

all you need to know.

Sample Portfolio

NCFE Level 2 Certificate in Creative Studies: Craft (601/0043/6)

Unit 04 Produce final craft work (T/505/2776)

Issue 1 September 2017

Contents

Introduction	3
Learner evidence and External Quality Assurer commentary	4
Evidence and Grading Tracker	28

Introduction

The material within this portfolio relates to:

Unit 04 Produce final craft work (T/505/2776)

This portfolio is designed to demonstrate the types of evidence that could be produced for Unit 04 of the NCFE Level 2 Certificate in Creative Studies: Craft. It is designed to provide guidance on how a portfolio could look, rather than being prescriptive.

Evidence may be submitted in a variety of forms. In this example there are written accounts and visual evidence, but the evidence could also be presented in an audio format. Where the learner has provided visual evidence (for example screen grabs, copies of research), this has been clearly annotated to give context as to why it has been included. Each piece of evidence has been presented with the assessment criteria number shown at the top of the page.

This portfolio contains actual evidence from a learner. External Quality Assurer guidance has been provided for each piece of evidence relating to an assessment criterion. The guidance comments on how the evidence meets the assessment criterion and what could be improved to obtain a higher grade.

The suggestions and assessment methods are not exhaustive and Teachers are encouraged to explore other methods which will support the learner to produce the best evidence that they're capable of for the unit. For further advice on the suitability of a particular assessment method, you can refer to the relevant qualification specification or contact your NCFE External Quality Assurer.

It's strongly recommended that each unit is presented and assessed individually to allow accurate judgements about the learner's competence. This will also make it easier to award a grade for the unit. The work must then be internally quality assured and made available for the External Quality Assurer. It's accepted that a piece of evidence may be presented for more than one unit. Where this is the case, the evidence must be clearly mapped to all units and assessment criteria it applies to when presented to the External Quality Assurer. This will enable them to make an accurate judgement about the learner's competence and overall unit grade. We would encourage the use of our Evidence and Grading Tracker document which is available on our website www.ncfe.org.uk, although any method which clearly records the evidence against the assessment criteria may be used.

Learner evidence and External Quality Assurer commentary

Unit 04 Produce final craft work (T/505/2776)

Assessment criterion 1.1 Use ideas developed to create a production plan

Learner evidence:

Plan of Manufacture							
1.1 Use ideas developed to create a production plan							
Job number	Instruction description	Material	Tools/ equipment	Approx. time in mins	Health and Safety Considerations	Quality Control checks	Deadline date
1	Get all of the pine strips that are needed for the project and glue them together to make the shape of the product	Pine wood	Wood glue Sash clamp	10 – 15 minutes	Make sure to not get glue on your fingers and then rub your eyes afterwards	Make sure all of the parts are secure and the glue is hidden from sight	9 th June 2016
2	Then plain and sand the pine sheets until they are smoothed and have a nice look	Pine wood	Sand paper / sander	15 – 20 minutes	Be careful when using the sander or sand paper as you cut catch your skin on it and you could get seriously hurt	Feel the surfaces and make sure they are smooth and look to see if they look smooth	9 th June 2016
3	Then cut the sheets to size and use different wood for allocated sections, the lid and silder will be made from pine, and the partition, cover and base will be made from plywood	Pine wood plywood	Saw	20 – 25 minutes	Be careful and keep your fingers away from the blade of the saw at all times, and when cutting move to the side	Make sure that all of the measurements are correct	14 th June 2016
4	Have the joints routed (lap joint and housing joint)	Pine wood	Router	10 – 15 minutes	Keep your hands away from the blade and make sure you have somebody near that is trained to use it	Make sure the joints are perfectly accurate and not off by even 1 millimetre	14 th June 2016
5	Laser cut a hole in the wood for the speaker to fit in	Pine wood	Laser cutter	5 – 10 minutes	Keep your fingers away from the laser and wear eye protection	Make sure that the area where it will cut is in the middle and the perfect size for the speaker	15 th June 2016
6	Assemble all of the parts and screw them together	Pine wood plywood	Drill Screws Wood glue	15 – 20 minutes	Watch your fingers on the drill and makes sure you don't get any glue on your hands and rub your eyes when you are done	Make sure that all of the parts are sturdy and together and make sure it looks professional	15 th June 2016
7	Make the electronics for your speaker and put it in the hole that you cut out, then put on the lid with the hinge	Electronics	Soldering iron hinge	20 – 25 minutes	You could burn your fingers or hand on the soldering iron, to make sure that this doesn't happen, keep your hand on the soldering iron handle at all times and keep your fingers away from the tip of the iron	Make sure that the soldering is in the correct place and it is not slightly blocking a vital part of the circuit	16 th June 2016
8	The final thing to do is put on the base and the product will be complete	plywood	Wood glue	5 – 10 minutes	Be careful when applying the glue and don't get any on your hands or fingers and rub your eyes afterwards, wash hands after you are done	Make sure that the final product is secure and everything is in the right place	16 th June 2016

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 1.1 Use ideas developed to create a production plan (cont'd)

External Quality Assurer commentary:

In order to achieve a Pass, the learner would have used ideas developed to create a production plan. The plan should be sufficient to identify targets for completion of stages of the work and enable learners to carry out the final craft work. The plan should include information on materials and resources required and likely time schedules.

In order to achieve a Merit grade, the learner would achieve a Pass grade and would additionally include a work schedule and deadlines.

In order to achieve a Distinction, the learner would achieve a pass and a merit and would additionally show a work flow and quality assurance and control measures.

The learner has been awarded a Merit, as the learner has sufficiently met the Merit grading descriptor by producing a detailed production plan that includes materials (Pass) and resources and time schedules (Pass). The learner has also included a work schedule (Merit) described as 'Instruction description' by the learner on the production plan. The assessment evidence is accessible to the learner with the use of PowerPoint. The work is clearly referenced to AC1.1. Although the assessment criterion descriptor is incorrect, the evidence produced is clearly a production plan as it is titled 'Plan of Manufacture' and can be mapped against the correct assessment criterion.

The learner has not achieved a Distinction, as the production plan does not show a sufficient workflow. The work schedule titled 'Instruction description' is descriptive and is not sufficiently detailed that it could be followed as a work flow; it is a descriptive instruction, as described by the learner. The learner has included quality assurance and control measures (Distinction) and the learner could have the opportunity to revisit the assessment criteria to add further detail and include a work flow to be able to achieve a Distinction grade.

Grade awarded for this assessment criterion – Merit

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 1.2 Prepare safe work area, tools and materials to produce craft work (cont'd)

Learner evidence:

Safe Environment


1.2 prepare safe work area, tools and materials to produce craft work



The first thing that I did was take my blazer off and I put on an apron. I did this so my clothes can be protected and my blazer will not get caught on any of the tools that I am using




After I out on my apron, I then hung up my bag as if I left it down it could have been an obstruction and someone could fall over it whilst using tools that could be dangerous



I then put the chair under the table so like the bag, no one would trip over it and fall. Putting the chair under the table also means that you have more room whilst working



Whenever I used the tools like the sander, I always made sure that it was clamped down and secure so my wood will not come loose and I will not damage it



I also made sure to use goggles and a mask when sanding, this is so the bits that come off of the wood will not go in my eyes and I will not breather it in



When doing my practical work, I always made sure to have a teacher in the room so that if anything went wrong they could help a soon as possible

3

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 1.2 Prepare safe work area, tools and materials to produce craft work (cont'd)

External Quality Assurer commentary:

There is no Merit or Distinction grade available for this assessment criterion. To achieve a Pass, the learner must produce evidence of preparing the work area, tools and materials safely to produce craft work.

The learner has achieved a Pass as they have provided evidence using annotated photographs that describe how they prepared the work areas by making sure their apron was on, their bag was hung up and the chair was under the table. The learner goes on to describe how the tools and materials were clamped down to ensure safety and that goggles and a mask were worn. There is evidence that the learner has prepared a safe work area throughout the portfolio with the content of the photographic evidence. The use of annotated photographs has allowed the learner fair access to assessment as the photographs clearly show how the learner has met the assessment criteria, with the annotations adding to the evidence of understanding of how the assessment criteria has been met by the learner.

Grade awarded for this assessment criterion – Pass

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 2.1 Use appropriate tools and equipment to produce craft work (cont'd)

Learner evidence:

Diary of Manufacture

2.1 use appropriate tools and equipment to produce craft work



The first thing that I did to start my product was collect 4 pieces of pine, use wood glue to put them together and then clamp them to make sure they are stable and they will not come apart from each other. After I made the first one of these, I made a second one to make sure that I have enough wood to make my product. To clamp them together, I used 3 sash clamps and I put 2 on the bottom and 1 on the top to make sure the wood will be straight, this was quite easy to do as once the wood sheets were glued together, all I had to do was pick them up and put them on the bottom two clamps, after this I then put the last clamp on top

After I had let the glue dry on the wood, I had to sand my wood so it was smooth enough to work with. Before I did the sanding, I had to clamp my wood down onto the table so it was secure and it would not come loose whilst sanding, as it could pose a safety threat. To clamp down the wood I used another small block of wood to put the clamp on as I did not want to damage the wood by clamping it too hard. I used a normal g clamp to keep the wood in place

After the wood has been clamped, I started to sand the wood. To do this, I got the sander and started to move it up and down making sure to follow the wood grain. I made sure not to press too hard so I would not change the shape of the wood too much. When I was sanding I made sure to get all of the bits that were rough and the parts where the wood was glued together as it had slightly elevated itself instead of being smooth. After the first sheet of wood was sanded, I moved onto the second sheet and did the same

After the sheets of wood had been sanded, I give them to the teacher so that future work can be done with the sheets.

After I sanded the wood, the technician helped me cut the wood into the correct sizes using the table saw. I then had to mark the centre of the wood piece so I could cut out a hole for the speaker

To make the hole in the piece of wood for the speaker, I used a pillar drill with a tank cutter drill bit on it so it could make perfect sized holes for the speaker.

4

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 2.1 Use appropriate tools and equipment to produce craft work (cont'd)

Learner evidence:

Diary of Manufacture

2.1 use appropriate tools and equipment to produce craft work




The technician then helped me cut these two side pieces for the stand, these pieces are cut so they are perfectly angled to fit all of the other pieces in accurately. The side pieces will be one of the main support pieces of the tablet stand. I cut a lap joint into the wood to make the other wood pieces attach neatly and strongly




On the two pieces of wood, I have a small strip of wood stuck on, this is to support the cover that will go over the electronics for the speaker. I will make the cover later on and then I will put a speaker in the hole in the back and put the electronics inside the small area.



I then added two holes to one of the side pieces, this is for the cord that will come from the speaker to your phone, and the switch for your speaker. These holes are aligned so the electronics can come from the area where it is all hidden away.



Now that everything is prepared, it was time for me to glue it all together, I first put down the base piece and then the side pieces, this was convenient because once I started to add the front, middle and back pieces, these other pieces would be there to support them. I used some simple wood glue to do all of this.



To add extra support to some areas of the product, I used a hammer to add some nails, this is because some areas were weak and required extra support to stay stable. This was easy to do once I had someone else to support me and hold the product in place at certain times, one of the nails went through to the bottom of the product but I had to leave it in as it would not come out and it also secured the product in place



When my product was all put together, I went onto a computer and used 2D design to make a lid for the area where the electronic parts will be. When I have designed it on the computer, I will use the laser cutter to cut it out, black acrylic will be the material that I will use for the lid. To put the design into the laser cutter, I have to export the file as a .DXF file

5


Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 2.1 Use appropriate tools and equipment to produce craft work (cont'd)


Learner evidence:

Diary of Manufacture

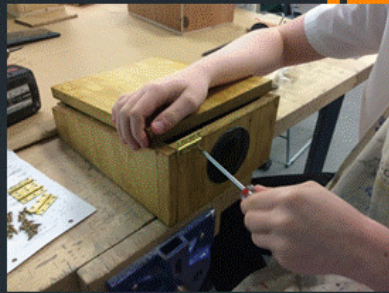
2.1 use appropriate tools and equipment to produce craft work



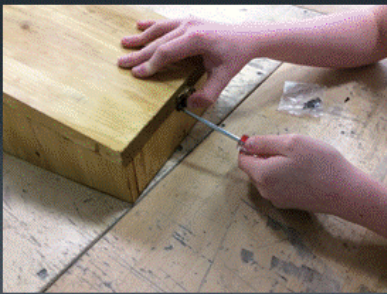
I then had to start varnishing my wood. To do this I used a varnish with an oak tint to give it a natural wood look, I covered the product with it and left it to dry for 24 hours, when it was dried the product had a oak brown colour that went perfectly with the wood. To apply the varnish to the wood I used a simple painting brush and went with the grain of the wood whilst applying, this allowed for even spread of the varnish and no uncovered spots



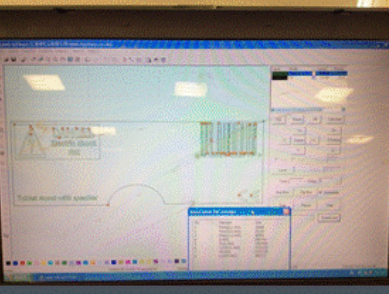
Once my product was varnished I added acrylic rings around the holes for the speaker, speaker switch and the speaker jack lead, this not only adds to the design, but also it helps keep these components in place. To stick these on I used evo-stick glue, which is strong when it comes to sticking on plastics. I made the rings in 2D design and then I laser cut them out with a sheet of acrylic




The next part that I added to my product was the lid, and the hinges to make it function like a lid. To put on the hinges I first put them against the wood and put 1 screw into them, this would keep them secure whilst I screw in the other 5 screws. This was also made easy by how soft the wood was, allowing the screw to easily go in by hand.



A hook and clasp was the next thing that the lid needed, this was to stop it from opening on its own when tipped and letting the insides fall out, to put on the hook and clasp I simply screwed it in place just like the hinges and it went straight on.



For the speaker compartment I included a lid, to stop the speaker components from being touched and tampered with, I designed the lid to have safety warnings and also a bar code and text for the product, not only does this make the product look more professional, but it also provides safety warnings for users. The image above shows the program for the laser cutter with my design ready to be cut out.



One of the final things that I have to make for my product is the speaker, to make the speaker I followed the instructions from a booklet and soldered everything in place on the circuit board, after everything was in I plugged in a battery to test if it worked. Now I have to put it in my product. I used multiple different parts to make the speaker, some of these are resistors, a micro-chip and capacitors

6

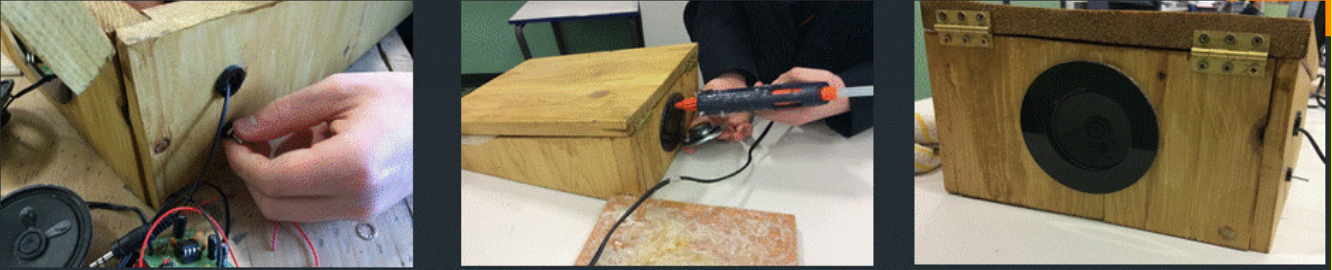
Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 2.1 Use appropriate tools and equipment to produce craft work (cont'd)

Learner evidence:

Diary of Manufacture

2.1 use appropriate tools and equipment to produce craft work



Once my speaker was completed, I had to test the wires to make sure that they went through the holes that I drilled for them, the speaker cable and the switch sit perfectly in the holes that I have made.

The next thing that I had to do was glue in my speaker, to do this I used a glue gun and applied glue around the edge of the plastic cover and put the speaker on top. This was difficult to do so instead I applied glue to the inside of the plastic instead a stuck the speaker in that way, this was much easier to do and it was also more stable.

Once the speaker was in, my product was completed, the final thing that I had to do was simply clean the plastic cover from all of the dust and glue and then the product was finished.

After all of these steps the product is now complete and can be used as a tablet stand that people would use in their everyday life, all of the features work correctly including the speaker, hook and clasp and also the lid that keeps the tablet in place.

In future to improve the product one thing that I would add is a small piece of wood on the lid to stop the tablet from potentially sliding down the lid, this would make the lid more functional and also stop any problems that users would have with their tablet and the lid.

7

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 2.1 Use appropriate tools and equipment to produce craft work (cont'd)

External Quality Assurer commentary:

In order to achieve a Pass, the learner would use appropriate tools and equipment to produce the craft work. The use of the tools and equipment could be basic and with some degree of inaccuracy.

In order to achieve a Merit, the learner would need to achieve a Pass and also show evidence of a degree of confidence in the use of tools and equipment. This would be evidenced through the application of independence and skill.

In order to achieve a Distinction, the learner would need to achieve a Pass and a Merit as well as demonstrate the skilful use of tools and equipment, showing technical knowledge and mastery of the use of tools and equipment.

For this assessment criterion, the learner has been awarded a Merit. The work is accurately labelled with the assessment criterion and the use of Powerpoint and an annotated photographic diary allows fair access to assessment. This is due to the learner presenting a clear diary of production that demonstrates technical knowledge and mastery of the tools and equipment at Level 2, both visually and through written annotations. The learner has described the use of the woodworking tools and machinery, computer-aided design and the assembly of an electronic circuit board using soldering techniques. Through the well documented photographic diary of production it is easy to see the stages that the learner has gone through to produce the craft item, evidencing appropriate use of tools and equipment (Pass). There is evidence of demonstrating a confident level of skill and some technical knowledge in the use of the tools and equipment to produce the intended outcome (Merit).








The learner has not achieved a Distinction as they have not worked independently through the stages of production. They have detailed in the annotations where the technician has been asked for, and provided, help. There is insufficient demonstration of skilful use of tools and equipment showing technical knowledge and mastery.

Grade awarded for this assessment criterion – Merit

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 2.2 Use materials and techniques to produce craft work that matches ideas (cont'd)

Learner evidence:

2.2 use materials and techniques to produce craft work that matches ideas			
<h2>Using Materials and Techniques</h2>			
Technique	Image	What I used it for	How suitable was it?
Gluing wood strips together to make sheet		I used this technique to make the wood sheets that I am going to make my product with	This was the best way to get wood sheets for my product, this also made it very easy to sand the wood as it was all in one big sheet, I could then cut out all the parts for my product from this sheet.
Sanding the wood sheets		I used the sander on my wood sheets to get it smooth so when I came to assemble it I had a smooth shape	The tool that I used to sand the sheets of wood was one of the most effective ways of sanding large areas at once. It was much faster and more efficient than using a normal belt sander or piece of sand paper.
Routing the joints		I used this technique to assemble my wood, with the joints the product is more stable	The joints that I now have for the product are very stable and will not come apart easily, this was a very suitable way of making the joints.
Drilling		I used the drill to make the two holes for my speaker switch and the cord that goes from the speaker to your phone.	The drill was helpful for drilling the holes for the speaker jack lead and the on / off switch that you can put on the product. The pillar drill was easy to use for a number of reasons one of these is how safe it is to use, and also how easy it is to change the drill bit for when you need a different size hole
Laser cutting		I used the laser cutter to make a lid that covers the electrical components of my product, and also rings to go over the holes from the drill and the speaker hole	The laser cutting made it so I was able to get precise cuts with plastic to give my final design a nice aesthetic look, it also makes it so the holes that I drilled for the speaker and the other speaker leads can be protected and not damaged.
Varnishing		I used varnish on the wood to protect the wood and also give it a nice coloured finish.	The varnishing makes my final product look much nicer than with the default colour of wood, it also protects the product from things like harsh weather and rain.
Soldering		I used a soldering iron to make the speaker for my product, I used some solder on the circuit board and applied heat from the iron to keep the parts in place	Without a soldering iron I would not have been able to make my product, the solder also really helped keep the parts in place as once it had cooled it formed a hard mound of metal that is also easy to work with.

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment Criterion 2.2 Use materials and techniques to produce craft work that matches ideas (cont'd)

External Quality Assurer commentary:

In order to achieve a Pass, the learner must use materials and techniques to produce craft work that matches ideas. This could be limited and the outcome of the use of tools and materials could be predictable. The use of materials and techniques may not be appropriate for the intention and have a basic quality of finish.

In order to achieve a Merit, the learner must achieve a Pass and also show a degree of confidence in the use of materials and techniques. The finish would be of a good standard and the use of materials and techniques would be appropriate for the intended outcome.

In order to achieve a Distinction, the learner must achieve a Pass and a Merit, as well as use materials and techniques creatively to produce a sophisticated range of craft items which matches the outcome with the original intentions.

For this assessment criterion the learner has been awarded a Merit. The evidence is clearly labelled with the assessment criterion, although evidence of AC 2.2 Use materials, techniques to produce craft work that matches ideas can also be found in the evidence submitted for AC 2.1 Use appropriate tools and equipment to produce craft work. The use of Powerpoint and annotated photographic diary allows fair access to assessment. The learner has achieved a Merit by using materials and techniques to produce craft work that matches their original ideas (Pass). The design ideas for the craft item were produced for Unit 02. The learner has shown a degree of confidence (Merit) through the use of the materials and techniques that has resulted in a good quality final outcome. There are some elements of Distinction in the use of the materials and techniques creatively.

The learner has not achieved a Distinction as the use of materials and techniques has creative elements, but the learner has not produced a sophisticated range of craft work. There are potential improvements that could be made to the quality of finish and use of the materials and techniques.

Grade awarded for this assessment criterion – Merit

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 2.4 Maintain a safe working environment during the craft making process

Learner evidence:

2.4 Maintain a safe working environment during the craft making process

Health and Safety Statement

During my work I had to make sure that I stayed focused and was not distracted whilst using tools like drills and saws. I made sure that whilst I was using tools I wore goggles and also an apron to protect my other clothes from dust. The goggles are helpful for blocking things like sawdust from getting in your eyes.

Whilst using the different tools to make my product, I had to always maintain focus as one mistake whilst operating dangerous tools could lead to the user being injured and seriously hurt.

I used multiple tools whilst I was making my product, for each one I watched a demo so I knew how to properly operate the tool and I would lower my chances of being hurt whilst using the tool. Some of these tools include the pillar drill, when I used this tool I made sure to lower the cover so there is a lower chance of sawdust going in my face and also my hands would be covered. Another dangerous tool that I used was the electrical fret saw, whilst using this I always had to keep my hands away from the blade and goggles must have been worn at all times.

To further improve my safety I also made sure that when I was using these tools there was a teacher present in the room, if I was injured and a teacher was not in the room, the accident could turn out a lot worse.

I can confirm that the above statement is true and accurate and Aidan has maintained a safe working environment throughout his manufacture.

Miss A Joynes

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 2.4 Maintain a safe working environment during the craft making process (cont'd)

External Quality Assurer commentary:

There is no Merit or Distinction grade available for this assessment criterion.

The learner has achieved a Pass for this assessment criterion as the evidence submitted titled 'Health and Safety Statement' provides a description by the learner detailing how they maintained a safe working environment during the craft making process. The learner statement is also verified as a true and accurate statement by the class Teacher. There is also sufficient and robust evidence of this assessment criteria throughout the evidence submitted for AC 2.1 and 2.2.

Grade awarded for this assessment criterion – Pass

Unit 04 Produce final craft work (T/505/2776) (cont'd)


Assessment criterion 2.3 Display craft work in an appropriate way or setting

Learner evidence:

2.3 Display craft work in an appropriate way or setting

My Final Product

This is my final product, I have taken a picture on a white background so that you can see all of the product and its features.



The image shows two photographs of a wooden speaker box. The left photograph shows the box from a three-quarter perspective, with labels for 'Speakerjack lead', 'Lid', 'Speaker switch', and 'Hook and clasp'. The right photograph shows the box from a different angle, highlighting the 'Hinges' and 'Speaker'. The box is made of light-colored wood and has a black speaker grille on the front. A black cable is attached to the side.

Labels for the left image: Speakerjack lead, Lid, Speaker switch, Hook and clasp.

Labels for the right image: Hinges, Speaker.

10

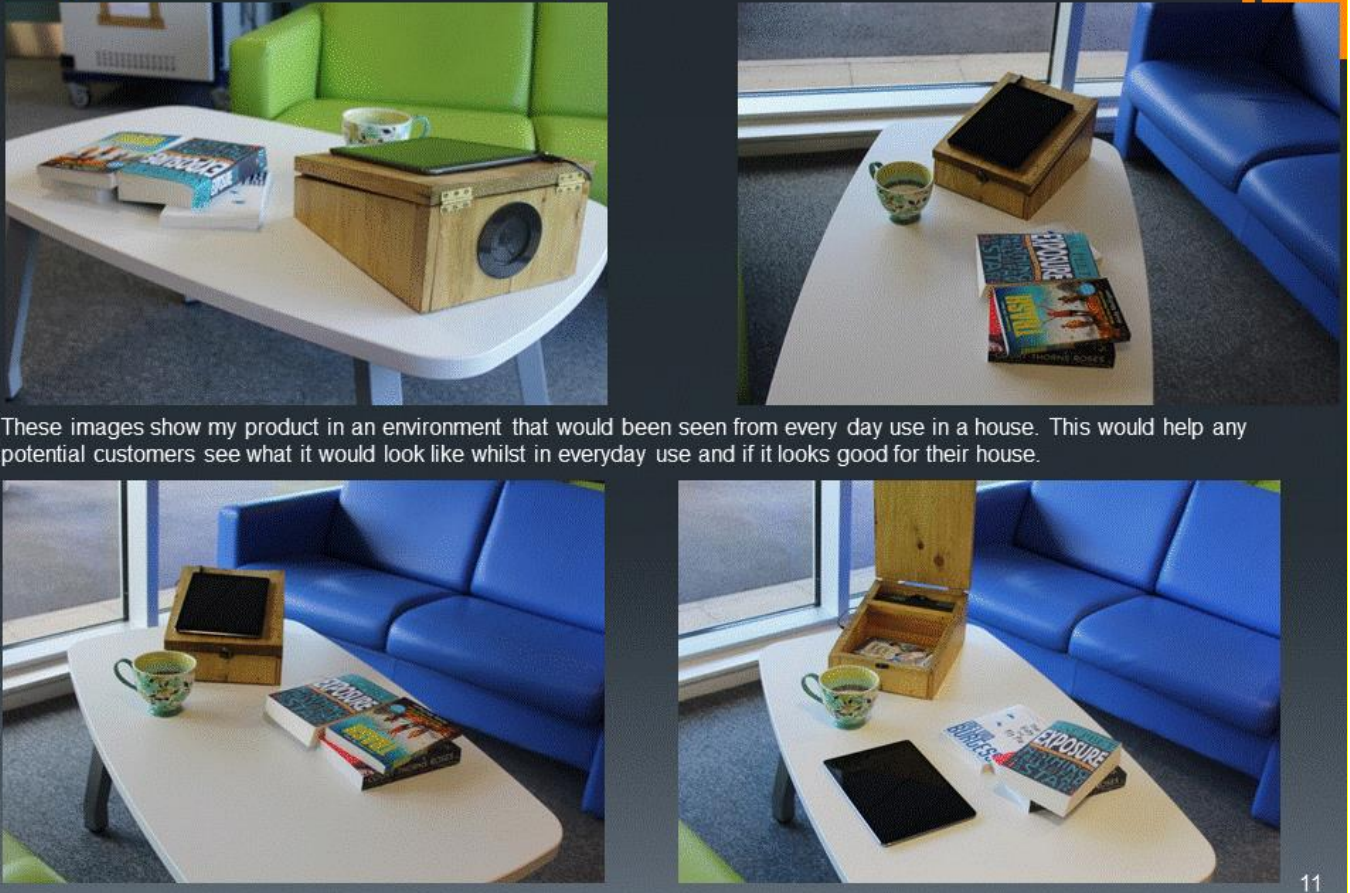
Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 2.3 Display craft work in an appropriate way or setting (cont'd)

Learner evidence:

My Final Product

2.3 Display craft work in an appropriate way or setting



These images show my product in an environment that would be seen from every day use in a house. This would help any potential customers see what it would look like whilst in everyday use and if it looks good for their house.

11

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 2.3 Display craft work in an appropriate way or setting (cont'd)

Learner evidence:

2.3 Display craft work in an appropriate way or setting

My Final Product

Name of product Product price 12

Pictures of product

Information about product

Wooden Tablet stand with speaker

Code: R63WP

£9.99

1 Add To Basket

This item will be shipped from an alternate warehouse, other than Maplin, which might affect delivery dates.

Home Delivery Click & Collect

Find this in your nearest store

Town/Postcode Search

Write a review Ask a question

- Wooden Tablet stand with inbuilt speaker
- Ideal for the kitchen or other rooms in the house
- Suitable for all of the latest tablets

This image is my product on the Maplin website, I have chose this website for my product as it is suitable for household products like this and it would appeal to most people who use this website and see this product.

The website shows the name, picture and details on the product. It also displays the price that the product will be sold at which is £9.99. This website provides good advertisement for my product as It has 1000's of daily visitors which can share this with their friends and family.

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 2.3 Display craft work in an appropriate way or setting (cont'd)

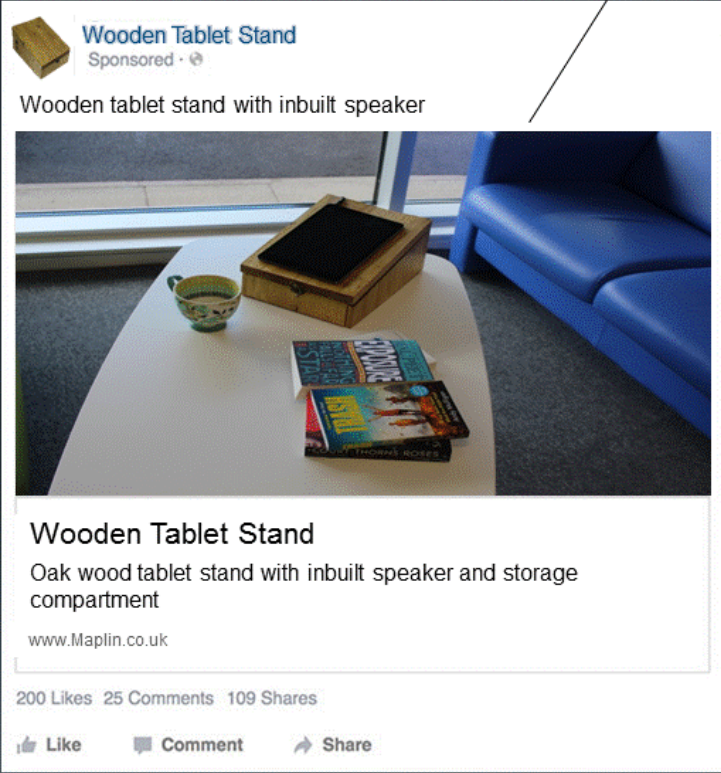
Learner evidence:

2.3 Display craft work in an appropriate way or setting

13


My Final Product

Facebook advert for tablet stand



Wooden Tablet Stand
Sponsored · 🌐

Wooden tablet stand with inbuilt speaker



Wooden Tablet Stand
Oak wood tablet stand with inbuilt speaker and storage compartment
www.Maplin.co.uk


200 Likes 25 Comments 109 Shares

👍 Like 💬 Comment ➦ Share

Innovative products magazine article

Best Innovative Products Of The Year

Thousands of new innovative products come out every year, but only a few are worth looking at as the others are just generic products that claim to be different from other products that are alike. This tablet stand might look the same as most other products that you can get, but it goes the extra distance to include a speaker and inbuilt storage that could be handy for the kitchen or even the living room. With its cheap price and its extra features compared to other tablet stands, which there aren't many puts it well above the competition and puts it in the running for one of the most innovative products of the year. For only £9.99 this could be something that you now see in everyone's house and a common product to be found in people kitchens.



(Above) picture of the wooden tablet stand with an inbuilt speaker and storage

These images show my product in a Facebook advert and a magazine article, this is a good representation of what types of advertisement would be used to show my product.

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 2.3 Display craft work in an appropriate way or setting (cont'd)

External Quality Assurer commentary:

In order to achieve a Pass, the learner must display their craft work in an appropriate way or setting. For example, if the learner had made a wall hanging, they should display their work on an appropriate wall, hung correctly and showing the appropriate setting. It could be unclear or poorly presented, or the display or setting may not be logical. The evidence could be real life situation or a simulated situation with the use of Photoshop or other image manipulation software.

In order to achieve a Merit, the learner must achieve a Pass and, in addition, the display must be clear and coherent. For example, if the learner had made a trinket box to sell, it is shown displayed in a shop that is appropriate for the craft item, such as a craft or gift shop. The display could be a mock up or a real life situation.

In order to achieve a Distinction grade, the learner would achieve a Pass and a Merit and show evidence of inventive and creative ways to present and display their work.

For this assessment criterion the learner has been awarded a Distinction, as they have demonstrated clear and coherent ways to present their work. The work is accurately labelled with the assessment criterion and the use of Powerpoint and annotated photographic diary allows fair access to assessment. The learner has displayed the work in an appropriate setting by showing it in situ on a coffee table and being used as the iPad stand and boom box it is intended to be (Pass). It is clearly and coherently displayed with the addition of the annotations, which provide sufficient evidence of the clear intention that the learner has for the craft item (Merit). The learner has also produced a mock up of the craft item being for sale on a retail website that is appropriate for the item, on a social media platform and as a magazine article for best innovative product of the year. The display is inventive and creative (Distinction).

Grade awarded for this assessment criterion – Distinction

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 3.1 Evaluate the creative and craft making process

Learner evidence:

3.1 Evaluate the creative and craft making process

Evaluation

- 1.) I personally like my final product as it is different from many other tablet stands and it brings something new and unique to the industry. There are already too little tablet stands so trying to buy one is very hard, with my product it makes tablet stands easier to buy and it also comes with many features that not many company's would think to put in their product.
- 2.) I would not make any changes to the manufacturing methods that I have used to make my product. The methods that I used are efficient when making the product alone so I not many extra steps are required, one of the steps that could be improved though is applying the varnish, instead of a brush, next time I could use a sponge and try to cover much larger areas at the same time.
- 3.) The materials that I chose for my product are just what I wanted for my products they are not only strong but they also suit the theme of my product well allowing the product to look appealing to potential buyers. Some of the materials that I used was pine for the wood and also acrylic for the plastic coverings on my product.
- 4.) The colour scheme for my product is the perfect colour of wood for the product, the questionnaire that I also did allowed me to find out the colours for my product that people would like to see, that is the reason that I have a dark wood coloured product. The changes that I would make to my product is changing the colour to black, to make it have a smooth modern look that would fit in most peoples homes.
- 5.) The project didn't take too long to make as there was other projects underway at the time we started, if I was to make the product and not have any other projects, it would take only a few days to source the materials and then build the product. Another thing that would speed up the process would be to have another person to help whilst making the product, making the production more efficient.
- 6.) It would be easy to set up a production line for my product as it is split into multiple different pieces, the wood could be cut into the right sizes and shapes at the first station, it could then be drilled and have the holes implemented at the second station, the third station could be the staining, the forth station is where they would build the product and put it all together, the fifth station is where the electronics would be put in e.g. speaker, and the final station would be packaging where the product would be packaged and sent off to the buyer.
- 7.) if my product was made commercially, I would most likely try and find a material that has the same properties as the original product, but it is stronger so it can endure more stress, another change would be the speaker, to a higher quality speaker so the listening experience is better for the buyer. No other changes would need to be made to my product if it was made commercially.

14

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 3.1 Evaluate the creative and craft making process (cont'd)

Learner evidence:

Evaluation of craft process			3.1 evaluate the creative and craft making process
Craft method/ manufacturing process	Strengths	Weaknesses	Modifications required.
Cutting and sanding the wood.	Getting the wood sheets was easy as once I knew the size that I wanted, once I had all of these cut and glued together I had to sand them, this was made easy by the handheld sander that sanded all of the wood sheets evenly	The sander took some time to get all of the sheets done, the sand paper sheet on the sander had to be replaced multiple times which made the process longer.	Next time I would possibly cut the wood into single strips and sand them one by one allowing even smoother surfaces. Something that could also make this easier is if I had a larger and more sophisticated sander so that the job would be finished quicker.
Putting the product together	Putting the product together was easy, I used some wood glue and nails to make sure that the product was fully stable.	Keeping all of the pieces still whilst putting the product together made the assembly hard, to get around this I had to glue the parts that would support the other first so it would be stable when I was gluing on other parts.	To do this better I could use a vice to hold certain pieces of wood still whilst I glue them together
Staining the wood	When I was staining the wood it was very easy, all I had to do was get a brush to cover the wood in the varnish the process did not take very long as the varnish applied easily.	Because the product was already fully made when I used varnish it was very hard to get the brush into small parts and corners of the product, this means that the varnish did not reach every bit of the wood.	To improve this I would stain the wood before it was fully made allowing me to cover every bit in the varnish, another improvement could be either using a sponge or a spray gun to apply the varnish
Making the speaker	As I have used a soldering iron before in many projects, using the soldering iron to make a speaker was made easy and I got the speaker made fairly quick	I ran into a few problems when making the speaker as it did not work at first, I went through to make sure that none of the solder was touching and I also tried a different battery, the speaker worked flawlessly after I improved these parts.	To improve this I would use less solder when soldering the wires making sure that none of it is not touching, if it does touch the speaker will not work properly
Laser cutting plastic covers	Making the design for the laser cutter is easy once you know what tools to use and also when you know the features of 2D design.	Learning how to use 2D design might be hard for newcomers as you have to select the right options when cutting.	There is no way to improve this section of the craft process.
Putting the speaker in the product and finishing the product.	The glue that I used for the speaker is strong once it is in place, the glue is also easy to apply to the plastic surface	At first the speaker did not stay in place as the glue dried too quickly, to solve this I used a new glue gun that was hotter and I also put the speaker on the inside of the plastic cover.	To improve this I could possibly glue in the speaker to the plastic cover before I put on the cover, this would give me more room to glue in the speaker and it will not be as hard.

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 3.1 Evaluate the creative and craft making process (cont'd)

External Quality Assurer commentary:

In order to achieve a Pass, the learner must evaluate the creative and craft making process.

In order to achieve a Merit they must achieve a Pass as well as showing critical understanding in their evaluation, outlining strengths and weaknesses.

In order to achieve a Distinction, the learner must achieve a Pass and Merit, plus provide evidence of perceptive evaluation and show critical judgements and sophisticated reasoning.

The learner has been awarded a Merit for this assessment criterion. The work is accurately labelled with the assessment criterion and the use of Powerpoint and an annotated photographic diary allows fair access to assessment. The learner has evaluated the creative and craft making process and has evidenced this clearly on the first piece of evidence (Pass). The learner has shown critical understanding in their evaluation of the craft method and production process; clearly outlining the strengths and weaknesses of each of the stages of production (Merit).

The learner has not achieved a Distinction as there is insufficient sophisticated reasoning when identifying creative opportunities. The evidence does show some critical judgement in the column titled 'Modifications required' for each of the stages of production (Distinction).

Grade awarded for this assessment criterion – Merit

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 3.2 Identify opportunities for improvements or further development (cont'd)

Learner evidence:

<h1>Improvements</h1>		3.2 identify opportunities for improvements or further development	
Area	Test	Result	Modification / improvement
Hinges 	Test if the hinges function properly and are secure	The hinges that I have put onto my product are secure and can handle the weight of the lid for the product.	The only improvements are to oil the hinge to stop the noise when it is opened.
Hook and clasp 	Test if the hook correctly fits into the clasp and keeps secure whilst it is closed	The hook and clasp that I have put onto my product works just the way I wanted it to, the hook perfectly fits into the clasp and it is also secure when the lid is closed	The only improvement for the hook and clasp is to straighten up both things as they are slightly at an angle at the moment.
Speaker 	See if the speaker functions properly and plays the audio with no faults	When I tested the speaker the audio was clear and at a reasonable volume, there was no faults in the audio either like crackling or pauses	No improvements could be made to my speaker as it functions the way it should.
Lid 	Does it hold the tablet correctly at a useable angle	The iPad is held in place on the lid and it is also an angle that is helpful for the user as they can perfectly see the screen and they do not have to hurt their neck looking at a steep angle.	The only improvement for my product is to put a strip of wood at the bottom of the lid to make sure the tablet will never fall out of place.
Overall product 	To test the product like I would if it was being used daily	All features of the product work just the way I want them too and there is no faults in the product, everything works correctly.	No improvements required as my product works perfectly and just the way that I wanted it to.

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 3.2 Identify opportunities for improvements or further development (cont'd)

Learner evidence:

Improved Tablet stand design

3.2 identify opportunities for improvements or further development



This model is an improved version of my final design model. The improvements that I have made was first to change the colour, to a dark black / grey wood, the original wood was too vibrant so this tones it down and also looks sleek and fitting for a modern household. To make the product this colour all you would need is a simple black wood stain or some black paint that goes with wood and then you would apply it just like the normal wood stain. The other improvement that I have made is adding a little bit of wood on the lid at the bottom of where the tablet would sit, this is to add more support to the tablets and stop them from sliding off if they do not have a case or have no grip.

Extra improvements that I could include could be making the surface that the tablet sits on into a softer material or placing a cover to protect the table from scratching or breaking, another improvement could be to include a handle, which would make the product easier to transport and also more secure due to the extra support. The final improvement could be to include packaging, this could be a simple box with information about the product and a see through plastic window so people can view the product before purchasing. The box would help protect the product during transport and also provide a easy way to carry the product instead of holding the product in an uncomfortable way.

Overall these improvements not only make the product look nicer, but they also add more functionality to the product as it now stops any problems that users might have.

17

Unit 04 Produce final craft work (T/505/2776) (cont'd)

Assessment criterion 3.2 Identify opportunities for improvements or further development (cont'd)

External Quality Assurer commentary:

In order to achieve a Pass grade for this assessment criterion, the learner must identify opportunities for improvements or further developments. These might be limited and predictable.

In order to achieve a Merit grade, the learner must achieve a Pass and in addition, identify detailed opportunities for improvements or further development. These would be realistic and clearly understandable.

In order to achieve a Distinction for this assessment criterion the learner must achieve a Pass and a Merit, as well as identifying creative and perceptive opportunities for improvement or further development. This could be through a re-design of several possibilities or be an ongoing diary/log of improvements that could be made.

The learner has been awarded a Merit for this assessment criterion. The work is accurately labelled with the assessment criterion and the use of Powerpoint and an annotated photographic diary allows fair access to assessment. The learner has identified opportunities for improvement in the first piece of evidence labelled 'Improvements'. Whilst it is well presented, it is limited and some statements say "no improvement could be made". The learner has added further detail in the next piece of evidence by showing a redesign of the craft work in a different colour and adding a piece of wood to stop the tablet from slipping (Merit). The modifications listed for AC3.1 could be taken into account as supplementary evidence, adding to the detailed opportunities for improvements and further development.

Whilst this is a redesign it has not been awarded a Distinction as there is insufficient evidence of the identification of creative and perceptive opportunities. If the learner had presented further original creative designs that show perceptive understanding of, for example, the target audience for the craft item, and showed different designs to suit styles, different shapes and ways of display, it would have potential to meet Distinction grade. The creative opportunities the learner has identified are to change the colour to black and add a piece of wood to stop the tablet from slipping. The learner has also stated they would add a piece of material to the bottom of the craft work to stop it damaging the surface it is on. Whilst this adds detail to the opportunities to improve (Merit), it does not identify creative opportunities. The learner has stated "Overall these improvements not only make the product look nicer, but they also add more functionality to the product as it now stops any problems that users might have," which is not evidence of identifying creative opportunities.

Grade awarded for this assessment criterion – Merit.

Evidence and Grading Tracker

Unit 04 Produce final craft work (T/505/2776) (cont'd)

A breakdown of the grades awarded for each assessment criterion within Unit 04 are shown below in a table created by the Teacher. NCFE have created an Evidence and Grading Tracker, which is available on the qualification page on our website.

A **Merit** grade can be awarded for the unit as a whole.

The learner has not achieved a **Distinction** grade for the unit because they did not achieve a **Distinction** for Assessment Criterion 1.1 and 3.1.

The learner is entitled to one opportunity to resubmit work for the unit to obtain a higher grade.

Below is the assessment grading tracker produced by the Teacher. It clearly maps the learner evidence against the assessment criteria and location within the learner portfolio with a brief and accurate description of the type of evidence. It also shows the learner name, learner number, centre name and number, course details and identification of Assessor and IQA with learner and assessor signatures and dates, providing verification for the information provided. The Teacher also provided a written summative assessment, however it is not shown within this example. The templates and tables presented within the learner evidence are created by the learner and are not provided by the Teacher. Through the delivery, teaching and learning of the unit content, the Teacher provided an example of how to create a production plan for AC 1.1, an evaluation for AC 3.1 and an improvement plan for AC 3.2. The learner then created their own individually designed templates and tables by following a task driven assessment plan.

8465278

NCFE LEVEL 2 CRAFT UNIT COVER SHEET UNIT 4 PRODUCE FINAL CRAFT WORK

LEARNER NAME	TUTOR NAME				INTERNAL ASSESSOR	
LEARNER NUMBER	CANDIDATE ACHIEVED				COURSE DETAILS	
				P	(M) D	
THE LEARNER CAN:		NYA	P	M	D	EVIDENCE (INCLUDING PORTFOLIO PAGE AND NUMBER AND TYPE)
1.1 Use ideas developed to create a production plan				x		Page 2—Plan of Manufacture <i>Clear plan including work schedule and deadlines</i>
1.2 Prepare safe work area, tools and materials to produce craft work			x			Page 3—Safe Environment
2.1 Use appropriate tools and equipment to produce craft work				x		Pages 4-7—Diary of Manufacture <i>Innovative final product showing a wide range of techniques and confident and skilful use of tools and equipment</i>
2.2 Use materials and techniques to produce craft work that matches ideas				x		Page 8—Using materials & Techniques (also shown in diary of manufacture) <i>Confident use and description of a wide range of materials and techniques.</i>
2.3 Display craft work in an appropriate way or setting					x	Pages 10—13 <i>Final product is displayed in 5 different creative and relevant ways.</i>
2.4 Maintain a safe working environment during the craft making process			x			Page 9—Health & Safety Statement
3.1 Evaluate the creative and craft making process				x		Pages 14-Evalutaion Page 16—Evaluation of craft process <i>A clear and coherent evaluation showing an excellent understanding of strengths and weaknesses.</i>
3.2 Identify opportunities for improvements or further development				x		Page 17—Improvements Page 18—Improved Tablet Stand Design <i>Detailed improvements outlined with justification and some explanation of how this could be done.</i>

I CONFIRM THIS IS ALL MY WORK.

Candidate Signature: