



National Unit specification

General information

Unit title: Carpentry & Joinery: An Introduction (SCQF level 4)

Unit code: F1KL 10

Superclass: TG

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Version: 02

Unit purpose

This Unit is suitable for learners who have little or no experience or knowledge of craft practices in carpentry and joinery. The Unit require the learner to use and care for a basic range of hand tools and materials whilst undertaking skilled tasks associated with carpentry and joinery. Learners who achieve this Unit should feel confident in progressing to more demanding higher level skills and awards in the Construction Industry when the range and level of work will be wider/more complex.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Identify a range of carpentry and joinery tools and materials.
- 2 Use carpentry and joinery tools and materials correctly.
- 3 Construct, fix and finish a three sided pipe chase.

Credit points and level

0.5 National Unit credit at SCQF level 4: (3 SCQF credit points at SCQF level 4)

Recommended entry to the Unit

Whilst entry is at the discretion of the centre, it would be beneficial for the learner to have attained the following of equivalent:

- ◆ an aptitude for craft skills
- ◆ some prior practical experience (eg Skills for Work Construction Crafts).

National Unit specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit specification: Statement of standards

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

Outcome 1

Identify a range of carpentry and joinery tools and materials.

Performance Criteria

- (a) Identify a range of woodworking tools.
- (b) Identify a range of fixings and materials.

Outcome 2

Use carpentry and joinery tools and materials correctly.

Performance Criteria

- (a) Select appropriate tools for the given task.
- (b) Handle and transport tools and materials correctly.
- (c) Organise tools and materials correctly in the work area.
- (d) Store tools and materials correctly after use.

Outcome 3

Construct, fix and finish a three sided pipe chase.

Performance Criteria

- (a) Mark out material correctly prior to tool application.
- (b) Cut, material to given sizes.
- (c) Construct frames in order to form a pipe chase.
- (d) Fix the framework to a given position.
- (e) Fit sheet material to framework
- (f) Fit bead around top of pipe chase

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners must adhere to relevant Health and Safety regulations and legislation relating both to working practices within the construction environment, as well as those specific to any practical task they are requested to carry out (such as emphasising the importance of selecting and using the correct PPE at all times).

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Written and/or oral evidence is required which demonstrates that the learner has achieved Outcome 1 to the standards specified in the Outcome and Performance Criteria. The evidence for this Outcome should be obtained under controlled, supervised conditions. The assessment will be closed-book and should last no more than 45 minutes.

The learners will be required to identify and specify the use of:

- ◆ seven from ten hand tools used for constructing a three sided pipe chase
- ◆ four from six different materials used for constructing a three sided pipe chase
- ◆ three from four fixings used for constructing a three sided pipe chase

Performance evidence supplemented with an assessor observation checklist/record should be used to show that the learner has achieved Outcomes 2 and 3 to the standard specified in the Outcomes and Performance Criteria. Each learner will be observed to show that they can achieve the following throughout the delivery of the Unit:

- ◆ select tools and handle, transport, organise, use and store tools and materials in the work area in compliance with current safety regulations.
- ◆ set out, mark out, cut and joint softwood timber (minimum height of 0.900 m, width of 0.200 m and depth of 0.200 m), position and fix the frames to position, which involves plumbing, levelling and straightening. Learners should work in pairs to install them in order to construct a pipe chase
- ◆ Cut and fix sheet material to framework and dress to specified tolerances
- ◆ Mitre and fit beads around the top of the pipe chase
- ◆ Complete the task for Outcome 3 to the tolerances listed below:

Marking out timber to length	within 3 mm
Cut timber to length	within 6 mm
Assemble frames	within 6 mm
Set out and fix frames to position	within 4 mm
Frames fixed straight on face	within 3 mm
Fix and dress sheet material to frames	within 4 mm
Fix beads with no gaps	

National Unit specification: Statement of standards (cont)

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Assessment of the learners underpinning knowledge and understanding will be gained through:

- ◆ Evidence of the use and care of hand tools
- ◆ Evidence of basic methodology of framing and materials
- ◆ Evidence of procedure, techniques and health and safety requirements

Assessment of this Unit should be completed over a period of time and evidence should be gathered at appropriate intervals.



National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

Guidance on the content and context for this Unit

This Unit has been developed as an optional Unit in the National Progression Award in Construction and can also be delivered as a freestanding Unit.

This Unit is designed to introduce the learner to skills required by craft persons working in the construction industry as carpenters and joiners. The Unit will focus on basic skills in fixing and finishing components on site to plumb, level and line and on basic skills associated with manufacturing components in the workshop. It is envisaged that many learners will have little or no experience of working with the range of tools, materials and components. Underpinning the practical skills is the need to ensure the learner appreciates the reasons for carrying out the tasks in the manner directed and the reasons for using specific tools, materials and personal protective equipment. Whilst it is imperative that all activities are carried out in compliance with relevant health and safety regulations it is intended that only a basic understanding is summatively assessed.

Outcome 1

This Outcome requires the learner to demonstrate their knowledge and understanding in relation to first fixing techniques when fixing frames by identification of a range of woodworking tools, fixings and materials.

Outcome 2

This Outcome requires the learner to select tools, and to handle, transport, organise, and store tools and materials. It should inform the learner on the importance of being considerate to others and to work in a systematic manner. The maintenance of a clean and tidy work area including the organisation of tools and materials before, during and after use is paramount in complying with relevant health and safety regulations. Materials are likely to be softwood, hardboard, beading and either medium density fibreboard or plywood. Tools are likely to include, setting out tools, claw hammer, nail punch, saws, hand plane, drill drivers and mitre cutting devices.

National Unit Support Notes (cont)

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Outcome 3

This Outcome entails tasks in carpentry and joinery and is mainly related to first fixing linear grounds and the tools and methods used to position these to plumb, level and line. The use of plumb bob, spirit level with straight edge, and a string line will increase the learner's awareness of techniques common to this area of work. The scribing in Outcome 3 should be carried out solely with the use of a panel saw.

Guidance on approaches to delivery of this Unit

Recognised working practices should be fully explained, demonstrated and practiced including manual handling techniques, posture when using tools and methods of working in a clean and tidy manner. Outcome 1 should be integrated with Outcomes 2 and 3. Where it is possible to do so, underpinning knowledge should be integrated with practical activities in the workshop or project area.

Formative assessment should inform the learner of their progress when emphasis should be placed on working accurately.

Guidance on approaches to assessment of this Unit

Centres may use the method of assessment which they consider to be most appropriate but are encouraged to use the Training Assessment Programme (TAP) developed centrally by SQA. It is expected that learners will have to demonstrate current knowledge and understanding of safe working practice and risk assessment methods, etc prior to being set the assessment tasks.

Knowledge and Understanding of the processes involved in *Carpentry and Joinery: An Introduction (SCQF level 4)* should be assessed before any practical assignments are carried out by learners. This will include assessment of a learner's ability to prepare the work area for laying modular pavement.

Practical assignments should be carried out under supervised conditions and recorded in an assessor observation/operational checklist. Assessments should confirm that a learner has the ability to safely lay modular pavement using designated machinery or equipment correctly and safely, whilst adhering to current statutory Health and Safety regulations and legislation.

Adherence to current statutory working regulations and Health and Safety procedures will be observed during the practical exercise carried out by the learner towards all Outcomes.

Detailed assessment material for this Unit will be found in the relevant Training and Assessment Programme (TAP). Centres may use the instruments of assessment which they consider to be most appropriate but are advised to use the TAP which has been developed centrally by SQA. Any other instruments of assessment used must be comparable to the TAP and have been prior verified.

National Unit Support Notes (cont)

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

The elements of the Core Skill of *Problem Solving*, such as planning and organising and critical thinking will be developed and enhanced as learners undertake this Unit. Learners will need to take account of a range of factors in order to work efficiently and safely, such as the choice of tools, appropriate materials, safety issues, safety equipment and sustainability. Individual discussions with assessors will enhance the evaluation of efficient working practices.

There are opportunities for learners to develop co-operative working skills, particularly in Outcome 3, as it is recommended that this practical assessment be carried out in pairs. Learners can agree responsibilities and provide support and information to each other during the teaching and learning assessment. After the assessment, they should be encouraged to consider how effectively they supported each other. Also learners are required at all times to comply fully with health and safety requirements which gives opportunities to develop awareness of the safety of others, as well as themselves.

Opportunities also arise for learners to develop the Core Skill of *Information and Communication Technology (ICT)* by researching Health and Safety legislation affecting their area of work.

Numeracy skills will be naturally enhanced through the practical use of calculation and measuring scales required for the Outcome 3 teaching and learning assessment.

Although *Communication* skills are not formally assessed, as learners complete practical tasks, they should be expected to communicate with others using the correct terminology, tone and style suited to the workplace.

History of changes to Unit

Version	Description of change	Date
02	Clarification of Standards and updated to new Unit Specification Standard.	29/04/16

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General information for learners

Unit title: Carpentry & Joinery: An Introduction (SCQF level 4)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to introduce you to skills required by craft persons working in the construction industry as carpenters and joiners. The Unit will focus on basic skills in fixing and finishing components on site to plumb, level and line and on basic skills associated with manufacturing components in the workshop. It is designed for those with little or no experience of working with the range of tools, materials and components.

You will also be provided with the knowledge to allow you to appreciate the reasons for carrying out the practical work in the manner directed and the reasons for using specific tools, materials, components and equipment.

Health and Safety and Sustainability are integral and key to the Construction Industry therefore throughout the Unit emphasis will be placed where appropriate on the application of Health and Safety and Sustainability. Safety working practices will be looked at in accordance with current safety codes of practice and regulations.

There will be a series of training exercises followed by some practical task based assessment and multi choice knowledge assessment. Completion of the Unit will provide you with the basic skills necessary to enable you to progress to more complex aspects of Carpentry and Joinery which in turn will further develop your skills and knowledge.

The elements of the Core Skill of *Problem Solving*, such as planning and organising and critical thinking will be developed and enhanced as learners undertake this Unit. You will need to take account of a range of factors in order to work efficiently and safely, such as the choice of tools, appropriate materials, safety issues, safety equipment and sustainability. Individual discussions with assessors will enhance the evaluation of efficient working practices.

There are opportunities to develop co-operative working skills. You will also be required to comply fully with health and safety requirements which will give you opportunities to develop awareness of the safety of others.

Opportunities also arise to develop the Core Skill of *Information and Communication Technology (ICT)* by researching Health and Safety.

Numeracy skills will be naturally enhanced through the practical use of calculation and measuring scales and although *Communication* skills are not formally assessed, as you complete practical tasks, you may be expected to communicate with others using the correct terminology, tone and style suited to the workplace.