



National Unit specification: general information

Unit title: Building and Repairing Drystone Dykes (SCQF level 5)

Unit code: FV5J 11

Superclass: QA

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Summary

In this Unit candidates will carry out a major repair to a drystone dyke. On completion of the Unit candidates will be able to explain the terms and describe the hand tools associated with drystone dyking. They will have developed skills to enable them to carry out repairs by stripping out and rebuilding a section of dyke.

This Unit is suitable for all those who wish to gain a basic understanding of drystone dyking and develop introductory practical skills in this craft. This Unit is an optional Unit in the National Certificate in Countryside Management, but is also available for candidates wishing to study the Unit on its own.

Outcomes

- 1 Explain and describe the terms, hand tools, their uses and dimensions associated with drystone dyking.
- 2 Strip out a section of dyke and prepare the site for rebuilding.
- 3 Rebuild a section of dyke to the required specification.

Recommended entry

While entry is at the discretion of the centre, an interest in drystone dyking and practical countryside skills would be beneficial.

Credit points and level

1 National Unit credit 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

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

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

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

Explain and describe the terms, hand tools, their uses and dimensions associated with drystone dyking.

Performance Criteria

- (a) Explain the terms associated with drystone dyking.
- (b) Describe the tools associated with drystone dyking and their uses.
- (c) Describe the dimensions used in drystone dyking.

Outcome 2

Strip out a section of dyke and prepare the site for rebuilding.

Performance Criteria

- (a) Group stones according to purpose and convenient for rebuilding.
- (b) Prepare foundation correctly.
- (c) Set dyking lines correctly.

Outcome 3

Rebuild a section of dyke to the required specification.

Performance Criteria

- (a) Select building stones correctly for their position and purpose in the dyke.
- (b) Lay stones level in the dyke and ensure they are securely pinned.
- (c) Break joints between stones on successive courses.
- (d) Place hearting to the level of each course as it is constructed.
- (e) Maintain the line and batter of the dyke throughout construction.
- (f) Place copestones correctly on the dyke.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria. All practical activities must be carried out to comply with current Health and Safety legislation.

Outcome 1

Evidence will be generated in the form of a closed-book assessment consisting of 6 restricted response questions relating to PC (a) and (b), and three restricted response questions for PC (c).

Evidence of the candidate's ability to explain five terms associated with drystone dyking from the following list:

- ◆ Foundation
- ◆ Copestones
- ◆ Cope
- ◆ Double
- ◆ Throughbands
- ◆ Packing
- ◆ Wedges
- ◆ Coverstones
- ◆ Coursing
- ◆ Pinning

Evidence of the candidate's ability to identify five hand tools associated with drystone dyking from the following list:

- ◆ Line
- ◆ A frame or profile
- ◆ Line pole
- ◆ Pick
- ◆ Tape measure
- ◆ Pinch bar
- ◆ Shovel
- ◆ Spade
- ◆ Dyking hammer
- ◆ Heavy hammer or sledge hammer.

A description of the uses of the five hand tools identified for drystone dyking.

Evidence of the candidate's ability to provide a description of all of the dimensions used in drystone dyking in terms of the overall specification of the dyke.

Satisfactory achievement of this Outcome will be based on the candidate producing five correct responses for PC (a) and (b) and three correct responses for PC (c).

National Unit specification: statement of standards (cont)

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Outcome 2 — Performance evidence

Evidence must include:

- ◆ Placement of stones is convenient for rebuilding
- ◆ Stones grouped according to purpose
- ◆ Preparation of foundation to include identification of stones to remain in situ
- ◆ Dyking lines are set correctly along the line of the existing dyke

Outcome 3 — Performance evidence

All work must be carried out safely and in line with current legislation

Performance evidence must include:

- ◆ Building stones selected correctly for their position and purpose in the dyke
- ◆ Level laying of stones
- ◆ Stones are pinned securely
- ◆ Joints are broken on successive courses correctly
- ◆ Hearting is placed ensuring the stability and strength of the wall with each course completed
- ◆ Dyking lines are set accurately to ensure the batter is maintained throughout construction
- ◆ Copestones are placed accurately and securely in line with specifications
- ◆ All work is carried out safely and in line with current legislation to include gathering, etc

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 is aligned to the following LANTRA National Occupational Standards (NOS):

- ◆ CU2 Monitor and maintain health and safety
- ◆ CU22 Construct, maintain and repair boundaries and access points

The candidate should achieve the level of competence of someone who, from time to time, may be expected to carry out dyke repairs including the excavation of foundations and the complete rebuilding of sections from ground level.

An adequate supply of dyking hammers and industrial gloves should be available for each candidate. An opportunity to inspect different types of dyke in the vicinity would be helpful.

Corresponding to Outcomes

- 1 Outcome 1 could be carried out 'on-site' with candidates answering the restricted response questions set with reference to the actual drystone dyke and tools.
- 2 Copestones, coverstones and throughbands should be sited in a line well back from the base of the dyke. Packing and building stones are in separate piles, the former nearer to the dyke base but with sufficient foot room left for safe working, on both sides of the wall. Foundation stones are laid immediately to the side of the trench. Guidance needs to be given as to when to take out large, troublesome foundation stones and when they may be left in situ.

Lines should reflect the existing line of the dyke and edges should be cleared of old grass or turf which may deflect the true line. Additional stone should be available where there is deterioration of stone.

- 3 Safe working practices need to be stressed particularly when lifting very heavy stones and breaking stones with a hammer. Danger to eyes, fingers and legs needs emphasis and safety goggles should be available and used when hammering any stones. Building is best accomplished by coursing rather than random, and candidates should be encouraged to build both sides to approximately the same level and pack the middle thoroughly before proceeding to the next course. Lines should be used throughout and stones laid to but not touching the line. Many walls do not have throughbands and guidance needs to be given as to how to use two parallel part lengths. Particular attention should be paid to copes regarding size, suitability, positioning and the use of a line to ensure a regular top. The site should be left tidy and any additional stone either heaped or loaded on to a trailer for removal.

Current legislation could include Health and Safety at Work and Manual Handling Regulations.

National Unit specification: support notes (cont)

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Guidance on learning and teaching approaches for this Unit

Most of this Unit will be carried out in a situation with candidates carrying out the procedures outlined in the Outcomes. In the first instance it would be beneficial for the candidates to work collectively and in pairs under direct guidance from the tutor/trainer who will demonstrate each stage of the work.

Candidates can then proceed to work individually and on independent sections of dyke under the supervision of the tutor/trainer who will correct any errors or faults which have not been overcome, during the teaching/training stage.

Throughout the building stages candidates should be taught to continually use lines and where necessary line poles or A frame in order to preserve the line and batter of the section relative to the rest of the dyke.

Some variation in the type of building stone is advisable since differing types of stone have characteristics which require adaptation of building style. In the case of very old dykes with excessive crumbling of stone, additional stone will need to be supplied to make good the quantity of stone required.

Any remaining stone should be tidily gathered into heaps at the conclusion of the building.

Guidance on approaches to assessment for this Unit

Outcome 1

Candidates should be given a set of six restricted response questions for PC (a) and (b) to test the knowledge required to explain the terms associated with drystone dyking to describe the tools used in drystone dyking. They should be set three restricted response questions for PC (c) to test the skills and knowledge required to describe the dimensions used in a standard field dyke.

This assessment could be carried out in a classroom environment or in the field at a work site.

Satisfactory achievement of this Outcome will be based on the candidate producing 5 correct responses for PC (a) and (b) and 3 correct responses for PC (c).

Outcome 2

Practical Exercise should be allocated to all of the Performance Criteria for Outcome 2.

The candidate will be set a practical exercise to test the skills required to strip down an existing dyke and prepare for rebuilding. Approximately two square metres of dyke is suggested.

The assessment could be carried out with the aid of an observation checklist.

Satisfactory achievement of the Outcome is based on all of the Performance Criteria being met.

National Unit specification: support notes (cont)

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Outcome 3

Practical Exercise should be allocated to all of the Performance Criteria for Outcome 3.

The candidate will be required to follow on from the preceding exercise and rebuild the wall. This will test the skills involved in dyke construction.

The assessment should be carried out with the aid of an observation checklist.

Satisfactory achievement of the Outcome is based on all of the Performance Criteria being met.

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 social software. 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)*.

Opportunities for developing Core Skills

In undertaking this Unit candidates will be required to strip down and rebuild a section of drystone dyke. Through these practical activities there will be opportunities to develop oral and listening *Communication* skills and *Working with Others*. Opportunities to develop *Problems Solving* skills will run throughout all activities, especially during the practical exercise of rebuilding a section of dyke. Being required to work to specifications, candidates will also be required to use accurate measurements and have opportunity to develop skills in using numbers.

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

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