

# Draft National Unit Specification



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**Unit title:** Making an Item (Access 3)

**SCQF:** level 3 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop learners' practical skills in using a range of basic tools and machines for woodworking and/or metalworking, along with surface preparation and finishing techniques. Learners will develop skills to manufacture an assembly item from wood, metal, or a combination of these materials. Learners will also develop their knowledge of materials and sustainability issues, as well as an appreciation of safe working practices in a workshop context.

The Unit is designed to develop transferable skills in workshop practice which can be applied to a range of different situations and contexts.

Learners who complete this Unit will be able to:

- 1 Apply appropriate finishes to a wooden or metal item
- 2 Manufacture a wooden or metal assembly from working drawings

This Unit is a mandatory Unit of the Access 3 Practical Craft Skills Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

## Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Access 2 Practical Craft Skills or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## **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. For further information please refer to the *Unit Support Notes*.

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# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### **1 Apply appropriate finishes to a wooden or metal item by:**

- 1.1 Preparing surfaces, with guidance, in accordance with instructions and good practice to a reasonable standard
- 1.2 Preparing and applying appropriate surface finishes, with guidance, and with minimal blemishes or marks, in accordance with instructions and good practice
- 1.3 Working in accordance with recognised procedures and safe working practices

### Outcome 2

The learner will:

#### **2 Manufacture a wooden or metal assembly item from working drawings by:**

- 2.1 Checking, with guidance, materials supplied against a cutting list and/or working drawings
- 2.2 Marking out the assembly in accordance with working drawings, with guidance
- 2.3 Manufacturing the assembly, with guidance, such that join gaps do not exceed a reasonable size
- 2.4 Working in accordance with recognised procedures and safe working practices
- 2.5 Reviewing manufactured item, with guidance, against working drawings
- 2.6 Carrying out good practice in terms of sustainability and recycling

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence will be primarily observational and physical in nature. Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

In this Unit, Evidence Requirements are as follows.

For Outcome 1, learners must produce evidence of competence in preparing and finishing materials. Surface preparations will include planing, sanding, stopping and filling as required, and must be completed to a reasonably competent standard with minimal blemishes or marks. Surface finishes for woodworking tasks could include staining, varnishing or application of a wax finish, as appropriate.

For Outcome 2, learners must produce evidence of competence in manufacturing a wooden or metal assembly item from a working drawing. In addition, the item must be made using at least one hand tool and one machine and/or power tool. The item does not need to have a finish applied.

Learners at Access 3 are expected to require a reasonable level of guidance and support throughout practical activities.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## **Development of skills for learning, skills for life and skills for work**

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

### **2 Numeracy**

2.2 Money, time and measurement

### **5 Thinking skills**

5.2 Understanding

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Published:** December 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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