

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 4230006

-Session-1996-97

-Superclass- TG

-Title- CRAFT APPRECIATION IN BRICKLAYING

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Interpreting technical information adopting safe working practices in developing craft skills and techniques in bricklaying, and requisitioning components/materials.

OUTCOMES

1. select tools for specific operations;
2. perform bricklaying activities;
3. complete a components/materials requisition form.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: This unit forms part of the NC level II in Construction. Access is at the discretion of the centre, but it would be beneficial if the candidate had previously undertaken basic skills units.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

STATEMENT OF STANDARDS

UNIT NUMBER: 4230006

UNIT TITLE: CRAFT APPRECIATION IN BRICKLAYING

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

OUTCOME

1. SELECT TOOLS FOR SPECIFIC OPERATIONS

PERFORMANCE CRITERIA

- (a) The selection of tools is appropriate for the work.
- (b) The description of tools is technically correct.

RANGE STATEMENT

Information sources: oral or written instructions; technical data.

Operations: single tool; multi-tool.

EVIDENCE REQUIREMENTS

Evidence should be gathered from the candidate's responses to questions set for each critical class in the range statement. Evidence should be based on ten single tool operations and three multi-tool operations.

OUTCOME

2. PERFORM BRICKLAYING ACTIVITIES

PERFORMANCE CRITERIA

- (a) The use and care of tools is correct.
- (b) The use and care of equipment is correct.
- (c) The completion of craft projects complies with specifications.

- (d) Work methods and activities are correct in terms of:
 - (i) sequencing operations;
 - (ii) minimising wastage of materials;
 - (iii) contributing effectively in teamwork;
 - (iv) satisfying safety requirements.

RANGE STATEMENT

Information sources: oral and written instructions; technical data.

Components materials: bricks; screen blocks; mortar; slabs; coping.

Projects: individual; team.

Safety: HSW Act (Health and Safety at Work etc Act); COSHH (Control of Substances Hazardous to Health) Regulations.

EVIDENCE REQUIREMENTS

Evidence should be gathered for Performance Criteria (a), (b) and (d) by direct observation of the candidate undertaking project work. Evidence for Performance Criterion (c) should be gathered from project work involving the candidate completing three individual projects designed to be completed collectively within twenty four hours and from directed involvement in a group project designed to be completed within eight hours.

OUTCOME

- 3. COMPLETE A COMPONENTS/MATERIAL REQUISITION FORM

PERFORMANCE CRITERIA

- (a) The terminology used is technically correct.
- (b) Components/materials listed are correct in terms of quantity, quality and type.
- (c) The list of components/materials is sufficient for the work.
- (d) The list is legible.

RANGE STATEMENT

Information sources: oral or written instructions; technical data.

Components/materials: bricks; screen blocks; mortar; slabs; coping.

EVIDENCE REQUIREMENTS

Evidence should be gathered from the compilation of a blank requisition form for a project. Competence should be based on the performance criteria being met on two occasions.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 4230006

UNIT TITLE: CRAFT APPRECIATION IN BRICKLAYING

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit is designed to provide the candidate with the skills required for vocational in elementary bricklaying activities. The development of skills will be progressive from working individually to working as a member of a team and will be delivered in a learning environment conducive to actual vocational practices.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit will help you to acquire the skills and knowledge necessary to perform elementary bricklaying activities to an acceptable level of competence. On completion of the unit you will have a working appreciation of relevant craft practices and safety procedures.

CONTENT/CONTEXT This unit will be undertaken in a situation where the candidate will be expected to achieve a level of competence of someone who can demonstrate elementary skills in bricklaying activities. The skills should be acquired in a learning environment structured to provide vocational experience such as that provided by a centre with a well equipped workshop and project area.

Corresponding to outcomes:

1. The candidate should be exposed to the range of tools required to carry out the skills in Outcome 2. Alternative methods of performing craft practices should be fully examined.

Correct technical nomenclature should be emphasised throughout, although tools expressed in common everyday language should be included eg. spirit level (bead).

2. Correct working practices involving preparation, setting out, sequencing and performing skills in a safe manner should be fully explained. The candidate should be guided to aim for perfection with the importance of adopting a systematic approach and a determination to achieve pre-set high standards.

The selection use and care of tools and materials should be developed as an ongoing activity.

The candidate should be introduced to safe working practices including possible dangers arising from malpractices. The need to, maintain a clean and tidy work area, wear appropriate personal protective equipment, use safety devices, and work in a safe manner individually and as a team member should be fully developed.

3. The candidate should be made aware of the necessity to requisition materials precisely in terms of quantity, quality and type.

Problems of incorrect and untimely requisitioning should be emphasised.

APPROACHES TO GENERATING EVIDENCE The achievement of the underpinning knowledge required for this unit would be assisted by the use of slides and videos, and hands-on experience.

Tutors/trainers should demonstrate practical elements step by step until the candidate feels confident enough to attempt them on his/her own, and the safety factors should be thoroughly emphasised.

ASSESSMENT PROCEDURES Centres may use the Instruments of Assessment which are considered by tutors/trainers to be the most appropriate. Examples of Instruments of Assessment which could be used are as follows:

Outcome 1 The candidate could be set completion questions as follows:

1.1	single tool operations	10
1.2	multiple tool operations	3

Satisfactory achievement of this outcome will be based on the candidate achieving at least eight correct responses to (a) plus at least two correct responses to (b).

Outcome 2 The candidate could undertake practical exercises as follows:

2.1 Building a half brick thick stopped end plumbing, develop skills in:

- (i) setting out;
- (ii) bedding;
- (iii) jointing;
- (iv) levelling;
- (v) straightening;
- (vi) plumbing;

- (vii) gauging.
- 2.2 Building a one brick thick return corner, develop skills in:
- (i) dry bonding;
 - (ii) cutting queen closers;
 - (iii) maintaining bond;
 - (iv) maintaining perpends.
- 2.3 Building a short length of screen walling, develop skills in:
- (i) handling;
 - (ii) jointing larger units;
 - (iii) pointing;
 - (iv) bedding copings.
- (2.4) Using an appropriate project, develop skills in:
- (i) measuring;
 - (ii) setting out;
 - (iii) bonding;
 - (iv) tying in;
 - (v) pointing;
 - (vi) bedding copings;
 - (vii) bedding slabs.

The following project may be used and is offered as a guide:

- small patio area with screen wall and paved area.

Satisfactory achievement of this outcome will be based on the candidate meeting all the performance criteria. This may be evidenced by the use of an observation checklist for Performance Criteria (a), (b) and (d) and by written specifications for Performance Criterion (c).

Outcome 3 The candidate could be set a practical exercise to extract information from technical data to complete a requisition form for a minimum of six entries for materials/components.

Satisfactory achievement of this outcome will be based on the candidate meeting all the performance criteria on two occasions.

PROGRESSION This unit forms part of the framework for the NC in Construction at level II. Candidate successfully completing this award will be able to progress to the NC in Construction at level III.

Each unit is a separate part of the framework for the award and units are not necessarily taken in a prescribed order, although there is a logical sequence to the acquisition of the skills and knowledge concerned.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018)
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005)
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B005).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (B006)
5. For details of other SQA publications, please consult SQA's publications list. (X037)

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