

National Unit Specification: general information

UNIT	Practical Craft Skills (Access 3)
NUMBER	D535 09
CLUSTER	Design, Engineering and Technology: Enterprise Through Craft (Access 3)

SUMMARY

The aim of this unit is to develop the competence necessary to complete a range of activities relating to Craft Skills, using a range of materials.

OUTCOMES

- 1 Identify the materials suitable for each of two artefacts to be manufactured.
- 2 Manufacture two artefacts.
- 3 Evaluate the final product.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would benefit from some experience in Practical Craft Skills. This might include:

- work in design and technology in the 5 – 14 programme
- participation in a Standard Grade provided within the Departments of Technology or Technical Education
- attainment in Access 2 in Practical Craft Skills units or equivalent

Administrative Information

Superclass:	XA
Publication date:	April 2000
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Version:	02

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National Unit Specification: general information (cont)

UNIT Practical Craft Skills (Access 3)

CREDIT VALUE

1 credit at Access 3.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None	
Core skills components for the unit	Reviewing and Evaluating	Acc 3

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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 the Scottish Qualifications Authority.

OUTCOME 1

Identify the materials suitable for the artefacts to be manufactured.

Performance criteria

- (a) Materials which are essential to the activity are identified correctly.
- (b) The suitability of essential materials is described correctly in terms of the artefact.
- (c) The preparation of essential materials is described correctly.

Evidence requirements

Evidence of actual performance related to all performance criteria.
Written and/or oral evidence of the candidate's ability to determine the correct identification and the purpose of essential materials.

OUTCOME 2

Manufacture two artefacts.

Performance criteria

- (a) Use tools correctly in the manufacture of an artefact.
- (b) Manufacture two artefacts according to a sequence given by the teacher/lecturer.

Evidence requirements

Evidence of candidate performance including:

- observation using checklist of practical activities related to all performance criteria
- assessment of candidate's log

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Describe health and safety procedures.

Performance criteria

- (a) Health and safety procedures appropriate to the learning environment are described accurately.
- (b) Health and safety procedures appropriate to allocated activities are complied with.

Evidence requirements

Written and/or oral assessment which demonstrates understanding of health and safety instructions.
Evidence of candidate performance in relation to health and safety standards being carried out during practical activities.

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 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 manufacture of artefacts to be manufactured 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 their associated safety procedures which might be encountered in the workplace in a predominantly practical way.

Further details of the content can be found in the details of the cluster.

GUIDANCE ON LEARNING AND TEACHING APPROACHES 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 be 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 into the work of the cluster along with the work of the other two units. 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.

Knowledge of health and safety standards and safe working practice are key elements of the coherent group of units and it is important that candidates can describe health and safety procedures, and that they are seen to carry them out when engaged in practical work.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The following assessment instruments might be used:

- written/oral objective questions relating to the recognition of suitable materials and the properties of those materials
- observation and use of a checklist to record safe working practice
- assessment of the candidate log-book for a record of processes carried out and evaluation of finished products
- observation of the processes carried out in the manufacture of a product

National Unit Specification: support notes (cont)

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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).