



Practical Craft Skills: Working with Craft Tools: An Introduction (Alternative Context) National 2

SCQF: level 2 (6 SCQF credit points)

Unit code: HK3X 72

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words “Alternative Context”. There should be at least one year between the delivery of the original Unit and the delivery of the “Alternative Context” version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

Unit outline

The general aim of this Unit is to develop the learner’s knowledge of the range of tools 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 of 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 craftwork
- 2 Use a range of tools and equipment

This Unit is a mandatory Unit of the National 2 Practical Craft Skills Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Recognise a range of tools, equipment and common materials associated with craftwork by:**
 - 1.1 Identifying tools and stating how they are used
 - 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

Outcome 2

The learner will:

- 2 Use a range of tools and equipment by:**
 - 2.1 Choosing tools and equipment appropriate to the craft activity
 - 2.2 Using tools and equipment to measure and/or mark out and/or cut and/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

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

In this Unit, Evidence Requirements are as follows.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

For Outcome 1, evidence is required of the learner's ability to identify and state the purpose of the tools, equipment and common materials associated with craftwork. Evidence is required of the learner's ability to identify and state the main characteristics of common materials associated with craftwork. Evidence is required of the learner's ability to match tools and equipment with the appropriate common materials.

For Outcome 2, evidence is required of the learner's ability to choose and use tools, which may include items of equipment, appropriate to the craftwork activity. Evidence is required of the learner's ability to use tools and equipment to mark out and/or cut and/or adapt common materials as appropriate to the materials being used and the chosen craftwork activity. Evidence is required of the learner's ability to demonstrate

safe and efficient working, and to demonstrate proper care and storage of the tools, which may include items of equipment.

It is expected that learners will receive support to achieve the Outcomes of this Unit. Evidence may take a variety of formats, such as written, oral, or pictorial, and may be gathered using the learner's usual means of communication.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.3 Listening and talking

2 Numeracy

2.2 Money, time and measurement

5 Thinking skills

5.3 Applying

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: May 2017 (version 1.0)

Superclass: XA

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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