

ENTERPRISE THROUGH CRAFT
Access 2

Second edition – published August 1999

**NOTE OF CHANGES TO ACCESS 2 ARRANGEMENTS
SECOND EDITION - PUBLISHED SUMMER 1999**

CLUSTER TITLE: Enterprise through Craft (Access 2)
CLUSTER NUMBER: C080 08

National Cluster Specification

Cluster Details Minor modifications to text
 Core skills statements inserted

National Unit Specification:

D534 08 Working with Craft Tools: An Introduction

Outcomes and PCs Outcome 1 PC (b) reworded
 Outcome 3 PC (a) deleted: former PCs (b) and (c) now re-ordered as
 (a) and (b)

D535 08 Practical Craft Skills

Outcomes Outcome 4 deleted

All Units

Modifications to text for note on range and evidence requirements
Minor textual changes throughout;
Special Needs and core skills statements inserted

National Cluster

ENTERPRISE THROUGH CRAFT (ACCESS 2)

CLUSTER NUMBER C080 08

STRUCTURE

The cluster comprises three units:

<i>D534 08</i>	<i>Working with Craft Tools: An Introduction (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D535 08</i>	<i>Practical Craft Skills (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D536 08</i>	<i>Craftwork Enterprise (Acc 2)</i>	<i>1 credit (40 hours)</i>

Although the programme of study can be taught successfully in the sequence indicated above, it does allow for integration across units.

In common with all courses, this programme of study includes a further 40 hours over and above the 120 hours of the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CORE SKILLS

This cluster gives automatic certification of the following:

Complete core skills for the cluster	Problem Solving	Acc 2
	Working with Others	Acc 2
Additional core skills components for the cluster	None	

For information about the automatic certification of core skills for any individual unit in this cluster, please refer to the general information section at the beginning of the unit.

Administrative Information

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National Cluster: details

CLUSTER Enterprise Through Craft (Access 2)

RATIONALE

The sense of achievement that is experienced on the successful completion of a practical product is immense, and the value of this achievement to the development of the personal and social aspects of a candidate's education cannot be overstated. Practical creativity fosters qualities of self-esteem, technological confidence, self-discipline and maturity, all of which are essential attributes not only for candidates in mainstream education, but also for those candidates with special needs.

Enterprise is about developing ideas and imagination and using them. The development of these skills is equally relevant to candidates who may have special needs. In this cluster, enterprise is developed through the creation and maintenance of a project which does not necessarily have to be profit-making.

These units will contribute to the knowledge, understanding and practical experience of those candidates whose aspirations and abilities are towards practical work or who may be considering a career in the construction industry. They may be considering education or training in construction and will benefit from studies in the basic practical aspects of such work. They may wish to sample the nature of the work associated with such skills in the employment sector, in particular with reference to safety, working in teams and the use of workshop equipment. They may wish to gain access to apprenticeship training and improve their employment prospects.

These units are practical in nature. They are workshop-based and provide many skills which are appropriate to a wide range of work environments.

The enterprise element of the programme of study will provide a vehicle through which candidates will have an opportunity to experience, develop and provide evidence of:

- interpersonal skills
- marketing skills
- appreciating the value of tools
- tool skills
- working as a team
- evaluation skills

The programme of study will introduce skills in marking out, using tools, working with materials, and using and maintaining equipment. Apart from giving an insight into workshop practice, such studies help with the development of self-confidence, manual dexterity and control, perseverance, maturity and spatial awareness.

The Design, Engineering and Technology framework proposes a range of units, programmes of study and courses in practical craft skills from Access 2 to Intermediate 2 that sets out to satisfy a wide variety of needs.

The Access 2 cluster will not only provide articulation to Access 3 but also provide sufficient lateral development to enable the candidate to continue in these studies through integrated craftwork and enterprise activities.

National Cluster: details (cont)

CLUSTER Enterprise Through Craft (Access 2)

AIMS

The aims of the cluster are:

- to foster practical skills in the creation of artefacts
- to develop understanding and skills in areas of practical activity
- to encourage interpersonal skills and awareness of the advantages of working as part of a team
- to highlight the importance of safety and encourage responsible attitudes in the work environment
- to contribute to personal development, in particular regarding practical capability.

CONTENT

The units in Enterprise Through Craft are intended to suit the needs of candidates who are interested in creative practical work for personal reasons, candidates who wish to progress to similar work in industry, and candidates with special needs who would derive a particular benefit from such activities.

Although the units can be taught successfully in the sequence indicated in the general information, integration across the units is recommended. Undertaking the units as a coherent whole offers a number of benefits:

- together, the units offer opportunities for delivery as a coherent, integrated, holistic experience
- balance and breadth of candidates' experiences and learning will be promoted
- both specific and core skills may be explored and developed
- practical/applied activity may be integrated
- skills and abilities may be developed through integrated practical activity; this in turn will support learning as a whole
- candidates have opportunities to develop their abilities to sustain effort and concentration, come to conclusions, make decisions, complete a process and evaluate their work.

Introduction to Working with Tools (Acc 2)

The aim of this unit is to develop the candidate's appreciation of the value of tools generally, so that a responsible attitude is developed towards the tools without necessarily being adept at using them. Tools in this context refer to 'the tools of the trade', whether hand tools or sophisticated equipment.

This unit could provide an introduction to the workshop and the following induction might be considered:

- a tour of the workshop facilities
- how the unit relates to the candidates' previous experiences
- general safety, and explanations of conduct and acceptable attitudes in a workshop environment
- outline of content of the unit
- assessment requirements of the unit
- general outline of content and assessment requirements of the cluster.

National Cluster: details (cont)

CLUSTER Enterprise Through Craft (Access 2)

A broad picture of tools and equipment from a range of employment will be beneficial at the introduction to the unit as an appreciation of the benefit of tools in general to industry. Appropriate video material to introduce craft processes and safety might also be introduced at this stage and used throughout the programme of study.

Candidates will have the opportunity to identify the tools associated with particular types of workshop activities.

Although this area of study is based on the use of tools, the candidate should also be enabled to develop communication skills and personal/interpersonal skills and to form working relationships with other candidates. The areas of work should be relevant to the candidate's interest.

Practical Craft Skills (Acc 2)

While undertaking this unit, candidates will develop the competence necessary to complete a range of activities relating to craft skills, using a variety of materials. The unit will usually be taught in an integrated way with the other units in the cluster, so that candidates learn about the materials in relation to the tools used to work with those materials, and the types of materials most appropriate to particular artefacts.

Candidates will learn to use a range of common hand tools and equipment with safety. This will include learning about the care, storage and maintenance of tools.

Candidates will make a range of artefacts from wood, metal or plastic by following pre-prepared simple working drawings. Candidates will learn to identify the materials suitable for each artefact manufactured. Activities will include preparation and assembly, with teacher/lecturer support. The choice of artefacts should take account of the setting and the prior experience of candidates. The scale of work should be appropriate to function and as large as material provision will permit.

It is important that candidates are able to carry out health and safety instructions as these relate to the workshop.

Craftwork Enterprise (Acc 2)

While undertaking this unit, the candidate should co-operate with others to create a product with a marketable value. There are opportunities for the candidate to demonstrate basic skills in planning, evaluating, communicating construction ideas, negotiating, decision-making and problem solving.

It is suggested that a thematic approach might be adopted for the unit *Craftwork Enterprise (Access 2)* and a list of artefacts could be generated under such headings as: nursery toys; animal cages; boxes to hold games or household items or tools.

A broad topic such as nursery toys is one which guarantees the interest and motivation of candidates, because of their involvement as consumers, and allows for a variety of enterprise projects to be developed.

National Cluster: details (cont)

CLUSTER Enterprise Through Craft (Access 2)

As the essence of enterprise is the creation and maintenance of projects, candidates can easily develop enterprising qualities by undertaking the manufacture of larger products. In this way candidates could co-operate to manufacture a team project or work together to provide a service using enterprise craft skills.

There are many projects which could be tackled in the vicinity of centres. They include: outdoor garden furniture; plant troughs; decorative bins and boxes; bird tables and boxes; fences and gates; window boxes; pergolas and frames for training plants and trees. It is equally appropriate to tackle these projects on a non-profit-making basis. It is not necessary for the enterprise to be a profit-seeking business. It is equally appropriate to tackle these projects on a non-profit making basis.

Group discussion and joint planning are key features of this unit and as such should be carefully structured. It is likely that candidates will need to develop skills in team work as well as practical workshop skills, and time within the programme of study will need to be allocated to this area of work. Where possible, this should link across the curriculum.

The extent of the enterprise activity will depend largely on the age and ability of the candidate group. A group of returning learners, for example, would perhaps require more scope for developing themes than a group of younger and less experienced candidates.

ASSESSMENT

Access differs from other levels in that there is no external assessment. However a cluster provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete units.

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of the internal assessment are provided in the unit specification. Candidates will prepare for the outcomes of each unit, which will evolve through learning and teaching activities across the units.

The instruments of assessment which can be used in this way include:

- practical exercises demonstrating the use of practical skills, observed and recorded using a checklist.
- candidate log
- short answer questions, particularly for generating evidence of knowledge and understanding, for example health and safety requirements.

Further details of specific assessment items are given in the unit specifications.

National Cluster: details (cont)

CLUSTER Enterprise Through Craft (Access 2)

APPROACHES TO LEARNING AND TEACHING

The candidate should be introduced briefly to a range of vocations associated with Design, Engineering and Technology and the tools and equipment required for tasks undertaken in these areas. It is recommended that the candidate assembles a personal information folder which could contain photographs/drawings of tools in work area sections, together with written identification of the tools and notes on their use. Photographs of people at work using appropriate tools could also be included in the folder. In addition, a log could be kept by the candidate in relation to tasks undertaken. The log should contain a record of work undertaken by the candidate and might include written or transcribed notes by the candidate, photographs of the candidate engaged in practical tasks, diagrams or sketches, and pictures of finished artefacts. Special arrangements for the gathering and recording of candidate activities should be considered as appropriate.

Health and safety regulations should be introduced. With reference to tools, this could include correct care and storage requirements, renewal and repair procedures, including some reference to costs. The dangers of incorrect use of tools and equipment should be highlighted, including circumstances where incorrect use can lead to accidents. Health and safety regulations and safe working practices should form an integral part of the programme of study. Candidates should be aware of the necessity for tidy working practices and for safe handling and storage of tools. Emergency procedures, behaviour requirements, protective clothing, safe use of tools, maintaining a clean and tidy work environment are also essential features of health and safety. The candidate should be encouraged to gain practical experience in using a range of workshop tools relevant to tasks in the selected areas of work. This aspect could be developed along with the work of the unit *Practical Craft Skills (Access 2)*.

The candidate should also be made aware, where appropriate, of occasions where equipment is not switched off/closed down, for example security equipment.

Candidates should be introduced to the uses of particular tools/equipment and consider how a job might have to be done, or if a job could be done at all without the tool. This could lead to consideration of the value of tools to employees, where, for example, the use of tools means the job can be done more quickly or efficiently because of the physical assistance which tools provide. The candidate should be made aware of the need to use the correct tool for a specific job. Appropriate and inappropriate uses of tools should be discussed.

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.

The teacher/lecturer should fully explain and demonstrate the use of each tool prior to use by the candidate. This should be reinforced throughout the units and support should be given to enable candidates to access tools which they would not be able to use independently. This could also involve the use of jigs, fixtures, templates and alignment aids.

This work should be presented in an activity-based environment, using a programme of exercises which will draw on the candidate's main interests. The outcomes and the units should not be delivered in isolation but should be integrated within the programme of exercises. In some settings a cross-curricular programme might be delivered, involving a mix of word processing, desk-top publishing and computer graphics, which would equip candidates with presentation techniques that may play a significant part in the enterprise activity.

National Cluster: details (cont)

CLUSTER Enterprise Through Craft (Access 2)

Essential terminology and procedures should also be introduced in the context of the practical exercises and reinforced in context. Posters describing tools and equipment, information charts and tables should be on display to assist the candidate with the correct identification and selection of tools.

Visits could be arranged to different trade or retail outlets where specific tools and equipment are sold, for example ironmongers, garden centres, DIY stores, builders' merchants, office suppliers.

Opportunities should be available, depending upon the activity, for the candidates to work individually, in pairs or in small groups.

As 'enterprise' can be defined as the activity of bringing together human, physical and financial resources to achieve objectives, a business approach is suggested, but not to the detriment of the learning process and of candidates developing empathy and having ownership of the project. Candidates should develop a team approach to enterprise. The activity should be highly structured and candidates given the appropriate level of support to enable the enterprise to be carried out.

Candidates should experience working with a range of materials. These might include materials such as softwood, mild steel and acrylic. It is envisaged at this stage that these materials should be pre-cut and pre-formed for convenience and to provide motivation. Machined softwood in strip or plank form and medium density fibreboard of appropriate thicknesses could be presented for use in convenient panel sizes, and mild steel, aluminium and plastic could be cut from pre-formed sections as required.

The successful manufacture of a product or products generally depends upon effective use of marketing, decision making, negotiation, communication skills and the willingness of the 'production team' to recognise the interdependence of their roles. A broad topic such as nursery toys is one which guarantees the interest and motivation of candidates, because of their involvement as consumers, and from which a variety of enterprise projects could be developed, for example:

- making toys to sell
- providing a service
- the repairing of broken toys and games

As the essence of enterprise is not necessarily a profit-seeking business but the creation and maintenance of projects, candidates can easily develop enterprising qualities by undertaking the manufacture of larger products as part of a group activity.

Initial group discussions could involve:

- identifying the need
- planning resources
- calculating the initial cost outlay (if any)
- deciding who does what and the timescale
- developing a company structure
- evaluation of the planned product - will it do the job?

National Cluster: details (cont)

CLUSTER Enterprise Through Craft (Access 2)

The extent of the enterprise activity will depend largely on the age and needs of the candidate group. A group of returning learners, for example, would perhaps require less support while developing themes than a younger and less experienced group.

SPECIAL NEEDS

This specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each cluster
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT	Working with Craft Tools: An Introduction (Access 2)
NUMBER	D534 08
CLUSTER	Enterprise Through Craft (Access 2)

SUMMARY

The aim of this unit is to develop the candidate's appreciation of the value of tools and equipment generally, so that he or she will have a responsible attitude towards the use of tools.

OUTCOMES

- 1 Identify the tools associated with practical craft skills.
- 2 Use a range of tools safely.
- 3 Demonstrate that the value of tools in the practical environment is understood.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Administrative Information

Superclass:	XA
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National Unit Specification: statement of standards

UNIT Working with Craft Tools: An Introduction (Access 2)

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 the Scottish Qualifications Authority.

OUTCOME 1

Identify the tools associated with practical craft skills.

Performance criteria

- (a) Tools used in the workshop are identified accurately.
- (b) The purpose for which the identified tools are used is stated correctly.

Evidence requirements

Written and/or oral evidence is required of the candidate's ability to identify and state the purpose of at least five tools associated with practical skills. Tools may include items of equipment.

OUTCOME 2

Use a range of tools safely.

Performance criteria

- (a) The tools to perform given tasks are selected correctly from a limited range.
- (b) The selected tools are used in a correct and effective manner appropriate to the task.
- (c) The selected tools are properly cared for and stored correctly after use.
- (d) The use of selected tools complies with safe working practices specified for the learning environment and activity.

Evidence requirements

Evidence of actual performance is required of the candidate's ability to:

- select three tools which may include items of equipment
- use selected tools safely and correctly, with teacher/lecturer support if necessary
- demonstrate proper care and storage of at least three tools which may include items of equipment

National Unit Specification: statement of standards (cont)

UNIT Working with Craft Tools: An Introduction (Access 2)

OUTCOME 3

Demonstrate that the value of tools in the practical environment is understood.

Performance criteria

- (a) Awareness of the need to use the correct tool for the job is demonstrated.
- (b) Awareness of the need for renewal, replacement and repair of tools is demonstrated.

Evidence requirements

PC (a) Performance evidence of the use of correct tools for a particular task is demonstrated; practical exercises may be used.

PC (b) Awareness of the need for renewal, replacement and repair of tools is demonstrated; practical exercises may be used.

PC (a) and (b) Supplementary evidence of knowledge and understanding at an 'awareness' level may be provided by responses to short answer questions.

National Unit Specification: support notes

UNIT Working with Craft Tools: An Introduction (Access 2)

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 CONTENT AND CONTEXT FOR THIS UNIT

Candidates will learn to identify and use tools safely. This unit is predominantly practical in nature and will focus on the range of tools which can be used in the workshop environment. This will relate to the workshop in the presenting centre. The identification of a range of tools, the use of a number of those tools and the care of tools will be learned.

In addition to being introduced to tools and tool skills, candidates will have the opportunity to develop personal and interpersonal skills and to form working relationships with other candidates.

Further information on the content can be found in the National Cluster: details.

GUIDANCE ON APPROACHES TO LEARNING AND TEACHING FOR THIS UNIT

This unit should be presented in an activity-based environment, using a programme of exercises related to the candidates' main interests. The outcomes and the unit should not be delivered in isolation but should be integrated within the programme of exercises.

Opportunities should be available, depending upon the activity, for the candidates to work individually, in pairs or in small groups.

Further information on learning and teaching approaches can be found in the National Cluster: details.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The following assessment instruments could be used:

- practical exercises; a checklist could be used to record the evidence gathered by observation
- candidate log
- written and/or oral short answer questions covering knowledge and understanding

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Practical Craft Skills (Access 2)
NUMBER	D535 08
CLUSTER	Enterprise through Craft (Access 2)

SUMMARY

This unit develops the candidate competence necessary to complete a range of activities relating to craft skills, using a range of materials.

OUTCOMES

- 1 Identify and prepare the materials suitable for two artefacts which will be manufactured.
- 2 Produce a range of artefacts in a learning situation.
- 3 Carry out health and safety instructions.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Practical Craft Skills (Access 2)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	Problem Solving	Acc 2
Additional core skills components for the unit	None	

National Unit Specification: statement of standards

UNIT Practical Craft Skills (Access 2)

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 the Scottish Qualifications Authority.

OUTCOME 1

Identify and prepare the materials suitable for two artefacts which will be manufactured.

Performance criteria

- (a) Materials essential to the activity are identified correctly.
- (b) The preparation of essential materials is demonstrated correctly.

Evidence requirements

PC (a) Performance evidence to determine the correct identification and the purpose of essential materials. The evidence could be generated in response to short answer questions.

PC (b) Performance evidence in the form of two practical activities.

OUTCOME 2

Produce a range of artefacts in a learning situation.

Performance criteria

- (a) Tools are used correctly in three stages of manufacture.
- (b) The sequence of product manufacture is carried out correctly.
- (c) Two artefacts are constructed and assembled to a prescribed standard.

Evidence requirements

Performance evidence should be demonstrated for all performance criteria. Evidence may be recorded as a log.

OUTCOME 3

Carry out health and safety instructions.

Performance criteria

- (a) Health and safety instructions appropriate to the learning environment are carried out correctly.
- (b) Health and safety instructions appropriate to allocated activities are carried out correctly.

Evidence requirements

Performance evidence should be demonstrated for both performance criteria. This may be recorded using a checklist of the health and safety standard required during the practical activities.

National Unit Specification: support notes (cont)

UNIT Practical Craft Skills (Access 2)

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 CONTENT AND CONTEXT FOR THIS UNIT

Candidates will learn how to identify suitable materials for the production of artefacts produced in the learning environment and to manufacture products using a range of appropriate materials. Health and safety procedures will be learned and applied in a practical workshop environment. Candidates will be required to evaluate components or products which they have produced on an individual basis or as part of a team. Candidates should also have the opportunity to learn about materials and the associated safety procedures which might be encountered in the workplace.

Further information on the content can be found in the details of the cluster of units.

GUIDANCE ON APPROACHES TO LEARNING AND TEACHING FOR THIS UNIT

Candidates will learn how to identify materials appropriate to tasks in manufacturing artefacts. In particular this will be related to the work carried out by candidates in the learning environment. However it is desirable that candidates are introduced to other materials which they may come across in the workplace. Samples of materials and discussion of their properties and/or the use of videos to demonstrate the practical uses of materials in the workplace are to be encouraged. The use of materials in producing artefacts should be integrated with the work of the other two units in the cluster. In this way candidates will be able to apply the skills learned in working with tools and in working with materials to make the products or provide the services in the enterprise activity.

Understanding safe working practices is a key element of the cluster of units and it is important that candidates can carry them out when engaged in practical work.

National Unit Specification: support notes (cont)

UNIT Practical Craft Skills (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The following assessment instruments could be used:

- practical exercises, written and/or oral short answer questions relating to the recognition of suitable materials and the properties of those materials
- practical exercises to demonstrate safe working practice which may be observed and recorded using a checklist
- practical exercises demonstrating the processes carried out in the manufacture of a product

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Craftwork Enterprise (Access 2)
NUMBER	D536 08
CLUSTER	Enterprise Through Craft (Access 2)

SUMMARY

This unit develops competence in the manufacture and marketing of a product as a group activity.

OUTCOMES

- 1 Participate in the initial planning of the enterprise activity.
- 2 Perform individual practical tasks as part of a team engaged in the manufacture of a product.
- 3 Carry out work in accordance with current safety procedures and practice.
- 4 Perform individual tasks as part of a team engaged in selling or providing a product.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	Problem Solving	Acc 2
	Working with others	Acc 2

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National Unit Specification: statement of standards

UNIT **Craftwork Enterprise (Access 2)**

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 the Scottish Qualifications Authority.

OUTCOME 1

Participate in the initial planning of the enterprise activity.

Performance criteria

- a) Personal responsibilities are explained correctly.
- b) Advantages of working in a team are explained correctly.
- c) An effective contribution is made to the initial group planning.

Evidence requirements

PC (a) and (b) Written and/or oral evidence explaining at least two personal responsibilities and the advantages of working in a team. Evidence may be generated using short answer questions.

PC (c) Performance evidence of effective contribution to group planning may be recorded using a checklist

OUTCOME 2

Perform individual practical tasks as part of a team engaged in the manufacture of a product.

Performance criteria

- a) Basic instructions are carried out correctly in the preparation of material.
- b) Tools appropriate to the task are selected correctly.
- c) Tools are used correctly with some teacher/lecturer guidance.
- d) Tasks are carried out within final group assembly of the product.

Evidence requirements

Performance evidence of the candidate carrying out at least two tasks.

Observation of the candidate's performance may be recorded using a checklist.

OUTCOME 3

Carry out work in accordance with current safety procedures and practice.

Performance criteria

- a) Safety instructions are carried out correctly with regard to the use and care of hand tools.
- b) Safety instructions are carried out correctly with regard to the use of basic machine tools.
- c) An orderly and safe manner of working is demonstrated in the workplace.

Evidence requirements

Performance evidence of the correct use and care of at least two hand tools and two machine tools.

Performance evidence of the candidate having due regard for safe working practice in the workplace, may be recorded using an observation checklist.

National Unit Specification: statement of standards (cont)

UNIT Craftwork Enterprise (Access 2)

OUTCOME 4

Perform individual tasks as part of a team engaged in selling or providing a product.

Performance criteria

- a) Individual tasks are identified accurately.
- b) Ways of improving the finished product are described.
- c) Active participation in the process of selling or providing the product is demonstrated effectively.

Evidence requirements

Written and/or evidence of the candidate's ability to:

- identify at least two individual tasks
- describe ways of improving the finished product

Performance evidence of the candidate's ability to:

- take an active part in the process of selling or providing the product

National Unit Specification: support notes

UNIT **Craftwork Enterprise (Access 2)**

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 CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this unit is to provide a practical context for the development of craftwork skills. The process involved in making a product either for selling or for providing a non-profit-making service will require candidates to work as a team. In particular, candidates will learn about marketing their product and about the essential safety features necessary when manufacturing a product for sale or use.

GUIDANCE ON APPROACHES TO LEARNING AND TEACHING FOR THIS UNIT

This unit should be approached through team work and it is therefore important that candidates are taught the skills necessary to co-operate in joint project working. Carrying out the work of this unit will enable the work of the other two units in the cluster, on using tools and materials to be integrated in an activity-based context. It is likely that where candidates are working on a product, individual candidates will undertake particular tasks in the manufacturing process. However, teacher/lecturers will need to ensure that all candidates contribute to the process in a way that will enable them to overtake the outcomes for the unit. It may be that candidates' roles are rotated during the manufacture of the product.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Assessment will generally be by observation, using pre-set checklists. In addition, the candidates' logs should generate evidence of the processes undertaken not only by individual candidates but also by the team engaged in making the product.

The teacher/lecturer should assess any components completed by individual candidates as well as the final product.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).