. • Following instructions and safe working procedures throughout the activity. • Handling materials safely and appropriately. • Maintaining a safe and tidy working area during practical work. • Working safely in relation to other people in the work area. • Responding appropriately to hazards or unsafe situations. • Safely cleaning and storing tools, equipment and materials after use. • Disposing of waste materials safely and appropriately. • Demonstrating consistent safe working practices from start to finish. • How observation of these rules provides the environment for Safe Studio Practice. The health and Safety Executive is the most relevant body for guidance. Up to date advice may be obtained from there, if required.

10.14 Preparation for Employment in the Creative and Cultural Industries

Title	Preparation for Employment in the Creative and Cultural Industries
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBD239
Unit Reference No	M/507/9457
Learn Direct Code	JA2
Unit purpose and aim(s): This unit will enable learners to identify information sources related to the creative/cultural industries, describe employment roles and knowledge/skills/qualities required. Learners will identify personal goals and actions needed for a future career and provide examples of a CV for a career portfolio.	

Learning Outcomes	Assessment Criteria
1. Be able to recognise employment opportunities in the creative and cultural industries.	1.1. Describe key sources of information, advice and guidance on employment and training in the creative and cultural industries. 1.2. Describe a range of employment roles. 1.3. Describe two creative and cultural roles of personal career interest.
2. Be able to recognise own strengths and weaknesses.	2.1. Describe knowledge and qualities acquired through past experiences. 2.2. Describe the skills, knowledge and personal qualities requiring development.
3. Be able to identify future opportunities and goals.	3.1. Identify and describe realistic goals for developing skills and acquiring knowledge, to achieve potential career aims. 3.2. Describe actions required to achieve goals.
4. Understand the value of CVs and portfolios in personal and career development.	4.1. Describe the core elements of a CV. 4.2. Describe the core elements of a portfolio/repertoire. 4.3. Describe how CVs and/or portfolios can be used for career development.

Assessment Guidance
NOS
CCSCR18 – Keep up-to-date with the wider context for your craft
CCSCR22 – Monitor and evaluate your craft practice
SKSCMGS13 – Research information required for work in the creative industries

The following method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Additional Assessment Guidance

Learners could also submit:

- *Photo diaries*
- *Process videos*
- *Audio reflections*
- *Before/after photos*
- *Screenshots of research*
- *Digital worksheets*
- *Small digital gallery presentations*
- *Time-lapse videos of making*
- *Voice notes explaining decisions*

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Learning Outcome	Unit title: Preparation for Employment in the Creative and Cultural Industries

1. Be able to recognise employment opportunities in creative and cultural industries.	**Scope**
	
	Teaching will cover:
	
	• Sources for advice on education and training in the cultural and creative sector include:
	  ○ Agencies like Northern Ireland Screen
	  ○ Organizations like Arts & Business Northern Ireland
	  ○ NI Business Info website
	  ○ Educational institutions like:
	  ▪ Ulster University
	  ▪ Queens University
	  ▪ Further education colleges
	  ○ Arts Council NI
	
	• Further information on potential routes to employment, careers and guidelines for these can be explored on the NI Direct web pages.
	• Each of these establishments offer guidance on employment or training in the creative and cultural industries. They are relevant, current, professional, and helpful sources to investigate.
	
	• Employment roles in this field are varied and numerous. Here are some examples:
	  ○ acting
	  ○ costume design
	  ○ directing (tv, theatre and film)
	  ○ production
	  ○ graphic design
	  ○ writing
	  ○ animation
	  ○ technical work (in all areas)
	  ○ specials effects
	  ○ make-up
	
	Make 2 choices that are relevant to learner's interests, skills, training and potential career paths.
	
	Examining this as a wider group of peers with assessors is worthwhile. It can help alleviate any anxieties and build confidence through targeted discussion topics.
	
	Gaining an awareness of specific requirements for those roles such as qualifications needed, experience, rates of pay, what work they are likely to do etc. is informing and beneficial. It can identify training, further/higher education or apprenticeship options, or employment opportunities in particular industries.
	
	Comments from discovering new information from research and sharing information should be recorded in journals.

2. Be able to recognise own strengths and weaknesses.	**Scope** **Teaching will cover:** What are learner's personal qualities and what knowledge have they acquired through past experiences?

	Below is an example of an artist with knowledge and personal qualities they acquired. It includes details of learning, travel, teaching, practicing painting and other experiences.
	
	Reflecting on this example, make a list for the *knowledge* and *qualities* the learner has acquired through creative learning. Assessors can help identify these.
	
	• Example - a painter
	  ○ Knowledge
	  ▪ studied the history of painting
	  ▪ visited the old masters all round the world
	  ▪ has learned from a professional tutor
	  ▪ been to a university
	  ▪ can paint all kinds of subject – people, wildlife, nature etc.
	  ○ Qualities
	  ▪ practiced painting for many of years
	  ▪ knows how to paint using different techniques
	  ▪ can paint all types of styles
	  ▪ can mix paints
	  ▪ experienced - paints every day
	
	(Sharing experiences through discussion)
	Reflecting upon what an activity, or a project, is beneficial for others to understand this experience. Things that are done wrong or things which are done right have reasons. These are a source of learning individual strengths and weaknesses.
	
	Thinking of personal examples, discuss with peers around a table:
	• Something that went wrong – why/how?
	• Could it have been avoided?
	• If so, how?
	• What is learned from that experience?
	• How may it be improved upon if repeated?
	
	• Something that went right – went to plan, it was on time, on budget, etc
	• What was learned from this experience?
	
	Record comments in journals.

3. Be able to identify future opportunities and goals.	**Scope**
	
	Teaching will cover:
	
	• *Goals* may include achieving a place in design, film, fashion, or art college.
	• A writing role in theatre or film etc.
	• More advanced goals might be to achieve higher levels like Masters, PhD, directorship, lead artist - later.
	• When thinking about education or career aspirations it is necessary to understand the following:
	  ○ qualifications needed for entry into next level of education
	  ○ subsequent levels, if preferred
	  ○ skills required for courses or jobs
	  ○ experience of these skills
	  ○ willingness to learn
	  ○ knowledge of the industry

	• Consideration: o what are these requirements? o where are these opportunities available? o how often do positions or places come up? o costs? o Who is the right person to speak to? o what is the entry level? o how can the role progress later? Actions to achieve goals: It is worthwhile to evaluate what skills, knowledge and experiences that already exist by asking – Are these skills and qualifications enough? If not, how can they be raised to the appropriate level of entry onto courses or to get on a career pathway in creative industries? • Assessors can help identify: o Setting targets and realistic, timebound goals o Understanding requirements for jobs, courses etc. o How to get work experience • This could include one or more of the following: o Working in a field where new skills are learned on the job, like an apprenticeship. o Volunteering, with a creative individual, company, or a community organization. o Practicing creative activities independently to gain experience that develops portfolio variety and quality. • Researching areas of interest will inform learners of requirements for: o theatre o film making o prop making o management o becoming a working artist o make-up and special effects or studying within the creative and cultural industries etc.
4. Understand the value of CVs and portfolios in personal and career development.	**Scope** **Teaching will cover:** • The core elements of a CV are: o Contact details o Introduction o Education history o Work history o References • These are the basic requirements that outline the person, where to contact them, some introductory facts about them, Work experience and referees. • Within this information the content must be clear and concise emphasizing the most important information so that the potential employer or agency will not be confused by anything. • The core elements of a portfolio or repertoire include: o selection of your best work at the front o detailed examples of work carried out o examples of processes or style o personal brand including a biography o contact information

	○ the portfolio must also be accessible with high-quality imagery and content all in consistent order • putting best work forward is an immediate good impression of skills, ideas and quality • follow this with interesting and relevant content that explains the work, even unfinished ideas in progress or materials • finish with other strong examples of work to leave a good impression at the end The CV is used to convey this important information in a way that is easy for that reader to find the information they need. Portfolios are collections of samples of work giving a clear visual demonstration of abilities. They show evidence of achievements and skills through the work presented in them. They provide examples of individual style, approach to design and art highlighting ideas. CV's and portfolios showcase personal style, and adaptability, presenting a broader picture of their identity. A record of work, study and achievements to promote confidence in the creative and potentially offer them opportunities. Up to date experience is on show helping prospective employers, commissioners or academic institutions evaluate capabilities immediately. This can be an advantage by speeding up decision making and may help negotiate contracts more effectively. Self-promotion - forwarding CV's/portfolios to prospective employers etc. so that they may be held on record should future work opportunities arise. Having a web presence is another form of this whereby CV portfolios are made available to sell work or to invite interest in the creative's skills and so on.

11. Quality Assurance of Centre Performance

11.1 Internal Quality Assurance

When delivering and assessing these qualifications, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within these qualifications must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualification.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
    - the time required for training and standardisation activities
    - the time available to undertake teaching and carry out assessment,
    - consider when learners may complete assessments and when quality assurance will take place
    - the completion dates for different assessment tasks
    - the date by which the assignment needs to be internally verified
    - sampling strategies
    - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
    - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of these qualifications. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and Internal Quality Assurance

Centres offering these qualifications must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for these qualifications within 20 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through OCN NI

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level 2 Award in Craft
Qualification Number: 600/9513/1

OCN NI Level 2 Certificate in Craft
Qualification Number: 601/8166/7

Operational start date: (Award)	01 July 2013
Operational start date: (Certificate)	01 December 2015
Review date (Award and Certificate):	30 September 2029

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Adhere	To consistently follow, comply with, and maintain the standards, rules, or procedures set forth by an organisation or regulatory body.	The learner will be expected to comprehend and internalize the rules or standards and recognise the purpose and importance of adherence then accurately implement each step as specified without deviations ensuring tasks are completed following the established guidelines. This will include maintaining adherence across all relevant situations, developing habits of following procedures reliably over time with attention to detail following each procedure meticulously. The learner will be expected to regularly check for compliance and evaluate the effectiveness and accuracy of adherence.
Analyse	To examine closely and break into components to enable results to be interpreted and findings presented	The learner will be expected to perform a critical process which will involve closely examining data, breaking it into meaningful components, interpreting the results, and presenting clear findings to inform future decisions and / or draw meaningful conclusions.
Apply	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to understand and use information, items, or equipment to complete tasks accurately, solve problems, and achieve specific goals efficiently and effectively in practical situations. This involves combining various resources to create coherent and effective outcomes. The learner demonstrates efficiency in using the resources, minimising waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.
Assess	Make an informed judgment in line with given criteria regarding a range of given things or information.	The learner will be expected to actively demonstrate their ability to evaluate and reflect on various aspects of their work be it academic work, job performance or personal goals.

Carry out	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to comprehend the information, items, or equipment they are required to use. This involves understanding the purpose, function, and relevance of the resources. The learner must carry out tasks using information, items, or equipment to produce specific results. This involves following procedures accurately and demonstrating the ability to use resources effectively. The learner uses the resources to address challenges and find solutions. This involves planning, organising, and executing tasks in a streamlined manner.
Collate	To bring together and organise information or documents in a specific, logical order. This can involve comparing pieces of information, arranging pages correctly, or assembling materials so they can be reviewed or used effectively.	A learner would be expected to gather information from different sources – this could be notes, research, practical observations, data, or materials. They may need to bring the information together in one place – assembling it so it can be reviewed as a whole. The learner could organise it logically – usually in a clear order, theme, or structure. Show that they have compared or examined the information – because collating isn't just collecting; it involves arranging it so similarities, differences, or patterns can be seen.
Collect	To gather or bring together items, information, or data from various sources.	The learner will be expected to gather or compile information, data or items from various sources. This may involve gathering data, compiling information, recording observation or assembling materials.
Comment	To express an opinion or give a remark about something, usually showing your thoughts, reactions, or interpretation of the information provided	The learner is being asked to give a brief, informed remark that shows understanding of the topic. It's lighter than explain or evaluate, but it still requires thought — not just description. A learner is expected to offer an opinion or observation about the information, evidence, or situation. They may show awareness or understanding of what they are commenting on. They may make a relevant point, usually supported by a short reason or example. The learner should keep it concise, focusing on the key idea rather than giving a long explanation. A good response shows that the

		learner has engaged with the material and can say something meaningful about it, even briefly.
Complete	To finish a task fully and accurately, producing items or achieving understanding as required by the task objectives.	The learner will be expected to comprehend the task's objectives and what is required to achieve them. This involves following steps accurately, managing time well, and ensuring the final product meets high standards and is completed on time. The learner pays close attention to details throughout the task. This involves being meticulous in performing each part of the task to ensure nothing is overlooked or done incorrectly. The learner produces high-quality items or achieves a thorough understanding as a result of completing the task. The learner reviews the completed task to ensure all objectives are met. This involves evaluating the output for accuracy, completeness, and quality, and making any necessary adjustments or corrections.
Create	To bring something into existence through actions.	The learner will be expected to demonstrate their ability to generate something new and original, reflecting their understanding and application of the subject matter. This may be in the context of planning and designing for example.
Cut	To accurately and safely divide, shape, or trim materials or items using appropriate tools and techniques to produce specific items or enhance understanding.	The learner will be expected to comprehend the properties and characteristics of the material to be cut. This involves knowing how the material behaves under different cutting conditions. The learner selects the appropriate cutting tools and equipment for the task. This includes choosing tools that are suitable for the type and thickness of the material. The learner employs correct cutting techniques to achieve precise and clean cuts. This involves understanding and applying the right methods, such as using steady hand pressure, appropriate angles, and cutting speeds. The learner adheres to safety protocols to prevent injuries and accidents. This includes wearing personal protective equipment (PPE), using tools safely, and maintaining a clean and organised workspace. The learner performs

		the cutting tasks with accuracy and precision. This involves measuring and marking the material correctly, ensuring straight and clean cuts, and minimizing waste. The learner inspects the cut items to ensure they meet the required standards and specifications. This involves checking for defects, smooth edges, and correct dimensions.
Define	Description of what a term means and its application i.e. to specify meaning.	The learner will be expected to explain and provide a clear definition of key terms or concepts within a subject area. This may involve describing the meaning of a specific term, concept, or idea and illustrating its application in relevant contexts. The learner should demonstrate understanding by accurately defining terms and their significance or relevance.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use the features of a cloud-based system process and/or tool to train and validate a machine learning model, requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Experiment	To test ideas, methods, materials, or variables in a systematic way, observing what happens and using the results to draw conclusions or refine understanding.	The learner is expected to try different approaches rather than stick to one method. They should explore materials, tools, or techniques to see how they behave. They may record or reflect on outcomes, showing what worked, what didn't, and what was learned. Demonstrate curiosity and willingness to test possibilities, not just follow instructions. It's about active exploration, not producing a perfect final result.

Evaluate	An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.	The learner will be expected to assess, analyse, and form judgments about a subject, considering its merits, shortcomings, and potential improvements based on evidence and reasoning.
Follow	Adhere to rules, procedures and/or conventions regarding an activity showing skills and knowledge in more than one area and/or contexts.	Adhere to a series of steps or stages in a specific order to achieve a particular goal or complete a task. This involves understanding and executing each step correctly, ensuring that the sequence is maintained to produce the desired outcome.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Justify	To provide a valid reason or explanation for something. To defend actions, decisions, or beliefs by offering logical or rational reasons.	It is expected that a learner would provide reasoning or evidence to support and justify their answer. Similarly, a learner may need to **e**xplain why they took certain actions and provide valid reasons for them to justify those actions.
Manipulate	Handle, control, or adjust tools, materials, data, or information with skill and accuracy to achieve a specific outcome.	The learner will be expected to actively handle, control, or change something in a purposeful way. It goes beyond simply describing or identifying — the learner must do something to demonstrate skill. It will typically require the learner to use tools, equipment, data, or materials with accuracy. Adjust, modify, or control something to achieve a specific outcome. Demonstrate practical skill, not just theoretical understanding. Or show intention and precision in how they handle the task.
Maintain	To keep information, items, or equipment in good condition, ensuring they remain functional, accurate, and up-to-date over time.	The learner will be expected to conduct routine checks and inspections to identify any signs of wear, damage, or inaccuracies. This involves being proactive in monitoring the condition of the

		information, items, or equipment. The learner takes preventive actions to avoid potential issues. This includes cleaning, calibrating, updating, or servicing the items, equipment or information as appropriate regularly to ensure they remain in optimal condition. The learner addresses any issues promptly by performing necessary repairs or updates. This involves fixing any identified problems before they escalate, ensuring continued functionality and accuracy. The learner keeps accurate records of maintenance activities. This includes documenting inspections, repairs, updates, and any changes made to the information, items, or equipment. The learner follows established guidelines, standards, or procedures for maintenance. This ensures that the maintenance activities are performed correctly and consistently.
Monitor	To continuously observe, track or check something over a period of time.	The learner will be expected to: observe progress, behaviour or performance – track data or information regularly to assess changes or developments – check that standards or criteria are being me consistently.
Outline	To give general idea and overview without going into detail.	The learner will be expected to review a topic or concept and provide a brief summary that highlights the main points or key elements, without delving into detailed explanations or analysis. The learner should be able to demonstrate the ability to understand and convey the essence of a subject clearly and concisely.
Plan	To create a detailed strategy or roadmap for an activity or process, outlining the necessary steps, resources, and timeline to achieve specific objectives.	The learner will be expected to identify clear and specific objectives for the activity or process. The learner conducts thorough research and analysis to inform the planning process. This includes gathering relevant information, studying existing solutions, and understanding constraints and opportunities. The learner identifies and allocates the necessary resources, such as materials, tools, personnel, and budget. The learner creates a detailed step-by-step plan outlining the tasks and activities needed to achieve the objectives.

		The learner assesses potential risks and develops strategies to mitigate them. The learner develops a timeline and schedule for the activity or process. The learner documents the planning process and the final plan. This includes recording the objectives, research findings, resource allocations, steps, risk assessments, and timelines to provide a clear and comprehensive guide.
Prepare	To gather necessary materials, plan steps, and organise resources in advance to ensure readiness for a task or activity, following specified procedures and guidelines	The learner will be expected to organise and arrange the necessary components or materials, create a step-by-step plan, and ensure all resources are available and ready for a specific task or activity. The learner will be able to demonstrate the ability to systematically plan ahead, coordinate elements effectively, and adhere to any required guidelines or protocols demonstrating readiness and a clear understanding of the preparation process required for successful task completion.
Present	To effectively communicate and display information or items in a clear, organised, and engaging manner to enhance understanding and convey key messages to an audience.	The learner will be expected to have a thorough understanding of the content being presented. This involves knowing the key points, data, or items and their significance. The learner organises the content logically and coherently. This involves structuring the presentation in a way that flows naturally and is easy for the audience to follow. The learner ensures that the presentation is clear and easy to understand. The learner engages the audience through effective communication techniques. The learner effectively uses visual aids, such as slides, charts, diagrams, or props, to enhance the presentation. The learner presents with confidence and delivers the content smoothly. The learner is able to respond to questions and engage in discussions with the audience.
Produce	To create, generate, or fabricate items or information through appropriate processes and techniques to meet specified objectives and quality standards.	The learner will be expected to comprehend the requirements and objectives for the production task. This involves understanding the specifications, desired outcomes, and quality standards. The learner plans and prepares for the production process. This includes

		organising necessary resources, materials, tools, and setting up the workspace. The learner selects the appropriate materials needed for production. The learner executes the production process accurately and systematically. The learner inspects the produced items or information to ensure they meet the required standards and specifications.
Refer	Direct attention to a specific source, example, piece of information, or evidence to support or clarify a point.	The learner is expected to point to specific information (e.g., a law, policy, theory, document, example, or experience). Use that reference to support, justify, or illustrate their answer. Make it clear which source they are drawing from. Avoid vague or general statements that lack evidence. It's about grounding the response in something concrete.
Relate	Show or explain how two or more things are connected, linked, or associated with each other.	A learner is expected to make clear, meaningful links between two or more things. It is not enough to describe each item separately. The value is in showing how they connect. The learner needs to consider, clear, logical and relevant connections between the two.
Review	To critically evaluate or examine. Carry out analysis of activity and / or information produced, identifying and making changes to improve the activity or information produced.	The learner will be expected to demonstrate their ability to critically engage with material through thorough evaluation or examination using the key steps of understanding, analysis, summarising and feedback. This may be in various contexts, like academics, work, or even day-to-day tasks.
Select	To choose and identify the most appropriate items or information from a range of options based on specific criteria, relevance, and requirements.	The learner will be expected to comprehend the criteria and requirements for selection. This involves understanding the specific attributes, qualities, or characteristics that are important for the task. The learner conducts research and gathers a range of potential items or information. The learner evaluates the available options against the selection criteria. This involves comparing and contrasting different items or pieces of information to determine their suitability. The learner makes informed decisions based on their evaluation. The learner ensures that the selected items or information are accurate

		and relevant to the task. This involves verifying the validity and reliability of the chosen options.
Use	To effectively apply information, items, or equipment to produce desired outcomes or enhance understanding.	The learner will be expected to use a system, process or tool in a practical assessment activity requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.
Work safely	Carry out tasks in a way that prevents injury, avoids hazards, and protects yourself and others by following established safety rules, using the correct equipment, and staying aware of potential risks.	As a performance-based command, the learner must show that they can follow safety procedures while carrying out a task. This could include using equipment correctly, wearing PPE, or following risk-reduction steps.