



National Unit specification: general information

Unit title: Art and Design: Decorative Glasswork (SCQF level 5)

Unit code: F9WX 11

Superclass: JR

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Summary

In this Unit candidates will develop the skills and techniques which will allow them to produce a piece of decorative glass to a given specification. Candidates will prepare tools, materials and equipment, developing skills for glassmaking before producing a piece of decorative glass that meets the requirements of a given specification.

This Unit is suitable for candidates who:

- ◆ wish to develop knowledge and skill in the use of decorative glassmaking techniques and materials
- ◆ are undertaking a specialist programme of Decorative Glasswork Units

Outcomes

- 1 Describe materials and equipment used in decorative glasswork.
- 2 Prepare machines for use and test machines to ensure that they are in working order.
- 3 Finish a glass edge to a given specification.
- 4 Produce a piece of decorative glass to a given specification.

Recommended entry

While entry is at the discretion of the centre, candidates would benefit from having previous experience of an Art and Design Course or Units.

General information (cont)

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Credit points and level

2 National Unit credits at SCQF level 5: (12 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill component in this Unit.

National Unit specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Describe materials and equipment used in decorative glasswork.

Performance Criteria

- (a) Describe the types and uses of abrasive equipment and coolants.
- (b) Describe a variety of edge types and their uses.
- (c) Describe a variety of sandblasting finishes.

Outcome 2

Prepare machines for use and test machines to ensure that they are in working order.

Performance Criteria

- (a) Select suitable materials, tools and equipment for specified purposes.
- (b) Prepare and set up machine controls correctly.
- (c) Carry out a test ensuring that the machines are in working order.
- (d) Observe current relevant health and safety procedures throughout.

Outcome 3

Finish a glass edge to a given specification.

Performance Criteria

- (a) Place glass correctly in terms of angle and height.
- (b) Prepare the edge working machine correctly for use.
- (c) Apply the correct pressure.
- (d) Use correct finishing of the glass in relation to the specification.
- (e) Observe current relevant health and safety procedures throughout.

Outcome 4

Produce a piece of decorative glass to a given specification.

Performance Criteria

- (a) Prepare the surface of the glass.
- (b) Select and apply masking material to the glass.
- (c) Set machine controls and equipment.
- (d) Transfer the design to the piece of glass.
- (e) Clean the finished glass.
- (f) Observe safe working practices throughout.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and/or oral evidence and product evidence will be produced to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria.

Candidates will produce a folio that includes:

- ◆ a clear description of the common types and uses of abrasive equipment and coolants used in the production of decorative glasswork for edge finishing and sandblasting.
- ◆ a clear description of the range of types and methods used to produce common forms of edge finishes and sandblasted decorative glasswork designs.
- ◆ a piece of glass edge finished and cleaned to a given specification.
- ◆ a piece of decorative glass that incorporates an edge finish and a sandblasted image.

The evidence for this Unit must be produced under open-book conditions throughout delivery of the Unit, with progress monitored by teachers/lecturers on an ongoing basis. Observance of current relevant health and safety procedures and the setting up and test running of an edge finishing and sandblasting machine will be recorded by teachers/lecturers using an assessor observation checklist.

The folio of work may be presented in a sketchbook, workbook or display board format and all assessment evidence must be retained along with a copy of the given specifications.

National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit is an optional Unit of the National Certificate in Art and Design at SCQF level 6. It can also be taken as a free-standing Unit.

This Unit is designed to enable candidates to develop skills and knowledge related to the manufacture of glass edges and sandblasted designs. It is also suitable for operatives working in the decorative glass industry.

The purpose of this Unit is for candidates to develop experience in using edge finishing and sandblasting tools, equipment and machinery while observing current relevant health and safety procedures. This Unit should be delivered and taught within a creative art and design environment. The given specifications should be carefully constructed giving clear instructions to the candidate and, ideally, presented in a specification format that replicates industrial practice. Candidates successfully completing this Unit require underpinning knowledge and skills relating to the construction processes and techniques applied in the manufacture of edge working and sandblasting and to the stresses imposed on them. The Unit can be offered to candidates wishing to learn the skills associated with decorative glass work. The skills are transferable within different working environments but the Unit is primarily aimed at candidates whose normal place of work would be a workshop/studio or similar environment. The competences and underpinning knowledge gained in successfully completing this Unit would be transferable across a range of disciplines within the built environment. The Unit deals with the manufacture of edges on glass and sandblasted design, and is complemented by Units dealing with related aspects of work in the decorative glasswork industry.

It can be delivered as part of a structured programme of training and orientated to the context of candidate work and area of responsibility.

Guidance on learning and teaching approaches for this Unit

This Unit introduces candidates to a range of underpinning knowledge of the materials tools and equipment used in decorative glass production. Candidate should initially develop their knowledge of materials and equipment before gaining practical experience of working with tools and equipment. The development of knowledge and skills should be linked to current relevant health and safety requirements.

The following information gives further clarification regarding the context in which the Outcomes and Performance Criteria are to be achieved.

National Unit specification: support notes (cont)

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Outcome 1

Candidates should be introduced to materials tools and equipment through observation of practical workshop demonstrations. Current relevant health and safety procedures should be discussed with candidates at Unit induction and more detailed guidance relating to specific tools and equipment introduced progressively throughout the Unit. Descriptions of the types and uses of tools and equipment should be presented clearly. This can be using oral and/or written form and can be supplemented with visuals. Visits to local manufacturers and studios can be used to supplement classroom based instruction methods.

Tools, equipment and materials required include:

- ◆ abrasive equipment (wheel and/or belt)
- ◆ spanners
- ◆ measuring tape or rule
- ◆ marking pencil
- ◆ sandblasting cabinet
- ◆ compressed air supply
- ◆ screwdriver
- ◆ air gauge
- ◆ ceramic nozzle
- ◆ masking material
- ◆ glass cutter
- ◆ glazing pliers
- ◆ scalpel

Coolants may be oil or water or as specified in the machine manufacturers recommendation.

Outcome 2

Teachers/lecturers should demonstrate the correct setting up of all tools and equipment for candidates. Questions and answers can be used to ensure that candidates understands the sequencing of the process and any underpinning reasoning informing the setting and preparation of the equipment. The importance of checking that machines are working correctly and the use of test runs should be explained to candidates, with teachers/lecturers encouraging candidates to practice setting up machine controls in pairs. This form of team working can be used to support candidates to work systematically through the process and it could be assisted by the use of checklists or prompts produced by teachers/lecturers of key elements of the preparation process. The specification can include information from drawings, sketches, layouts, oral and/or written instructions. Current relevant health and safety legislation and regulations must be emphasised at all times due to the hazardous nature of the work involved.

National Unit specification: support notes (cont)

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Outcomes 3 and 4

Teachers/lecturers should demonstrate the use of selected machine controls and processes working in pairs or with individual candidates. Examples of completed glasswork should be available for comparison and these should include glasswork at different stages of the process. It would also be useful to retain less successful examples of practical evidence and to discuss these with candidates to consolidate their knowledge and understanding of how quality of finish could be affected and compromised by poor preparation, selection and/or handling of tools and equipment.

Current relevant health and safety legislation and regulations must be emphasised at all times due to the hazardous nature of the work involved.

Opportunities for developing Core Skills

Candidates may have opportunities to develop aspects of the Core Skill of *Communication* through teacher/lecturer led group discussions and through the use of annotated commentary and description of the types and uses of decorative glasswork materials and techniques.

Candidates may have opportunities to develop aspects of the Core Skill of *Numeracy* through the preparation of glass for edge finishing and through the application of sandblasted finishes.

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* during the Unit with their involvement in planning and organising the setting up and running of machines and equipment and in the production of finished glasswork samples to given specifications.

Guidance on approaches to assessment for this Unit

A suitable instrument of assessment for this Unit would be a practical exercise. The Outcomes may be assessed on an individual basis or a combined staged assessment can be used to cover all four Outcomes.

Candidates should be encouraged to explore the range and types of finishes used for decorative glasswork in both contemporary and past contexts. This formative research can be used to inform and support their descriptions of types and uses of materials and equipment for summative assessment. This assessment evidence can be used in the development of a working techniques manual, with candidates keeping information on techniques and processes used and developed across their programme of study.

Teachers/lecturers must be satisfied that the evidence submitted is the work of individual candidates. Although group work may be used as a learning and teaching approach, any work that contributes to candidate assessment evidence must be carried out on an individual basis to ensure authenticity.

National Unit specification: support notes (cont)

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Teachers/lecturers should demonstrate practical elements step by step until candidates feel confident enough to attempt them on their own, and the safety factors should be emphasised.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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