



National Unit specification: general information

Unit title: Art and Design: Glasswork — Templates and Rubbings
(SCQF level 4)

Unit code: F9XG 10

Superclass: JR

Publication date: September 2010

Source: Scottish Qualifications Authority

Version: 01

Summary

This Unit is designed to enable candidates to develop skills and knowledge related to the manufacture of templates and rubbings for decorative glasswork. Candidates will learn to prepare, cut and position templates and rubbings as they develop a working knowledge of relevant safety procedures and legislation.

This Unit is suitable for candidates who:

- ◆ wish to learn the skills associated with decorative glasswork

Outcomes

- 1 Produce geometric calculations for given shapes.
- 2 Use glass cutting equipment safely for specified tasks.
- 3 Produce templates for shaped frames.
- 4 Produce rubbings from curved shapes.

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

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4*)

**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

Produce geometric calculations for given shapes.

Performance Criteria

- (a) Select and describe the correct geometric formulae relating to given shapes.
- (b) Apply geometric formulae to given shapes.
- (c) Carry out accurate calculations.

Outcome 2

Use glass cutting equipment safely for specified tasks.

Performance Criteria

- (a) Identify and describe uses of different types of jigsaw blades.
- (b) Cut lines in sheet material with accuracy.
- (c) Cutting equipment is prepared and used observing current relevant health and safety requirements for specified tasks.

Outcome 3

Produce templates for shaped frames.

Performance Criteria

- (a) Demonstrate the accurate measurement, marking, cutting and scribing of templates.
- (b) Produce shaped frames observing current relevant health and safety requirements.

Outcome 4

Produce rubbings from curved shapes.

Performance Criteria

- (a) Describe and demonstrate the use of appropriate materials for rubbings.
- (b) Demonstrate correct and accurate measurement and marking for rubbings.
- (c) Observe current relevant health and safety procedures 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 has achieved all of the Outcomes and Performance Criteria. Candidates will produce a folio of work, which includes:

- ◆ an accurate description of selected geometric formulae.
- ◆ recorded evidence of the application of geometric formulae for given circular and elliptical shapes.
- ◆ evidence of the accurate and correct use of materials and equipment in the production of templates and rubbings.
- ◆ accurate and correct cutting of straight and curved lines in sheet material.
- ◆ a minimum of three templates produced for different shaped frames that are correctly marked for identification purposes. These must include circular, elliptical and irregular shaped frames.
- ◆ a minimum of two rubbings that are accurately and correctly measured and marked.

The evidence must be produced under open-book conditions. Evidence must be retained.

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 40 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.

If this Unit is being delivered as part of a programme of art and design based Units, then it is recommended that centres consider an integrated delivery approach with other Units in the award. The Unit is designed to offer candidates knowledge and skills relating to the construction processes and techniques applied in the manufacture of templates and rubbings and to the stresses imposed on them. Calculations and geometric principles to determine the size and shape of components will also be included.

The Unit can be offered to candidates wishing to learn the skills associated with decorative glasswork. The competences and underpinning knowledge gained in successfully completing this Unit would be transferable across a range of disciplines.

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

Tools, equipment and materials required include:

- ◆ jigsaw
- ◆ rasp
- ◆ timber board material
- ◆ sheet materials
- ◆ measuring tape/rule
- ◆ marking pencil
- ◆ rubbing paper
- ◆ wax crayon (heelball)

The Unit deals with skills relating to the glazing and re-glazing of leaded panels and can be complemented by other Units dealing with related aspects of work in glazing and decorative glasswork techniques.

National Unit specification: support notes (cont)

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Guidance on learning and teaching approaches for this Unit

Teachers/lecturers should provide demonstrations of working practices and materials handling. Exemplars of decorative glasswork can be introduced in class discussions, and teachers/lecturers may also consider the use of industrial visits to reinforce working practices and methods. These approaches can be used to provide a stimulating visual launch to this Unit.

Teachers/lecturers should demonstrate practical elements step by step until candidates feel confident enough to attempt them on his/her own. Safety factors should be emphasised throughout the delivery of the Unit due to the hazardous nature of the work involved.

Supervisors and employers can also play an important part in assisting candidates to generate evidence in the workplace.

Opportunities for developing Core Skills

Candidates may have opportunities to develop aspects of the Core Skill of *Problem Solving* through the selection and application of geometric formulae and the subsequent planning and organisation of work practices relating to framework and rubbing.

Candidates may have opportunities to develop aspects of the Core Skills of *Communication* and Numeracy during ongoing practical work and through participation in tutorial sessions and teacher//lecturer supported reviews of safe working practices.

Guidance on approaches to assessment for this Unit

A suitable instrument of assessment for this Unit would be a series of practical exercises. Candidates should be aware of all assessment requirements and arrangements. Continuous assessment in the form of candidate/teacher/lecturer reviews may be used to assist candidates in the progression of their work.

Although assessment may be ongoing teachers/lecturers should assist candidates to prepare for the final assessment by advising and guiding them on the development and use of safe working practices.

Candidates should demonstrate the ability to select and use materials, equipment and processes and develop the skills required to produce examples of work that meet the identified expectations of accuracy and safety.

Assessment evidence can be gathered and linked with other mandatory and/or optional Units for centres delivering either the National Certificate in Art and Design or a programme of centre selected Units 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 a candidate assessment evidence must be carried out on an

individual basis to ensure authenticity.

National Unit specification: support notes (cont)

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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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