

Unit 22: Undertake Professional Communication for Blacksmiths and Metalworkers

Unit reference number: L/602/0720

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to introduce learners to the skills and knowledge blacksmiths and metalworkers need to communicate professionally, and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or on to further/higher education.

● Unit introduction

Many blacksmiths work as independent craft professionals or in small companies where similar standards of professionalism are required. To be successful in this industry requires more than high-level craft skills. The modern blacksmith needs to be able to communicate with customers, potential customers and a range of other parties in a way that instils confidence. This unit provides the background for working as a craft professional in the blacksmithing industry and emphasises the need to operate within legal constraints and working practices.

Learning outcome 1 focuses on the personal work of the blacksmith. Learners will consider how to monitor their own efficiency, use of time and ability to work effectively to briefs. They will maintain a portfolio record of work completed to support gaining future commissions.

Learning outcome 2 covers the importance of complying fully with health and safety requirements in the workshop environment. Learners will investigate the important aspects of health and safety legislation, rules and regulations relevant to their working environment and ensure that they comply with them in their working practices.

For learning outcome 3, learners will investigate a range of other legal considerations. These will relate to their work and its finished installation, the protection of their ideas and their relationships with, and obligations to, clients. Learners will relate these issues to work they are producing.

Learning outcome 4 concerns professional standards of communication. Learners will gain experience in presenting their forge work ideas to potential clients, visually and orally, and investigate the principles of effective customer relations.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to work effectively and produce work that meets design briefs
- 2 Understand health and safety requirements in workshop environments
- 3 Understand how legal requirements and constraints affect the work of blacksmiths
- 4 Be able to communicate professionally with other parties.

Unit content

1 Be able to work effectively and produce work that meets design briefs

Working effectively: scheduling of workload and time management to meet deadlines; communication with work colleagues, peers, tutors and other relevant parties

Meeting design briefs: ability to produce work that meets design brief specification; developing own briefs or working from given briefs; maintaining a professional portfolio of work

2 Understand health and safety requirements in workshop environments

Health and safety: current relevant legislation eg health and safety at work legislation, control of substances hazardous to health regulations current requirements, manual handling operations regulations; specific regulations and policies relating to workshop equipment; reasons for the legislation and accepted practice/policy; identification of risks and hazards; risk assessment; first aid; communications; accident reporting procedures; personal protective equipment (PPE)

3 Understand how legal requirements and constraints affect the work of blacksmiths

Legal requirements: international and national standards; environmental protection; consumer protection eg product liability; building regulations and site restrictions; designs and patents; issues impacting on site installation, public and employer liability

4 Be able to communicate professionally with other parties

Communication: with peers/work colleagues/tutors/managers; appropriate communication with suppliers; presenting design proposals to potential customers visually and orally; principles of customer care

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 work effectively and demonstrate using workshop records appropriate time management when meeting design briefs [IE, RL, SM, EP]</p>		
<p>P2 produce work that meets specifications in selected design briefs [IE, CT, RL, SM]</p>		
<p>P3 maintain a professional portfolio of work to meet given objectives [SM]</p>		
<p>P4 explain health and safety requirements in given workshop environments [IE, RL, SM, EP]</p>	<p>M1 analyse specific legal requirements and constraints relating to the production and installation of blacksmithing work within a specified scenario</p>	
<p>P5 describe the legal requirements and constraints affecting the work of a blacksmith whilst working on site [IE, RL, SM, EP]</p>	<p>M2 produce an in-depth portfolio covering a range of presentational techniques covering electronic, 2D and 3D media.</p>	
<p>P6 explain the need for ownership and protection of the blacksmith's designs and intellectual property [IE, RL, SM, EP]</p>	<p>D1 work effectively within agreed deadlines and produce work that meets given design briefs and working objectives, and present design ideas professionally to meet given objectives.</p>	

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P7 communicate professionally with peers, superiors and selected external contacts [TW, SM, EP]</p>		
<p>P8 present a design proposal to a group of peers and superiors. [IE,CT, RL, SM, EP]</p>		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable collections and will link to work experience placements.

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits, supervised workshop practicals, internet and/or library-based research and the use of personal and/or industrial experience would all be suitable. Delivery should stimulate, motivate, educate and enthuse learners.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to evidence effective workplace communication or contact with clients and they should be encouraged to ask for observation records and/or witness statements to be provided as evidence of this. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Whichever delivery methods are used, it is essential that tutors stress the importance of health and safety, sound environmental management and the need to manage the resource using approved methods.

Health and safety issues relating to working in the workshop and on installation sites must be stressed and reinforced regularly, and risk assessments must be undertaken before any practical activities.

Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment instruments learners are taking as part of their programme of study. Parts of this unit will naturally support project work being undertaken in the workshop.

Learning outcome 1 is likely to be delivered through workshop activity, supported by tutorials and lectures, to develop understanding and implementation of time management principles, and the discipline of maintaining a professional portfolio.

Learning outcome 2 should be covered using a varied range of delivery techniques. It is likely that the underpinning understanding of legislation will be covered in lectures, but learners could be directed to research a variety of laws and regulations impacting on the working environment. The health and safety aspects of all workshop operations should be emphasised in practical situations and learners should be familiar with workplace risk assessments.

Learning outcome 3 covers other legal requirements and constraints encountered in blacksmithing work. Delivery techniques should be varied and can be linked to the delivery of learning outcomes 1 and 2. It is expected that formal lectures, discussions, supervised workshop practicals and site visits will form part of the delivery for learning outcome 3. Visiting expert speakers could add to the relevance of the subject for learners. For example, architects could talk about their work and how designs need to incorporate legal considerations.

Learning outcome 4 looks at the professional communication expected of the blacksmith. Development of appropriate skills in the workshop environment is likely to occur alongside the practical activities being carried out. Learners should be encouraged to make contact with suppliers, either actual or in role play. Similarly, presentation of design ideas to potential clients could be actual or role play. Learners should be encouraged to reflect on their own experience and customers.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take learners** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
Assignment 1: Design a Portfolio (P1, P2, P3, M2) Tutor introduces the assignment brief.
Theory session: compiling a professional portfolio, records of time-v-activity, using electronic, 2D and 3D media.
Undertake the compilation of a professional portfolio – project number 1.
Undertake the compilation of a professional portfolio – project number 2.
Assignment 2: Blacksmiths and the Law – Safety and Copyright (P4, P5, P6, M1) Tutor introduces the assignment brief.
Analyse the main safety requirements for working in a workshop and on site.
Analyse specific legal requirements and constraints relating to the production and installation of blacksmithing work.
Discuss copyright of ideas and design.
Assignment 3: Design Proposal – with PowerPoint Presentation (P7, P8, D1) Tutor introduces the assignment brief.
Undertake a PowerPoint presentation of a design proposal.
Produce time keeping records of design production.
Unit review.

Assessment

For P1, learners must work effectively and demonstrate appropriate time management by means of workshop records when producing work that meets given design briefs and working objectives. This could be evidenced by tutor observation over the duration of the programme, plus a portfolio of completed practical work, including time management records.

For P2, learners must work effectively and produce work that meets selected design briefs. Tutors should identify the design briefs or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners.

P2 could be assessed directly by the tutor during practical activities. If this format is used then suitable evidence from guided activities would be detailed observation records completed by learners and the tutor. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor.

For P3, learners are required to maintain a professional portfolio of work to meet given objectives. Tutors should identify the objectives or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. This is likely to be an ongoing exercise throughout the programme.

Evidence for P3 will take the form of a professional portfolio with notes (possibly using appropriate software or an overhead projector) or a project related to the portfolio of work. Alternatively, evidence for P3 could be collected through practical assessment similar to P1.

For P4, learners must explain health and safety requirements in given workshop environments. Tutors should identify the workshop environments or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. Assessment could be linked to that for P1. Learners are required to show consistent and diligent understanding of health and safety requirements in the workshop/workplace environment. Evidence for this could take the form of a pictorial presentation with notes (possibly using appropriate software or overhead projector), an annotated poster or a project.

For P5, learners must explain the legal requirements and constraints affecting the work of a blacksmith while working on site. This is likely to result from project work, which could be presented in a variety of forms, relating to known site environments and practical project work. Short-answer questions may be used to ensure understanding of the unit content range.

For P6, learners are required to discuss methods available to blacksmiths to safeguard their design ideas and intellectual property. Evidence could take the form of a pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or a project.

For P7, learners must communicate professionally with peers, superiors and selected external contacts. Tutors should identify the external contacts or agree them through discussion with learners. These could be clients, suppliers etc. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. Evidence could be in a similar format to that suggested for P1.

For P8, learners must present a design idea to meet given objectives. Tutors should identify the objectives or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. Learners should produce a design using appropriate media, which could include drawings, models etc. These could be design ideas created for other units. Learners must present their proposals to potential clients (or use role play such as a presentation with their peers). Observation records or witness statements could be used to collect evidence.

For M1, learners are required to analyse specific legal requirements and constraints relating to the production and installation of blacksmithing work within a specified scenario. Learners must describe how relevant legislation and regulations apply to specific workshop tasks. This could be presented in a variety of forms but may involve a report on a specific workshop environment, which could be presented orally, as a poster or in writing. Similarly, legal implications applied to the site installation of finished work should also be analysed. Learners must analyse specific legal requirements and constraints relating to the installation of blacksmithing work.

For M2, learners must maintain an in-depth professional portfolio of work to meet given objectives, making use of a range of presentational techniques covering electronic, 2D and 3D media. Tutors should identify the objectives or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. This is likely to be an ongoing exercise throughout the programme.

Evidence for M2 could take the form of the portfolio of work with notes (possibly using appropriate software or an overhead projector). Evidence for M1 could be collected through practical assessment similar to P1.

For D1, learners are required to work effectively within agreed deadlines and produce work that meets given design briefs and working objectives. They will also present design ideas professionally to meet given objectives.

This could be evidenced by tutor observation over the duration of the programme, plus a portfolio of completed practical work.

Tutors should identify the objectives or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. Learners should produce designs using appropriate media, which could include drawings, models etc. These could be design ideas created for other units. Learners must present their proposals to potential clients (or use role play such as a presentation). Observation records or witness statements could be used to collect evidence.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M2	Design a Portfolio	You are to compile a professional portfolio to include records of time-v-activity, using electronic, 2D and 3D media and through appropriate progression satisfy a design brief. This process will be ongoing through at least two projects and will meet design briefs appropriately.	Product of work – portfolio with written records.
P4, P5, P6, M1	Blacksmiths and the Law – Safety and Copyright	You have been engaged to offer advice to a blacksmith setting up in business. You will outline the main safety requirements for working in the workshop and on site. This will include an analysis of specific legal requirements and constraints relating to the production and installation of blacksmithing work. You will also advise on copyright of ideas and designs.	Written work.
P7, P8, D1	Design Proposal – with PowerPoint Presentation	You have finalised your design proposals. Convey these in a presentation to a panel representing a potential customer with a view to securing a commission. You will need to prove that you have worked effectively and satisfied the design objectives.	PowerPoint presentation with supporting maquettes/ models/images and detailed time management records.

Links to other BTEC units

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
	Undertake Workshop Practice for Blacksmithing and Metalworking
	Work-related Experience in the Blacksmithing and Metalworking Sectors
	Understanding Principles and Methods of Design for Blacksmithing and Metalworking
	Business Planning

Essential resources

Learners will need access to studios and workshops appropriate to their specialist pathway. Access to the internet and library resources will enable learners to research sources, examples, legislation and case studies. Learning materials in the form of simulated professional briefs and health and safety information should be provided.

Employer engagement and vocational contexts

This unit focuses on developing knowledge and appreciation of creating a professional portfolio embracing the design process, in relation to the artist blacksmith.

Tutors are encouraged to make links with local blacksmiths, designers and galleries. Talks from visiting lecturers would be helpful so that learners can appreciate the conversion process within a business context.

Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	researching health and safety and legal requirements affecting the blacksmith
Creative thinkers	producing a portfolio
Reflective learners	maintaining a portfolio
Team workers	communicating professionally with peers, superiors and external contacts
Self-managers	producing and maintaining a portfolio
Effective participators	presenting a design proposal.