



National Unit specification: general information

Unit title: Drystone Dykes: Building and Repairing

Unit code: H1K3 11

Superclass: SL

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Summary

This Unit is designed to allow the candidate to develop an understanding of the terminology and hand tools used in drystone dyking and to develop the knowledge and skills required to strip-out and rebuild a section of drystone dyke.

Outcomes

- 1 Outline the terms, hand tools 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

Entry is at the discretion of the centre.

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)

Unit title: Drystone Dykes: Building and Repairing

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

National Unit specification: statement of standards

Unit title: Drystone Dykes: Building and Repairing

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

Outline the terms, hand tools and dimensions associated with drystone dyking.

Performance Criteria

- (a) The explanation of the terms associated with drystone dyking is correct.
- (b) The description of the tools associated with drystone dyking is correct in relation to purpose and times of use.
- (c) The description of the dimensions used in drystone dyking is accurate in terms of the overall specification of the dyke.

Outcome 2

Strip out a section and prepare the site for rebuilding.

Performance Criteria

- (a) The stripping out ensures that the stones are grouped according to purpose and are conveniently placed for rebuilding.
- (b) The excavation of the foundation trench is to the required width and firmness and the decision to leave any foundation stones in situ is correct.
- (c) The setting of the lines is correct and along the line of the existing dyke.
- (d) The work methods of and practices demonstrated by the candidate are safe and in accordance with the requirements of all relevant Health and Safety regulations.

Outcome 3

Rebuild a section of dyke to the required specification.

Performance Criteria

- (a) The selection of building stones is correct in relation to their purpose and position in the dyke.
- (b) The laying of stones ensures they are level, securely wedged and joints between stones are broken on successive courses.
- (c) The packing of the centre of the wall ensures it is well filled throughout the building process.
- (d) The line and better of the dyke is accurate and maintained as the dyke is constructed.
- (e) The placing of the copestones ensures that they are secure and the tops in a straight line parallel to the line of the dyke.
- (f) The work methods of and practices demonstrated by the candidate are safe and in accordance with the requirements of all relevant Health and Safety regulations.

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.

For Outcome 1 candidates are required to produce written and/or recorded oral evidence to meet all Performance Criteria. The description of dimensions for Performance Criteria (c) should include: width of foundation relative to base of cope; heights and spacing for throughbands; height from base to tope of the double or coverstones.

For Outcomes 2 and 3 candidates are required to produce practical evidence, of their ability to strip out a section of dyke and prepare the site for rebuilding for Outcome 2 and to rebuild a section of dyke to the required specification for Outcome 3. The assessments for Outcomes 2 and 3 could be combined in to a single project. The candidate must work safely and adhere to all relevant Health and Safety requirements throughout all 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 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

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.

Outcome 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.

Outcome 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 footroom 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.

Outcome 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.

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 2 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.

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

Centres may use the Instruments of Assessment which are considered by tutor/trainers to be the most appropriate.

Examples of Instruments of Assessment which could be used are as follows:

Outcome 1

The candidate could be set six restricted response questions for Performance Criteria (a) and (b) to test the knowledge required to explain the terms associated with drystone dyking to describe the tools used in drystone dyking. The candidate could be set three restricted response questions for Performance Criteria (c) to test the skills and knowledge required to describe the dimensions used in a standard field dyke.

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

National Unit specification: support notes (cont)

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Outcome 2

Practical Exercise could 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 2 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.

Outcome 3

Practical Exercise could 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 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.

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

There is no automatic certification of Core Skills or Core Skills components in this Unit, however, there may be opportunities to develop the Core Skills of *Communication*, *Numeracy*, *Problem Solving* and *Working with Others* at SCQF level 4.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

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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