



National Unit specification: general information

Unit title: Countryside Woodwork (SCQF level 5)

Unit code: FV48 11

Superclass: SL

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Summary

This Unit is designed to develop practical skills and knowledge in relation to the provision of facilities constructed from wood in the countryside. This will better enable candidates to manage the countryside in order to cater for the needs of participants, land managers and the natural heritage alike.

This Unit is suitable for those seeking to establish a career in the natural heritage. This Unit is an optional Unit in the National Certificate in Countryside Management (SCQF level 5) but is also available for candidates wishing to study the Unit on its own.

Outcomes

- 1 Identify countryside woodwork features and how they are used.
- 2 Identify and describe tools, materials and their uses in the construction of countryside woodwork features.
- 3 Identify countryside woodwork features for given situations.
- 4 Construct countryside woodwork features.

Recommended entry

Entry is at the discretion of the centre. Candidates do not need any prior experience of working with wood, however previous wood working experience will be an advantage.

Credit points and level

1 National Unit credit(s) at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

- ◆ Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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 countryside woodwork features and how they are used.

Performance Criteria

- (a) Identify countryside woodwork features.
- (b) Describe the use of countryside woodwork features.

Outcome 2

Identify and describe tools, materials and their uses in the construction of countryside woodwork features.

Performance Criteria

- (a) Identify tools used in the construction of countryside woodwork features.
- (b) Describe the use of tools in the construction of countryside woodwork features.
- (c) Identify materials used in the construction of countryside woodwork features.
- (d) Describe the use of materials in the construction of countryside woodwork features.

Outcome 3

Identify countryside woodwork features for given situations.

Performance Criteria

- (a) Describe given countryside situations which would benefit from the provision of countryside woodwork features.
- (b) Identify an appropriate countryside woodwork feature for each situation.

Outcome 4

Construct countryside woodwork features.

Performance Criteria

- (a) Select and follow appropriate designs.
- (b) Select appropriate tools.
- (c) Select appropriate materials.
- (d) Construct countryside woodwork features to a given design.
- (e) Work safely at all times.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Candidates must provide performance, written and/or recorded oral evidence to demonstrate that they have achieved all Outcomes and Performance Criteria. All practical activities must be carried out in compliance with current Health and Safety legislation.

Outcome 1

Written/oral or recorded evidence must include:

- ◆ Identification of five countryside woodwork features.
- ◆ A description of the use of each of the five identified woodwork features in a given situation.

The evidence for the Outcome must be obtained under closed-book supervised conditions.

Outcome 2

Written/oral or recorded evidence must include:

- ◆ Identification of eight tools used in the construction of countryside woodwork features.
- ◆ A description of the uses of the eight tools identified.
- ◆ Identification of five materials used in the construction of countryside woodwork features.
- ◆ A description of the uses of the five materials identified.

The evidence for this Outcome must be obtained under closed-book conditions. The assessor must be satisfied that the evidence submitted must be the individual candidate's own work.

Outcome 3

Written/oral or recorded evidence must include:

- ◆ A description of five given countryside situations which would benefit from the provision of countryside woodwork features.
- ◆ Identification of an appropriate countryside woodwork feature for each of the five situations.

The evidence for this Outcome must be obtained under closed-book conditions. The assessor must be satisfied that the evidence submitted must be the individual candidate's own work.

National Unit specification: statement of standards (cont)

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Outcome 4

Performance/Product evidence must include:

- ◆ Selection of appropriate:
 - Designs
 - Tools
 - Materials
 - Personal protective equipment
- ◆ Ability to interpret and follow design instructions accurately for the safe and effective construction of woodwork features.
- ◆ Construction of a minimum of three countryside woodwork features which are fit for purpose.
- ◆ Work carried out safely according to current legislation and health and safety guidelines.

The evidence for this Outcome must be obtained under open-book supervised conditions.

National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit aligns is aligned to the following LANTRA Occupational Standards (NOS):

- ◆ CU2 Monitor and maintain health and safety
- ◆ CU22 Construct, maintain and repair boundaries and access points
- ◆ CU24 Install, maintain and repair site furniture and access points

A significant aspect of managing the natural heritage concerns the provision of features constructed from wood. These tend to be based on two principal areas:

- ◆ Provision for access in one form or another
- ◆ The enhancement of biodiversity

Access provision covers a wide variety of features. These include:

- ◆ Stiles
- ◆ Gates
- ◆ Seats
- ◆ Benches
- ◆ Waymarking
- ◆ Boardwalks
- ◆ Bridges
- ◆ Interpretive materials
- ◆ Bird hides

Biodiversity enhancement could include features such as:

- ◆ Bird boxes
- ◆ Bat boxes
- ◆ Floating nesting platforms
- ◆ Hedgehog houses
- ◆ Invertebrate shelters

Knowledge and experience of how to select a design and construct such features successfully so they are fit for purpose is very useful skill set for any natural heritage practitioner to acquire. This would include the selection of and ability to follow plans, the choice of appropriate materials and the selection and use of the correct tools. Additionally the ability to assess the needs of the site and the site users and identify appropriate provision is important. Some aptitude in actual construction techniques would prove valuable.

National Unit specification: support notes (cont)

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Even if the candidate isn't likely to build such features themselves once in employment, very often they will almost certainly either purchase such features from others or supervise their construction and provision. Some basic firsthand experience is desirable in all instances.

Outcome 1

The ability to identify a countryside woodwork feature and what it is used for is basic but important. It is the first stage in being able to select appropriate features for an undeveloped site and its users.

The types of woodwork feature that could be identified are very broad but may include seats, benches, boardwalks, bird hides, stiles, gates, and waymarking. Being as specific as possible in identification is desirable — what sort of stile is it, a ladder or simple step over with hand post?

The use of such features may appear very straightforward. However the candidate should be encouraged to think beyond the obvious first use. For example a boardwalk is not only to keep your feet dry in a wet environment. It is also there to prevent damage to the vegetation and allow the hydrology of the site to operate in an uninterrupted fashion that the provision of a surface path might impede. A pond dipping platform will make pond dipping easier, but why? It allows access without waterproof footwear, opens up deeper areas of water away from the bank, aids safety by avoiding steep and/or slippery banks and protects bank sides from erosion.

Outcome 2

The identification of tools is another basic but important skill. Tools that could be included are: crosscut and rip saws, claw hammer, mallet, chisels, drills, clamps, rasp/surform, measuring tape, rule, square, spirit level, mel, pinch bar, or stob holder. Materials could include wood in its different forms — stobs, sheet materials like plywood weather board and rails. They could also include fixings — nails, screws, coach bolts and hinges for example. Different preservatives and glues would also come under materials.

When identifying the use of the tools and materials again it is important to be as comprehensive as possible. For example a claw hammer is for taking nails out not just putting them in.

Outcome 3

Once candidates can identify woodwork features in situ and what they are used for (Outcome 1) they can then be taken to an undeveloped site and shown a variety of circumstances. Candidates should be able to describe the circumstance and suggest an appropriate countryside woodwork feature or features to meet the needs of the site and the user.

The circumstances can relate to access or biodiversity enhancement. Each circumstance could have one or more appropriate responses. For example:

National Unit specification: support notes (cont)

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- ◆ A pond which is suited to environmental education: bird hide, pond dipping platform, picnic bench.
- ◆ A steep sloping bank: set of steps and a handrail.
- ◆ A fence blocking access: kissing gate, ladder stile, step over stile.
- ◆ A young plantation — no holes in the trees yet so bird and bat boxes would enhance habitat value.

Outcome 4

Candidates have to build three woodwork features. A variety of features would be more beneficial than one type. If possible working indoors in a workshop and out in the field should be catered for. A tit box in a workshop and a stile out in a field require different approaches. This should ensure that a variety of different skills are practised and demonstrated — marking out, cutting, nailing, use of sheet material, following plans, selection and use of a variety of tools.

Before starting construction it may be necessary for some to practise basic skills such as sawing in a straight line, removal of squint nails, marking up for cutting, etc.

The use of personal protective equipment and safety considerations when working should always be stressed at the outset of any construction task.

Guidance on learning and teaching approaches for this Unit

The basic central approach is a practical one — candidates build woodwork features suitable for the countryside. This needs to be balanced with an appropriate level of guidance and instruction, along with demonstrations of technique as necessary. However, as much of the candidate's time should be spent 'hands on' as possible. To this end the majority of the Unit should be devoted to Outcome 4 which would benefit from being split between the workshop and the field. If time could be found to install the features built then that would add valuable context to the process.

Outcome 1 and Outcome 3 should be done in situ out in the field with the lecturers selecting features and situations for the candidates. Outcome 1 would be done on a site which has already been developed — a Country Park for example — and Outcome 2 on a site which has not yet been provisioned. A single site could easily satisfy both requirements if it was large enough. Outcome 2 should be done in the workshop or similar environment where a large number of tools and materials are to hand — even a local DIY retail outlet may provide an opportunity for delivering this part of the Outcome.

During the construction of the woodwork features, once the group briefing is completed and students are working, the lecturer should circulate among the candidates offering individual advice and assistance as required.

It is expected that candidates will normally construct an item on their own — a bird box is ideal for this. However it is perfectly acceptable to work in pairs or a small team out in the field. For example two people are a good number to construct a stile while four could profitably work on a larger feature such as a boardwalk. Where people work in pairs or small teams care should be taken so that one candidate doesn't dominate proceedings.

National Unit specification: support notes (cont)

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Working in partnership with others is a good approach — a Ranger service, SNH or the RSPB for example. If candidates are constructing a boardwalk on an RSPB wetland reserve for example then they could gain woodwork skills and experience but also networking with a vocational practitioner. Constructing bird boxes for the local ranger service to put up with a school group is better than building one for their own back garden.

Candidates are not expected to be accomplished woodworkers on completion of this Unit but should be able to see progression in their skill set. They should be capable of constructing three features that are fit for purpose and safe for use. Mistakes are good learning points and should be used as such.

Guidance on approaches to assessment for this Unit

The nature of the Outcomes in this case lends them to individual assessment instruments. However there is also considerable scope to integrate the assessment for Outcome 2, Outcome 3 and Outcome 4. This would require a suitable site where there is as yet no provision. Candidates could survey the site, choose three appropriate features to construct, identify the tools and materials needed and then build them. However individual Outcome approaches are suggested below:

Outcome 1

Assessment could be by:

- ◆ Closed-book restricted response questions

Outcome 2

Assessment could be by:

- ◆ Closed-book restricted response questions

Outcome 3

Assessment could be by:

- ◆ Closed-book restricted response questions

Outcome 4

Assessment could be by:

- ◆ Open-book production of product evidence
- ◆ Observation checklist completed by lecturer

Opportunities for the use of 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 e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

National Unit specification: support notes (cont)

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Opportunities for developing Core Skills

Oral Communication can be enhanced through discussion and interactions between lecturers and students and between students themselves. Oral Communication can also be enhanced through discussion arising out of the joint construction of countryside woodwork features. Written Communication can be enhanced through the production of assessment evidence.

Problem Solving can be developed through the interpretation and implementation of plans relating to the construction of countryside woodwork features and adaptation the site and to circumstances as they arise.

Working with Others can be enhanced through working in partnership with one or more other individuals in the construction of a larger countryside woodwork feature.

Numeracy can be enhanced through measurements being made for cutting materials.

Information and Communication Technology (ICT) can be enhanced through searching for appropriate plans and diagrams for constructing countryside woodwork features on the internet.

This Unit has the Problem Solving component of Critical Thinking embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	28/11/2011

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