



City & Guilds Level 3 Diploma in Craft Skills for Creative Industries (7168-01)

Version 1.4 (September 2024)

Qualification Handbook

Qualification at a glance

Subject area	Craft Apprenticeship
City & Guilds number	7168
Age group approved	16+
Entry requirements	None
Assessment	Portfolio
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Qualification Handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 3 Diploma in Craft Skills for Creative Industries	7168-01	601/2064/2	568	920
City & Guilds Level 4 Award in Pricing Craftwork to Secure Sales	7168-02	601/2080/2	12	55
City & Guilds Level 4 Award in Selling Craft	7168-02	601/2081/2	11	55
City & Guilds Level 4 Award in Using Digital Technologies for Craft	7168-02	601/2078/2	12	55
City & Guilds Level 4 Award in Using Copyright Law to Protect Creativity and Innovation in Craft	7168-02	601/2079/4	10	45

Version and date	Change detail	Section
1.1 Jan 2014	Minor text amends - Amended wording 'craft work' to 'craftwork' in a number of units.	Units
1.2 Jan 2014	Amendment to wording of 'Who are the qualifications for?'	Introduction Page 4
1.3 March 2022	Added GLH and TQT for Level 3 Diploma in Craft Skills for Creative Industries	Structure
1.4 September 2024	Handbook reviewed and updated to the new template	Throughout

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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	<p>This qualification is for learners who work or want to work in Creative Industries. This qualification is generic and can be adapted to meet any Craft Industry.</p> <p>Learners are likely to hold a Level 2 foundation qualification and/or previous practical experience. A level two vocationally specific qualifications or equivalent experience is a recommended entry requirement.</p>
What does the qualification cover?	<p>This qualification covers craft skills - materials, design and making, as well as support areas such as marketing, business, administration and customer care.</p> <p>The definition of Craft is broad and ranges from practice which is innovative and experimental, both in terms of its vision and manufacture, to traditional craft that supports and continues our cultural heritage. It covers a spread of material disciplines, from textiles to ceramics and from woodwork to metalwork. It covers a variety of products, from small portable items to architectural structures.</p> <p>As part of the qualification learners will design, present and display craft. There is also a need to have contact with customers, so good communication skills are required.</p> <p>To work in the Craft Industry learners need to be able to manage their time effectively, enjoy problem solving as they are working, and have a high level of attention to detail.</p>
What opportunities for progression are there?	The qualification allows learners to progress into employment in their specific Craft Industry or onto Higher Education.
Is it part of an apprenticeship framework or initiative?	The Level 3 Diploma forms part of the Craft Skills for Creative Industries apprenticeship offer.

Structure

To achieve the City & Guilds Level 3 Diploma in Craft Skills for Creative Industries, learners must achieve a minimum of **92** credits overall.

- 56 credits from the mandatory units (301 – 306)
- **Plus** a minimum of 18 credits from the optional units in group A (201, 307 – 311)
- **Plus** a minimum of 18 credits from the optional units in group B (312, 401 – 405)

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Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH	Unit level
Mandatory units:					
L/505/8082	301	Select and use techniques, materials, tools and equipment for craft	13	90	3
R/505/8083	302	Use safe working practices and spaces for craft	6	40	3
Y/505/8084	303	Complete the craft making process	14	100	3
H/505/8086	304	Manage time for craft work and practice	8	40	3
K/505/8087	305	Contribute to the design process for craft	10	78	3
M/505/8088	306	Keep up to date with the craft sector	5	40	3
Optional units (Group A):					
T/505/8089	201	Obtain feedback from others to inform work and work practice in craft	4	30	2
D/505/8104	307	Present and display craft	10	65	3
M/505/8091	308	Assist with ideas for craft work and work practice	10	50	3
T/505/8092	309	Communicate effectively in craft	9	60	3
A/505/8093	310	Work effectively with others in craft	8	40	3
F/505/8094	311	Promote and represent craft	5	35	3
Optional units (Group B):					
J/505/8095	312	Carry out basic financial transactions for craft	8	55	3

L/505/8096	401	Develop and maintain professional relationships in craft	10	35	4
R/505/8097	402	Price craftwork to secure sales	12	55	4
Y/505/8098	403	Sell craft	11	55	4
K/505/8090	404	Use digital technologies for craftwork	12	55	4
D/505/8099	405	Use copyright law to protect creativity and innovation in craft	10	45	4

To achieve the Level 4 Award in Pricing Craftwork to Secure Sales learners must achieve 12 credits overall.

- 12 credits from mandatory unit 402

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH	Unit Level
Mandatory					
R/505/8097	402	Price craftwork to secure sales	12	55	4

To achieve the Level 4 Award in Selling Craft learners must achieve 11 credits overall.

- 11 credits from mandatory unit 403

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH	Unit Level
Mandatory					
Y/505/8098	403	Sell craft	11	55	4

To achieve the Level 4 Award in Using Digital Technologies for Craft learners must achieve 12 credits overall.

- 12 credits from mandatory unit 404

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH	Unit Level
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Mandatory

K/505/8090	404	Use digital technologies for craft	12	55	4
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To achieve the Level 4 Award in Using Copyright law to Protect Creativity and Innovation in Craft learners must achieve 10 credits overall.

- 10 credits from mandatory unit 405

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH	Unit Level
Mandatory					
D/505/8099	405	Use copyright law to protect creativity and innovation in craft	10	45	4

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 3 Diploma in Craft Skills for Creative Industries	568	920
Level 4 Award in Pricing Craftwork to Secure Sales	12	55
Level 4 Award in Selling Craft	11	55
Level 4 Award in Using Digital Technologies for Craft	12	55
Level 4 Award in Using Copyright Law to Protect Creativity and Innovation in Craft	10	45

2 Centre requirements

Approval

Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training (this knowledge must be to the same level as the training being delivered)
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise

- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully and have access to a work placement.

Age restrictions

The qualification is approved for learners aged 16 or above.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

Equality legislation requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments and access arrangements - when and how applications need to be made to City & Guilds. For more information documents are available on the City & Guilds website.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification.
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)

- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for this qualification:

Description	How to access
Qualification handbook	www.cityandguilds.com

4 Assessment

Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence for each unit.

One portfolio record can be used (see **Portfolio of Evidence** below) with performance evidence collected over the course of completing the required activities indicated in the mandatory and optional units selected.

Assessment strategy

Units are assessed through a portfolio of evidence. All evidence in the portfolio for the skills learning outcomes must be generated in the workplace or a realistic working environment.

Portfolio of evidence

Candidate and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence candidates' progress towards achieving qualifications. Further details are available at www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of **recording forms** including examples of completed forms for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurers, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

Evidence sources

A portfolio of evidence will typically include several pieces of evidence – it must contain sufficient evidence to demonstrate the knowledge and skills required for each appropriate unit.

Evidence sources may include:

- training logbooks
- centre-produced worksheets and activities
- annotated photographs
- video clips (maximum duration in total = 10 minutes)
- workplace documentation/records, for example job cards/job sheets, equipment check/maintenance/service records, parts order records.

This is not a definitive list; other evidence sources are permitted.

The evidence provided must be valid and attributable to the candidate; the portfolio of evidence must contain a statement from the centre confirming this.

Evidence **must not** include:

- any methods of self-assessment
- any employer contributions should focus on direct observation of evidence (for example witness statements) of competence rather than opinions.

Time constraints

The following must be applied to the assessment of this qualification:

Candidates must finish their assessment within their period of registration.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is not sector-specific.

5 Units

Structure of the units

These units each have the following:

- unit accreditation number (UAN)
- City & Guilds reference number
- title
- UAN
- level
- credit value
- guided learning hours (GLH)
- relationship to NOS/mapping to occupational/apprenticeship standards
- endorsement by a sector or regulatory body.
- unit aim
- assessment type
- learning outcomes, which are comprised of a number of assessment criteria

Guidance for delivery of the units

This qualification comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Unit 201

Obtain feedback from others to inform work and work practice in craft

UAN:	T/505/8089
Level:	2
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR21 Self evaluate and obtain feedback from others to inform work and work practice in craft.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit enables learners to understand the importance feedback on work progress, deal with feedback from others and monitor own work and work practice.

Learning outcome

The learner will:

LO1 Understand the influence of feedback on progress at work

Assessment criteria

The learner can:

AC1.1 Describe own work responsibilities and job role

AC1.2 State the kinds of feedback that can inform own craft practice

AC1.3 Explain how to check if own craftwork is of the highest quality.

Learning outcome

The learner will:

LO2 Be able to use feedback from others on craft practice

Assessment criteria

The learner can:

AC2.1 Agree objectives with line manager/employer and colleagues

AC2.2 Identify what has been achieved against agreed objectives

AC2.3 Use feedback from others to inform future craft practice.

Learning outcome

The learner will:

LO3 Be able to monitor own craft practice

Assessment criteria

The learner can:

AC3.1 Keep records and documents of feedback received

AC3.2 Monitor own work in the light of feedback

AC3.3 Check that own craft practice is improving.

Unit 301

Select and use techniques, materials, tools and equipment for craft

UAN:	T/505/8089
Level:	3
Credit value:	13
GLH:	90
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR21 Self evaluate and obtain feedback from others to inform work and work practice in craft.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit enables learners to understand how techniques, materials, tools and equipment are used for craft, to develop them for work, evaluate their use, then record and store tools, materials and equipment safely.

Learning outcome

The learner will:

LO1 Understand the use of techniques, materials, tools and equipment for craft

Assessment criteria

The learner can:

AC1.1 Explain the importance of using appropriate techniques, materials, tools and equipment

AC1.2 Explain how to select the required techniques, materials, tools and equipment

AC1.3 Compare different ways to research into techniques, materials, tools and equipment.

Learning outcome

The learner will:

LO2 Be able to develop own use of techniques, materials and tools for work

Assessment criteria

The learner can:

AC2.1 Conduct research to inform the selection and use of techniques, materials, tools and equipment

AC2.2 Select appropriate techniques, materials, tools and equipment to suit the task

AC2.3 Set up a safe workplace

AC2.4 Use techniques, materials, tools and equipment to produce high quality work.

Learning outcome

The learner will:

LO3 Be able to evaluate the use of techniques, materials, tools and equipment

Assessment criteria

The learner can:

AC3.1 Gain feedback on the use of techniques, materials, tools and equipment

AC3.2 Modify techniques, tools and equipment in the light of feedback.

Learning outcome

The learner will:

LO3 Be able to carry out the correct process on all items after use

Assessment criteria

The learner can:

AC4.1 Document the use of techniques, materials, tools and equipment

AC4.2 Store tools, materials and equipment safely.

Unit 302

Use safe working practices and spaces for craft

UAN:	R/505/8083
Level:	3
Credit value:	6
GLH:	40
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR15 Use safe working practices and spaces for craft.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Assessment type:	Portfolio
Aim:	This unit enables learners to understand the importance of safe working practices and spaces for craft, maintain safe working practices and store and dispose of materials, tools and equipment safely.

Learning outcome

The learner will:

LO1 Use safe working practices and spaces for craft

Assessment criteria

The learner can:

AC1.1 Explain the importance of health and safety to protect oneself and others

AC1.2 Describe potential health risks in own work space

AC1.3 Explain the need to carry out regular maintenance on materials, tools and equipment to ensure good and safe working order

AC1.4 Explain how to use appropriate materials and protective clothing to regularly clean own work space

AC1.5 Describe problems that may occur to different areas of the body in working practice.

Learning outcome

The learner will:

LO2 Be able to maintain safe working spaces and practices

Assessment criteria

The learner can:

AC2.1 Research recommended safe working spaces and practices

AC2.2 Identify potential health and safety risks in own work space

AC2.3 Take appropriate action to minimise risks to oneself and others

AC2.4 Carry out regular maintenance on materials, tools and equipment to ensure good and safe working order

AC2.5 Work safely with materials, tools and equipment using correct lifting and handling techniques and equipment

AC2.6 Research current developments in work place safety

AC2.7 Monitor work practices and changes that might affect the safe environment.

Learning outcome

The learner will:

LO3 Be able to store and dispose of materials, tools and equipment safely

Assessment criteria

The learner can:

AC3.1 Store materials, tools and equipment safely

AC3.2 Dispose of waste products, materials, and clothing in a safe manner

AC3.3 Use materials to regularly clean own work space

AC3.4 Complete records and documentation on materials, tools and equipment.

Unit 303

Complete the craft making process

UAN:	Y/505/8084
Level:	3
Credit value:	14
GLH:	100
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR16 Complete the craft making process.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit enables learners to understand the factors involved in finishing craft and to complete the craft making process.

Learning outcome

The learner will:

LO1 Understand the factors involved in finishing craft

Assessment criteria

The learner can:

AC1.1 Explain the importance of completing craftwork so it is ready for handling, packaging, displaying or selling

AC1.2 Explain the importance of assessing the protection or conservation needs of the craftwork and environment

AC1.3 Explain the need to store and transport work safely and securely.

Learning outcome

The learner will:

LO2 Be able to complete the craft making process

Assessment criteria

The learner can:

AC2.1 Ensure that work meets its intended purpose

AC2.2 Determine whether modifications are required to the craftwork

- AC2.3 Check that the product quality is as required
- AC2.4 Source materials for finishing
- AC2.5 Complete finishing activities
- AC2.6 Seek feedback from customer/client or audience
- AC2.7 Modify future finishing accordingly.

Unit 304

Manage time for craft work and practice

UAN:	H/505/8086
Level:	3
Credit value:	8
GLH:	40
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR30 Manage time for craft work and work practice.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit enables learners to understand the importance of managing own time and commitments effectively and to put it into effect for craft work and work practice.

Learning outcome

The learner will:

LO1 Understand the importance of managing own time and commitments effectively

Assessment criteria

The learner can:

AC1.1 Describe methods of time and diary management

AC1.2 Explain the need to plan work to meet deadlines according to client or customer requirements

AC1.3 Explain the importance of setting a realistic work plan

AC1.4 Explain the need to allow contingency time for problems that may arise.

Learning outcome

The learner will:

LO2 Be able to manage time for craft work and work practice

Assessment criteria

The learner can:

AC2.1 Establish work that is required with agreed timescale for completion

- AC2.2 Prioritise work according to importance
- AC2.3 Agree deadlines with appropriate people
- AC2.4 Develop a work plan, allocating time to each activity
- AC2.5 Document work and work practices.

Unit 305

Contribute to the design process for craft

UAN:	K/505/8087
Level:	3
Credit value:	10
GLH:	78
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR8 Contribute to the design process for craft.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit enables learners to be able to contribute and assess their contribution to the design task or brief.

Learning outcome

The learner will:

LO1 Understand how to contribute to a design task or brief

Assessment criteria

The learner can:

AC1.1 Explain the importance of clear communication

AC1.2 Explain the importance of working with and getting feedback from others

AC1.3 Explain how own specialism, expertise and technology works in context with other processes.

Learning outcome

The learner will:

LO2 Be able to contribute to the design task or brief

Assessment criteria

The learner can:

AC2.1 Obtain information about work required

AC2.2 Seek advice and guidance on ways of contributing

AC2.3 Contribute ideas towards design tasks or briefs

AC2.4 Undertake research to assist with design tasks or briefs

AC2.5 Assist with the production of a drawing or sketch, working stage/rough, sample, model or prototype.

Learning outcome

The learner will:

LO3 Be able to assess own contribution to the design task or brief

Assessment criteria

The learner can:

AC3.1 Assist with communication to customers, other crafts people and colleagues

AC3.2 Seek feedback on own contribution to design tasks or briefs.

Unit 306

Keep up to date with the craft sector

UAN:	M/505/8088
Level:	3
Credit value:	5
GLH:	40
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR19 Keep up to date with the craft sector.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit enables learners to understand the benefits of acquiring new knowledge in the craft sector and to undertake research about new techniques, materials and tools.

Learning outcome

The learner will:

LO1 Understand the benefits to own work and work practice of new knowledge in the craft sector

Assessment criteria

The learner can:

AC1.1 Explain the importance of updating own knowledge in craft

AC1.2 Explain how information can be found through relevant membership associations, guilds, societies and networks.

Learning outcome

The learner will:

LO2 Be able to research information about new developments in the craft sector

Assessment criteria

The learner can:

AC2.1 Identify sources of information about new techniques, materials and tools

AC2.2 Carry out research using networks of personal and professional contacts

AC2.3 Assess how information may be applied to own work and work practices.

Unit 307

Present and display craft

UAN:	D/505/8104
Level:	3
Credit value:	10
GLH:	65
Relationship to NOS:	This unit is linked to the CR46 Present and display craft
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit helps learners to understand what is needed to present or display craft work. It enables them to present or display their work and to judge whether or not it was successful.

Learning outcome

The learner will:

LO1 Understand what is needed to present and display craft

Assessment criteria

The learner can:

AC1.1 Identify opportunities for presenting and displaying craft

AC1.2 Identify the audience for whom the work will be presented and displayed

AC1.3 List the requirements for presenting and displaying the work.

Learning outcome

The learner will:

LO2 Be able to present and display craft

Assessment criteria

The learner can:

AC2.1 Select suitable craftwork to be presented and displayed.

AC2.2 Ensure the craftwork and space available for display are compatible

AC2.3 Communicate requirements for presenting and displaying the craftwork to relevant individuals or organisations involved in the display and presentation.

AC2.4 Provide information on details of work to relevant individuals or organisations involved in the display and presentation.

Learning outcome

The learner will:

LO3 Be able to judge if a display and presentation is successful

Assessment criteria

The learner can:

AC2.1 Record the activities involved in display and presentation of craft

AC2.2 Seek feedback from those who are involved in viewing the presentation and display

AC2.3 Explain how successful the display and presentation has been.

Unit 308

Assist with ideas for craft work and work practice

UAN:	T/505/8092
Level:	3
Credit value:	10
GLH:	50
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR1 Contribute and assist with ideas for craft work and work practice.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit helps learners to understand how to develop ideas, using research and inspiration. It enables them to communicate and present their ideas to others, as well as evaluate their contribution to the design making process.

Learning outcome

The learner will:

LO1 Understand how to develop ideas using research and inspiration

Assessment criteria

The learner can:

AC1.1 Research information to inspire ideas

AC1.2 Develop ideas within the terms of the given remit

AC1.3 Document ideas, experiences and observations

AC1.4 Follow a given remit, asking for help and advice where necessary.

Learning outcome

The learner will:

LO2 Be able to communicate and present ideas to others

Assessment criteria

The learner can:

- AC2.1 Match ideas with skills, techniques, materials, tools and equipment
 - AC2.2 Present complete ideas to a team or organisation
 - AC2.3 Adapt ideas to the design where necessary.
-

Learning outcome

The learner will:

- LO3 Be able to use feedback in evaluating own contribution to the design and making process

Assessment criteria

The learner can:

- AC3.1 Seek feedback from others within a team or organisation on ideas presented
- AC3.2 Adapt ideas in response to feedback
- AC3.3 Assess own contribution to the effectiveness of the final design idea.

Unit 309

Communicate effectively in craft

UAN:	T/505/8092
Level:	3
Credit value:	9
GLH:	60
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR10 Communicate effectively in craft.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Assessment type:	Portfolio
Aim:	This unit enables learners to understand the importance of clear communication, be able to communicate and respond to different audiences and assess the appropriateness of their own communication.

Learning outcome

The learner will:

LO1 Understand the importance of clear communication in craft

Assessment criteria

The learner can:

AC1.1 Explain why effective communication is important in all areas of design and making ideas

AC1.2 Explain the importance of selecting appropriate methods of communication to suit different audiences

AC1.3 Explain the importance of presenting a positive image of oneself and own organization.

Learning outcome

The learner will:

LO2 Be able to communicate effectively with different audiences

Assessment criteria

The learner can:

- AC2.1 Determine the scale and needs of audience for the information being communicated
 - AC2.2 Select the most appropriate method of communication for the audience
 - AC2.3 Determine the appropriate language and references to be used when communicating to an audience
 - AC2.4 Make constructive contributions to discussions, developing points and ideas.
-

Learning outcome

The learner will:

- LO3 Be able to respond effectively to an audience

Assessment criteria

The learner can:

- AC3.1 Check the understanding of the audience
 - AC3.2 Give people the opportunity to ask questions
 - AC3.3 Focus on information that other people are communicating
 - AC3.4 Clarify points that may be unclear.
-

Learning outcome

The learner will:

- LO4 Be able to assess the appropriateness of own communication

Assessment criteria

The learner can:

- AC4.1 Ensure communication has met its purpose
- AC4.2 Deal with situations where communication purpose has not been achieved
- AC4.3 Present a positive image of oneself and own organisation
- AC4.4 Safeguard confidential information.

Unit 310

Work effectively with others in craft

UAN:	A/505/8093
Level:	3
Credit value:	8
GLH:	40
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR26 Use Contacts and Networks to Develop Craft Work and Practice.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit enables learners to work effectively with others in craft with a clear understanding of why this is important.

Learning outcome

The learner will:

LO1 Understand the importance of working effectively with others

Assessment criteria

The learner can:

AC1.1 Explain how to identify effective working relationships

AC1.2 Explain how to develop and apply own skills when working with others

AC1.3 Explain how to identify where improvements can be made when working with others.

Learning outcome

The learner will:

LO2 Be able to work effectively with others in craft

Assessment criteria

The learner can:

AC2.1 Describe skills needed to work effectively with others

AC2.2 Assess own strengths and weaknesses in working with others

AC2.3 Anticipate problems that might arise when working with others

AC2.4 Seek feedback on the success of working relationships with others.

Unit 311

Promote and represent craft

UAN:	F/505/8094
Level:	3
Credit value:	5
GLH:	35
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR42 Promote and present craft.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Assessment type:	Portfolio
Aim:	This unit helps learners to understand the importance and benefit of craft to individuals and society and enables them to promote and represent craft to customers/clients, visitors or audiences.

Learning outcome

The learner will:

LO1 Understand the significance of craft to individuals and society.

Assessment criteria

The learner can:

AC1.1 Explain the importance of craft to individuals and society

AC1.2 Explain how craftwork benefits society in general.

Learning outcome

The learner will:

LO2 Be able to promote and represent craft to others

Assessment criteria

The learner can:

AC2.1 Communicate the importance and benefits of craft to customers

AC2.2 Evaluate how effective communication has been in promoting and representing craft
AC2.3 Make changes to promotion and representation of craft for the future if necessary.

Unit 312

Carry out basic financial transactions for craft

UAN:	J/505/8095
Level:	3
Credit value:	8
GLH:	55
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR32 Carry out basic financial transactions for craft.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit enables learners to understand what is involved in basic financial transactions. It helps them to carry out and report to others on financial transactions for craft.

Learning outcome

The learner will:

LO1 Understand what is involved in basic financial transactions for craft

Assessment criteria

The learner can:

AC1.1 Explain types of financial transactions needed for craft work

AC1.2 Explain the meaning of vat and when it applies

AC1.3 Explain why it is important to monitor actual expenditure against agreed expenditure

AC1.4 Explain types of financial reports.

Learning outcome

The learner will:

LO2 Be able to carry out basic financial transactions for craft

Assessment criteria

The learner can:

AC2.1 Agree prices for goods, services or craft work with suppliers and customers

- AC2.2 Produce invoices and receipts for goods and services or craft work with suppliers or customers
 - AC2.3 Set up credit accounts with service or goods suppliers
 - AC2.4 Monitor expenditure against a budget.
-

Learning outcome

The learner will:

- LO3 Be able to report to others on financial transactions for craft

Assessment criteria

The learner can:

- AC3.1 Liaise with others to inform them of budget matters including financial discrepancies
- AC3.2 Produce accurate and up-to-date reports in time and in required format
- AC3.3 Communicate clearly to those who need information on financial transactions.

Unit 401

Develop and maintain professional relationships in craft

UAN:	L/505/8096
Level:	4
Credit value:	10
GLH:	35
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR27 Develop and maintain professional relationships or partnerships in craft.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit enables learners to understand the benefits of developing and maintaining working relationships, and to establish and maintain working and professional relationships in craft.

Learning outcome

The learner will:

LO1 Understand the benefits of developing and maintaining working relationships

Assessment criteria

The learner can:

AC1.1 Analyse why it is important to develop and maintain working relationships

AC1.2 Evaluate the range of opportunities and activities for developing and maintaining working relationships

AC1.3 Explain the potential benefits of different types of working relationships.

Learning outcome

The learner will:

LO2 Be able to establish working and professional relationships

Assessment criteria

The learner can:

- AC2.1 Analyse opportunities and activities to develop relationships with individuals and organisations
 - AC2.2 Assess own and others' strengths and weaknesses
 - AC2.3 Agree shared work verbally and in writing, clarifying expectations and intentions
 - AC2.4 Determine roles and responsibilities informally and formally.
-

Learning outcome

The learner will:

- LO3 Be able to maintain working and professional relationships

Assessment criteria

The learner can:

- AC3.1 Anticipate problems that might arise when working in partnerships
- AC3.2 Share information bearing in mind legal, organisational and ethical requirements
- AC3.3 Continually monitor and share feedback with others
- AC3.4 Evaluate the effectiveness of working with others.

Unit 402

Price craftwork to secure sales

UAN:	R/505/8097
Level:	4
Credit value:	12
GLH:	55
Relationship to NOS:	This unit is linked to the Creative and Cultural skills, Craft NOS, CR37 Work Out Appropriate Pricing for Craft.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Assessment type:	Portfolio
Aim:	This unit helps learners to understand the factors which affect the pricing of craft work. The unit also enables learners to work out appropriate pricing for craft work in order to secure sales.

Learning outcome

The learner will:

LO1 Understand the factors which affect the pricing of craft work

Assessment criteria

The learner can:

AC1.1 Explain methods of researching the price of similar crafts sold by others

AC1.2 Explain the significance of determining whether craft is custom made, a one-off or one of many when pricing

AC1.3 Explain how to take into account what customers and clients are able to pay when pricing craft work

AC1.4 Evaluate the impact of own experience and skill level on the cost of one's craft work

AC1.5 Analyse the other factors which need to be considered when pricing one's craft.

Learning outcome

The learner will:

LO2 Be able to price craft work

Assessment criteria

The learner can:

- AC2.1 Determine the price at which similar types of crafts have sold
 - AC2.2 Identify the costs that need to be taken into consideration when determining the total cost of one's craft work
 - AC2.3 Estimate the total time required to produce the craft work
 - AC2.4 Calculate an hourly or daily rate for time
 - AC2.5 Calculate the cost of materials needed for the craft work
 - AC2.6 Estimate the annual cost of a workroom/studio
 - AC2.7 Account for own experience and skill level when pricing the craft work
 - AC2.8 Determine whether it is feasible to make work for the price for which it can be sold
 - AC2.9 Determine discounts as appropriate.
-

Learning outcome

The learner will:

- LO3 Be able to evaluate the pricing of the craft work to inform future pricing decisions

Assessment criteria

The learner can:

- AC3.1 Evaluate whether the pricing of the craft work was appropriate for securing sales
- AC3.2 Use the outcomes of the evaluation to inform future pricing decisions.

Unit 403

Sell craft

UAN:	Y/505/8098
Level:	4
Credit value:	11
GLH:	55
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR40 Sell Craft.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit helps learners to understand the factors involved in selling craft to customers or clients. It supports them in preparing for and to sell craft work, ensuring that they conform to relevant legislation and provide appropriate customer care.

Learning outcome

The learner will:

LO1 Understand the factors involved in selling craft to achieve business objectives

Assessment criteria

The learner can:

AC1.1 Analyse how exploring markets and marketing of craft can support selling

AC1.2 Evaluate different selling techniques and methods

AC1.3 Explain relevant legislation relating to the sales of craftwork

AC1.4 Explain the benefits of insurance, copyright and intellectual property rights when selling craftwork.

Learning outcome

The learner will:

LO2 Be able to prepare for selling craftwork

Assessment criteria

The learner can:

- AC2.1 Research how and where to sell craftwork to appeal to the chosen customers/clients
 - AC2.2 Cost and communicate prices to clients/customers
 - AC2.3 Present and display craftwork appropriately
 - AC2.4 Describe own craftwork, ideas, inspiration and how the work is made
 - AC2.5 Take steps to prevent craftwork being damaged or stolen.
-

Learning outcome

The learner will:

LO3 Be able to sell craftwork

Assessment criteria

The learner can:

- AC3.1 Adhere to relevant legislation relating to sales of goods when selling
- AC3.2 Deliver appropriate customer care, responding to customer/client queries or issues
- AC3.3 Process payment, recording and documenting details of transactions in line with own organisational and relevant legal requirements
- AC3.4 Evaluate the selling process.

Unit 404

Use digital technologies for craftwork

UAN:	K/505/8090
Level:	4
Credit value:	12
GLH:	55
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR49 Use digital technologies for craft work and work practice.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit helps learners to understand the benefits of using digital technology to craft work and work practice. It enables learners to apply digital technology to own work and evaluate its use across different areas of craft activities.

Learning outcome

The learner will:

LO1 Understand the benefits of digital technology and IT to craft work and work practice

Assessment criteria

The learner can:

AC1.1 Explain the importance of keeping up to date with digital technology and its use for own work practice

AC1.2 Analyse the areas of own work that could benefit from the use of digital technology and IT

AC1.3 Explain how to apply the digital technology to own work or work process for successful outcomes

AC1.4 Explain how and where to gain specialist advice and help

AC1.5 Analyse how use of digital technologies can enhance own craft design, making, business and professional development activities

AC1.6 Explain the health and safety guidelines and legislation in the use of technology.

Learning outcome

The learner will:

LO2 Be able to apply digital technology and IT resources to craft work and work practice

Assessment criteria

The learner can:

AC2.1 Research different types of digital technologies and it to aid own work

AC2.2 Analyse the advantages and limitations of digital technology and IT across different areas of work practice

AC2.3 Select technology to meet the needs of the craft activity

AC2.4 Apply technology to own work or work process.

Learning outcome

The learner will:

LO3 Be able to evaluate the use of technology in craft work and work process

Assessment criteria

The learner can:

AC3.1 Evaluate the use of technology in own craft work and work process

AC3.2 Adapt own use of digital technologies to different areas of craft activities.

Unit 405

Use copyright law to protect creativity and innovation in craft

UAN:	D/505/8099
Level:	4
Credit value:	10
GLH:	45
Relationship to NOS:	This unit is linked to the Creative and Cultural Skills, Craft NOS, CR57 Develop and apply an understanding of copyright law to protect craft.
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills.
Aim:	This unit will help learners to understand the value of copyright laws in protecting creativity and innovation and the ways in which copyright affects their own work. It will enable them to develop policies and procedures to protect their own work.

Learning outcome

The learner will:

LO1 Understand the value of copyright laws in protecting creativity and innovation

Assessment criteria

The learner can:

AC1.1 Explain the importance of protecting work and using copyright to encourage creativity

AC1.2 Explain the different types of copyright and the sort of materials to which they apply

AC1.3 Describe the difference between owning a physical work and owning the copyright

AC1.4 Explain the various requirements for copyright, including accepted rates of fees and the penalties for infringing copyright

AC1.5 Explain how long copyright lasts for own particular area or sector of work

AC1.6 Describe how confidential information and personal data is protected by law

AC1.7 Describe what should be covered in negotiating the terms and conditions of use of copyright materials

AC1.8 Explain when to seek specialist advice for dealing with materials that are subject to complex or unusual copyright regulations.

Learning outcome

The learner will:

LO2 Understand the ways in which copyright regulations affect own work

Assessment criteria

The learner can:

- AC2.1 Research the way in which copyright regulations affect use of materials made by others
 - AC2.2 Explain the difference between exclusive and non-exclusive licence
 - AC2.3 Explain the different ways to obtain clearances and permissions to use material made by others
 - AC2.4 Explain the importance of documenting communications about copyright
 - AC2.5 Explain how agreements affect the transfer of part or all of a copyright in a protected work
 - AC2.6 Explain how to carry out royalty calculations and percentages.
-

Learning outcome

The learner will:

LO3 Be able to develop policies and procedures for the protection of own work

Assessment criteria

The learner can:

- AC3.1 Develop policies and procedures for obtaining clearances and permissions for materials made by others
- AC3.2 Record copyright clearances and contracts, including related communication
- AC3.3 Check if intended material is in copyright or in the public domain
- AC3.4 Develop policies and procedures to protect the copyright of own work
- AC3.5 Negotiate copyright ownership of own work as part of a contract when working with others or producing work for others.

Appendix 1 Relationships to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

This qualification has connections to the:

- 1768 Level 3 Diploma in Blacksmithing

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see cityandguilds.com
- Essential Skills (Northern Ireland) – see cityandguilds.com
- Essential Skills Wales – cityandguilds.com

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centre document library** on **www.cityandguilds.com** or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds

provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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