



# **Foundation Degree Arts**

Programme Specification and Unit Descriptors

**Historic Craft Practices:  
Clocks,  
Furniture,  
Metalwork or  
Musical Instruments**

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## Programme Specification

| Programme Summary                              |  |                            |
|--|--|----------------------------|
| <b>Awarding body</b>                           | University of Sussex   |                            |
| <b>Teaching institution</b>                    | West Dean College  |                            |
| <b>Programme title</b>                         | Historic Craft Practices: Clocks, Furniture, Metalwork or Musical Instruments  |                            |
| <b>Final award / FHEQ level</b>                | Foundation degree Arts / Level 5   |                            |
| <b>Mode of study</b>                           | Full Time, 2 years   |                            |
| <b>Programme Coordinator</b>                   | Dr Nicholas Pyall  |                            |
| <b>External reference points/ benchmarks</b>   | <p>The UK Quality Code for Higher Education</p> <p>Foundation Degree Qualification Descriptor</p> <p>Subject Benchmarks Statements:</p> <p>Art and design</p>  |                            |
| <b>Criteria for admission to the programme</b> | <p>UCAS tariff points: 120</p> <p>Completion of a level 3 qualification, for example: A-Levels, BTEC or Foundation Diploma in Art and Design.</p> <p>Applicants can be considered if they can provide evidence of prior learning with an appropriate portfolio of work.</p> <p>International applicants should provide a digital portfolio, evidence of English language ability to Level B2 (IELTS 6.0), as well as equivalent level 3 qualifications.</p> <p>All students are required to provide a portfolio of work and attend an interview.</p> |                            |
| <b>External Examiner</b>                       | <b>Name</b>  | <b>Date tenure expires</b> |
|  | Gary Dingle  | 30 September 2019          |

## Programme Aims

The aims of the programme are to provide:

### Practical

1. A context for the development of specialist craft skills in either clock, musical instrument or furniture making
2. The opportunity to apply traditional craft techniques in the creation of historically inspired new work (clocks, furniture, metalwork, musical instruments) and/or introductory restoration of historic objects (clocks, furniture).

### Theoretical

3. An introduction to the historic development of craft practices in relation to culture and technology
4. A context for the development of understanding the meaning of craft and its continued relevance

### Professional

5. A context for the development of a range of verbal, writing and visual skills appropriate for employment as a craftsperson and/or progression to higher education paths
6. Opportunities to plan and implement projects to a professional standard
7. A context for the development of research and information skills relevant to professional practice as a craftsperson.

## Learning Outcomes

On successful completion of the programme students have:

### Practical

1. Developed a thorough knowledge of historic craft processes and materials in relation to their discipline.
2. Developed competence and skill in the execution of these techniques
3. Applied these skills to a range of new/historic objects to create historically inspired new work (clocks, furniture, metalwork, musical instruments) and/or introductory restoration (clocks, furniture).

**Theoretical**

4. Gained relevant working knowledge of the cultural, historical and technological contexts of their craft practice.
5. Understood the relationship between craft practice, context and meaning
6. Demonstrated the ability to access information and data, analyse and evaluate it in order to inform practice

**Professional**

7. Be able to effectively communicate information to a range of professional and non-specialist audiences
8. Developed the ability to take personal responsibility and make informed decisions in a work context
9. Have the ability to deepen and augment existing skills and acquire new competences that will enable them to engage in long-term continuing professional development.

**Alignment to External Reference Points**

The programme is aligned with QAA and FHEQ frameworks and has been developed with reference to the qualification descriptor for foundation degrees. Programme Advisers and professionals drawn from the heritage craft profession oversee the programme design and the student work. Students are exposed to a range of professional influences and models of good practice in both public and private sectors.

## Programme Structure

### Year 1

| Semester 1 (18 weeks)  |                       |  | Semester 2 (18 weeks) |   |                    |                   |
|--|-----------------------|--|-----------------------|---|--------------------|-------------------|
|  | Christmas<br>Vacation |  | Mid-year Assessment   |   | Easter<br>Vacation | Summer Assessment |
| HC-M 1 - Materials Technology – 10 credits (Common) delivered in pathway workshop & cross-curricular |                       |  |                       | HC –M2 - Materials Technology (Metal/Wood) – 10 credits (Common) delivered in pathway workshop & cross-curricular |                    |                   |
|  |                       |  |                       |   |                    |                   |
| HC-D 1 - Drawing + Aesthetics – 10 credits (Common)  |                       |  |                       | HC –H2 - History of Craft – 20 credits (Common)   |                    |                   |
|  |                       |  |                       |   |                    |                   |
| HC – R1 - Study/Research Skills – 10 credits (Common)  |                       |  |                       | HC- C2MI/C/F/ME - Craft Skills 2- 30 credits (Subject Specific)   |                    |                   |
|  |                       |  |                       |   |                    |                   |
| HC – C1MI/C/F/ME - Craft Skills 1-30 credits (Subject Specific)                                      |                       |  |                       |   |                    |                   |

### Year 2

| Semester 1(18 weeks)   |                       |  | Semester 2(18 weeks) |  |                    |                  |
|--|-----------------------|--|----------------------|--|--------------------|------------------|
|  | Christmas<br>Vacation |  | Mid-year Assessment  |  | Easter<br>Vacation | Final Assessment |
| HC-P3 -Professional Skills incl. Work Placement- 20 credits (Common) |                       |  |                      | HC-P4 - Professional Portfolio - 60 credits (Common – student led) |                    |                  |
|  |                       |  |                      |  |                    |                  |
| HC-C3MI/C/F/ME - Applied Projects - 40 credits (Subject Specific)    |                       |  |                      |  |                    |                  |

## **Distinctive Programme Features**

This two-year foundation degree provides a framework for the development of craft skills in metals or wood for heritage making and/or introductory restoration. The course balances practical and intellectual skills and provides opportunities for these to be applied within the workplace. The course offers four specialisms: furniture, musical instruments, metalwork and clocks.

In the first year, students develop bench craft skills in either wood or metals according to their specialism. Project work focuses on using appropriate materials, processes and techniques. Core studies include materials technology, technical drawing and historical/contextual studies. During this stage of the course, students begin to develop an understanding of the relationship between material, technique and meaning.

In the second year of the course, students further develop their skills and begin to explore the development of historically inspired new work (clocks, furniture, metalwork or musical instruments) and/or an introduction to the restoration of objects (clocks, furniture). Core studies focus on business and professional skills such as pricing, record-keeping, tax and insurance, marketing and intellectual property. Most students will have the opportunity to complete a period of work placement.

### **Employment and progression**

On successful completion of the course, students will be able to work in a range of heritage craft contexts. For those wishing to undertake further study, the course prepares students to progress to a specialist Graduate Diploma at West Dean or other Level 6 qualification such as the final year of a BA degree.

## **Learning and Teaching – methods and strategy**

West Dean is committed to providing a distinctive, high quality teaching and learning environment for practice-led study and research. The College is also committed to continuous improvement of teaching and learning to nurture a deep engagement with practice and its integration with historical, theoretical, cultural and contextual frameworks. The College seeks to ensure that teaching and

learning activities and associated resources provide every student with an equal and effective opportunity to achieve intended learning outcomes. Our overriding intention is that, on successful completion of their programme of study, West Dean students become practically accomplished, theoretically aware and professionally autonomous practitioners.

Our continuing priorities are to:

- Provide students with opportunities to learn and develop their skills through working on a range of challenging projects and where applicable historic objects.
- Develop practice-led study and research within a stimulating and creative cultural environment.
- Promote the integration of theory and practice where each is tested and informed by the other.
- Increase opportunities for students to engage in professional practice through engagement with work placement and work-related projects.
- Enhance and further develop a range of specialist learning resources.
- Support staff development by encouraging opportunities to engage in professional practice, consultancy and research projects.

Students at Foundation Degree level are supported by intensive group and one to one tuition to develop practical work, supported by lectures, technical demonstrations/workshops and visits.

## **Practical Experience**

- Students work on applied projects, concurrently engaging in exercises to develop skills and experience in specialist craft and general craft skills.
- Build a portfolio of work in the form of a range of finished projects and present these in the form of a website or similar professional output
- Have the opportunity to undertake work placement and work-related projects.

## **Assignments and assessment – methods and strategy**

Work is assessed on a continuous basis by tutorial staff, and comments are fed to students informally on an on-going basis through discussion. At assessment and review points the process of continuous assessment is consolidated and two staff members, normally the programme leader and an associate tutor, independently assess and agree on student grades for units of study.

Assessors refer to the published units of study, which are available to students, to ensure a consistent range of the elements of work required is assessed. Some aspects of student development are assessed through submitted assignments, presentations, or examinations, as detailed in the unit descriptors of study. All assessment is formalised in the form of grades, as set out in the assessment definitions. Assessment is reviewed and moderated by the external examiner.

### **Assessment element descriptions**

#### Daybook/reflective journal

This is a physical (not electronic) on-going record of day-to-day workshop activity. It may comprise lecture and tutorial notes, technical information, sketches, drawings, process notes and observations, evaluation of tools, materials and processes etc, critical thinking and reflection.

A daybook/reflective journal may also be self-analytical mechanism that helps record a broad range of experiences, thoughts, ideas, contexts and debates. As part of a formative process of learning it may comprise notes sketches, cuttings, photographs, diagrams, images and other information to form a coherent and expressive document linking elements of the unit.

#### Oral presentation

Presentations combine visual and verbal information imparted to an audience, often using a PowerPoint format, which may be supported by demonstrations, handouts, video, soundtrack, audience participation etc. Presentations that contribute to assessed work usually range in length from 10 to 20 minutes with an agreed additional period for questions and answers. PowerPoint is the typical mode of delivery. It is recommended that an oral presentation be supported by a minimum of a single side A5 or A4 handout.

### Work placement

A work placement provides the opportunity to first-hand experience of a professional working environment in the student's field of study. Its aim is to develop the professional elements of their practice and ensure it is relevant and up-to-date. Students gain transferable skills necessary for future employment, reflect and learn through observation and practice, and apply the skills they have learned to a working environment, informing their awareness of current working practices.

### Essay

An essay is a written submission that demonstrates an understanding of a subject or presents an argument. It does so by presenting research in a logical, objective and methodical manner, with clear structure and communication, and critical analysis. Content must be supported by footnotes, references and a bibliography. Images, diagrams and charts etc must be relevant and cited appropriately.

### Portfolio

A portfolio comprises a summary of the body of work that a student has produced and skills they have developed. It demonstrates their skills and experience to prospective employers and customers. It may be required as a part of a job application, project tender or as evidence of continued professional development. Typically a portfolio is an image rich document supported by explanatory text. It should be presented in a concise and accessible manner, free of extraneous technical detail or niche professional language.

### Treatment report

A treatment report is a professional document that uses objective language supported by images to:

- describe an object before treatment, distinguishing it from others if possible, and giving explicit information about the object.
- describe the condition of the object in terms of completeness, losses, stability and cause/s of damage
- make comment on the nature of the object in terms of its historic and contemporary context and integrity
- propose a programme of treatment, with options and justification for choices
- estimate the number of hours and materials required (cost) for the proposed treatment
- describe the treatment that was carried out
- describe the number of hours taken and cost of materials needed to complete the treatment

- present information about post treatment care, handling, packing for transportation, recommendations for addressing any inherent H&S hazards in the object, where necessary.
- present information on how health and safety requirements have been met for each process that has been used in the treatment.

### Practical work

Practical work is physical evidence of work carried out by the student that demonstrates practical skills, manipulation of materials and a level of competency in the use and application of hand and machine tools. A piece of practical work may be a practical exercise or allied work, an element of or complete piece of newly made work, or an element or complete treatment of an historic object. Work must be informed by historic craft practises. In the case of treatment of historic objects, practical work must adhere to current professional standards. Practical work is supported by daybook/reflective journal, photography, treatment report for historic objects or portfolio entry for newly made objects and information about how health and safety requirements have been met for each process that has been used.

## **Student Support, Information and Resources**

### **Academic Support and Resources**

#### **Tutorial support**

Each student has a personal tutor who in some, but not all, cases is his or her Programme Leader. Tutorial support beyond the delivery of the programme curriculum is intended to foster a climate in which in-depth discussion of individual progress and development can take place.

Tutorials take place on a regular basis and at the request of either staff or students. They provide an opportunity to ensure that students' progress and general welfare can be monitored and supported.

#### **Library**

Students have access to a specialist Art and Conservation library. The Library is open 9.00am-5pm weekdays with Library staff on duty within these times, but it is also accessible outside of these hours during evenings and weekends. The Library has a collection of approximately 11,000 items (books, journals, e-journals and audio-visual materials) and subscribes to 98 periodicals and a number of

specialist electronic databases. The Library catalogue and homepage can be accessed online. In addition, the Library has established links with other libraries and offers an inter-library loan service. Students are introduced, as part of the induction programme, to the Library and its resources.

### **Study Skills**

The College has a specialist study skills tutor, available by individual appointment and also offering group taught sessions. Support is aimed generally at students returning to study or those with learning disabilities or for whom English is a second language. Study skills support is intended to complement not replace individual DSA arrangements.

### **IT support**

Students have access to IT facilities in a dedicated Computer Suite, the Library and in the studios and workshops. Each student is allocated a West Dean College network account with a personal login, email address and allocated file storage. Students also have access to the West Dean Student Intranet providing access to useful information and resources regarding the College and individual courses. Students are introduced to the IT facilities during the induction period at the beginning of the academic year and specialist IT-staff provide support to students as and when required.

### **Programme-specific resources**

Programmes are delivered in dedicated workshops and studios. Each student has his/her own personal workbench, including space for the storage of personal tools. Each workshop is provided with equipment specific to the discipline, which is under continual review in respect both of its suitability for its purpose, and of health and safety requirements.

A team of technicians supports the workshops. They carry out the maintenance of most equipment and providing day-to-day technical backup for all students and staff. Full-time students are also able to use workshops and equipment primarily used by short courses, for instance the forge, the pottery and the silversmiths' workshops.

### **Short courses**

Students are encouraged to take part in an extensive and varied programme of short courses at West Dean, and Foundation Degree students are able to pre book one short course in each academic year to supplement their main study programme. Additionally, all students may attend an unlimited number of short courses on a last minute basis if places are available.

### **Student support and guidance**

The College endeavours to ensure the welfare of all its students through appropriate support and guidance.

In addition to the tutorial system, a professional counselling service is offered to students individually, by appointment, at specified times and connections can be made with other specialist support services outside the College wherever necessary.

The interruption of a student's academic progress is avoided wherever possible. If a significant period of absence from study is unavoidable due to illness or other circumstances, the option to intermit is generally available.

The College acknowledges the importance of students having access to advice and guidance on the careers and opportunities available to them following graduation. Professional and business skills are embedded in the programme and are intended to develop competencies as well as ensure students can make informed choices about their future direction.

### **Methods for Evaluating and Improving the Quality and Standards of Learning**

West Dean College is quality assured by the QAA.

West Dean full-time courses are validated by University of Sussex and undergo regular periodic review and revalidation. Each year an annual monitoring report, including feedback from students and external examiners, is submitted for approval to the University.

There is a QA committee structure with termly meetings of School boards, teaching and learning and research forums, an overall quality committee and academic board. All committees have representation from students.

All courses have an external examiner and programme advisers who visit at least once a year.

## Unit Descriptors

|                      |                             |
|----------------------|-----------------------------|
| Unit Title           | <b>Materials Technology</b> |
| Unit Code            | HC-M1                       |
| Level                | 4                           |
| Duration             | 18 weeks                    |
| Credit Value         | 10 credits                  |
| Total Learning Hours | 100                         |

|                        |              |
|------------------------|--------------|
| Date of first approval |              |
| Date of this version   | January 2019 |

### Unit Aims

1. To introduce and understand a range materials used in traditional craft practice
2. To introduce an understanding of core concepts and areas in the study of materials technology
3. To develop an understanding of the application of materials technology in relation to historic craft practice

### Learning Outcomes

On successful completion of this unit students will have

- LO 1 Developed an understanding of the role of physics, chemistry and mechanics in relation to materials technology and cemented core theoretical concepts of materials technology through practice based exercises
- LO2 Developed an awareness of the properties of a range of materials used in tradition craft practice
- LO3 Related an understanding of materials technology to traditional craft practice through taught theory, practical sessions and student-led research

### Content

This unit provides a conceptual, theoretical and practical introduction to materials technology, enabling students to gain a working understanding of physical structures, chemical composition and mechanics as applied to historic craft practice. Understanding materials technology provides students with the ability to interrogate and interpret historic work accurately, to select the correct material for the job in new making from a range of traditional and contemporary options, and to aid the manipulation of those materials in a competent and confident manner. Sessions will be delivered collectively across all FdA disciplines with lecture style presentations being matched with practical workshop sessions. Group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students are expected to take advantage of the College Library and other learning resources and events around the College in order to build their skills and portfolio of work for assessment.

## Teaching and Learning Methods

|  |    |
|--|----|
| No. of hours scheduled activity  | 50 |
| No. of hours independent activity  | 50 |
| No. of hours of work placement   | 0  |
| This will comprise lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |    |

## Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Written coursework incl. essay, report, dissertation   | 50%             |
| Practical skills assessment  | 50%             |
| Comprising:<br>Practical work including exercises and live projects Week 13<br>Technical file, typically three processes or projects of study summarised in three A4 page per study session. Each page will explain the key aspects of the technique studied using text, diagrams and photographs. Week 13 |                 |

## Assessment Criteria

| Category            |  |   | LO   |
|---------------------|--|---|------|
| Practical Skills    | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 2, 3 |
|                     | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 1    |
|                     | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 2, 3 |
| Theoretical         | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 1    |
|                     | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 1,3  |
|                     | Research and Enquiry                   | Demonstrated the ability to access appropriate information, analyse and evaluate it.                          | 3    |
| Professional Skills | Communication                          | Verbal, written and visual skills are competent and effective in communicating to a range of audiences        | 3    |
|                     | Professional Standards                 | Demonstrated the ability to make informed decisions and to take personal responsibility.                      | 3    |
|                     | Independence & Self-Management         | Demonstrated the ability to develop and advance skills  | 3    |

## Indicative Reading

COTTERILL, R. (1985) *The Cambridge guide to the material world*. Cambridge: Cambridge University Press.

HOADLEY, R.B. (2000) *Understanding wood: a craftsman's guide to wood technology*. rev. edn. Newtown, CT: The Taunton Press.

MCCREIGHT, T., (1991), *The complete metalsmith: an illustrated handbook*. Worcester: Davis Publications.

SNYDER, C.H. (2003) *The extraordinary chemistry of ordinary things*. 4th edition Chichester: Wiley.

UNTRACHT, O, (1969), *Metal Techniques for Craftsman; A Basic Manual for Craftsman on the Methods of Forming and Decorating Metals*. Robert Hale: London.

|                      |                               |
|----------------------|-------------------------------|
| Unit Title           | <b>Drawing and Aesthetics</b> |
| Unit Code            | HC-D1                         |
| Level                | 4                             |
| Duration             | 18 weeks                      |
| Credit Value         | 10 credits                    |
| Total Learning Hours | 100                           |

|                        |              |
|------------------------|--------------|
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### Unit Aims

1. To introduce a range of drawing techniques relevant to the historic craft practices
2. To develop an understanding of the role of drawing in relation to making
3. To develop an introductory understanding of the historic development of drawing

### Learning Outcomes

On successful completion of this unit students will have

- LO 1 Developed competence in observational sketching and drawing
- LO2 Developed an understanding of and ability in technical drawing including orthographic projection
- LO3 Been introduced to digital techniques of drawing and three dimensional modelling
- LO4 Developed an understanding of the historical development of drawing techniques and their relationship to craft making practices

### Content

This unit provides a practical introduction to drawing supporting students to develop observational and technical skills. Drawing is important both as a way of processing information and data to inform practice and also as a way of communicating ideas and designs as they develop. The unit will cover a range of techniques and media and including observational and life drawing, technical drawing including orthographic projection and perspective. Digital techniques will also be introduced. Workshop sessions with group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students are expected to take advantage of regular drawing classes and events around the College in order to build their skills and portfolio of work for assessment.

### Indicative Teaching and Learning Methods

|  |    |
|--|----|
| No. of hours scheduled activity  | 54 |
| No. of hours independent activity  | 46 |
| No. of hours of work placement   | 0  |
| This will comprise lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |    |

## Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment  | 100%            |
| Comprising:<br>: Drawing Portfolio incl. CAD. Comprising a minimum 10 A3 drawings<br>Week 16 |                 |

## Assessment Criteria

| Category            |  |   | LO    |
|---------------------|--|---|-------|
| Practical Skills    | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 1,2,3 |
|                     | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 1,2   |
|                     | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  |       |
| Theoretical         | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 4     |
|                     | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 4     |
|                     | Research and Enquiry                   | Demonstrated the ability to access appropriate information, analyse and evaluate it.                          |       |
| Professional Skills | Communication                          | Verbal, written and visual skills are competent and effective in communicating to a range of audiences        | 1,2   |
|                     | Professional Standards                 | Demonstrated the ability to make informed decisions and to take personal responsibility.                      |       |
|                     | Independence & Self-Management         | Demonstrated the ability to develop and advance skills  | 1,2,3 |

## Indicative Reading

BURROUGHS, A & IDEO., (2007). *Everyday Engineering*. London. Chronicle Books

DRAUGHT ASSOCIATES. (2009). *Visual Aid 2: You Can Never Know Enough Stuff*. London, Black Dog Publishing

FULTON - Suri, J & IDEO., (2005). *Thoughtless Acts?* London. Chronicle Books

O DONNEL, T, (2009). *Sketchbook: conceptual drawings from the world's most influential designers and creatives*. London. Rockport Publishers

PIPES, A, (2007). *Drawing for designers*. London. Laurence King

TORREANO, J, (2007). *Drawing by seeing: using gestalt perception*. London. Laurence King

WIGAN, M, (2007). *Basics illustration 01. Thinking visually*. London. AVA publishing

| Unit Title           | Study and Research Skills |
|----------------------|---------------------------|
| Unit Code            | HC-RI                     |
| Level                | 4                         |
| Duration             | 18 weeks                  |
| Credit Value         | 10                        |
| Total Learning Hours | 100                       |

|                        |              |
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### Unit Aims

1. To develop an understanding of a range of research methods and skills that can be used to support project and professional work in the crafts or progression into higher education
2. To provide a forum for the discussion and critical analysis of artefacts and texts related to craft
3. To provide support and guidance on methods for the expression of ideas arguments, and conclusions, in written, verbal and visual forms

### Learning Outcomes

On successful completion of this unit students will have

- LO1 Understood how a range of techniques for research and enquiry can be used to create and interpret knowledge of craft practice
- LO2 Demonstrated an ability to critically examine texts and artefacts and to understand the context of their production
- LO3 Understood how to structure the presentation and communication of their work to a professional standard

### Content

This unit introduces students to a range of research and analytical skills needed to develop and support their professional work. The course will be delivered through a range of lectures and workshops focussing on Research, Writing and Presentation Skills. In the first part of the course students will be introduced to the use of traditional and digital tools used to undertake academic research, writing and critical thinking. This will be done through sessions outlining and providing hands-on practice in the Library's research resources (catalogues, information retrieval, online databases and archives); and through sessions with course tutors on techniques of research and enquiry specific to their discipline. The course will also cover academic conventions for citing and referencing, and in the latter part of the course sessions will include presentation skills, writing skills including reflective writing, writing for blogs, and more general research skills. Throughout the unit students will be collating material for the production of a piece of academic writing related to research in their discipline.

## Teaching and Learning Methods

|   |    |
|---|----|
| No. of hours scheduled activity                               | 50 |
| No. of hours independent activity                             | 50 |
| No. of hours of work placement                                |    |
| This will comprise Lectures<br>Workshops<br>Independent study |    |

## Assessment Requirements

|   |                 |
|---|-----------------|
|   | % of assessment |
| Written coursework incl. essay & blog   | 100%            |
| Comprising:<br>A description of an object that is represented firstly by 500 words that are academically written and referenced, and then re-written informally as a blog (published electronically) in 500 words.<br>Week 15 |                 |

## Assessment Criteria

| Category            |  | Demonstrated through  | LO    |
|---------------------|--|---|-------|
| Practical Skills    | Ideas and Intentions                   |   |       |
|                     | Applied skills – materials and methods |   |       |
|                     | Innovation and creativity              |   |       |
| Theoretical         | Contextual Knowledge                   | Knowledge and understanding of a range of theoretical approaches and research methods       | 1,2   |
|                     | Conceptual Understanding               | The ability to interpret and contextualise artefacts and texts                              | 2     |
|                     | Research and Enquiry                   | The ability to apply established research methods to generate knowledge and understanding   | 1     |
| Professional Skills | Communication                          | The ability to communicate methods, ideas and propositions in a structured and coherent way | 3     |
|                     | Professional Standards                 | The use of methods, conventions and language to a professional standard                     | 3     |
|                     | Independence & Self-Management         | The effective planning and completion of work for the unit                                  | 1,2,3 |

## Indicative Reading

COTTRELL, Stella. (2013) *The study skills handbook*. 4th ed. Basingstoke: Palgrave Macmillan.

- COTTRELL, Stella. (2011) *Skills for success, personal development and employability*. 2nd ed. Basingstoke: Palgrave Macmillan.
- COTTRELL, Stella. (2011) *Critical thinking skills: developing effective analysis and argument*. Basingstoke: Palgrave Macmillan.
- DAWSON, Catherine. (2013) *A practical guide to learning for all students*. Oxford: Howtobooks,
- GASH, Sarah. (1989) *Effective literature searching for students*. 2<sup>nd</sup> ed. Aldershot: Gower Press.
- GREETHAM, Bryan. (2013) *How to write better essays*. 3rd ed. Basingstoke: Palgrave Macmillan.
- PEARS, Richard and SHIELDS, Richard. (2016) *Cite them right*. 10<sup>th</sup> ed. Basingstoke: Palgrave Macmillan.
- PECK, John and COYLE, Martin. (2005) 2<sup>nd</sup> ed. *The student's guide to writing* Basingstoke: Palgrave Macmillan.
- SABIN-WILSON, Lisa. (2010) *Word press for dummies*. Chichester: John Wiley.

|                      |                       |
|----------------------|-----------------------|
| <b>Unit Title</b>    | <b>Craft Skills I</b> |
| Unit Code            | HC-CI(C)              |
| Level                | 4                     |
| Duration             | 18 weeks              |
| Credit Value         | 30 credits            |
| Total Learning Hours | 300                   |

|                        |              |
|------------------------|--------------|
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## Unit Aims

1. To introduce Health and Safety for workshop practice
2. To introduce a range of hand and machine tools used in horological craft practice
3. To introduce a range of historic craft practice techniques in the use and manipulation of materials
4. To relate historic craft practice techniques to historic objects and contexts

## Learning Outcomes

On successful completion of this unit students will have

- LO 1 Sound knowledge of H&S legislative requirements, safe procedures and practice in the workshop, including the Health and Safety at Work Act, MHOR (manual handling), PUWER (tools and equipment), COSHH (materials and chemicals) and PPE regulations
- LO2 Developed an awareness of a range of hand and machine tools, their correct and safe use
- LO3 Carried out a range of foundation historic craft practice exercises
- LO4 Recorded and critiqued their work through the development of reflective practice
- LO5 Augmented taught theory and practical sessions with student-led experimentation and research
- LO6 Begun to relate taught historic craft practice techniques to historic work and context

## Content

This unit provides an introduction to the workshop and to practical work required of a clockmaker. Students are inducted into safe workshop practice in relation to manual handling, the use and operation of hand and machine tools and into the safe handling and use of chemicals (COSHH/PPE). Through a series of progressively more complex practical foundation exercises, students will develop hand and machine tool skills that relate to historic craft practice. They will begin to correlate bench work to the textural, contextual and technical elements of historic clocks. As motor skills develop, students will be encouraged to study closely historic objects at the bench and in collections in order to promote a professional and holistic understanding of the discipline. The unit will cover marking, measuring, material cutting, joining, drilling and turning. Sessions will be delivered with lecture-style presentations matched with practical workshop sessions. Group and one-to-one tuition will be

underpinned by individual research study and practice, for which guidance will be given. Students are expected to take advantage of the College Library and other learning resources and events around the College in order to build their skills and portfolio of work for assessment.

### Teaching and Learning Methods

|  |     |
|--|-----|
| No. of hours scheduled activity  | 150 |
| No. of hours independent activity  | 150 |
| No. of hours of work placement   | 0   |
| This may comprise<br>Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |     |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment including development and supporting work  | 70%             |
| Written coursework, including day book incorporating critical reflection and research, and portfolio   | 20%             |
| Oral Presentation  | 10%             |
| Comprising:<br>Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal. Oral presentation to student cohort. Week 16 |                 |

### Assessment Criteria

| Category         |  |   | LO      |
|------------------|--|---|---------|
| Practical Skills | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 3       |
|                  | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 3, 4    |
|                  | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 3, 6    |
| Theoretical      | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 6       |
|                  | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 5, 6    |
|                  | Research and Enquiry                   | Demonstrated the ability to access appropriate information, analyse and evaluate it.                          | 4, 5, 6 |

|                     |                                |  |      |
|---------------------|--------------------------------|--|------|
| Professional Skills | Communication                  | Verbal, written and visual skills are competent and effective in communicating to a range of audiences | 4    |
|                     | Professional Standards         | Demonstrated the ability to make informed decisions and to take personal responsibility.               | 1, 2 |
|                     | Independence & Self-Management | Demonstrated the ability to develop and advance skills   | 5    |

### Indicative Reading

Workshop Practice Series TEE Publishing

No 1. Cain, Tubal. Hardening, Tempering and Heat Treatment.

No 6. Law Ivan. Marking and Measuring Metals

No 8. Wakeford. R.E. Sheet Metalwork

No 9. Cain, Tubal. Soldering and Brazing

No 10. Bradley I. Saws and Sawing

No 12. Cain, Tubal. Drills, Taps and Dies

No 15. Cain, Tubal. Workholding in the Lathe

No 18. Cain, Tubal. Basic Benchwork

No 20. Bradley I. Metalwork, Machining, Hints and Tips

No 30. Weiss, Alex Workshop Materials

No 45. Bray Stan. Basic Lathework.

CRAVEN, M. (1996) *John Whitehurst of Derby: clockmaker & scientist 1713-88*. Ashbourne, Derbyshire: Mayfield Books

DANIELS, G. (2011) *Watchmaking*. Philip Wilson

DARKEN, J. and HOOPER, J. (1997) *English 30 hour clocks. Origin and development, 1600 - 1800*. Woking: Penita books

DARKEN, J. and HOOPER, J. (1998) *An exhibition of early English lantern clocks*. Antiquarian Horological Society

WHITE, G. (1988) *The clockmakers of London: an account of the Worshipful Company of Clockmakers and its Collections at Guildhall Library, Aldermanbury, London*. London: Worshipful Company of Clockmakers

WHITE, G. (1989) *English lantern clocks*. Antique Collectors' Club

WHITE, I. (1996) *Watch and clock makers in the city of Bath. A history to the end of the nineteenth century*. Wadhurst: Antiquarian Horological Society

|                      |                       |
|----------------------|-----------------------|
| <b>Unit Title</b>    | <b>Craft Skills I</b> |
| Unit Code            | HC – CI (F)           |
| Level                | 4                     |
| Duration             | 18 weeks              |
| Credit Value         | 30 credits            |
| Total Learning Hours | 300                   |

|                        |              |
|------------------------|--------------|
| Date of first approval |              |
| Date of this version   | January 2019 |

## Unit Aims

1. To introduce Health and Safety for workshop practice
2. To introduce a range of hand and machine tools used in furniture craft practice
3. To Introduce the materials and techniques used in furniture finishing
4. To relate historic craft practice techniques to historic objects and contexts

## Learning Outcomes

On successful completion of this unit students will have:

- LO1 Sound knowledge of H&S legislative requirements, safe procedures and practice in the furniture workshop, including the Health and Safety at Work Act, MHOR (manual handling), PUWER (tools and equipment), COSHH (materials and chemicals) and PPE regulations
- LO2 Developed an awareness of a range of hand and machine tools, their correct and safe use
- LO3 Carried out a range of foundation historic craft practice exercises
- LO4 Recorded and critiqued their work through the development of reflective practice
- LO5 Augmented taught theory and practical sessions with student-led experimentation and research
- LO6 Begun to relate taught historic craft practice techniques to historic work and context

## Content

This unit provides an introduction to the workshop and lays the foundations for competence and confidence in furniture making, incorporating an awareness of design and quality. Students will be instructed in safe workshop practice within the context of legislative H&S requirements, including manual handling (MHOR), the safe maintenance and use of hand tools, power tools and fixed machinery (PUWER); the safe handling, use of materials and chemicals (COSHH) and the use of personal and respiratory protective equipment (PPE/RPE). They will undertake a series of practical exercises, utilising hand tools, power tools and machinery, to develop their furniture making and finishing skills. Students will study historic furniture within a social and historical context, using this study to inform their own practice and to develop a holistic understanding of their discipline. Sessions

will be delivered with practical workshop sessions supported where necessary with lecture-style presentations. Group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students will learn how to evaluate and critically reflect on their work. Students will be expected to take advantage of the College Library, online and other learning resources and events in order to develop their skills and produce a portfolio of work for assessment.

### Teaching and Learning Methods

|   |     |
|---|-----|
| No. of hours scheduled activity   | 150 |
| No. of hours independent activity   | 150 |
| No. of hours of work placement  | 0   |
| This will comprise<br>Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |     |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment work, , including development and supporting work (visual or prototyping)  | 70%             |
| Written coursework, including day book incorporating critical reflection and research, and portfolio   | 20%             |
| Oral Presentation  | 10%             |
| Comprising:<br>Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal. Oral presentation to student cohort. Week 16 |                 |

### Assessment Criteria

| Category         |  |   | LO   |
|------------------|--|---|------|
| Practical Skills | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 3    |
|                  | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 3, 4 |
|                  | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 3, 6 |
| Theoretical      | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 6    |
|                  | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 5, 6 |

|                     |                                |  |         |
|---------------------|--------------------------------|--|---------|
|                     | Research and Enquiry           | Demonstrated the ability to access appropriate information, analyse and evaluate it.                   | 4, 5, 6 |
| Professional Skills | Communication                  | Verbal, written and visual skills are competent and effective in communicating to a range of audiences | 4       |
|                     | Professional Standards         | Demonstrated the ability to make informed decisions and to take personal responsibility.               | 1, 2    |
|                     | Independence & Self-Management | Demonstrated the ability to develop and advance skills   | 5       |

### Indicative Reading

BROWN, W.H. (1988) *The conversion and seasoning of wood. A guide to principles and practice.* Hertford: Stobart Davies Ltd.

FLEXNER, B. (2005) *Understanding wood finishing: how to select and apply the right finish.* Pleasantville: Reader's Digest.

HACK, G. and SHELDON, J.S. (1999) *The handplane book.* Newtown, CT: The Taunton Press.

HAYWARD, C. (1960) *Woodwork joints.* Evans.

JACKSON, A. and DAY, D. (2005) *Collins complete woodworker's manual.* LONDON: Lions.

JAMES, S. (2014) *Working wood 3: the cabinet maker's workshop: an artisan course with Simon James.* Bangor: Artisan Media Ltd.

LIE-NIELSEN, T. (2004) *Taunton's complete illustrated guide to sharpening.* Newton: Taunton Press.

PETERS, A. (1989) *Cabinet making: the professional approach.* Stobart Davies.

#### Periodicals:

Furniture and Cabinet Magazine

Fine Woodworking

Carving

The Turner

The Woodworker

|                      |                       |
|----------------------|-----------------------|
| <b>Unit Title</b>    | <b>Craft Skills I</b> |
| Unit Code            | HC-CI (MI)            |
| Level                | 5                     |
| Duration             | 18 weeks              |
| Credit Value         | 30 credits            |
| Total Learning Hours | 300                   |

|                        |              |
|------------------------|--------------|
| Date of first approval |              |
| Date of this version   | January 2019 |

## Unit Aims

1. To introduce Health and Safety for workshop practice
2. To introduce a range of hand and machine tools used in traditional musical instrument craft practice
3. To introduce a range of historic craft practice techniques in the use and manipulation of materials
4. To relate historic craft practice techniques to historic objects and contexts

## Learning Outcomes

On successful completion of this unit students will have

- LO 1 Sound knowledge of H&S legislative requirements, safe procedures and practice in the workshop, including the Health and Safety at Work Act, MHOR (manual handling), PUWER (tools and equipment), COSHH (materials and chemicals) and PPE regulations
- LO2 Developed an awareness of a range of hand and machine tools, their correct and safe use, preparation and maintenance
- LO3 Carried out a range of foundation historic craft practice exercises
- LO4 Recorded and critiqued their work through the development of reflective practice
- LO5 Augmented taught theory and practical sessions with student-led experimentation and research
- LO6 Begun to relate taught historic craft practice techniques to historic work and context

## Content

This unit provides an introduction to the workshop and to practical work required of a musical instrument maker. Students are inducted into safe workshop practice in relation to manual handling, the use and operation of hand and machine tools and into the safe handling and use of glues, varnishes and chemicals (COSHH/PPE). Through a series of practical foundation exercises, students will develop confidence and skill in the use of relevant hand and machine tools. The unit will cover marking and measuring, material identification, selection and preparation; cutting, jointing, drilling, bending, carving and turning. Sessions will be delivered with practical workshop sessions supported where necessary with lecture-style presentations. Group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students are expected to take advantage

of the College Library and other learning resources and events around the College in order to build their skills and portfolio of work for assessment.

### Teaching and Learning Methods

|  |     |
|--|-----|
| No. of hours scheduled activity  | 150 |
| No. of hours independent activity  | 150 |
| No. of hours of work placement   | 0   |
| This may comprise<br>Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |     |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment  | 70%             |
| Written coursework, including day book incorporating critical reflection and research, and portfolio   | 20%             |
| Oral Presentation  | 10%             |
| Comprising:<br>Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal. Oral presentation to student cohort. Week 16 |                 |

### Assessment Criteria

| Category         |  |   | LO      |
|------------------|--|---|---------|
| Practical Skills | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 3       |
|                  | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 3, 4    |
|                  | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 3, 6    |
| Theoretical      | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 6       |
|                  | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 5, 6    |
|                  | Research and Enquiry                   | Demonstrated the ability to access appropriate information, analyse and evaluate it.                          | 4, 5, 6 |

|                     |                                |  |      |
|---------------------|--------------------------------|--|------|
| Professional Skills | Communication                  | Verbal, written and visual skills are competent and effective in communicating to a range of audiences | 4    |
|                     | Professional Standards         | Demonstrated the ability to make informed decisions and to take personal responsibility.               | 1, 2 |
|                     | Independence & Self-Management | Demonstrated the ability to develop and advance skills   | 5    |

### Indicative Reading

HOADLEY, R.B. (2000) *Understanding wood: a craftsman's guide to wood technology*. rev. edn. Newtown, CT: The Taunton Press.

KINGSHOTT, J. (1992) *Making and modifying woodworking tools*. Lewes: Guild of Master Craftsman.

KINGSHOTT, J. (1994) *Sharpening: the complete guide*. Lewes: Guild of Master Craftsman Publications.

PYE, D. (1995) *The nature and art of workmanship*. London: A. & C. Black.

|                      |                       |
|----------------------|-----------------------|
| <b>Unit Title</b>    | <b>Craft Skills I</b> |
| Unit Code            | HC-CI(Me)             |
| Level                | 4                     |
| Duration             | 18 weeks              |
| Credit Value         | 30 credits            |
| Total Learning Hours | 300                   |

|                        |                |
|------------------------|----------------|
| Date of first approval | September 2016 |
| Date of this version   | January 2019   |

## Unit Aims

1. To introduce Health and Safety for workshop practice
2. To introduce a range of hand and machine tools used in traditional musical instrument craft practice
3. To introduce a range of historic craft practice techniques in the use and manipulation of materials
4. To relate historic craft practice techniques to historic objects and contexts

## Learning Outcomes

On successful completion of this unit students will have

- LO 1 Sound knowledge of H&S legislative requirements, safe procedures and practice in the workshop, including the Health and Safety at Work Act, MHOR (manual handling), PUWER (tools and equipment), COSHH (materials and chemicals) and PPE regulations
- LO2 Developed an awareness of a range of hand and machine tools, their correct and safe use
- LO3 Carried out a range of foundation historic craft practice exercises
- LO4 Undertaken research to augment taught theory and their developing practice
- LO5 Recorded and critically reflected on their work through the development of reflective practice
- LO6 Begun to relate taught historic craft practice techniques to historic work and context

## Content

This unit provides an introduction to the workshop and to practical work required of a metal smith. Students are inducted into safe workshop practice in relation to manual handling, the use and operation of hand and machine tools and into the safe handling and use of chemicals (COSHH/PPE). Through a series of progressively more complex practical foundation exercises, students will develop hand and machine tool skills that relate to historic craft practice. They will begin to correlate bench work to the textural, contextual and technical elements of historic metalworking. Alongside the development of motor skills, students will be encouraged to study closely historic objects at the bench and in collections in order to promote a professional and holistic understanding of the discipline. The unit will cover measuring, marking, material cutting, joining, drilling and turning to include practical projects. Sessions will be delivered with Group tutorials and demonstrations matched with practical workshop sessions. Group and one-to-one tuition will be underpinned by individual research study

and practice, for which guidance will be given. Students are expected to take advantage of the College Library and other learning resources and events around the College in order to build their skills and portfolio of work for assessment.

### Teaching and Learning Methods

|  |     |
|--|-----|
| No. of hours scheduled activity  | 150 |
| No. of hours independent activity  | 150 |
| No. of hours of work placement   | 0   |
| This may comprise<br>Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |     |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment including development and supporting work  | 70%             |
| Written coursework, including day book incorporating critical reflection and research, and portfolio   | 20%             |
| Oral Presentation  | 10%             |
| Comprising:<br>Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal. Oral presentation to student cohort. Week 16 |                 |

### Assessment Criteria

| Category            |  |   | LO      |
|---------------------|--|---|---------|
| Practical Skills    | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 3       |
|                     | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 3, 4    |
|                     | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 3, 6    |
| Theoretical         | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 6       |
|                     | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 5, 6    |
|                     | Research and Enquiry                   | Demonstrated the ability to access appropriate information, analyse and evaluate it.                          | 4, 5, 6 |
| Professional Skills | Communication                          | Verbal, written and visual skills are competent and effective in communicating to a range of audiences        | 4       |

|  |                                |  |      |
|--|--------------------------------|--|------|
|  | Professional Standards         | Demonstrated the ability to make informed decisions and to take personal responsibility. | 1, 2 |
|  | Independence & Self-Management | Demonstrated the ability to develop and advance skills                                   | 5    |

### Indicative Reading

UNTRACHT, O. (1969) *Metal techniques for craftsmen*. R Hale

MCCREIGHT, T. (1982) *The complete metalsmith: an illustrated handbook*. Worcester, MA: Davis Publications.

MCCREIGHT, T. (1998) *Jewellery: fundamentals of metalsmithing*. London: A. & C. Black.

LILLICO, J.W. (1970) *Blacksmith's manual illustrated*. Technical Press.

STREETER, D. (1982) *Professional smithing: traditional techniques for decorative ironwork, whitesmithing, hardware, toolmaking and locksmithing*. London: John Murray Publishers.

ERAS, V. (1974) *Locks and keys throughout the ages*. Folkestone: Bailey Bros and Swinfen Ltd.

MORRISON, B. and FRECHETTE, D. (1999) *The spruce forge: manual of locksmithing*. Sault Ste. Marie, Michigan: Spruce Forge Publication

BERGER, E. (1998) *Ornamentel caskets: eight centuries of European craftsmanship. Prunk-kassetten: Europäische Meisterwerke aus acht Jahrhunderten*. Stuttgart: Arnoldsche Art Publishers.

HUGHES, P. and FERRETT, E. (2007) *Introduction to health and safety at work*. 3rd edn. Oxford: Butterworth-Heinemann.

BASSOT, B. (2013) *The reflective journal: capturing your learning for personal and professional development*. Basingstoke: Palgrave Macmillan.

LEWTON-BRAIN, C. (1999) *The jewelry workshop safety report*. Alberta, Canada: Brain Press Ltd.

KAUFFMAN, H.J. (1995) *Metalworking trades in Early America. The blacksmith, the whitesmith, the farrier, the edge toolmaker, the cutler, the locksmith, the gunsmith, the nailer, the tinsmith*. Mendham, New Jersey: Astragal Press.

Workshop Practice Series TEE Publishing

No 1. Cain, Tubal. Hardening, Tempering and Heat Treatment.

No 6. Law Ivan. Marking and Measuring Metals

No 8. Wakeford. R.E. Sheet Metalwork

No 9. Cain, Tubal. Soldering and Brazing

No 10. Bradley I. Saws and Sawing

No 12. Cain, Tubal. Drills, Taps and Dies

No 15. Cain, Tubal. Workholding in the Lathe

No 18. Cain, Tubal. Basic Benchwork

No 20. Bradley I. Metalwork, Machining, Hints and Tips

No 30. Weiss, Alex Workshop Materials

No 45. Bray Stan. Basic Lathework.

ERAS, V. (1974) *Locks and keys throughout the ages*. Folkestone: Bailey Bros and Swinfen Ltd.

MORRISON, B. and FRECHETTE, D. (1999) *The spruce forge: manual of locksmithing*. Sault Ste. Marie, Michigan: Spruce Forge Publication

BERGER, E. (1998) *Ornamentnal caskets: eight centuries of European craftsmanship. Prunk-kassetten: Europäische Meisterwerke aus act Jarhhunderten*. Stuttgart: Arnoldsche Art Publishers.

HUGHES, P. and FERRETT, E. (2007) *Introduction to health and safety at work*. 3rd edn. Oxford: Butterworth-Heinemann.

BASSOT, B. (2013) *The reflective journal: capturing your learning for personal and professional development*. Basingstoke: Palgrave Macmillan.

LEWTON-BRAIN, C. (1999) *The jewelry workshop safety report*. Alberta, Canada: Brain Press Ltd.

KAUFFMAN, H.J. (1995) *Metalworking trades in Early America. The blacksmith, the whitesmith, the farrier, the edge toolmaker, the cutler, the locksmith, the gunsmith, the nailer, the tinsmith*. Mendham, New Jersey: Astragal Press.

LILLICO, J.W. (1970) *Blacksmith's manual illustrated*. Technical Press.

|                      |                         |
|----------------------|-------------------------|
| Unit Title           | <b>History of Craft</b> |
| Unit Code            | HC-H2                   |
| Level                | 4                       |
| Duration             | 18 weeks                |
| Credit Value         | 20 Credits              |
| Total Learning Hours | 200                     |

|                        |              |
|------------------------|--------------|
| Date of first approval |              |
| Date of this version   | January 2019 |

### Unit Aims

1. To provide students with an overview of the development of craft practices in relation to socio-political and cultural developments.
2. To develop the ability to 'read' objects and understand them as a product of time and place as well as material and technology.
3. To develop transferable skills for employment including research and communication skills.

### Learning Outcomes

On successful completion of this unit students will have

- LO 1 A developing knowledge of the social and cultural history of craft practices
- LO2 The ability to understand the meaning of craft objects in relation to context
- LO3 The ability to use research methods to analyse and understand objects and artefacts
- LO4 The ability to communicate information in a range of ways applicable to professional practice

### Content

This unit will introduce students to the history of craft practices in relation to social and cultural factors. Using object studies as the focus teaching will examine how individual artefacts are the product of their historical and cultural environment and consider the roles of both maker and user. Lectures will cover a broad historic period from 1600 to 2000 through a series of case studies drawing on contexts such as socio-political history, fashion, architecture and interiors. Students will be required to undertake their own research into artefacts related to their own discipline, present their research in the form of a presentation to the group as well as writing an essay following academic conventions.

### Teaching and Learning Methods

|  |     |
|--|-----|
| No. of hours scheduled activity  | 100 |
| No. of hours independent activity  | 100 |
| No. of hours of work placement   | 0   |
| This will comprise<br>Lectures, seminars, group and individual tutorials and presentations |     |

## Assessment Requirements

|   |                 |
|---|-----------------|
|   | % of assessment |
| Written coursework incl. essay, report, dissertation  | 70%             |
| Oral Presentation   | 30%             |
| Comprising:   |                 |
| <ul style="list-style-type: none"> <li>• A 1500 word essay related to a chosen research area Week 33</li> <li>• An individual research presentation to student cohort. Week 33</li> </ul> |                 |

## Assessment Criteria

| Category            |  |   | LO |
|---------------------|--|---|----|
| Practical Skills    | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. |    |
|                     | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  |    |
|                     | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  |    |
| Theoretical         | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 1  |
|                     | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 2  |
|                     | Research and Enquiry                   | Demonstrated the ability to access appropriate information, analyse and evaluate it.                          | 3  |
| Professional Skills | Communication                          | Verbal, written and visual skills are competent and effective in communicating to a range of audiences        | 4  |
|                     | Professional Standards                 | Demonstrated the ability to make informed decisions and to take personal responsibility.                      |    |
|                     | Independence & Self-Management         | Demonstrated the ability to develop and advance skills  |    |

## Indicative Reading

ADAMSON, G. (2007) *Thinking through craft*. Oxford: Berg

ADAMSON, G. (ed.) (2010) *The craft reader*. Oxford: Berg

BRITTON, A. (2013) *Seeing things: collected writing on art, craft and design*. London: Occasional Papers

BUSZEK, M.E. (ed.) (2011) *Extra/ordinary: craft and contemporary art*. Durham: Duke University Press

- CHARNY, D. (ed.) (2011) *Power of making. the importance of being skilled*. London: V&A Publications
- FRAYLING, C. (2011) *On craftsmanship. towards a new Bauhaus*. London: Oberon Masters
- LUCIE-SMITH, E. (1981) *The story of craft: the craftsman's role in society*. Oxford: Phaidon
- MILLER, D. (2007). *Stuff*. London: Polity
- PERRY, G. (2011) *Grayson Perry: the tomb of the unknown craftsman*. London: British Museum Press.
- SENNETT, R. (2008) *The craftsman*. London: Allen Lane

|                      |                             |
|----------------------|-----------------------------|
| Unit Title           | <b>Materials Technology</b> |
| Unit Code            | HC-M2 (Metal)               |
| Level                | 4                           |
| Duration             | 18 weeks                    |
| Credit Value         | 10 credits                  |
| Total Learning Hours | 100                         |

|                        |              |
|------------------------|--------------|
| Date of first approval |              |
| Date of this version   | January 2019 |

### Unit Aims

1. To develop an understanding of core concepts and areas of study in metals related materials technology
2. To develop a working knowledge of properties of the specific materials, brasses, wrought irons and plain carbon steel
3. To integrate a knowledge of materials technology with metalworking or horological historical research and new making

### Learning Outcomes

On successful completion of this unit students will have

- LO 1 Demonstrated a foundation understanding of physics, chemistry and mechanics in relation to materials technology and applied core theoretical concepts of materials technology to practice-based exercises
- LO2 Developed an ability to make choices from a range of materials used in tradition craft practice based on knowledge of material properties
- LO3 Begun to relate a working understanding of materials technology to traditional metalworking or horological craft practice
- LO4 Refined and focussed their own research in relation to materials technology

### Content

This unit develops conceptual, theoretical and practical knowledge of materials technology as applied to traditional craft practice in metals. It enables students to further develop and apply a working understanding of physical structures, chemical composition and mechanics as applied to historic craft practice. Applying materials technology helps students interrogate and interpret historic work accurately, to select the correct material for the job in new making and restoration from a range of traditional and contemporary options, and to aid the manipulation of those materials in a competent and confident manner. It also forms part of the process in understanding and critiquing their work and the work of others. The unit will relate conceptual and theoretical work to a historically relevant practical project. Sessions will be delivered collectively and individually across FdA metals related disciplines with lecture-style presentations being matched with practical workshop sessions. Group

and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students are expected to take advantage of the College Library and other learning resources and events around the College in order to build their skills and portfolio of work for assessment.

### Teaching and Learning Methods

|  |    |
|--|----|
| No. of hours scheduled activity  | 50 |
| No. of hours independent activity  | 50 |
| No. of hours of work placement   | 0  |
| This will comprise lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |    |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment  | 50%             |
| Portfolio incl. development and project work visual, written or made   | 50%             |
| Comprising:<br>Practical work including exercises and live projects Week 32<br>This comprises: a technical file, typically three processes or projects of study summarised in three A4 page per study session. Week 32 |                 |

### Assessment Criteria

| Category         |  |   | LO   |
|------------------|--|---|------|
| Practical Skills | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 1,2  |
|                  | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 1    |
|                  | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 1, 3 |
| Theoretical      | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 3    |
|                  | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 1,3  |
|                  | Research and Enquiry                   | Demonstrated the ability to access appropriate information, analyse and evaluate it.                          | 4    |

|                     |                        |  |      |
|---------------------|------------------------|--|------|
| Professional Skills | Communication          | Verbal, written and visual skills are competent and effective in communicating to a range of audiences | 1    |
|                     | Professional Standards | Demonstrated the ability to make informed decisions and to take personal responsibility.               | 1, 4 |

|  |                                |  |   |
|--|--------------------------------|--|---|
|  | Independence & Self-Management | Demonstrated the ability to develop and advance skills | 4 |
|--|--------------------------------|--|---|

### Indicative Reading

CALLCUTT, V. (1996) *The brasses: properties and applications*. Copper Development Association Publication 117.

DANIELS, G. (2011) *Watchmaking*. London: Philip Wilson Publishers.

GAZELEY, W.J. (1973) *Clock and watch escapements*. London: Newnes-Butterworths.

GREGORY John (1960) *Metalwork for Schools*. Dryad Press.

SHARMA C. P. (2004) *Engineering materials: properties and applications of metals and alloys*. London: Prentice-Hall.

WILD, J.M. (2001) *Wheel and pinion cutting in horology: A historical and practical guide*. Marlborough: Crowood Press.

|                      |                             |
|----------------------|-----------------------------|
| Unit Title           | <b>Materials Technology</b> |
| Unit Code            | HC-M2 (Wood)                |
| Level                | 4                           |
| Duration             | 18 weeks                    |
| Credit Value         | 10 credits                  |
| Total Learning Hours | 100                         |

|                        |              |
|------------------------|--------------|
| Date of first approval |              |
| Date of this version   | January 2019 |

### Unit Aims

1. To develop an understanding of core concepts and areas of study in wood-related materials technology
2. To develop a working knowledge of the properties of wood and wood finishing materials.
3. To integrate a knowledge of materials technology with musical instrument or furniture historical research and new making

### Learning Outcomes

On successful completion of this unit students will have

- LO 1 Demonstrated a foundation understanding of physics, chemistry and mechanics in relation to materials technology and applied core theoretical concepts of materials technology to practice-based exercises
- LO2 Developed an ability to make choices from a range of materials used in tradition craft practice based on knowledge of material properties
- LO3 Begun to relate a working understanding of materials technology to traditional musical instruments or furniture craft practice
- LO4 Refined and focussed their own research in relation to materials technology

### Content

This unit develops conceptual, theoretical and practical knowledge of materials technology as applied to traditional craft practices in wood. It enables students to further develop and apply their understanding of physics, chemistry and mechanics. Application of materials technology helps students interrogate and interpret historic work accurately, to make appropriate and informed choices when selecting materials for new making from a range of traditional and contemporary options, and to aid the manipulation of those materials in a competent and confident manner. It also forms part of the process of understanding and critiquing their work and the work of others. The unit relates conceptual and theoretical work to a practical project derived from historic practice. Sessions will be delivered collectively and individually across FdA wood related disciplines with lecture-style presentations being matched with practical workshop sessions. Group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students are expected to take

advantage of the College Library and other learning resources and events around the College in order to build their skills and portfolio of work for assessment.

### Teaching and Learning Methods

|   |    |
|---|----|
| No. of hours scheduled activity   | 50 |
| No. of hours independent activity   | 50 |
| No. of hours of work placement  | 0  |
| This will comprise<br>Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |    |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment  | 50%             |
| Portfolio incl. development and project work visual, written or made   | 50%             |
| Comprising:<br>Practical work including exercises and live projects Week 32<br>This comprises: a technical file, typically three processes or projects of study summarised in three A4 page per study session. Week 32 |                 |

### Assessment Criteria

| Category            |  |   | LO   |
|---------------------|--|---|------|
| Practical Skills    | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 1,2  |
|                     | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 1    |
|                     | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 1,3, |
| Theoretical         | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 3    |
|                     | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 1,3, |
|                     | Research and Enquiry                   | Demonstrated the ability to access appropriate information, analyse and evaluate it.                          | 4    |
| Professional Skills | Communication                          | Verbal, written and visual skills are competent and effective in communicating to a range of audiences        | 1    |

|  |                                |  |      |
|--|--------------------------------|--|------|
|  | Professional Standards         | Demonstrated the ability to make informed decisions and to take personal responsibility. | 1, 4 |
|  | Independence & Self-Management | Demonstrated the ability to develop and advance skills                                   | 4    |

### Indicative Reading

BULLAR, J., (2013), *The Complete guide to Joint making*. GMC.

CRUMP, D., (1993), *The complete guide to wood finishes*. Harper Collins.

FLEXNER, B. (2005) *Understanding wood finishing: how to select and apply the right finish*. Pleasantville: Reader's Digest.

HOADLEY, R.B. (2000) *Understanding wood: a craftsman's guide to wood technology*. rev. edn. Newtown, CT: The Taunton Press.

HOADLEY, Bruce, (1990) *Identifying wood*. Taunton Press.

SLOAN, A. and GWYNN, K. (1993) *Traditional paints and finishes. How to use natural materials and authentic techniques in today's decorating*. London: Collins and Brown.

|                      |                       |
|----------------------|-----------------------|
| <b>Unit Title</b>    | <b>Craft Skills 2</b> |
| Unit Code            | HC-C2(C)              |
| Level                | 4                     |
| Duration             | 18 weeks              |
| Credit Value         | 30 credits            |
| Total Learning Hours | 300                   |

|                        |              |
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| Date of first approval |              |
| Date of this version   | January 2019 |

### Unit Aims

1. Develop and embed high standards of Health and Safety practice in the workshop and associated work areas (hand tools, power tools and fixed machinery, manual handling, COSHH and PPE)
2. To integrate techniques and skills acquired in Craft Skills I into the design and production of an historically relevant three-wheel train wall clock
3. To introduce specialist clockmaking hand and machine tools and techniques required to make a traditional mechanical clock
4. To introduce horological theory, language and concepts relating to the technical design and operation of a weight driven mechanical clock with anchor recoil escapement

### Learning Outcomes

On successful completion of this unit students will have

- LO1 Thorough knowledge of H&S legislative requirements, safe procedures and practice in the workshop, including the Health and Safety at Work Act, MHOR (manual handling) PUWER (tools and equipment), COSHH (materials and chemicals) and PPE regulations
- LO2 Designed and made a historically-derived three wheel train wall clock to a stated brief
- LO3 Developed competencies in the use and manipulation of a range of specialist horological hand and machine tools
- LO4 Recorded and critiqued their work through the further development of reflective practice
- LO5 Augmented taught theory and practical sessions with their experimentation and research
- LO6 Developed a fluent process in which historic craft practice techniques relate to historic work and context

### Content

This unit provides focussed and specialist instruction in horological historic craft practice through research, design and manufacture of a three-wheel train, hoop and spur wall clock in a mid-eighteenth century manner. Students will further develop their knowledge safe workshop practice within the context of legislative H&S requirements, including manual handling (MHOR), the safe maintenance and use of hand tools, power tools and fixed machinery (PUWER); the safe handling, use of materials and

chemicals (COSHH) and the use of personal and respiratory protective equipment (PPE/RPE). Students will begin to correlate bench work to the textural, contextual and technical elements of historic clockwork. Students will be encouraged to examine historic objects at the bench and in collections in order to develop a professional and holistic understanding of the discipline. The unit will cover relevant technical horological theory and specialist manufacturing techniques such as wheel and pinion cutting. It will be delivered with lecture-style presentations being matched with practical workshop sessions. Group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students are expected to take advantage of the College Library and other learning resources and events around the College in order to build their skills and portfolio of work for assessment.

### Teaching and Learning Methods

|   |     |
|---|-----|
| No. of hours scheduled activity   | 150 |
| No. of hours independent activity   | 150 |
| No. of hours of work placement  | 0   |
| This will comprise<br>Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |     |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment including supporting work  | 75%             |
| Portfolio incl. daybook/reflective journal, research and development work.   | 25%             |
| Comprising:<br>Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal Week 33 |                 |

### Assessment Criteria

| Category         |  |   | LO       |
|------------------|--|---|----------|
| Practical Skills | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 1, 2     |
|                  | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 1, 2     |
|                  | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 4, 5     |
| Theoretical      | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 5        |
|                  | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 3, 4 , 5 |

|                     |                                |  |        |
|---------------------|--------------------------------|--|--------|
|                     | Research and Enquiry           | Demonstrated the ability to access appropriate information, analyse and evaluate it.                   | 4, 5   |
| Professional Skills | Communication                  | Verbal, written and visual skills are competent and effective in communicating to a range of audiences | 3,6    |
|                     | Professional Standards         | Demonstrated the ability to make informed decisions and to take personal responsibility.               | 1, 3,6 |
|                     | Independence & Self-Management | Demonstrated the ability to develop and advance skills   | 3      |

### Indicative Reading

CRAVEN, M. (1996) *John Whitehurst of Derby: clockmaker & scientist 1713-88*. Ashbourne, Derbyshire: Mayfield Books

DANIELS, G. (2011) *Watchmaking*. Philip Wilson

DARKEN, J. and HOOPER, J. (1997) *English 30 hour clocks. Origin and development, 1600 - 1800*. Woking: Penita books

DARKEN, J. and HOOPER, J. (1998) *An exhibition of early English lantern clocks*. Antiquarian Horological Society

WHITE, G. (1988) *The clockmakers of London: an account of the Worshipful Company of Clockmakers and its Collections at Guildhall Library, Aldermanbury, London*. London: Worshipful Company of Clockmakers

WHITE, G. (1989) *English lantern clocks*. Antique Collectors' Club

WHITE, I. (1996) *Watch and clock makers in the city of Bath. A history to the end of the nineteenth century*. Wadhurst: Antiquarian Horological Society

|                      |                       |
|----------------------|-----------------------|
| Unit Title           | <b>Craft Skills 2</b> |
| Unit Code            | HC – C2 (F)           |
| Level                | 4                     |
| Duration             | 18 weeks              |
| Credit Value         | 30 credits            |
| Total Learning Hours | 300                   |

|                        |              |
|------------------------|--------------|
| Date of first approval |              |
| Date of this version   | January 2019 |

### Unit Aims

1. Develop and embed high standards of Health and Safety practice in the workshop and associated work areas (hand tools, power tools and fixed machinery, manual handling, COSHH and PPE
2. To integrate techniques and skills acquired in Units 1 into the construction/ assembly of furniture incorporating frame-and-panel and dovetailed construction, and decoration
3. To introduce specialist woodworking hand and machine tools and techniques required to make a variety of fittings, fixtures and components found on and in historical decorative and functional objects
4. To introduce theory, language and concepts relating to historical furniture making

### Learning Outcomes

On successful completion of this unit students will have:

- LO 1 Thorough knowledge of H&S legislative requirements, safe procedures and practice in the workshop, including the Health and Safety at Work Act, MHOR (manual handling) PUWER (tools and equipment), COSHH (materials and chemicals) and PPE regulations
- LO 2 Produced component parts to assembly of a historic furniture to a stated brief
- LO 3 Developed a fluent process in which historic craft practice techniques relate to historic work and context
- LO 4 Recorded and critiqued their work through the further development of reflective practice
- LO 5 Augmented taught theory and practical sessions with experimentation and research
- LO 6 Developed an intuitive process in which historic craft practice techniques relate to historic work and context

### Content

This unit is designed to extend competence and confidence in furniture making, incorporating decoration and finishing skills and their application to the production of a replica of a historical object. Students will further develop their knowledge safe workshop practice within the context of legislative H&S requirements, including manual handling (MHOR), the safe maintenance and use of hand tools, power tools and fixed machinery (PUWER); the safe handling, use of materials and chemicals (COSHH) and the use of personal and respiratory protective equipment (PPE/RPE). Students will study the relationship between the construction of historical objects, their decoration and finishing – they are encouraged to research and experiment with traditional craft materials and techniques. Project management skills such as planning a logical sequence of production processes, estimating, timekeeping will be developed with the aim of assisting students to complete their object to deadline. Sessions will be delivered with practical workshop sessions supported where necessary with lecture-style presentations. Group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students will develop their ability to evaluate and critically reflect on their work. Students will be expected to take advantage of the College Library, online and external learning resources and events in order to develop their skills and produce a portfolio of work for assessment.

### Teaching and Learning Methods

|   |     |
|---|-----|
| No. of hours scheduled activity   | 150 |
| No. of hours independent activity   | 150 |
| No. of hours of work placement  | 0   |
| This will comprise<br>Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |     |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment including supporting work  | 75%             |
| Portfolio incl. daybook,/reflective journal, research and development work.  | 25%             |
| Comprising:<br>Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal Week 33 |                 |

### Assessment Criteria

| Category         |  |   | LO    |
|------------------|--|---|-------|
| Practical Skills | Ideas and Intentions                   | Demonstrated knowledge of practical processes in a logical order.                                 | 1,    |
|                  | Applied skills – materials and methods | Demonstrated appropriate level of knowledge of materials and confidence when applying techniques. | 1, 2, |

|                     |                                |   |       |
|---------------------|--------------------------------|---|-------|
|                     | Innovation and creativity      | Selected materials and processes in order to create new solutions and ideas.                      | 4,5   |
| Theoretical         | Contextual Knowledge           | Demonstrated awareness of cultural, historical and technological processes.                       | 5     |
|                     | Conceptual Understanding       | Understood the relationship between craft practice, context and meaning.                          | 3,4,5 |
|                     | Research and Enquiry           | Demonstrated the ability to access appropriate information, analyse and evaluate it.              | 4,5   |
| Professional Skills | Communication                  | Verbal, written and visual skills are competent and effective in addressing a range of audiences. | 3,,6  |
|                     | Professional Standards         | Demonstrated the ability to make informed decisions and take personal responsibility.             | 1,3,6 |
|                     | Independence & Self-Management | Demonstrated the ability to develop and advance skills.   | 3     |

### Indicative Reading

BOESEL, Jim, (1991), *Finishes and finishing techniques*. Taunton Press.

CRUMP, Derrick, (1993), *The complete guide to wood finishes*. Harper Collins Publishers

HECKMANN, G. (2002), *Japanese lacquer technology*. NihonArt

HOADLEY, Bruce, (2005) *Understanding wood*. 2<sup>nd</sup>. edn., Taunton Press.

HOADLEY, Bruch, (1990) *Identifying Wood*. Taunton Press.

LINLEY, David – CATOR, Charles – CHISLETT, Helen (2009), *Star Pieces - The Enduring Beauty of Spectacular Furniture*, London: Thames & Hudson.

MACTAGGART, P. and MACTAGGART, A. (1984) *Practical Gilding*, Mactaggart and Me.

SLOAN, A. and GWYNN, K. (1993) *Traditional paints and finishes. How to use natural materials and authentic techniques in today's decorating*. London: Collins and Brown.

STALKER, I. and PARKER, G. (1998) *Treatise of japanning and varnishing being a compleat discovery of those arts with the best way of making all sorts of varnish for Japan, wood, prints and pictures [1688]*. Reading: Alec Tiranti.

THORNTON, P. (1993) *Authentic decor. The domestic interior 1620-1920*. London: Seven Dials, Cassell.

THORNTON, P. (1998) *Form and decoration. Innovation in the decorative arts. 1470-1870*. London: Weidenfeld & Nicolson.

WILK, C. (ed.) (1996) *Western furniture 1350 to the present day in the Victoria and Albert museum London*. Philip Wilson Publishers.

Periodicals:

Furniture and Cabinetmaking

Fine Woodworking

Carving

The Woodworker

Turner

|                      |                       |
|----------------------|-----------------------|
| Unit Title           | <b>Craft Skills 2</b> |
| Unit Code            | HC-C2 (MI)            |
| Level                | 5                     |
| Duration             | 18 weeks              |
| Credit Value         | 30 credits            |
| Total Learning Hours | 300                   |

|                        |              |
|------------------------|--------------|
| Date of first approval |              |
| Date of this version   | January 2019 |

### Unit Aims

1. Develop and embed high standards of Health and Safety practice in the workshop and associated work areas (hand tools, power tools and fixed machinery, manual handling, COSHH and PPE)
2. To integrate techniques and skills acquired in Units 1 into the construction/ assembly of component parts of a musical instrument
3. To introduce specialist hand and machine tools and techniques required to make a variety of components found in musical instruments
4. To introduce theory, language and concepts relating to musical instruments, developing an understanding of the relationship between the workshop project and the intended musical use

### Learning Outcomes

On successful completion of this unit students will have

- LO 1 Thorough knowledge of H&S legislative requirements, safe procedures and practice in the workshop, including the Health and Safety at Work Act, MHOR (manual handling) PUWER (tools and equipment), COSHH (materials and chemicals) and PPE regulations
- LO 2 Produced component parts to assembly of a historic musical instrument to a stated brief
- LO 3 Developed a fluent process in which historic craft practice techniques relate to historic work and context
- LO 4 Recorded and critiqued their work through the further development of reflective practice
- LO 5 Augmented taught theory and practical sessions with experimentation and research
- LO 6 Developed an intuitive process in which historic craft practice techniques relate to historic work and context

### Content

This unit provides focussed and specialist instruction in musical instrument historic craft practice. This is manifested through work aiming towards the construction of a complete handmade musical instrument. Students will begin to correlate bench work to the textural, contextual and technical

elements of historic musical instruments. Students will be encouraged to study closely historic objects in collections in order to develop a professional and holistic understanding of the discipline. The unit will cover relevant stylistic, acoustic and technical elements associated with historic musical instruments. It will be delivered with practical workshop sessions being matched with lecture style presentations where appropriate. Group and one-to-one tuition will be underpinned by individual research study and practice for which guidance will be given. Students are expected to take advantage of the College Library and other learning resources and events within the College in order to build their skills and portfolio of work for assessment.

### Teaching and Learning Methods

|   |     |
|---|-----|
| No. of hours scheduled activity   | 150 |
| No. of hours independent activity   | 150 |
| No. of hours of work placement  | 0   |
| This will comprise<br>Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |     |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment including supporting work  | 75%             |
| Portfolio incl. daybook, reflective journal, research and development work.  | 25%             |
| Comprising:<br>Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal Week 33 |                 |

### Assessment Criteria

| Category         |  |   | LO      |
|------------------|--|---|---------|
| Practical Skills | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 1, 2    |
|                  | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 1, 2    |
|                  | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 4, 5    |
| Theoretical      | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 5       |
|                  | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 3, 4, 5 |
|                  | Research and Enquiry                   | Demonstrated the ability to access appropriate information, analyse and evaluate it.                          | 4, 5    |

|                     |                                |  |         |
|---------------------|--------------------------------|--|---------|
| Professional Skills | Communication                  | Verbal, written and visual skills are competent and effective in communicating to a range of audiences | 3, 6    |
|                     | Professional Standards         | Demonstrated the ability to make informed decisions and to take personal responsibility.               | 1, 3, 6 |
|                     | Independence & Self-Management | Demonstrated the ability to develop and advance skills   | 3       |

### Indicative Reading

COATES, K. (1985) *Geometry, proportion and the art of lutherie*. Oxford: Clarendon Press.

JOHNSON, C. et al. (1999) *The art of violin making*. London: Robert Hale.

COURTNALL, R. (1993) *Making master guitars*. London: Robert Hale.

KONIG, A, (1985), *Die viola da gamba*, Bochinsky

SACCONI, S.F. (1979) *The 'Secrets' of Stradivari*. Libreria del Convegno, Cremona.

WEISSHAAR, H. and SHIPMAN, M. (1988) *Violin restoration: manual for violin makers*. Weisshaar - Shipman, California.

|                      |                       |
|----------------------|-----------------------|
| Unit Title           | <b>Craft Skills 2</b> |
| Unit Code            | HC-C2 (Me)            |
| Level                | 4                     |
| Duration             | 18 weeks              |
| Credit Value         | 30 credits            |
| Total Learning Hours | 300                   |

|                        |                |
|------------------------|----------------|
| Date of first approval | September 2016 |
| Date of this version   | January 2019   |

### Unit Aims

1. Develop and embed high standards of Health and Safety practice in the workshop and associated work areas (hand tools, power tools and fixed machinery, manual handling, COSHH and PPE)
2. To integrate techniques and skills acquired in Units 1 alongside developing relevant research and material testing methodologies in response to specific project briefs.
3. To introduce specialist metalworking processes using hand and machine tools and techniques required to manufacture and resolve project work within specific contexts.
4. To introduce metalworking theory, language and concepts relating to metalwork and relevant professional contexts.

### Learning Outcomes

On successful completion of this unit students will have

- LO1 Thorough knowledge of H&S legislative requirements, safe procedures and practice in the workshop, including the Health and Safety at Work Act, MHOR (manual handling) PUWER (tools and equipment), COSHH (materials and chemicals) and PPE regulations
- LO2 Designed and made historically derived components for a casket
- LO3 Developed competencies in the use and manipulation of a range of specialist metalworking hand and machine tools
- LO4 Recorded and critiqued their work through the further development of reflective practice
- LO5 Augmented taught theory and practical sessions with their experimentation and research
- LO6 Developed a fluent process in which historic craft practice techniques relate to historic work and context

### Content

This unit builds on knowledge developed in the first unit; encouraging increasing use of critical reflection, material awareness and further acquisition of subject specific skills towards defining your own personal practice within an increasingly professional context. Themed project work and practical design briefs will give you the opportunity to expand and develop your own individual

making skills through specialist workshops and demonstrations. You will be encouraged to establish individual research approaches and methodologies that support your specialist practical making skills towards the resolution of increasingly more complex projects. You will be encouraged to study closely historic objects in collections in order to develop a professional and holistic understanding of the discipline. Sessions will be delivered through one-to-one tutorials, group reviews, specialist workshops and presentations. Study trips will also be used in developing subject specific and contextual awareness.

Independent study is a key element and you are expected to supplement taught sessions with significant independent study, making full use of both college and national resources such as Libraries, Museums, Galleries and National Collections in order to build their skills and portfolio of work for assessment.

### Teaching and Learning Methods

|   |     |
|---|-----|
| No. of hours scheduled activity   | 150 |
| No. of hours independent activity   | 150 |
| No. of hours of work placement  | 0   |
| This will comprise<br>Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |     |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment including supporting work  | 75%             |
| Portfolio incl. daybook, /reflective journal, research and development work.   | 25%             |
| Comprising:<br>Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal Week 33 |                 |

### Assessment Criteria

| Category         |  |   | LO       |
|------------------|--|---|----------|
| Practical Skills | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 1, 2     |
|                  | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 1, 2     |
|                  | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 4, 5     |
| Theoretical      | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 5        |
|                  | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 3, 4 , 5 |

|                     |                                |  |         |
|---------------------|--------------------------------|--|---------|
|                     | Research and Enquiry           | Demonstrated the ability to access appropriate information, analyse and evaluate it.                   | 4, 5    |
| Professional Skills | Communication                  | Verbal, written and visual skills are competent and effective in communicating to a range of audiences | 3, 6    |
|                     | Professional Standards         | Demonstrated the ability to make informed decisions and to take personal responsibility.               | 1, 3, 6 |
|                     | Independence & Self-Management | Demonstrated the ability to develop and advance skills   | 3       |

#### Indicative Reading

BREPOHL, E., LEWTON-BRAIN, C. (tr.) and MCCREIGHT, T. (ed.) (2001) *The theory and practice of goldsmithing*. Portland: Brynmorgen Press.

UNTRACHT, O. (1969) *Metal techniques for craftsmen*. R Hale

UNTRACHT, O. (1977) *Enamelling on metal*. Pitman.

MCCREIGHT, T. (1982) *The complete metalsmith: an illustrated handbook*. Worcester, MA: Davis Publications.

MCCREIGHT, T. (1998) *Jewellery: fundamentals of metalsmithing*. London: A. & C. Black.

MARYON, H. (1971) *Metalwork & enamelling: practical treatise on gold and silversmiths' work and their allied crafts*. 5th edn. New York: Dover.

AMMEN, C.W. (1979) *The complete handbook of sand casting*. Blue Ridge Summit, PA: TAB Books Inc

FEINBERG, W. and BYRNE, J. (ed.) (1983) *Lost-wax casting. A practitioners manual*. London: Intermediate Technology Publications

DELPECH, J.-P. and FIGUERES, M.-A. (2003) *The mouldmaker's handbook*. London: A. & C. Black

LARSEN, E.B. (1981) *Moulding & casting of museum objects, using silicone rubber & epoxy resin*. Royal Dan Academy: Copenhagen

STEINES, A. (2001) *Moving metal: The art of chasing and repousse*. Huntingdon: Blue Moon Press

HURST, S. (1996) *Metal casting. Appropriate technology in the smallfoundry*. London: Intermediate Technology Publications.

TYLECOTE, R.F. (1992) *History of metallurgy*. 2nd edn. Institute of Materials.

GRIMWADE, M. (2009) *Introduction to precious metals: metallurgy for jewelers and silversmiths*. London: A & C Black.

ANHEUSER, K. and WERNER, C. (eds.) (2006) *Medieval reliquary shrines and precious metal work*. London: Archetype.

LINDSAY, J.S. (1970) *Iron & brass implements of English house*. Alec Tiranti.

| Unit Title           | Professional Skills |
|----------------------|---------------------|
| Unit Code            | HC-P3               |
| Level                | 5                   |
| Duration             | 18 weeks            |
| Credit Value         | 20 credits          |
| Total Learning Hours | 200                 |

|                        |              |
|------------------------|--------------|
| Date of first approval |              |
| Date of this version   | January 2019 |

### Unit Aims

1. To introduce a range of professional outcomes and work contexts for Historic Craft Skills practitioners
2. To develop critical thinking as applied to a particular focussed area of professional vocational activity
3. To encourage students to integrate with the professional community and apply practical skills through work placement
4. To apply language sets to the generation of project and treatment proposals to a professional level within a chosen vocational area of the domain
5. To coalesce professional thought processes, personal areas of interest and areas of strength in craft practice into a viable business proposal

### Learning Outcomes

On successful completion of this unit students will have

- LO 1 Understood the basic requirements for running a business either as a self-employed practitioner or employed contractor
- LO2 Applied professional contextual understanding to developing a business plan and business model, including a web site
- LO3 Chosen an area of personal and professional strength from which to develop their professional growth and trajectory

### Content

This unit provides an experience-based vocational perspective on a range of professional employment outcomes for the Historic Craft Practitioner. It will help students to understand a range of applications of craft practice and employment options to aid informed choices in career directions. Considering applied craft from a range of collection and collectors' perspectives will inform and enrich practical outcomes. Students will be exposed to a range of language sets, attitudes and approaches. They will be encouraged to investigate, interpret and critique meaning and outcomes of applied craft in a work situation in a competent and confident manner. They will apply their experiences and vocational perspectives within a business model and produce a professional website that reflects their own practice.

The unit will cover the retail trade, the private collector, the historic house, regional and national museums, and the sole and independent trader. Students will be given the opportunity to negotiate an optional four-week work placement. Sessions will be delivered collectively across all FdA disciplines with lecture style presentations, group discussion sessions and group visits. Group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students are expected to take advantage of the College Library and other learning resources and events around the College in order to build their professional contacts and exposure.

### Teaching and Learning Methods

|  |                                   |
|--|-----------------------------------|
| No. of hours scheduled activity  | 100                               |
| No. of hours independent activity  | 100                               |
| No. of hours of work placement   | Optional/Negotiable (Maximum 140) |
| This will comprise<br>Lectures, group led discussion, group visits and interaction with professionals within the domain. |                                   |

### Assessment Requirements

|   |                 |
|---|-----------------|
|   | % of assessment |
| Business plan   | 50              |
| Website   | 40              |
| Oral Presentation   | 10              |
| Comprising:<br>A business plan (approx. 2000 words), website design and presentation of work placement/work related project.<br>Week 15 |                 |

### Assessment Criteria

| Category         |  |   | LO   |
|------------------|--|---|------|
| Practical Skills | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices in relation to context | -    |
|                  | Applied skills – materials and methods | Demonstrated competence in modifying a range of techniques and processes in relation to context.                                    | -    |
|                  | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas informed by context.                                    | -    |
| Theoretical      | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.  | 2, 3 |

|                     |                                |  |         |
|---------------------|--------------------------------|--|---------|
|                     | Conceptual Understanding       | Developed an individualised understanding of the relationship between craft practice, and context    | 2       |
|                     | Research and Enquiry           | Demonstrated the ability to access appropriate information, analyse and evaluate it.                 | 3       |
| Professional Skills | Communication                  | Verbal, written and visual skills are competent and effective in communicating to targeted audiences | 1, 2,   |
|                     | Professional Standards         | Demonstrated the ability to make informed decisions and to take personal responsibility.             | 1, 3    |
|                     | Independence & Self-Management | Demonstrated the ability to develop and advance skills in a particular focussed area of employment   | 1, 2, 3 |

### Indicative Reading

DAWSON, Alexander, (2011), *Getting started building websites*.

GILL, James, (2013), *Word Press step-by-step: how to build and launch your own word press website, starting from scratch*. CreateSpace Independent Publishing.

THE STAFF OF ENTREPRENEUR MEDIA, (2018), 7<sup>th</sup> ed. *Start your own business*. Entrepreneur Press.

STARTUPS (Author), (2012), *Start Your Own Business 2013: The most realistic and up-to-date guide to starting a business*, Startups.

Websites for starting your own business:

<https://www.gov.uk/starting-up-a-business/start-with-an-idea>

<http://startups.co.uk/10-steps-to-starting-a-business/>

<http://www.sage.co.uk/business-advice/starting-a-business/guide-starting-a-business.html?nst=0&gclid=COjstfrPmMUCFakKwwod9VgApQ>

<http://www.fsb.org.uk/>

| Unit Title           | Applied Projects |
|----------------------|------------------|
| Unit Code            | HC-C3 (C)        |
| Level                | 5                |
| Duration             | 18 weeks         |
| Credit Value         | 40 credits       |
| Total Learning Hours | 400              |

|                        |              |
|------------------------|--------------|
| Date of first approval |              |
| Date of this version   | January 2019 |

### Unit Aims

1. Integrate the knowledge, experience and techniques acquired in Year I and apply them to the production of more complex historical techniques and objects OR basic restoration projects with associated documentation processes.
2. To introduce students to the decision making and problem solving processes relating to the construction and assembly of an object, OR to the decision making process relating to the treatment of historic objects, including ethics, object assessment, treatment proposal and treatment report writing.
3. Develop an understanding of the relationship between construction, decoration and finishing techniques in the context of EITHER making an object using historic craft practices OR working on an existing historic craft object
4. Continue the development of a range of professionalism attitudes and vocabularies dependant on object and professional context.

### Learning Outcomes

On successful completion of this unit students will have

- LO 1 Initiated, planned and executed a major piece of project work.
- LO2 Developed technical confidence and competence through further bench practice and reflection.
- LO3 Recorded and critiqued their work through the further development of reflective practice
- LO4 Augmented taught theory and practical sessions with experimentation, analysis and research.
- LO5 Developed a fluent process in which historic craft practice techniques relate to historic work and context.

### Content

This unit provides students with the opportunity to apply practical skills and professional competencies acquired in the first year of study to the treatment of a range of typical historic objects. Students will correlate bench work to the textural, contextual and technical elements of historic clockwork. Students will be encouraged to study closely historic objects at the bench and in

collections in order to develop a professional and holistic understanding of the discipline. Students will learn a range of professional attitudes and vocabularies in order to satisfy a range or market needs. The unit will cover relevant technical horological theory and specialist repair and restoration techniques such as bushing and re-pivoting. It will be delivered with lecture style presentations being matched with practical workshop sessions. Group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students are expected to take advantage of the College Library and other learning resources and events around the College in order to build their skills and portfolio of work for assessment

### Teaching and Learning Methods

|   |     |
|---|-----|
| No. of hours scheduled activity   | 200 |
| No. of hours independent activity   | 200 |
| No. of hours of work placement  | 0   |
| This will comprise<br>Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |     |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment  | 70%             |
| Written work   | 30%             |
| Comprising:<br>Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal Week 16 |                 |

### Assessment Criteria

| Category         |  |   | LO    |
|------------------|--|---|-------|
| Practical Skills | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 1     |
|                  | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 1,2   |
|                  | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 1,2   |
| Theoretical      | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 4,5   |
|                  | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 1,4,5 |
|                  | Research and Enquiry                   | Demonstrated the ability to access appropriate information, analyse and evaluate it.                          | 4     |

|                     |                                |  |       |
|---------------------|--------------------------------|--|-------|
| Professional Skills | Communication                  | Verbal, written and visual skills are competent and effective in communicating to a range of audiences | 3     |
|                     | Professional Standards         | Demonstrated the ability to make informed decisions and to take personal responsibility.               | 3,4,5 |
|                     | Independence & Self-Management | Demonstrated the ability to develop and advance skills   | 1,4   |

### Indicative Reading

APPELBAUM, B. (2010) *Conservation treatment methodology*. London: Butterworth.

Caple, Chris (2000) *Conservation skills; judgement, method and decision making*. London: Routledge

Getty Conservation Institute (1996) *Historical and philosophical issues in the conservation of cultural heritage*, Getty Conservation Institute

Rawlings, A.L. (1948) *The science of clocks and watches*. E P Publishing.

STAMBOLOV, T. (1985) *The corrosion and conservation of metallic antiquities and works of art: a preliminary survey*. Amsterdam: Central Research Laboratory of Art and Science.

WILKS, H. and MUSEUMS & GALLERIES COMMISSION (2003) *Science for conservators. Volume 1. An introduction to materials*. London: Routledge.

WILKS, H. (ed.) and MUSEUMS & GALLERIES COMMISSION (1992) *Science for conservators. Volume 2. Cleaning*. London: Routledge.

WILKS, H. (ed.) and MUSEUMS AND GALLERIES COMMISSION (2004) *Science for conservators. Volume 3. Adhesives and coatings*. London: Routledge.

| Unit Title           | Applied Projects |
|----------------------|------------------|
| Unit Code            | HC – C3 (F)      |
| Level                | 5                |
| Duration             | 18 weeks         |
| Credit Value         | 40 credits       |
| Total Learning Hours | 400              |

|                        |              |
|------------------------|--------------|
| Date of first approval |              |
| Date of this version   | January 2019 |

### Unit Aims

1. Integrate the knowledge, experience and techniques acquired in Year I and apply them to the production of more complex historical techniques and objects OR basic restoration projects with associated documentation processes.
2. To introduce students to the decision making and problem solving processes relating to the construction and assembly of an object, OR to the decision making process relating to the treatment of historic objects, including ethics, object assessment, treatment proposal and treatment report writing.
3. Develop an understanding of the relationship between construction, decoration and finishing techniques in the context of EITHER making an object using historic craft practices OR working on an existing historic craft object
4. Continue the development of a range of professionalism attitudes and vocabularies dependant on object and professional context.

### Learning Outcomes

On successful completion of this unit students will have

- LO 1 Initiated, planned and executed a major piece of project work.
- LO2 Developed technical confidence and competence through further bench practice and reflection.
- LO3 Recorded and critiqued their work through the further development of reflective practice
- LO4 Augmented taught theory and practical sessions with experimentation, analysis and research.
- LO5 Developed a fluent process in which historic craft practice techniques relate to historic work and context.

### Content

This unit is designed to extend craft competence and confidence by extending the complexity of construction, materials and techniques used in furniture making, decoration and finishing and/or through an introduction to furniture restoration. It will incorporate an understanding of likely modes and mechanisms of failure so that students comprehend the limits of their materials and can integrate this with their knowledge of the historical progression, development and refinement of a range of

materials and techniques associated with furniture making. They will produce three moderately complex objects or parts of objects, decoration or type of finish or basic restoration/repair projects. In each case they will research and experiment with traditional craft materials and techniques. Project management skills such as planning a logical sequence of processes, estimating and timekeeping will be developed with the aim of assisting students to complete their projects to deadline. Students will visit museums, fairs and makers' workshops to deepen their understanding of furniture construction, decoration and restoration. Lectures and seminars will be augmented with group and one-to-one tuition, underpinned by guided individual research and practice. Students will develop their ability to evaluate and critically reflect on their work. Students will be expected to take advantage of the College Library, online and external learning resources and events in order to develop their skills and produce a portfolio of work for assessment.

### Teaching and Learning Methods

|  |     |
|--|-----|
| No. of hours scheduled activity  | 200 |
| No. of hours independent activity  | 200 |
| No. of hours of work placement   | 0   |
| This will comprise   |     |
| <ul style="list-style-type: none"> <li>• Project work at advanced level.</li> <li>• Independent study</li> </ul> |     |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment  | 70%             |
| Written work   | 30%             |
| Comprising:<br>Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal Week 16 |                 |

### Assessment Criteria

| Category         |  |   | LO    |
|------------------|--|---|-------|
| Practical Skills | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 1     |
|                  | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 1,2   |
|                  | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 1,2   |
| Theoretical      | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 4,5   |
|                  | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 1,4,5 |

|                     |                                |  |       |
|---------------------|--------------------------------|--|-------|
|                     | Research and Enquiry           | Demonstrated the ability to access appropriate information, analyse and evaluate it.                   | 4     |
| Professional Skills | Communication                  | Verbal, written and visual skills are competent and effective in communicating to a range of audiences | 3     |
|                     | Professional Standards         | Demonstrated the ability to make informed decisions and to take personal responsibility.               | 3,4,5 |
|                     | Independence & Self-Management | Demonstrated the ability to develop and advance skills   | 1,4   |

### Indicative Reading

APPELBAUM, B. (2010) *Conservation treatment methodology*, CreateSpace Independent Publishing Platform

BRYANT, D. (1990) *The traditional furniture maker*. Batsford

CAPLE, Chris (2000) *Conservation skills; judgement, method and decision making*. London: Routledge

CHINNERY, V. (1986) *Oak furniture*. Antique Collectors Club

COTTON, B. (1900) *The English Regional Chair*. Antique Collectors Club,

GETTY CONSERVATION INSTITUTE (1996) *Historical and philosophical issues in the conservation of cultural heritage*. Getty Conservation Institute

LANDRY, G.J. (1996) 'Furniture with a Secret, Hidden Compartments', *American Woodworker*. April

LEAROYD, S. (1981) *English furniture construction and decoration 1500-1910*. Evans

RAMOND, P. (1989) *Marquetry*. Taunton Press

RIVERS, Shayne and UMNEY, Nick, (2012) *Furniture Conservation*. Routledge,

VASQUES DIAS, Micko (ed), (2010), *Restoring joints, conserving structures*. Stichting Ebeniste

WILKS, H. and MUSEUMS & GALLERIES COMMISSION (2003) *Science for conservators. Volume 1. An introduction to materials*. London: Routledge.

WILKS, H. (ed.) and MUSEUMS & GALLERIES COMMISSION (1992) *Science for conservators. Volume 2. Cleaning*. London: Routledge.

WILKS, H. (ed.) and MUSEUMS AND GALLERIES COMMISSION (2004) *Science for conservators. Volume 3. Adhesives and coatings*. London: Routledge.

|            |                         |
|------------|-------------------------|
| Unit Title | <b>Applied Projects</b> |
| Unit Code  | HC-C3 (MI)              |
| Level      | 5                       |

|                      |            |
|----------------------|------------|
| Duration             | 18 weeks   |
| Credit Value         | 40 credits |
| Total Learning Hours | 400        |

|                        |              |
|------------------------|--------------|
| Date of first approval |              |
| Date of this version   | January 2019 |

### Unit Aims

1. Integrate the knowledge, experience and techniques acquired in Year I and apply them to the production of more complex historical techniques and objects, and the ergonomics, regulation and sound adjustment of musical instruments
2. To introduce students to the decision making and problem solving processes relating to the construction and assembly of an object,
3. Develop an understanding of the relationship between construction, decoration and finishing techniques in the context of making an object using historic craft practices
4. Continue the development of a range of professionalism attitudes and vocabularies dependant on object and professional context.

### Learning Outcomes

On successful completion of this unit students will have;

- LO 1 Initiated, planned and executed a major piece of project work.
- LO2 Developed technical confidence and competence through further bench practice and reflection.
- LO3 Recorded and critiqued their work through the further development of reflective practice
- LO4 Augmented taught theory and practical sessions with experimentation, analysis and research.
- LO5 Developed a fluent process in which historic craft practice techniques relate to historic work and context.

### Content

This unit provides students with the opportunity to apply practical skills and professional competencies acquired in the first year of study towards the planning and construction of a complete musical instrument. Students will correlate bench work to the contextual and advanced technical elements of historic musical instruments. Students will be encouraged to study closely historic objects in collections in order to develop a professional and holistic understanding of the discipline. Students will learn a range of professional attitudes and vocabularies in order to satisfy a range or market needs. The unit will cover relevant technical musical instrument construction theory and specialist decorative techniques. It will be delivered with practical workshop sessions enhanced with lecture style presentations where relevant. Group and one-to-one tuition will be underpinned by individual research study and practice for which guidance will be given. Students are expected to take advantage of the College Library and other learning resources and events around the College in order to build

their skills and portfolio of work for assessment.

### Teaching and Learning Methods

|   |     |
|---|-----|
| No. of hours scheduled activity   | 200 |
| No. of hours independent activity   | 200 |
| No. of hours of work placement  | 0   |
| This will comprise<br>Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |     |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment  | 70%             |
| Written work   | 30%             |
| Comprising:<br>Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal Week 16 |                 |

### Assessment Criteria

| Category            |  |   | LO    |
|---------------------|--|---|-------|
| Practical Skills    | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 1     |
|                     | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 1,2   |
|                     | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 1,4   |
| Theoretical         | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 5     |
|                     | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 1,5   |
|                     | Research and Enquiry                   | Demonstrated the ability to access appropriate information, analyse and evaluate it.                          | 4     |
| Professional Skills | Communication                          | Verbal, written and visual skills are competent and effective in communicating to a range of audiences        | 3     |
|                     | Professional Standards                 | Demonstrated the ability to make informed decisions and to take personal responsibility.                      | 1,5   |
|                     | Independence & Self-Management         | Demonstrated the ability to develop and advance skills  | 1,4,5 |

## Indicative Reading

CUMPIANO, W.R. and NATELSON, J.D. (1993) *Guitarmaking tradition and technology*. San Francisco: Chronicle Books.

DENIS, F. (2006) *Traité de lutherie: the violin and the art of measurement*. Nice: Aladfi.

FORD, C. (ed.) (1979) *Making musical instruments & strings & keyboard*. London: Faber & Faber.

HELLWIG, F. and HELLWIG, B. (2011) *Joachim Tielke: Kunstvolle Musikinstrumente des Barock*. Berlin: Deutscher Kunsterverlag.

HOPKIN, B. (1996) *Musical Instrument Design: Practical Information for Instrument Making*, David & Charles

MEINTS CALDWELL, C. (2012) *The Caldwell Collection of Viols. A Life Together in the Pursuit of Beauty*. New York: Custos.

MILNES, J. (ed.) (2011) *Musical instruments in the Ashmolean Museum. The complete collection*. Oxford: Oxford Musical Instrument Publishing.

MILNES, J. (ed.) and BRITISH VIOLIN MAKING ASSOCIATION (2000) *The British violin: the catalogue of the 1998 exhibition '400 years of violin and bow making in the British Isles'*. Oxford: British Violin Making Association.

| Unit Title           | Applied Projects |
|----------------------|------------------|
| Unit Code            | HC-C3 (Me)       |
| Level                | 5                |
| Duration             | 18 weeks         |
| Credit Value         | 40 credits       |
| Total Learning Hours | 400              |

|                        |                |
|------------------------|----------------|
| Date of first approval | September 2016 |
| Date of this version   | January 2019   |

## Unit Aims

### Unit Aims

1. Integrate the knowledge, experience and techniques acquired in Year I and apply them to the production of more complex historical techniques and objects OR basic restoration projects with associated documentation processes.
2. To introduce students to the decision making and problem solving processes relating to the construction and assembly of an object, OR to the decision making process relating to the treatment of historic objects, including ethics, object assessment, treatment proposal and treatment report writing.
3. Develop an understanding of the relationship between construction, decoration and finishing techniques in the context of EITHER making an object using historic craft practices OR working on an existing historic craft object
4. Continue the development of a range of professionalism attitudes and vocabularies dependant on object and professional context.

## Learning Outcomes

On successful completion of this unit students will have

- LO 1 Initiated planned and executed a major piece of project work.
- LO2 Developed technical confidence and competence through further bench practice and reflection.
- LO3 Recorded and critiqued their work through the further development of reflective practice
- LO4 Augmented taught theory and practical sessions with their own experimentation and research
- LO5 Developed a fluent process in which historic craft practice techniques relate to historic work and context

## Content

This unit provides students with the opportunity to apply practical skills and professional competencies acquired in the first year of study to develop a personal and individual approach to practice and encourage a creative and informed ability to respond to the demands of projects. A significant emphasis is placed on defining practice through independent research and critical reflection. Students are required to respond to project briefs through self-initiated project proposals that acknowledge and reflect the importance of methodologies relating to research, design and the making process in sustaining individual practice. Students will correlate bench work to the textural, contextual and technical elements of historic and contemporary metalworking. Students will be encouraged to study closely historic objects in collections in order to develop a professional and holistic understanding of the discipline. Students will learn a range of professional attitudes and vocabularies in order to satisfy a range or market needs. The unit will incorporate group presentations and practical workshop demonstrations. Group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given.

Independent study is a key element and you are expected to supplement taught sessions with significant independent study, making full use of both college and national resources such as Libraries, Museums, Galleries and National Collections in order to build their skills and portfolio of work for assessment.

### Teaching and Learning Methods

|   |     |
|---|-----|
| No. of hours scheduled activity   | 200 |
| No. of hours independent activity   | 200 |
| No. of hours of work placement  | 0   |
| This will comprise<br>Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |     |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment  | 70%             |
| Written work   | 30%             |
| Comprising:<br>Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal Week 16 |                 |

### Assessment Criteria

| Category         |  |   | LO  |
|------------------|--|---|-----|
| Practical Skills | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 1   |
|                  | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 1,2 |
|                  | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 1,2 |
| Theoretical      | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 4,5 |

|                     |                                |  |       |
|---------------------|--------------------------------|--|-------|
|                     | Conceptual Understanding       | Understood the relationship between craft practice, context and meaning                                | 1,4,5 |
|                     | Research and Enquiry           | Demonstrated the ability to access appropriate information, analyse and evaluate it.                   | 4     |
| Professional Skills | Communication                  | Verbal, written and visual skills are competent and effective in communicating to a range of audiences | 3     |
|                     | Professional Standards         | Demonstrated the ability to make informed decisions and to take personal responsibility.               | 3,4,5 |
|                     | Independence & Self-Management | Demonstrated the ability to develop and advance skills   | 1,4   |

### Indicative Reading

BREPOHL, E., LEWTON-BRAIN, C. (tr.) and MCCREIGHT, T. (ed.) (2001) *The theory and practice of goldsmithing*. Portland: Brynmorgen Press.

UNTRACHT, O. (1969) *Metal techniques for craftsmen*. R Hale

MCCREIGHT, T. (1982) *The complete metalsmith: an illustrated handbook*. Worcester, MA: Davis Publications.

CUZNER, B. (1979) *A silversmith's manual*. N.A.G. Press Ltd

MCCREIGHT, T. (1999) *Boxes and lockets. Metalsmithing techniques*. London: A. & C. Black.

FREEDMAN, D.M. (1997) *Box-making basics: design, technique, projects*. The Taunton Press

STEINES, A. (2001) *Moving metal: The art of chasing and repousse*. Huntingdon: Blue Moon Press

HUGHES, R. and ROWE, M. (1983) *The colouring, bronzing and patination of metals*. Crafts Council

RUNFOLA, M. (2014) *Metal patination techniques for jewelers and metalsmiths*. London: Thames & Hudson

PALL, M. (2006) *Locked treasures: caskets and cabinets from around the world. Versperrbare Kostbarkeiten: Kästchen und Kabinette aus aller Welt*. GRAZ: Hanns Schell Collection.

ROE, F. (1929) *Ancient church chests & chairs in the Home Counties round Greater London*. Batsford.

WINTERTHUR MUSEUM, D. (1986) *Place for everything: chests & boxes in early Colonial America*. Henry Francis Du Pont Winterthur Museum.

|            |                               |
|------------|-------------------------------|
| Unit Title | <b>Professional Portfolio</b> |
| Unit Code  | HC-P4                         |

|                      |            |
|----------------------|------------|
| Level                | 5          |
| Duration             | 18 weeks   |
| Credit Value         | 60 credits |
| Total Learning Hours | 600        |

|                        |              |
|------------------------|--------------|
| Date of first approval |              |
| Date of this version   | January 2019 |

### Unit Aims

1. To integrate techniques and skills acquired in previous units into a holistic professional portfolio
2. To understand historical craft practices required to make objects of increasing complexity and technical challenge
3. To develop professional decision making processes in relation to making complex objects
4. To develop a range of professional attitudes and vocabularies relating to a widening range of object and professional contexts

### Learning Outcomes

On successful completion of this unit students will have

- LO 1 Completed a major negotiated practical project(s) that demands research and professional enquiry
- LO2 Refined a range of allied technical and professional competencies required to understand the making of objects using historic craft practices
- LO3 Completed a professional portfolio reflecting their work and range of competencies
- LO4 Augmented taught theory and practical sessions with experimentation and research
- LO5 Demonstrated research, technical understanding, and critical analysis

### Content

This unit provides students with the opportunity to bring together a wide range of professional and practical skills and competencies in a professional portfolio reflecting the period of study to date and self-directed research and study outside the programme. Students will bring together bench work with, contextual and technical elements of historic craft practice in a holistic and fluid manner. Students will negotiate challenging practical and professional final project that will be accompanied by a project-related essay. It will be driven by individual research study and practice, for which guidance and one-on-one tuition will be given. Students are expected to adopt professional levels of enquiry and autonomy.

### Teaching and Learning Methods

|                                 |     |
|---------------------------------|-----|
| No. of hours scheduled activity | 300 |
|---------------------------------|-----|

|   |     |
|---|-----|
| No. of hours independent activity   | 300 |
| No. of hours of work placement  | 0   |
| This will comprise<br>Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment |     |

### Assessment Requirements

|  |                 |
|--|-----------------|
|  | % of assessment |
| Practical skills assessment  | 50%             |
| Written coursework incl. essay, report, dissertation   | 25%             |
| Portfolio incl. development and project work visual, written or made   | 25%             |
| Comprising:<br>2500 – 3000 word historical materials and techniques essay Week 31<br><br>Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal Week 33 |                 |

### Assessment Criteria

| Category            |  |   | LO    |
|---------------------|--|---|-------|
| Practical Skills    | Ideas and Intentions                   | Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices. | 1     |
|                     | Applied skills – materials and methods | Demonstrated competence in a range of techniques and processes  | 1,2   |
|                     | Innovation and creativity              | Selected materials and processes in order to create new solutions and ideas.                                  | 1,2   |
| Theoretical         | Contextual Knowledge                   | Demonstrated awareness of cultural, historical and technological contexts.                                    | 1,4,5 |
|                     | Conceptual Understanding               | Understood the relationship between craft practice, context and meaning                                       | 1,4,5 |
|                     | Research and Enquiry                   | Demonstrated the ability to access appropriate information, analyse and evaluate it.                          | 4,5   |
| Professional Skills | Communication                          | Verbal, written and visual skills are competent and effective in communicating to a range of audiences        | 3,5   |
|                     | Professional Standards                 | Demonstrated the ability to make informed decisions and to take personal responsibility.                      | 1,4   |
|                     | Independence & Self-Management         | Demonstrated the ability to develop and advance skills  | 1,3,4 |

### **Indicative Reading**

The reading list for this unit is determined by the student's individual project.