



---

## Practical Craft Skills: Working with Materials (Alternative Context) National 2

**SCQF:** level 2 (6 SCQF credit points)

**Unit code:** HK3Y 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 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

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 Work with a range of common materials by:**

- 1.1 Choosing materials appropriate to the craftwork activity
- 1.2 Choosing tools and/or equipment appropriate to the materials and craftwork activity
- 1.3 Preparing materials correctly, including cutting and adapting
- 1.4 Using tools and/or equipment correctly and safely to cut, adapt, fix and/or joint materials

### Outcome 2

The learner will:

#### **2 Demonstrate an understanding of the need to use common materials efficiently by:**

- 2.1 Tidying up personal work area during period of craftwork activity as well as on completion
- 2.2 Safely storing craftwork item during period of craftwork activity as well as on completion
- 2.3 Returning to storage excess and/or unused materials during period of craftwork activity as well as on completion
- 2.4 Explaining reasons for storing excess and/or unused materials

## 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 choose and prepare materials appropriate to the craftwork activity. Evidence is required of the learner's ability to choose tools and/or equipment appropriate to the materials and craftwork activity. Evidence is required of the learner's ability to use tools and/or equipment correctly and safely to cut, adapt, fix and/or joint materials appropriate to the chosen materials and craftwork activity. This can include the production of finished craftwork items.

For Outcome 2, evidence is required of the learner's ability to decide what to do with the materials and then deal with excess and/or unused materials during and on completion of the craftwork activity. Evidence is required of the learner's ability to keep their personal working area tidy during and on completion of the craftwork activity, including safe storage of craftwork items.

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

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

© Scottish Qualifications Authority 2017