

National 2 Practical Craft Skills Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 2 Practical Craft Skills Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification* and the *Unit Specifications* for the Units in the Course.

General guidance on the Course

Aims

The aims of the Course are to enable learners to:

- ◆ identify and use a range of tools and equipment appropriately in a working environment
- ◆ develop knowledge and skills relating to craftwork
- ◆ select and use a range of materials appropriately
- ◆ apply knowledge and skills to produce craftwork items
- ◆ use media and technology as part of the production process

Course activities also provide opportunities for learners to develop generic and transferable skills in decision-making, problem-solving and communication. Learners will also have opportunities to develop skills in working independently and in collaborating and working with others, including appreciating safe working practices when using tools and equipment.

In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work including literacy, numeracy and thinking skills in a contextualised, engaging and enjoyable way.

Progression into this Course

Entry to this Course is at the discretion of the centre.

This Course is suitable for learners who want to develop practical skills for use in day-to-day living, with an awareness of health and safety issues. It is suitable for learners with a general interest in working with common materials (which can include wood, metal, plastics, glass, textiles, concrete) to produce craftwork items.

This qualification may be suitable for learners who have successfully completed qualifications in creative arts, craftwork or related areas at SCQF level 1.

Experiences and outcomes

Experiences and outcomes from the early and first level in the technologies curriculum area, in particular those relating to craft, design, engineering and graphics, may provide an appropriate basis for doing this Course. The following experiences and outcomes are particularly relevant:

- ◆ developing practical skills through selecting and working with a range of materials, tools and equipment
- ◆ exploring ways to construct models or to solve problems
- ◆ exploring and discovering different ways of representing ideas imaginatively

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course. Some Units may offer more opportunities than others for the development of skills, knowledge and understanding. The table below shows where there are opportunities to develop these within the individual Units.

Skills, knowledge and understanding	Practical Craft Skills: Working with Craft Tools: an Introduction	Practical Craft Skills: Working with Materials	Practical Craft Skills: Making a Craftwork Item
Recognising, naming and identifying the uses of tools and equipment used in craft work	■	□	■
Recognising, naming and identifying the main characteristics of common materials used in craft work	□	■	■
Choosing and using the correct tools/equipment/materials for a given task	■	■	■
Demonstrating safe working practices in a craftwork context	■	■	■
Demonstrating an awareness of the need to use materials efficiently	□	■	■
Working with drawings and diagrams	□	□	■
Planning and organising work including following instructions	■	■	■
Making craftwork items	■	■	■

Key: ■ = significant opportunities to develop within the Unit
□ = some opportunities to develop within the Unit

The practical craft activities offered by Centres can include working with wood, metal, plastics, glass, textiles, clay, concrete or appropriate alternatives. Further information can be found in the *Course Specification*.

Suggested learning and teaching approaches for the development of the skills, knowledge and understanding for each Unit can be found in the *Unit Support Notes* and in the 'Approaches to learning and teaching' section of this document.

Progression from this Course

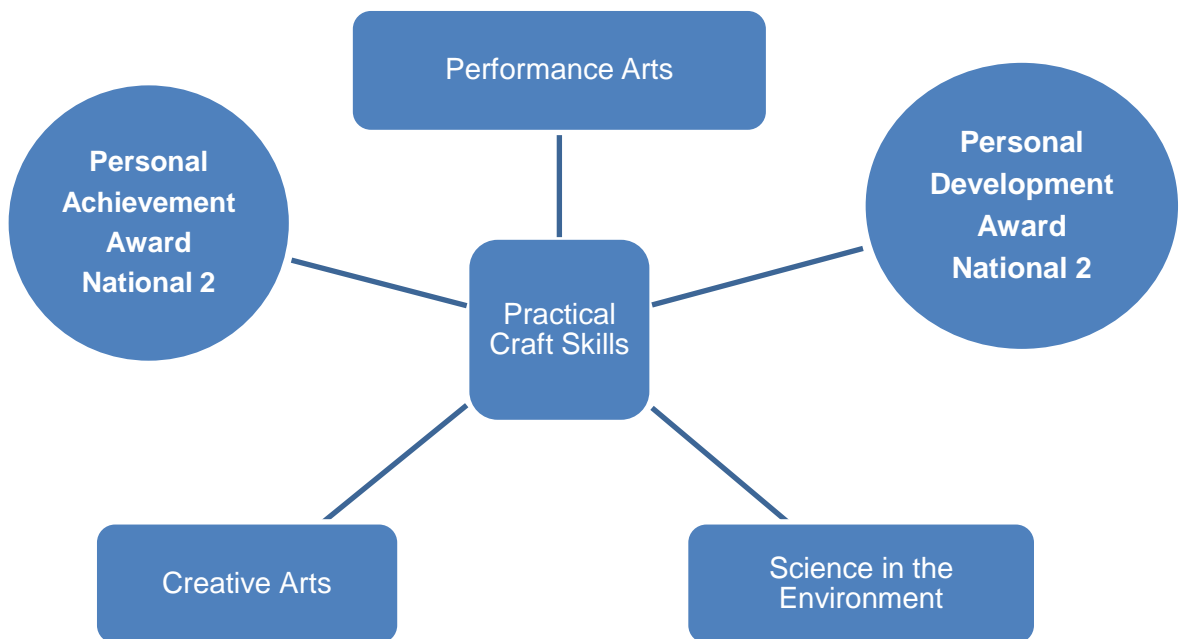
On successful completion of this Course, the learner could progress to:

- ◆ other Units, Awards and Courses at National 2
- ◆ National 2 Creative Arts Course
- ◆ National 2 Science in the Environment Course
- ◆ National 2 Performance Arts Course
- ◆ National 3 Practical Craft Skills Course or its component Units
- ◆ National 3 Fashion and Textile Technology Course or its component Units
- ◆ training and/or employment opportunities

Learners may progress to the full Course or its individual Units within same.

The following diagrams show other SQA Courses and Awards at National 2 which could provide opportunities for increasing breadth and depth of learning in subjects which have a craftwork focus at SCQF level 2.

Further details about these Courses and Awards can be found on the SQA website.



Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured progression involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

Relationships between National 3 and National 2 Units

Some National 3 Units can substitute for the National 2 Units, and so contribute to the Course Award.

The table below shows the relationships between National 3 and National 2 Units.

National 2 Unit Title	Substitute Unit from National 3
Practical Craft Skills: Working with Craft Tools — an Introduction	Working with Tools
Practical Craft Skills: Working with Materials	Working with Materials
Practical Craft Skills: Making a Craftwork Item	Making an Item
Practical Craft Skills: Making a Craftwork Item	Fashion and Textile Technology: Fashion/Textile Item Development
Practical Craft Skills: Making a Craftwork Item	Fashion and Textile Technology: Fashion and Textile Choices

Alternatively a National 3 Unit may provide some evidence which can be used for a National 2 Unit but cannot be a substitute for it. Where this occurs, teachers/lecturers should refer to the Outcomes and Assessment Standards of the National 2 Unit to determine what additional evidence is required.

Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching which can be used for any of the component Units within the Course.

Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge learners.

The skills-based focus of the Course readily lends itself to a variety of approaches to learning and teaching which reflect those used within broad general education and the values and principles of Curriculum for Excellence.

Learning should, where possible, be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

The distribution of time between the various Units is a matter of professional judgement and is entirely at the discretion of the Centre. Each Unit is likely to require an approximately equal time allocation, although this may depend on the learners' prior learning in the different topic areas, learning and teaching methods adopted and the design of the Course.

Sequencing and integration of Units

The timing and sequencing of the delivery and assessment of the Units is at the discretion of the Centre. However, learning and teaching approaches which provide opportunities to integrate skills wherever possible are suggested.

The Units can be taken as part of a cluster of Units within the Course framework. All Units are mandatory, and can be delivered and assessed in an integrated way within the Course.

Learners may choose to develop their skills in one specific area of craft activity, or to develop skills across a range of craft skills. It is therefore suggested that the outcomes for the *Practical Craft Skills: Working with Craft Tools — an Introduction* Unit and the *Practical Craft Skills: Working with Materials* Unit could be combined to provide a cohesive and progressive study pathway for learners which allows integration of learning and teaching, and avoids over-assessment of the Unit Outcomes.

Learners also have the opportunity to take Units independently, and therefore Centres can combine Units to suit individual learner needs (for example, linking to other curriculum areas) and/or delivery patterns within the centre.

This flexibility means that study programmes can be developed which provide a pathway for each learner to focus on their particular strengths and interests, and to work with others and/or on individual activity as appropriate, and which allows integration of Units in respect of learning, teaching and assessment.

This not only allows personalisation and choice for the learner but also allows the Centre to develop, deliver and record each learner's progression and achievement through the Course.

When developing the approach to learning, teaching and assessment for each Outcome, it is suggested that teachers/lecturers consider the following issues:

- ◆ the range of craft skills, tools, equipment and materials available to the centre
- ◆ the resources available to the centre
- ◆ the extent to which cross-curriculum and/or interdisciplinary working can be offered (for example, across creative arts, performance arts)
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

The following examples provide illustrations of how possible learning pathways might be developed:

Indicative study programme 1 — completion of National 2 Practical Craft Skills Course:

Focus on working with wood

Unit title	Unit Outcomes	Example of learning activity
Practical Craft Skills: Working with Craft Tools — an Introduction	1 Recognise a range of tools, equipment and common materials associated with craft work	The learner develops skills in using a range of tools/equipment associated with wood work — for example, hammer, chisel, electric saw, nailgun
	2 Use a range of tools and equipment	The learner works with a range of common materials associated with wood work — for example, timber, nails, screws
Practical Craft Skills: Working with Materials	1 Work with a range of common materials	The learner tidies up personal work area/safely stores work/returns excess and/or unused materials to store
	2 Demonstrate an understanding of the need to use materials efficiently	
Practical Craft Skills: Making a Craftwork Item	1 Prepare to make a craftwork item to a given standard and for a given purpose	The learner chooses to make a picture frame which involves: <ul style="list-style-type: none"> ◆ selecting appropriate tools/equipment/materials ◆ using selected tools/equipment/

	<p>2 Make a craftwork item to a given standard and for a given purpose</p> <p>3 Demonstrate an understanding of the need to use materials efficiently</p>	<ul style="list-style-type: none"> ◆ materials correctly ◆ following a pattern/instructions from teacher/lecturer ◆ following safety procedures for using equipment ◆ producing a finished picture frame ◆ tidying up personal work area/safely storing work/returning excess and/or unused materials to store <p>Note: This Unit could be linked to activities in other Units at National 2, for example:</p> <ul style="list-style-type: none"> ◆ Developing Skills in Creative Arts ◆ Working with Textiles ◆ Creating Materials for Display ◆ Creating Materials for Performance
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Indicative study programme 1 — completion of National 2 Practical Craft Skills Course:

Focus on working with textiles

Unit title	Unit Outcomes	Example of learning activity
Practical Craft Skills: Working with Craft Tools: An Introduction	1 Recognise a range of tools, equipment and common materials associated with craft work	The learner develops skills in using a range of tools/equipment associated with textiles — for example, scissors, needles, pins, sewing machine
	2 Use a range of tools and equipment	The learner works with a range of common materials associated with textiles — for example, fabrics, thread, buttons The learner tidies up personal work area/safely stores work/returns excess and/or unused materials to store
Practical Craft Skills: Working with Materials	1 Work with a range of common materials	
	2 Demonstrate an understanding of the need to use materials efficiently	
Practical Craft Skills: Making a Craftwork Item	1 Prepare to make a craftwork item to a given standard and for a given purpose	<p>The learner chooses to make an apron which involves:</p> <ul style="list-style-type: none"> ◆ selecting appropriate tools/equipment/materials ◆ using selected tools/equipment/materials correctly ◆ following a pattern/instructions from teacher/lecturer ◆ follows safety procedures for using equipment ◆ producing a finished apron <p>Note: This Unit could be linked to activities in other Units at National 2, for example:</p> <ul style="list-style-type: none"> ◆ Developing Skills in Creative Arts ◆ Working with Textiles ◆ Creating Materials for Display ◆ Creating Materials for Performance
	2 Make a craftwork item to a given standard and for a given purpose	
	3 Demonstrate an understanding of the need to use materials efficiently	

Further advice about integration of approaches to learning and teaching, assessment and gathering evidence for the Outcomes is provided in the appropriate *Unit Support Notes*.

Possible approaches to learning and teaching

It is important that learners have the opportunity to explore a range of craft activities, and are provided with the opportunity to practice their skills in different contexts. Teachers/lecturers should also ensure that opportunities for assessment and feedback to learners are provided within the learning and teaching activities.

Learning about Scotland and Scottish culture will enrich the learner's learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should do this.

A supportive learning environment is recommended to enable a learner to achieve the best they can. This includes learning and teaching approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to craft activities
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for craft work
- ◆ thematic or interdisciplinary approaches which build on the relationship between craft work and other curriculum areas such as creative arts, numeracy, performance arts, technology
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the craft activity involved
- ◆ whole centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out craft activities; learners could be asked to work in pairs or groups
- ◆ learning through discovery, for example finding out what craft work can be produced by using different techniques, processes and materials
- ◆ using 'real-life' and/or simulated environments to provide contexts for craft activities
- ◆ participating in drama/role-playing activities
- ◆ project/theme-based/interdisciplinary learning to apply craft skills to activities in other subject areas (for example, creating stage sets to be used in the end-of-session concert)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ attending performances/shows/events/exhibitions (formal/informal, within the centre and/or within the community)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for craft activities (for example Scottish celebrations and events, religious festivals and events)
- ◆ the use of external speakers (for example demonstrations, practical workshops, review of learners' work)
- ◆ using visual media (including film, DVD) to help learners visualise contexts for learning
- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)

- ◆ using ICT and other technologies in craft-related contexts (including web-based research, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of the above approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real-life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Cross-curriculum working

Opportunities for cross-curriculum working which can provide a framework for the development of integrated approaches to learning teaching and assessment could also be considered. For example, learners could be involved in scheduled events which take place across the teaching year, which might include:

- ◆ seasonal fairs
- ◆ seasonal celebrations
- ◆ coffee mornings
- ◆ shows and concerts
- ◆ fund raising
- ◆ tuck shops
- ◆ other events

The range of contexts for learners to develop and practice their skills in association with these events could include:

Craft activity	Links to other curriculum areas
Producing work for sale within the Centre: practical items made from wood/metal/glass/textiles/other materials as appropriate	Business Enterprise Numeracy
Producing work for use within the Centre: practical items made from wood/metal/glass/textiles/other materials as appropriate	Creative Arts Food Performance Arts
Producing work for use within the community: practical items made from wood/metal/glass/textiles/other materials as appropriate	Community events, projects, clubs
Extra-curricular activities	Within the Centre Within the community

Examples of learning and teaching contexts that could be used for the Units in this Course can be found in the *Unit Support Notes*.

Developing skills for learning, skills for life and skills for work

The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Course where there are appropriate opportunities.

Throughout this Course, there are significant opportunities to develop the following skills for learning, skills for life and skills for work:

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
1 Literacy	
<p>1.3 Listening and talking Listening is the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communications as appropriate.</p> <p>Talking is the ability to communicate orally ideas, opinions and information for a purpose and within a context.</p>	<p>The Course provides opportunities for teacher/lecturer — learner interaction, in terms of explaining the activity, inviting and answering questions, and eliciting from the learner the reasons for their choices and how they are developing their work.</p> <p>There are also opportunities for interaction with others through collaborative activities which could require input from others, or, alternatively, provide opportunities for others to comment on the learner's progress, and vice versa.</p>
2 Numeracy	
<p>2.2 Money, time and measurement Solve practical problems in a variety of contexts using relevant units and suitable instruments, and to appropriate degrees of accuracy.</p>	<p>Learners have opportunities to participate in craft activities which require them to measure and mark materials using appropriate instruments.</p>
5 Thinking skills	
<p>5.3 Applying The ability to use existing information to solve a problem in a different context; to plan, organise and complete a task.</p>	<p>Learners can apply the skills and knowledge they have developed by undertaking practical craft activities in different contexts provided by the Units.</p> <p>This could include the learner observing/reviewing the work of others and applying new ideas/skills to their own work.</p>
<p>5.5 Creating The ability to make, write, say or do something new.</p>	<p>Learners can apply their skills and knowledge to produce original craft work.</p> <p>This could include the learner choosing a craft activity and selecting and using tools/equipment/materials to produce a craft item.</p>

There will be opportunities to use other skills for learning, skills for life and skills for work throughout this Course. Where this happens, teachers/lecturers should ensure that learners are aware of this and work with them to develop these as well. This might include the following:

3 Health and wellbeing

3.5 Relationships

Opportunities to build the learner's social and working relationships, allowing them to practice their interpersonal skills, can be provided through collaborative craft activities.

4 Employability, enterprise and citizenship

4.2 Information and communication technology (ICT)

Learners can be provided with opportunities to use ICT systems, for example using the internet safely to find information to inform their craft activities.

4.3 Working with others

Craft activities can be devised which provide opportunities for learners to develop skills in working with others, which can include activities which require working co-operatively in the use of resources, sharing resources, and encouraging consideration of other learners' work and skills.

Approaches to assessment

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure that they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

Assessment strategies and methods

There may be opportunities in the day-to-day delivery of the Units in the Course to gather evidence which satisfies a number of Units, a Unit or part of a Unit. This is naturally occurring evidence and teachers/lecturers are encouraged to record this where possible.

It is anticipated that assessment will be integrated with the approaches to learning and teaching adopted for the Units in the Course. Centres are therefore encouraged to consider at the outset the approaches to be adopted for assessment and the gathering of evidence for each Outcome.

Suggested approaches to assessment for any of the component Units could include:

- ◆ observation during practical activities (using an observational checklist, visual recording, photography or equivalent to capture evidence)
- ◆ peer assessment during and on completion of activities (including peer example, support and review)
- ◆ oral questioning during and on completion of activities (using a recording or transcript as evidence)
- ◆ learning and teaching activities which produce naturally occurring opportunities for assessment (eg demonstration of skills, knowledge and understanding during the learning process)
- ◆ visual recording or photographing the learner's activities (both within and outwith the centre)
- ◆ using a project/extended activity to assess a range of Outcomes or Units
- ◆ identifying opportunities for assessment within 'real world' activities and events (eg coffee mornings/seasonal fairs/seasonal celebrations/other events)
- ◆ identifying opportunities for assessment within extra-curricular activities both within the centre (for example, school clubs) and within the community (for example, voluntary organisations, clubs)
- ◆ integrating assessment across curriculum areas (eg a topic being studied in history could provide the context for craft-related activities)
- ◆ incorporating review by others into assessment and feedback (eg involvement of external specialists, other subject specialists if cross-subject working is involved)
- ◆ completion of a finished item

It is recommended that centres adopt an approach to assessment which avoids duplication across the learner's journey, but which also allows the learner to demonstrate their best work.

Centres are also encouraged to consider the timing, duration and location of assessment activities to increase the flexibility of approaches to, and the range of opportunities for, assessment. Teachers/lecturers could also foster a common understanding of assessment and ensure consistency of approach by sharing standards and moderation across their centre.

Authentication

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Combining assessment across Units

Gathering evidence

One approach to gathering evidence might involve creating a folio or workbook for each Unit or, alternatively, the learner could compile one folio or workbook which encompasses all work for all Units, provided evidence of completion of all Unit Outcomes is contained within the folio or workbook. This might be an appropriate approach where the learner chooses to develop a theme across all Units. Further advice about integration of outcomes is provided in the *Unit Support Notes*.

The folio or similar method of collating evidence could comprise:

- ◆ written evidence (responses to quizzes, discrete tests)
- ◆ oral evidence from discussions between the teacher/lecturer and the learner, or between learners (this approach may be particularly useful to confirm understanding or to gather evidence from a learner whose written ability is limited)
- ◆ observation notes/checklists used during group or collaborative activities
- ◆ workbooks or jotters which show a collection of evidence generated during day-to-day teaching and learning activities
- ◆ computer generated assessment records (including printouts from simulations or digital activities)
- ◆ photographs of project (including development of ideas, experimentation with tools/equipment/materials)
- ◆ computer-generated graphics
- ◆ a record of decisions taken about the work (compiled by the learner)
- ◆ a learner record (completed by the teacher/lecturer)
- ◆ photographs to record milestone achievement
- ◆ diagrams, illustrations and/or sketches

- ◆ visual recordings of practical activities
- ◆ learner responses to prompt questions before, during and on completion of activities
- ◆ reviews by others (including peer review, involvement of external specialists, other subject specialists if interdisciplinary working is involved)
- ◆ practical work (which need not include finished work as long as there is satisfactory visual evidence of the learner's personal work)

Evidence may be recorded in any form appropriate to the activity involved which can include: orally, in writing, electronically, on tape or film. Each learner's attainment must be recorded and evidence held to allow a final judgement of performance to be made against the specifications of assessment of a Unit or the Course. This means that the learner/teacher/lecturer must ensure that records of work are complete, relevant and available.

It is important that teachers/lecturers keep accurate records of their assessments to meet assessment standards and to support learners by:

- ◆ informing them of their progress
- ◆ identifying where further consolidation is required
- ◆ ensuring that the Unit and Course requirements and all aspects of assessment are fulfilled
- ◆ providing feedback on the effectiveness of teaching

Guidance on approaches to assessment and gathering evidence for the Units within the Course can be found in the *Unit Support Notes*.

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials which reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels, and learners should be given as much support as they need to engage with learning, teaching and assessment activities while maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ practical helpers under direct learner instruction could assist with practical activities
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT and other assistive technologies

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Course Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements section of SQA's website:

www.sqa.org.uk/sqa/14977.html.

Appendix 1: Suggested resources

Suggested organisation <i>(all available via the internet)</i>	Possible resources and/or support materials
BBC Schools: Learning Zone Websites for 11-16 year olds	Range of learning and teaching resources including creative activities packages, virtual tours
Channel 4 (learning website)	Range of learning and teaching resources including teacher packs and learner activities
Guardian newspaper (learnthings website)	Range of learning and teaching resources, including activities, assessment and teacher packs
Khan Academy	Range of educational videos
Learning and Teaching Scotland	Range of learning resources across all Curriculum for Excellence curriculum areas
Royal Commission on the Ancient and Historical Museums of Scotland (scran website)	Library of images and media from museums, galleries, archives and the media
Schoolzone Educational Intelligence	Website offering a 'one-stop' service for teachers by providing details of wide range of web-based resources
Sewing and Craft Alliance (sewing.org website)	Range of free resources relating to sewing and craft projects from beginners upwards
Tate Museum: learning for schools	Range of free resources for teachers, including activities, games, virtual tours of exhibits/curios

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)

Administrative information

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History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Practical Craft Skills: Working with Craft Tools: An Introduction (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Practical Craft Skills: Working with Craft Tools: an Introduction* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The *Practical Craft Skills: Working with Craft Tools: an Introduction* (National 2) Unit is a mandatory Unit in the National 2 Practical Craft Skills Course. The *Practical Craft Skills: Working with Craft Tools: an Introduction* (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to develop the learner's knowledge of the range of tools and equipment available and their uses in working with common materials (which can include wood, metal, plastics, glass, textiles or clay). This includes measuring and marking out as well as preliminary cutting and adapting of materials. The learner will also develop an appreciation of the value of tools and equipment generally, and the importance of using tools and equipment appropriately. This will include developing an understanding of the need for safe working practices in a working environment and the efficient use of tools and materials in a practical crafts context.

Learners who complete this Unit will be able to:

- 1 Recognise a range of tools, equipment and common materials associated with craft work
- 2 Use a range of tools and equipment

In addition, the following skills for learning, skills for life and skills for work will be developed: literacy, numeracy and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in creative arts, crafts or related areas at SQCF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Practical Craft Skills *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units within the National 2 Practical Craft Skills Course
- ◆ the National 2 Creative Arts Course
- ◆ the National 2 Performance Arts Course
- ◆ the National 2 Science and Environment Course
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible it is important that learners have the opportunity to experience a range of practical craft activities, and that opportunities for assessment and feedback to learners are provided within the learning and teaching activities.

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to craft activities
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for craft work
- ◆ thematic or interdisciplinary approaches which build on the relationship between craft work and other curriculum areas such as creative arts, numeracy, performance arts, technology
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the craft activity involved
- ◆ whole centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out craft activities; learners could be asked to work in pairs or in groups
- ◆ learning through discovery, for example, finding out what craft work can be produced by using different techniques, processes and materials
- ◆ using 'real-life' and/or simulated environments to provide contexts for craft activities
- ◆ participating in drama/role-play activities
- ◆ project/theme-based/interdisciplinary learning to apply craft skills to activities in other subject areas (for example, creating a picture frame for a painting produced in creative arts)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ attending performances/shows/events/exhibitions (formal/informal, within the centre and/or in the community)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for craft activities (for example, Scottish celebrations and events, religious festivals and events)
- ◆ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)
- ◆ using visual media (including film, DVD, internet sources) to help learners visualise contexts for learning

- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- ◆ using ICT and other technologies in craft-related contexts (including web-based research, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ links to enterprise activities (for example, setting up a small company to produce items for sale)
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of the above approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real-life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to understand how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for craft activity are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Integrated Outcomes approach — working with wood

<p>Outcome 1: <i>The learner will recognise a range of tools, equipment and common materials associated with craft work</i></p> <p>and:</p> <p>Outcome 2: <i>Use a range of tools and equipment by:</i></p>		
Assessment Standard	Explanation of Standard	Example of learning activity
1.1 Identifying tools and stating how they are used	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ correctly identify a range of tools and state the purpose for which the identified tools are used ◆ correctly identify a range of equipment and state the purpose for which the identified equipment is used ◆ identify a range of common materials and state the main characteristics of the identified materials ◆ correctly match tools and equipment with common materials ◆ participate in a craft activity ◆ select the tools and equipment to be used for the chosen craft activity 	<p>The learner explores a range of tools and equipment including how and when they are used</p> <p>The learner explores a range of common materials and their characteristics which can include:</p> <ul style="list-style-type: none"> ◆ texture ◆ shape ◆ colour ◆ size
1.2 Identifying equipment and stating how it is used		
1.3 Identifying common materials and stating their main characteristics		
1.4 Correctly matching tools, equipment and common materials		
2.1 Choosing tools and equipment appropriate to the craft activity	<ul style="list-style-type: none"> ◆ use the selected tools and equipment to work with common materials as directed and as appropriate to the craft activity ◆ follow instructions for safe working appropriate to the working environment and the craft activity ◆ follow instructions for storing the selected tools and equipment during and on completion of the craft activity as appropriate <p>The teacher or lecturer can offer the learner guidance on an appropriate range of tools, equipment and materials as it would be reasonable to ensure that the teacher or lecturer has some expertise and resources are available to enable the learner to successfully meet the</p>	<p>The learner joins four pieces of wood together to form a frame which involves:</p> <ul style="list-style-type: none"> ◆ selecting the timber to be used ◆ marking out the timber to the length(s) required ◆ cutting the selected timber to length ◆ using appropriate tools and equipment to join the timber together ◆ following instructions for using equipment safely and
2.2 Using tools and equipment to measure, mark, cut or adapt common materials		
2.3 Using tools and equipment in accordance with safe working practices appropriate to the working environment and craft activity		
2.4 Storing tools safely during and after use		

	<p>Assessment Standards.</p> <p>The teacher or lecturer can determine an appropriate craft activity, ensuring it is one where the teacher or lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher or lecturer can negotiate appropriate tools and equipment with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p> <p>The craft activity may include an item of finished work.</p>	<p>correctly</p> <ul style="list-style-type: none"> ◆ using tools safely in their personal working environment ◆ returning tools to correct storage during and on completion of the craft activity
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Illustration 2: Integrated Outcomes approach — working with textiles

<p>Outcome 1: <i>The learner will recognise a range of tools, equipment and common materials associated with craft work</i></p> <p>and:</p> <p>Outcome 2: <i>Use a range of simple tools and equipment by:</i></p>			
Assessment Standard	Explanation of Standard	Example of learning activity	
1.1 Identifying tools and stating how they are used	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ correctly identify a range of tools and state the purpose for which the identified tools are used ◆ correctly identify a range of equipment and state the purpose for which the identified equipment is used 	<p>The learner explores a range of tools and equipment including how and when they are used</p>	
1.2 Identifying equipment and stating how it is used		<p>The learner explores a range of common materials and their main characteristics which can include:</p> <ul style="list-style-type: none"> ◆ texture ◆ shape ◆ colour ◆ size 	
1.3 Identifying common materials and stating their main characteristics	<ul style="list-style-type: none"> ◆ identify a range of common materials and state the main characteristics of the identified materials ◆ correctly match tools and equipment with common materials 	<p>The learner joins two pieces of fabric together to form a cushion which involves:</p>	
1.4 Correctly matching tools, equipment and common materials			<ul style="list-style-type: none"> ◆ participate in a craft activity ◆ select the tools and equipment to be used for the chosen craft activity
2.1 Choosing tools and equipment appropriate to the craft activity	<ul style="list-style-type: none"> ◆ use the selected tools and equipment to work with common materials as directed and as appropriate to the craft activity ◆ follow instructions for safe working appropriate to the working environment and the craft activity ◆ follow instructions for storing the selected tools and equipment during and on completion of the craft activity as appropriate 	<ul style="list-style-type: none"> ◆ marking and cutting two given shapes from a piece of fabric ◆ pinning the fabric shapes together ◆ sewing the pinned work (by hand, using a sewing machine) 	
2.2 Using tools and equipment to measure, mark, cut and adapt common materials			<ul style="list-style-type: none"> ◆ following instructions for using equipment safely and correctly
2.3 Using tools and equipment in accordance with safe working practices appropriate to the working environment and craft activity			<ul style="list-style-type: none"> ◆ using appropriate materials to stuff the pillow ◆ returning pins, needles to a secure container once the fabric shapes are sewn
2.4 Storing tools safely during and after use	<p>The teacher or lecturer can offer the learner guidance on an appropriate range of tools, equipment and materials as it would be reasonable to ensure that the teacher or lecturer has some expertise and resources are available to enable the learner to successfully meet the</p>		

	<p>Assessment Standards.</p> <p>The teacher or lecturer can determine an appropriate craft activity, ensuring it is one where the teacher or lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher or lecturer can negotiate appropriate tools and equipment with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p> <p>The craft activity may include an item of finished work.</p>	<p>together and the pillow has been completed</p>
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Note: This Unit could also be linked to activities in other National 2 Units as follows:

- ◆ Creating Materials for Display
- ◆ Creating Materials for Performance
- ◆ Practical Craft Skills: Working with Materials
- ◆ Working with Textiles

Further information can be found in the appropriate *Unit Support Notes*.

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages and this could be provided as part of the ongoing assessment process to inform learning.

It is therefore recommended that teachers or lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Centres are also encouraged to be flexible in selecting from a range of assessment strategies to allow learners to demonstrate their best work and remove barriers to assessment and attainment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification*. Teachers or lecturers are encouraged to record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ Observation by the teacher or lecturer
- ◆ Visual recording of the learner's activities
- ◆ Using photographs to record milestone achievements
- ◆ Using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes*.

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher/lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit

This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount of time set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers or lecturers consider the following issues when developing their approach to learning, teaching and assessment:

- ◆ the range of craft skills, tools, equipment and materials available to the centre
- ◆ the resources available to the centre
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

A combined approach to assessment is recommended because it has the potential to:

- ◆ enrich the assessment process for both learners and teachers or lecturers
- ◆ avoid duplication and allow more time for learning
- ◆ be cost-effective
- ◆ allow centres to manage the assessment process more efficiently

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved.

Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ the use of specialised and adapted equipment
- ◆ practical support provided by the teacher, lecturer or others involved in the delivery of learning, teaching and assessment activities

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: April 2012 (version 1.0)

Superclass: XA

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Practical Craft Skills: Working with Materials (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on the approaches to delivering and assessing the *Practical Craft Skills: Working with Materials* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The *Practical Craft Skills: Working with Materials* (National 2) Unit is a mandatory Unit in the National 2 Practical Craft Skills Course. The *Practical Craft Skills: Working with Materials* (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to develop the learner's skills in working with different common materials (which can include wood, metal, plastics, glass, textiles, or clay). These can be used separately or in combination. The learner will focus on developing skills such as cutting and adapting materials, as well as fixing and, where appropriate, jointing techniques. This can include the production of finished items.

The learner will also develop an appreciation of the value of materials generally and an awareness of sustainability and recycling issues relating to common materials, including the importance of using materials efficiently. The learner will develop an understanding of the need for safe working practices in a working environment and of the need for the efficient use of tools and materials in a practical crafts context.

Learners who complete this Unit will be able to:

- 1 Work with a range of common materials
- 2 Demonstrate an understanding of the need to use common materials efficiently

In addition, the following skills for learning, skills for life and skills for work will be developed: literacy, numeracy and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in creative arts, crafts or related areas at SQCF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Practical Craft Skills *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units within the National 2 Practical Craft Skills Course
- ◆ the National 2 Creative Arts Course
- ◆ the National 2 Performance Arts Course
- ◆ the National 2 Science and Environment Course
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible it is important that learners have the opportunity to experience a range of practical craft activities, and that opportunities for assessment and feedback to learners are provided within the learning and teaching activities.

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to craft activities
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for craft work
- ◆ thematic or interdisciplinary approaches which build on the relationship between craft work and other curriculum areas such as creative arts, numeracy, performance arts, technology
- ◆ using probing questions/statements which ask learners to explain their thinking and their approach(es) to the craft activity involved
- ◆ whole centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out craft activities; learners could be asked to work in pairs or in groups
- ◆ learning through discovery, for example, finding out what craft work can be produced by using different techniques, processes and materials
- ◆ using 'real-life' and/or simulated environments to provide contexts for craft activities
- ◆ participating in drama and/or role-play activities
- ◆ project, theme-based or interdisciplinary learning to apply craft skills to activities in other subject areas (for example, creating a picture frame for a painting produced in creative arts)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ attending performances, shows, events or exhibitions (formal or informal, within the centre and/or in the community)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for craft activities (for example, Scottish celebrations and events, religious festivals and events)
- ◆ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)
- ◆ using visual media (including film, DVD, internet sources) to help learners visualise contexts for learning

- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- ◆ using ICT and other technologies in craft-related contexts (including web-based research, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ links to enterprise activities (for example, setting up a small company to produce items for sale)
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real-life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of helping learners to see how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for craft activity are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Integrated Outcomes approach — working with wood

<p>Outcome 1: <i>The learner will work with a range of common materials and:</i></p> <p>Outcome 2: <i>Demonstrate an understanding of the need to use common materials efficiently by:</i></p>		
Assessment Standard	Explanation of Standard	Example of learning activity
1.5 Choosing materials appropriate to the craftwork activity	The learner has the opportunity to:	The learner is directed to make a wooden box.
1.6 Choosing tools and/or equipment appropriate to the materials and craftwork activity	<ul style="list-style-type: none"> ◆ participate in a craftwork activity ◆ select the tools and/or equipment to be used for the craftwork activity ◆ select the materials and correctly prepare the materials to be used in the craftwork activity ◆ use the selected tools and/or equipment to work with the prepared common materials as directed and as appropriate to the craftwork activity 	The learner works with tools, equipment and materials which involves:
1.7 Preparing materials correctly including cutting and adapting		<ul style="list-style-type: none"> ◆ choosing the type of wood (colour, texture, finished or for finishing) ◆ measuring, marking and cutting six squares of timber (either manually or electrically)
1.8 Using tools and/or equipment correctly and safely to cut, adapt, fix and/or joint materials	The teacher/lecturer can determine an appropriate craftwork activity, ensuring it is one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.	<ul style="list-style-type: none"> ◆ joining together the cut pieces of wood correctly to form a simple box (sides and base) ◆ sanding the exposed edges of the box to ensure a smooth finish
2.1 Tidying up personal work area during period of craftwork activity as well as on completion	This can include the production of finished items.	<ul style="list-style-type: none"> ◆ sanding the exposed edges of the final piece of timber (lid) to ensure a smooth finish
2.2 Safely storing craftwork item during period of craftwork activity as well as on completion	The teacher/lecturer can negotiate appropriate tools, equipment and materials with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	<ul style="list-style-type: none"> ◆ fixing hinges to the final piece of timber and attaching this to one side of the box to form the lid ◆ applying varnish to the finished box
2.3 Returning to storage excess and/or unused materials during	It is suggested that Outcomes 1 and 2 could also be integrated with the Outcomes in the <i>Practical Craft Skills: Working with Craft Tools: an Introduction Unit</i>	

<p>period of craftwork activity as well as on completion</p> <p>2.4 Explaining reasons for storing excess and/or unused materials</p>		<p>The learner cleans up their work area by:</p> <ul style="list-style-type: none"> ◆ cleaning away dust and other debris generated by the craftwork activity ◆ taking their work to a designated storage area ◆ taking any excess and/or unused materials related to the craftwork activity to the designated storage area ◆ explaining that materials are expensive and bits left over can be used by others; throwing away materials is wasting money <p>NB: Cleaning up the work area should take place at the end of each period of craftwork activity and on completion of the craftwork item.</p>
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Illustration 2: Integrated Outcomes approach — working with textiles

<p>Outcome 1: <i>The learner will work with a range of common materials and:</i></p> <p>Outcome 2: <i>Demonstrate an understanding of the need to use common materials efficiently by:</i></p>		
Assessment Standard	Explanation of Standard	Example of learning activity
1.1 Choosing materials appropriate to the craftwork activity	The learner has the opportunity to:	The learner is directed to make a pillow case
1.2 Choosing tools and/or equipment appropriate to the materials and craftwork activity	<ul style="list-style-type: none"> ◆ participate in a craftwork activity ◆ select the tools and/or equipment to be used for the craftwork activity ◆ select the materials and correctly prepare the materials to be used in the craftwork activity ◆ use the selected tools and/or equipment to work with the prepared common materials as directed and as appropriate to the craftwork activity 	The learner works with tools, equipment and materials which involves:
1.3 Preparing materials correctly including cutting and adapting		<ul style="list-style-type: none"> ◆ choosing the fabric to be used (colour, texture) ◆ measuring, marking and cutting out two pieces from the chosen fabric appropriate to the size of pillow to be made
1.4 Using tools and/or equipment correctly and safely to cut, adapt, fix and/or joint materials	The teacher/lecturer can determine an appropriate craftwork activity, ensuring it is one where the teacher/lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.	<ul style="list-style-type: none"> ◆ pinning the two pieces together ◆ sewing the two pieces together on three sides following the pins as a guide for the stitching (either by hand or using a machine)
2.1 Tidying up personal work area during period of craftwork activity as well as on completion	This can include the production of finished items. The teacher/lecturer can negotiate appropriate tools, equipment and materials with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	<ul style="list-style-type: none"> ◆ forming a hem on the open side ◆ ironing on transfers or letters to personalise the pillowcase
2.2 Safely storing craftwork item during period of craftwork activity as well as on completion	The teacher/lecturer can negotiate appropriate tools, equipment and materials with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	The learner cleans up their work area by:
2.3 Returning to storage excess and/or unused materials during	It is suggested that Outcomes 1 and 2 could also be integrated with the Outcomes in the <i>Practical Craft Skills: Working with Craft Tools: an Introduction Unit</i>	<ul style="list-style-type: none"> ◆ cleaning away dust and other debris generated by the craftwork activity ◆ taking their work to a designated storage area

<p>period of craftwork activity as well as on completion</p> <p>2.4 Explaining reasons for storing excess and/or unused materials</p>		<ul style="list-style-type: none"> ◆ taking any excess and/or unused materials related to the craftwork activity to the designated storage area ◆ explaining that materials are expensive and bits left over can be used by others; throwing away materials is wasting money <p>NB: Cleaning up the work area should take place at the end of each period of craftwork activity and on completion of the craftwork item.</p>
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Note: This Unit could also be linked to activities in other National 2 Units as follows:

- ◆ Creating Materials for Display
- ◆ Creating Materials for Performance
- ◆ Practical Craft Skills: Working with Craft Tools: an Introduction
- ◆ Working with Textiles

Further information can be found in the appropriate *Unit Support Notes*.

It is recommended that the evidence for this Unit is collected as a natural part of the learning and teaching. Where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

It is also suggested that assessment forms an integral part of the learning and teaching approach. Learners should receive comment and feedback on their work at appropriate stages, and this could be provided as part of the ongoing assessment process to inform learning.

It is therefore recommended that teachers or lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

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- ◆ observation by the teacher or lecturer
- ◆ visual recording of the learner's activities
- ◆ using photographs to record milestone achievements
- ◆ using simple questions before, during and on completion of activities

Information about approaches to gathering evidence can also be found in the *Course Support Notes*.

It is recommended that all evidence generated by the learner is kept together in a secure place. This can be done by creating a workbook or portfolio for each learner. Where possible, opportunities to collect and share evidence electronically could be used.

Opportunities for extension, remediation and consolidation of skills and knowledge should be built into this Unit. How this is organised will depend on the teacher or lecturer, the needs of the learners and the learning and teaching approach used.

Combining and sequencing learning, teaching and assessment within the Unit

This Unit consists of two Outcomes which can be delivered and assessed in a variety of ways. There is no specific amount set aside for the delivery and assessment of each Outcome, therefore it is suggested that teachers or lecturers consider the following issues when developing their approach to learning, teaching and assessment:

- ◆ the range of craft skills, tools, equipment and materials available to the centre
- ◆ the resources available to the centre
- ◆ the prior experiences and achievements of learners
- ◆ the needs of learners

A combined approach to assessment is recommended because it has the potential to:

- ◆ enrich the assessment process for both learners and teachers or lecturers
- ◆ avoid duplication and allow more time for learning
- ◆ be cost-effective
- ◆ allow centres to manage the assessment process more efficiently

Approaches for combined learning, teaching and assessment of the Unit Outcomes are provided in the 'Learning, teaching and assessment' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Equality and inclusion

Learners should receive as much support as possible so that they can fully demonstrate their achievements. The support provided should also be appropriate for the learner, for the subject area and for the activity involved.

Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ the use of specialised and adapted equipment
- ◆ practical support provided by the teacher/lecturer/others involved in the delivery of learning, teaching and assessment activities

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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Administrative information

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History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Practical Craft Skills: Making a Craftwork Item (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Practical Craft Skills: Making a Craftwork Item* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the Unit Specification
- ◆ the Course Specification
- ◆ the Course Support Notes
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The *Practical Craft Skills: Making a Craftwork Item* (National 2) Unit is a mandatory Unit in the National 2 Practical Craft Skills Course. The *Practical Craft Skills: Making a Craftwork Item* (National 2) Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to provide an opportunity for the learner to manufacture a craft item to a given standard and for a given purpose, including the selection of appropriate tools, equipment and materials, and using media and technology as appropriate within the production process. If appropriate, basic finishes may be applied to the finished item.

The item can be entirely of one material or alternatively, can be made of a combination of materials. Any suitable materials can be used (which can include wood, metal, plastics, glass, textiles or clay). The learner will develop an understanding of the need for safe working practices in a working environment and of the need for the efficient use of tools and materials in a practical crafts context.

Learners who complete this Unit will be able to:

- 1 Prepare to make a craftwork item to a given standard and for a given purpose
- 2 Make a craftwork item to a given standard and for a given purpose
- 3 Demonstrate an understanding of the need to use materials efficiently

In addition, the following skills for learning, skills for life and skills for work will be developed: literacy, numeracy and thinking skills.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in creative arts, crafts or related areas at SQCF level 1.

This qualification may also be suitable for adult returners. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Practical Craft Skills *Course Support Notes*.

If the Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge and understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units within the National 2 Practical Craft Skills Course
- ◆ the National 2 Creative Arts Course
- ◆ the National 2 Performance Arts Course
- ◆ the National 2 Science and Environment Course
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3

The skills, knowledge and understanding developed in this Unit could support progression in other curriculum areas as well as life and work contexts. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

This section of the Unit Support Notes provides examples of some approaches to learning, teaching and assessment which could be used.

The *Course Support Notes* provide generic advice on approaches to learning and teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is therefore recommended that the *Course Support Notes* are read before delivering this Unit.

While a range of approaches to learning, teaching and assessment are possible it is important that learners have the opportunity to experience a range of practical craft activities, and that opportunities for assessment and feedback to learners are provided within the learning and teaching activities.

A rich and supportive learning environment is recommended to enable a learner to achieve the best they can. This could include approaches which build on the Curriculum for Excellence experiences and outcomes and which involve:

- ◆ learner-centred activities which provide opportunities for learners to observe, explore and discuss appropriate approaches to craft activities
- ◆ individual and collaborative working which provides learners with the opportunity to share and develop ideas for craft work
- ◆ thematic or interdisciplinary approaches which build on the relationship between craft work and other curriculum areas such as creative arts, numeracy, performance arts, technology
- ◆ using probing questions and/or statements which ask learners to explain their thinking and their approach(es) to the craft activity involved
- ◆ whole centre events such as concerts, seasonal fairs, themed activities
- ◆ collaborative learning to carry out craft activities; learners could be asked to work in pairs or in groups
- ◆ learning through discovery, for example, finding out what craft work can be produced by using different techniques, processes and materials
- ◆ using real-life and/or simulated environments to provide contexts for craft activities
- ◆ participating in drama and/or role-play activities
- ◆ project, theme-based and/or interdisciplinary learning to apply craft skills to activities in other subject areas (for example, creating a picture frame for a painting produced in creative arts)
- ◆ undertaking voluntary work (in the centre and/or in the community)
- ◆ work placement opportunities
- ◆ workshops delivered by subject experts (within the centre and/or external)
- ◆ attending performances, shows, events and/or exhibitions (formal or informal, within the centre and/or in the community)
- ◆ extra-curricular activities
- ◆ using seasonal celebrations as the context for craft activities (for example, Scottish celebrations and events, religious festivals and events)
- ◆ the use of external speakers (for example, demonstrations, practical workshops, review of learners' work)
- ◆ using visual media (including film, DVD, internet sources) to help learners visualise contexts for learning

- ◆ using e-assessment journals and portfolios to keep track of evidence (including recording work in progress)
- ◆ using ICT and other technologies in craft-related contexts (including web-based research, simulations and/or interactive programmes, virtual tours, virtual learning environments)
- ◆ links to enterprise activities (for example, setting up a small company to produce items for sale)
- ◆ other specific opportunities for integrated learning identified and developed within centres themselves

Many of these approaches could involve group work. Group work approaches can be used within Units and across Courses where it is helpful to simulate real-life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that they have met the required Assessment Standards for the Unit or Course.

Engaging learners with practical tasks is a useful way of demonstrating to learners how a new idea relates to their existing knowledge and understanding. It is therefore important that contexts for craft work activity are relevant and meaningful to learners. Learners could be encouraged to undertake regular self-assessment as a means of ascertaining both levels of understanding and of identifying next steps.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables:

Illustration 1: Integrated Outcomes approach — working with wood

<p>Outcome 1: <i>Prepare to make a craftwork item to a given standard and for a given purpose</i> and: Outcome 2: <i>Make a craftwork item to a given standard and for a given purpose by:</i></p>		
Assessment Standard	Explanation of Standard	Example of learning activity
1.1 Choosing tools, equipment, media, technology appropriate to the craftwork item	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ produce a craftwork item ◆ select and use tools, equipment, media or technology appropriate to the craftwork item 	<p>The learner is directed to make a small bedside table which involves:</p> <ul style="list-style-type: none"> ◆ using a simple plan ◆ following instructions from the teacher or lecturer
1.2 Choosing materials appropriate to the craftwork item		
1.3 Showing understanding of the plan and/or design for the craftwork item	<ul style="list-style-type: none"> ◆ work with the plan and/or design for the craftwork item and follow instructions ◆ follow health and safety rules as appropriate and for ensuring their personal safety when using equipment 	<ul style="list-style-type: none"> ◆ choosing, measuring, marking and cutting four lengths of timber for table legs ◆ choosing, measuring, marking and cutting a square of boarding for the table top
2.1 Following given instructions and procedures for the production process		
2.2 Using tools and/or equipment and materials correctly		
2.3 Using media and/or technology correctly	<p>The teacher or lecturer can determine an appropriate craftwork item, ensuring it is one where the teacher or lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.</p> <p>The teacher or lecturer can negotiate the plan and/or design and appropriate tools, equipment, media, technology or materials with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.</p>	<ul style="list-style-type: none"> ◆ using appropriate tools/equipment safely and correctly ◆ fixing the legs to the table top ◆ sanding all timber to remove rough edges
2.4 Following health and safety requirements when using equipment		
2.5 Following rules for personal safety when using equipment		
2.6 Producing a finished craftwork item		
		<ul style="list-style-type: none"> ◆ applying a paint finish to table legs and top ◆ applying

		<p>digitally generated images to the table top as decoration</p> <ul style="list-style-type: none"> ◆ applying varnish to the table top
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Outcome 3: Demonstrate an understanding of the need to use common materials efficiently by:		
Assessment Standard	Explanation of Standard	Example of learner activity
3.1 Tidying up personal work area during a period of craftwork activity as well as on completion	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ maintain a tidy personal work area during and on completion of the craftwork activity ◆ follow instructions for storing the craftwork item during and on completion of the craftwork activity as appropriate ◆ return excess and/or unused materials to a designated storage area ◆ explain why it is important to keep excess and/or unused materials 	<p>The learner cleans up their work area at the end of each period of craftwork activity and when they have completed their table by cleaning away dust and other debris generated.</p>
3.2 Safely storing craftwork item during a period of craftwork activity as well as on completion		<p>The learner takes the table to a designated storage area at the end of each period of craftwork activity and when it is finished.</p>
3.3 Returning to storage excess and/or unused materials to storage during a period of craftwork activity as well as on completion	<p>It is suggested that Outcomes 1, 2 and 3 could be combined with the Outcomes in the <i>Practical Craft Skills: Working with Craft Tools: an Introduction</i> and the <i>Practical Craft Skills: Working with Materials</i> Units to provide a progressive learning experience.</p>	<p>The learner takes any excess and/or unused materials from their table to the designated storage area during the craftwork activity and on completion of the finished table.</p>
3.4 Explaining reasons for storing excess and/or unused materials		<p>The learner explains that materials are expensive, that the bits left over can be used by others and that throwing away materials is wasting money.</p>

Illustration 2: Integrated Outcomes approach — working with textiles

Outcome 1: <i>Prepare to make a craftwork item to a given standard and for a given purpose</i> and: Outcome 2: <i>Make a craftwork item to a given standard and for a given purpose by:</i>			
Assessment Standard	Explanation of Standard	Example of learning activity	
1.1 Choosing tools, equipment, media, technology appropriate to the craftwork item	The learner has the opportunity to: <ul style="list-style-type: none"> ◆ produce a craftwork item ◆ select and use tools, equipment, media or technology appropriate to the craftwork item ◆ select, correctly prepare and use materials appropriate to the craftwork item 	The learner is directed to make a tote bag which involves: <ul style="list-style-type: none"> ◆ using a simple plan ◆ following instructions from the teacher or lecturer ◆ choosing, measuring, marking and cutting appropriate materials to form the bag pieces 	
1.2 Choosing materials appropriate to the craftwork item			<ul style="list-style-type: none"> ◆ work with the plan and/or design for the craftwork item and follow instructions ◆ follow health and safety rules as appropriate and for ensuring their personal safety when using equipment
1.3 Showing understanding of the plan and/or design for the craftwork item			<ul style="list-style-type: none"> ◆ produce a finished craftwork item
2.1 Following given instructions and procedures for the production process	The teacher or lecturer can determine an appropriate craftwork item, ensuring it is one where the teacher or lecturer has some expertise and resources are available to enable the learner to successfully meet the Assessment Standards.	<ul style="list-style-type: none"> ◆ fixing the bag pieces together ◆ fixing a handle(s) to the bag 	
2.2 Using tools and/or equipment and materials correctly	The teacher or lecturer can negotiate the plan, design and appropriate tools, equipment, media, technology or materials with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the Assessment Standards.	<ul style="list-style-type: none"> ◆ using appropriate tools and/or equipment safely and correctly 	
2.3 Using media and/or technology correctly		<ul style="list-style-type: none"> ◆ applying decoration to the bag, for example embroidery, transfers, beading or other trimmings 	
2.4 Following health and safety requirements when using equipment			

2.5	Following rules for personal safety when using equipment		
2.6	Producing a finished craftwork item		

Outcome 3: Demonstrate an understanding of the need to use common materials efficiently by:		
Assessment Standard	Explanation of Standard	Example of learner activity
3.1 Tidying up personal work area during a period of craftwork activity as well as on completion	<p>The learner has the opportunity to:</p> <ul style="list-style-type: none"> ◆ maintain a tidy personal work area during and on completion of the craftwork activity ◆ follow instructions for storing the craftwork item during and on completion of the craftwork activity as appropriate 	The learner cleans up their work area at the end of each period of craftwork activity and when they have completed their table by cleaning away dust and other debris generated.
3.2 Safely storing craftwork item during a period of craftwork activity as well as on completion	<ul style="list-style-type: none"> ◆ return excess and/or unused materials to a designated storage area ◆ explain why it is important to keep excess and/or unused materials 	The learner takes the bag to a designated storage area at the end of each period of craftwork activity and when it is finished.
3.3 Returning to storage excess and/or unused materials during a period of craftwork activity as well as on completion	<p>It is suggested that Outcomes 1, 2 and 3 could be combined with the Outcomes in the <i>Practical Craft Skills: Working with Craft Tools: an Introduction</i> and the <i>Practical Craft Skills: Working with Materials</i> Units to provide a progressive learning experience.</p>	The learner takes any excess and/or unused materials from their bag to the designated storage area during the craftwork activity and on completion of the finished bag.
3.4 Explaining reasons for storing excess and/or unused materials		The learner explains that materials are expensive, that the bits left over can be used by others and that throwing away materials is wasting money.

Note: this Unit could also be linked to activities in other National 2 Units as follows:

- ◆ Creating Materials for Display
- ◆ Creating Materials for Performance
- ◆ Practical Craft Skills: Working With Craft Tools: an Introduction

- ◆ Practical Craft Skills: Working with Materials
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