

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 7197037

-Session-1997-98

-Superclass- HC

-Title- INTRODUCTION TO WORKING WITH TOOLS

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Developing the competence necessary to appreciate the value of tools and equipment in order to develop a responsible attitude towards the 'tools of a trade' without necessarily being adept at using them.

OUTCOMES

1. identify the tools associated with particular types of employment;
2. use a range of tools safely;
3. outline the value of tools in the work environment.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: There is no access statement for this unit.

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:** 7197037**UNIT TITLE:** INTRODUCTION TO WORKING WITH TOOLS

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. IDENTIFY THE TOOLS ASSOCIATED WITH PARTICULAR TYPES OF EMPLOYMENT

PERFORMANCE CRITERIA

- (a) The identification of tools used in particular types of employment is accurate.
- (b) The purposes for which particular tools are used are stated accurately.
- (c) The identification of tools which are common to several areas of work is accurate.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Evidence should be gathered from direct observation of the candidate in a work-oriented environment.

In respect of Performance Criteria (a) and (b) evidence should be gathered of the candidate identifying accurately three tools from three distinct areas of work.

In respect of Performance Criterion (c) evidence should be gathered of the candidate identifying two examples of tools which are common to at least three distinct area of work.

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

OUTCOME

2. USE A RANGE OF TOOLS SAFELY**PERFORMANCE CRITERIA**

- (a) The correct tools are selected to perform given tasks.
- (b) The tools are used in an effective manner, appropriate to the task.
- (c) The tools are cleaned correctly and stored in an appropriate place after use.
- (d) The use of tools in carrying out tasks complies with regulations and procedures and safe working practices specified for equipment and areas.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Evidence for each Performance Criterion should be gathered from direct observation of the candidate in a working environment. Evidence should be gathered of the candidate using three distinct tools in order to perform each of two different work-oriented tasks.

Where the candidate's knowledge and understanding cannot be inferred from performance evidence alone, for example understanding regulations, procedures and safe working practices, additional evidence should be gathered from the candidate's answers to questions.

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

OUTCOME

- 3. OUTLINE THE VALUE OF TOOLS IN THE WORK ENVIRONMENT**

PERFORMANCE CRITERIA

- (a) The value of tools in the work environment is stated accurately.
- (b) Awareness of the need to use the correct tool for the job is evident.
- (c) Awareness of the need for renewal, replacement and repair of tools is clear.
- (d) A realistic appreciation of the financial cost involved is shown.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

In respect of Performance Criterion (a) evidence should be gathered that the candidate can demonstrate a comprehensive knowledge of the feasibility of undertaking the job without the identified tools.

In respect of Performance Criterion (b) evidence should be gathered that the candidate can demonstrate an understanding of the importance of using three special purpose tools for specific jobs.

In respect of Performance Criterion (c) evidence should be gathered that the candidate can demonstrate an understanding of the circumstances when three identified tools used in the work-oriented environment require renewal, replacement, repair.

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

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: 7197037

UNIT TITLE: INTRODUCTION TO WORKING WITH TOOLS

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 The aim of the unit is to develop the candidate's appreciation of the value of equipment so that he or she will have a responsible attitude towards the equipment without necessarily being adept at using it. The candidate will also gain initial practical experience in the use of tools. ('Tools' in this context refers to the 'tools of the trade' whether hand tools or sophisticated equipment.)

The unit forms part of the National Certificate Skillstart 1 award. It could also be used as a free standing unit.

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 appreciate the value of the equipment which people use at work and it will also help you to have a responsible attitude towards the equipment. On completion of the unit, you will be able to identify equipment used in particular types of employment, use a range of equipment safely and outline the value of the equipment.

CONTENT/CONTEXT The candidate should achieve the level of competence of someone who can demonstrate basic occupational skills. The unit should be seen in the context of the wide range of skills needed for achievement of the National Certificate Skillstart 1 award and should be integrated into practical activities in the training environment.

The range of areas of work for consideration in this unit should be as wide as possible, dependent on the resources of the centre. Areas of work could include those in (eg.) the building industry, the manufacturing industry, warehousing, auto engineering, agriculture, horticulture, forestry, catering, caring, office practice, retail.

Any appropriate local authority or centre regulations should be taken into account with regard to supervision of candidates when outside the boundaries of the centre.

Although the focus of the unit is on the use of tools and equipment, the candidate should also be encouraged to develop communication skills and personal/interpersonal skills and to form working relationships with colleagues.

Corresponding to Outcomes:

1. The candidate should be introduced to a range of areas of work and the tools and equipment associated with tasks undertaken in these areas. The areas of work should be of relevance to the candidate's vocational interests. It is recommended that the candidate assembles a personal information folder in which could be contained photographs/drawings of tools, together with written identification of the names of the tools. Photographs of people at work using appropriate tools could also be included in the folder. In addition, a log book could be retained by the candidate in relation to tasks undertaken, Health and Safety regulations, cleaning and storage requirements, renewal and repair procedures (including some reference to costs).
2. The candidate should be encouraged to gain practical experience in using a range of tools relevant to tasks in the areas of work in which he or she has an interest.

The importance of cleaning and the tidy storage of tools should be emphasised. The candidate should be aware of the frequency of cleaning required and should also practise cleaning procedures. Where electrical or motor-powered tools or equipment are being used, the candidate should be aware of switching-off/closing down procedures and of safe storage procedures when the tools are not in use. For example, an electric typewriter would not normally be stored in a cupboard after a day's work, but, in practice, it should be disconnected from the electricity supply and covered with a protective cover. The candidate should also be made aware, where appropriate, of occasions where equipment is not switched off/closed down, eg. computer equipment, security equipment.

3. The candidate should be encouraged to question the use of particular tools/equipment and consider how a job might have to be done, or if a job could be done, without them. This should lead to consideration of the value of tools to employees, eg. the use of tools means a job can be done more quickly or more efficiently or, the physical assistance which tools provide.

The candidate should be aware of the need to use the correct tool for a specific job. Appropriate and inappropriate uses of tools should be examined.

The dangers of incorrect use of tools should be highlighted, including circumstances where incorrect use can lead to accidents. Health and Safety regulations should be emphasised and the candidate should be aware of the necessity for tidy working practices and of safe handling and working with tools.

Whilst it is not appropriate at this level of unit for the candidate to make decisions concerning the renewal, replacement or repair of tools, they should be introduced to these issues on a limited basis, paying particular attention to the need to recognise and report to supervisors/employers incidences of any tools not working properly or needing repairs. A limited awareness of the financial costs involved in renewals or repairs should also be introduced to enable the candidate to gain an overall appreciation of the value of tools.

APPROACHES TO GENERATING EVIDENCE This unit should be presented in an activity-based environment, using a programme of exercises which will interest the candidate in specific regard to his or her main vocational interest. The outcomes and the unit should not be delivered in isolation but should be integrated within the candidate's programme of training.

Health and Safety regulations and safe working practices should form an integral part of the unit. Emergency procedures, behaviour, protective clothing, safe use and handling of tools, maintaining a clean and tidy work environment, should be covered.

The tutor/trainer should fully explain and demonstrate the use of each tool. Terminology and procedures should also be introduced in the context of the Practical Exercises.

Equipment posters, manufacturers' catalogues, information charts and tables should be displayed or available to assist the candidate with correct selection of tools.

Visits could be arranged to different trade or retail outlets where specific tools/equipment are sold, eg. ironmongers, garden centres, DIY stores, office supplies.

A display of broken and misused tools could be set up.

Opportunities should be available for the candidate to work individually, in pairs, or in small groups.

ASSESSMENT PROCEDURES Centres may use the Instruments of Assessment which are considered by tutors/trainers to be most appropriate. Examples of Instruments of Assessment which could be used are Practical Exercises and Personal Interviews. Where appropriate, the candidate should use his or her normal mode of communication. It is the responsibility of the centre to ensure that an accurate record of the candidate's response is retained as evidence of the candidate's competence.

Outcome 1: In the Personal Interview, the candidate should be assessed on his or her ability to identify tools associated with particular areas of work and to state accurately the use of these tools. During the interview, questions should be asked of the candidate in relation to 3 tools from each of 3 distinct areas of work. The areas of work should relate to the candidate's main vocational interests. The questions may include the use of diagrams or other visual aids.

The candidate should be able to identify at least 2 examples of tools which are common to more than one area of work and should identify an additional area of work and the purposes for which the tool is used in that area.

Outcome 2: In the Practical Exercise, the candidate should undertake tasks using 3 distinct tools from a given list of work environments and tasks. The candidate should be guided by the tutor/trainer on his or her selections and the selections made should be appropriate to the candidate's major employment interests.

Outcome 3: The Personal Interview should focus on the performance criteria and should draw on the candidate's experiences in the Practical Exercises.

PROGRESSION This unit forms part of the National Certificate Skillstart 1 award. Successful completion of the award will facilitate the candidate's progress to National Certificate Skillstart 2 and to Scottish Vocational Qualifications (SVQs) and General Scottish Vocational Qualifications (GSVQs).

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'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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