

## National Unit Specification: general information

<b>UNIT</b>	Craftwork Enterprise (Access 3)
<b>NUMBER</b>	D536 09
<b>CLUSTER</b>	Design, Engineering and Technology: Enterprise Through Craft (Access 3)

### SUMMARY

This unit is designed to be used in the manufacture and marketing of a product as a group activity.

### OUTCOMES

- 1 Explain the initial planning of the enterprise.
- 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 practices.
- 4 Perform individual tasks as part of a team engaged in selling, marketing or providing a 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 course, provided within Departments of Technology or Technical Education
- attainment in Access 2 in Practical Craft Skills units or equivalent

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### Administrative Information

<b>Superclass:</b>	WA
<b>Publication date:</b>	April 2000
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	02

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## **National Unit Specification: general information (cont)**

**UNIT**          Craftwork Enterprise (Access 3)

### **CREDIT VALUE**

1 credit at Access 3.

### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None	
<b>Core skills components for the unit</b>	Planning and Organising	Acc 3
	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**

### **UNIT**      Craftwork Enterprise (Access 3)

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**

Explain the initial planning of the enterprise.

##### **Performance criteria**

- (a) The objectives of the enterprise are explained correctly.
- (b) Personal responsibilities are explained correctly.
- (c) The advantages of team work are explained correctly.
- (d) An active role is played in initial group discussion.

##### **Evidence requirements**

Written and/or oral evidence of the candidate's ability to explain the initial planning of the enterprise.

#### **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.
- (b) Equipment appropriate to the task is selected.
- (c) The sequence of operations is followed correctly.
- (d) Equipment is used correctly.
- (e) Individual tasks within the final group assembly are correctly described in detail.

##### **Evidence requirements**

Performance evidence of the candidate's ability to select and use equipment, follow a sequence of operations and work within a group as specified in PCs (a) to (d).

Written and/or oral evidence of the candidate's ability to describe individual tasks in relation to group work in PC (e).

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Craftwork Enterprise (Access 3)

#### **OUTCOME 3**

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

##### **Performance criteria**

- (a) Safety instructions with regard to the current use and care of hand tools are complied with.
- (b) Safety instructions with regard to the use of basic machine tools are complied with.
- (c) Work is carried out in an orderly and safe manner in the work-place.
- (d) The artefact is evaluated in terms of safety.

##### **Evidence requirements**

Evidence of actual performance is required of the candidate's ability to carry out tasks as specified in PCs (a) – (d).

#### **OUTCOME 4**

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

##### **Performance criteria**

- (a) The points which define the marketable value of an artefact are described correctly.
- (b) Ways of improving the finished product to enhance its fitness for purpose value are described accurately.
- (c) An active role is played in the process of selling, marketing or providing the product.

##### **Evidence requirements**

Evidence of actual performance of the candidate's ability to evaluate the finished product in terms of fitness for purpose and potential for selling.

## **National Unit Specification: support notes**

### **UNIT            Craftwork Enterprise (Access 3)**

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**

The purpose of this unit is to provide a practical context for the development of craftwork skills. The process involved in marketing 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(s), and about the essential safety features necessary when manufacturing a product for sale or use. For further information on the content, refer to the details of the cluster.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

This unit should be approached through teamwork, and it is therefore important that candidates are taught the skills necessary to co-operating and joint project working. Carrying out the work of this unit will enable the work of the other two units in Enterprise Through Craft to be integrated in an activity-based context. It is envisaged that where candidates are working on a product or products it is likely that individual candidates will undertake particular tasks in the manufacturing process. However, teachers/lecturers will need to ensure that all of the candidates contribute to the process in a way that will enable them to overtake the learning outcomes for the unit. To this end, it may be desirable for candidates to take on more than one task in the manufacture of the product(s). It is recommended that candidates move around the tasks involved in the group manufacture. For further information about learning and teaching approaches, refer to the details of the cluster.

The evaluation of products, whether completed on an individual basis or as part of a team project should be developed, and candidates should keep a log which records the plan and specification for the product, and the problems encountered and solved in the making process so that final evaluation can reflect on this process as well as the completed component or project.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Assessment would generally be by observation using preset checklists. In addition the candidate's log should generate evidence of the processes undertaken, not only by individual candidates, but also the work of the team engaged in making the products. For performance criteria requiring an explanation or description by candidates, written or oral responses would be appropriate. The final product(s) as well as any components completed by individual candidates should be assessed by the teacher/lecturer.

## **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).