

# Unit 12: Understanding Greenwood Crafts

<b>Unit code:</b>	<b>K/600/9188</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to introduce learners to greenwood craft skills and knowledge and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education.

## ● Unit introduction

Over the past few years, there has been a resurgence of interest in items produced sustainably from our native woodlands. This is shown both in the range of products in demand and the number of people keen to learn about, or use, traditional techniques. The term 'greenwood crafts' describes the range of ways in which freshly cut, unseasoned wood can be used.

For those managing woodlands, knowledge of and skills in greenwood craft production are becoming increasingly important. If woodlands are more economically viable, the chances of them being managed positively in terms of conservation will increase. Greenwood craft products can add economic value to a woodland and ensure that it is managed sustainably in the future.

On completion of this unit learners will know about the range of commonly produced greenwood craft items and the importance of using the appropriate woodland management methods to produce raw materials for greenwood craft use.

Practical techniques used in greenwood craft production will include the skills needed to obtain timber and make greenwood products, using a range of tools and equipment safely.

Learners will also develop an understanding of the likely markets for greenwood craft products and the marketing materials that will be needed.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know commonly produced greenwood products
- 2 Understand appropriate woodland management for producing wood for greenwood crafts
- 3 Be able to demonstrate practical techniques in greenwood crafts
- 4 Know the likely markets for greenwood products.

# Unit content

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## 1 Know commonly produced greenwood products

*Greenwood products:* furniture items eg stools, chairs, benches; garden items eg garden furniture, pergolas, trellis, poles, pea and bean sticks, rakes, climbing plant supports, wattle hurdles/panels; turned items eg bowls, platters, treen, chair spindles and legs, tool handles, garden dibbers, rounders bats, skittles, rolling pins; basketry items eg willow woven baskets; cleft wood baskets eg trugs, swill baskets; living items eg made from green willow, such as domes, fences/screens, sculptures, arches, walkways, arbours, tunnels, seats, revetments, riverbank strengthening; construction items eg posts and rails for fencing, roof shingles, constructional timbers, lathes, wattle rods, thatching spars, liggers and sways; hedgelaying items eg stakes and binders; tools and handles eg beetles, mallets, rakes, hay forks, scythe handles; other items eg besoms, tent pegs, thatching spars, hop poles, walking sticks, horse jumps, coracles, clogs, spoons, staves for morris dancers

*Specifications:* species of timber used; age of timber used; sizes of components; greenwood product dimensions

## 2 Understand appropriate woodland management for producing wood for greenwood crafts

*Woodland management systems:* pure coppice, mixed coppice, coppice with standards; features of management systems; advantages and disadvantages of management systems; sustainable woodland management

*Techniques for producing greenwood:* coppicing, pollarding, planting, layering, cuttings; features of techniques

*Techniques for obtaining timber:* felling, splitting, riving/cleaving, peeling, pointing; health and safety; personal protective equipment (PPE); current relevant legislation

*Species used in greenwood products:* commonly used species eg ash, beech, oak, sycamore, sweet chestnut, elm, cherry, birch, alder, hazel, willow, lime, maple; common uses of each species; woodland potential for greenwood products

## 3 Be able to demonstrate practical techniques in greenwood crafts

*Greenwood products:* furniture items; garden items; turned items; basketry items; living items; construction items; hedgelaying items; other items

*Tools and equipment:* safe use of a range of tools and equipment eg pole lathe, shaving horse, drawknife, froe, chisels, gouges, brace and bits, knives, bow saw, wedges, axes, adzes, billhooks, spokeshaves, sharpening stones, hammers, maul, clamps/cramps, loppers; maintenance of tools

*Techniques for making items:* eg turning, weaving, carving, cutting, shaping, drilling, joint construction; health and safety; personal protective equipment; level of finish

#### 4 Know the likely markets for greenwood products

*Customer:* types of customer and their characteristics; personal customers eg age, sex, socio-economic group, family status, type of employment, location; business and organisational customers eg type of business/organisation, size, location

*Marketplaces:* individual local retailers eg 'general' shops, specialist shops, visitor centres, craft shops, cafés and tea shops; a local event eg fête, craft show, open day, county/agricultural show, farmers' market; local chain retailers eg garden centres, petrol stations; specialist venues eg craft workers' cooperatives/guilds, sculpture/art galleries; direct sales marketplaces, eg internet, mail order

*Methods for marketing greenwood craft products:* promotional methods appropriate to greenwood product and customer characteristics eg newsletters, the internet, local newspapers, radio, door to door, pamphlets, posters, postcards, products on view or on sale, approaching potential customers directly, special offers; advantages and disadvantages of marketing methods; current relevant legislation

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> identify selected greenwood products from a given locality [IE]	<b>M1</b> explain how the specifications of selected greenwood products relate to their functionality	<b>D1</b> recommend and justify woodland management techniques for a specified woodland in order to produce a sustainable crop of greenwood for selected products.
<b>P2</b> describe the specifications of selected greenwood products [IE]		
<b>P3</b> explain appropriate woodland management techniques used to produce suitable wood for selected greenwood products	<b>M2</b> discuss woodland management techniques that enable sustainable production	
<b>P4</b> compare different woodland management techniques		
<b>P5</b> produce greenwood products to meet given objectives [CT, RL, SM, TW]	<b>M3</b> produce a complex greenwood product from original designs	
<b>P6</b> describe appropriate markets for selected greenwood products	<b>M4</b> produce marketing material for given greenwood products.	<b>D3</b> evaluate a range of marketing methods and material for given greenwood products and suggest improvements.
<b>P7</b> outline marketing methods for selected greenwood products.		

**PLTS:** This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable collections and will link to work experience placements.

In order to study this unit, learners will have to combine practical knowledge of greenwood products and production methods with an understanding of how these products are marketed. Learners need to investigate the development of sustainable management techniques necessary to produce wood for greenwood products.

This unit should be delivered in a practical context wherever possible and for certain parts of the unit this is essential. Learners should produce a logbook or diary of their experiences, together with finished artefacts where appropriate.

Visiting practitioners, together with visits to craft fairs, living museums and appropriate woodlands, will enhance learner experience. Work placements may provide appropriate opportunities for learners to develop their skills, knowledge and understanding.

The nature of greenwood management and production is seasonal and care must be taken to ensure that tasks and activities are integrated within natural cycles.

Health and safety issues relating to making greenwood crafts must be stressed and reinforced regularly, and risk assessments must be undertaken before any practical activities. Adequate PPE must be provided and used following the production of suitable risk assessments.

Learning outcome 1 will develop learners' familiarity with the range of greenwood products that are, and have been, produced from British woodlands. Ideally, learners will be able to observe these first hand through visits to producers, craftspeople, points of sale or museum or similar exhibitions. In some cases this may not be possible, and illustrated lectures and handouts, videos and similar resources would suffice. Learners will need to know which types and dimensions of timber are most useful for the manufacture of greenwood products.

Learning outcome 2 looks at the woodland species appropriate for greenwood products, their identification and management. The common uses of each species will also need to be explored. Site visits and site walks will assist with identifying species in their natural habitats, as well as 'identification parades'. To avoid unnecessary collection of shrub and tree parts, images can be used. Learners will need to know the different management techniques used to produce greenwood and how these can be applied to woodlands to produce a greenwood crop. The different techniques for producing greenwood crops, with a focus on sustainable cropping, should also be covered. Learners should be made aware of the range of legislation affecting woodland work. Site visits to appropriate woodlands will assist with the delivery of this unit.

Learning outcome 3 covers the practical techniques used to make greenwood products. Delivery will need to focus on the safe use of various tools as well as the various techniques for obtaining usable timber and transforming it into greenwood products. Learners will need to understand the health and safety issues arising from greenwood work, particularly the hazards and risks involved. The use of appropriate PPE will form an integral part of this unit, as well as demonstrations by tutors or craftspeople, followed by sufficient supervised practice time for learners to develop their competence.

Learning outcome 4 looks at the markets for greenwood products. Learners need to understand whether these sell to individuals or organisations, the features and characteristics of their customers and the likely places where customers are to be found. A visit to a craft fair or show would be an interesting way to explore the issues around selling products to customers. Learners must be aware of the methods used to advertise products to potential customers along with their advantages and disadvantages. Where possible, examples of advertising for greenwood products should be used to assist delivery.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
<b>Assignment 1: Greenwood Products</b> (P1, P2, M1)
Introduction to the assignment brief.
Practical familiarisation with greenwood products in the classroom or through a visit to a craft fair.
Classroom practical: linking specifications with functionality.
Classroom comparison of catalogues and their production.
Production of a catalogue.
<b>Assignment 2: Woodland Management Techniques</b> (P3, P4, M2, D1).
Introduction to the assignment brief.
Introduction to practical management techniques, tools and equipment.
Site visit to investigate woodland management techniques.
Demonstration of techniques by practitioners.
Practical application of woodland management techniques.
Classroom review of techniques.
Development of management plan.
<b>Assignment 3: Making Greenwood Products</b> (P5, M3, D2).
Introduction to the assignment brief.
Introduction to practical greenwood production, tools and equipment.
Site visit to investigate greenwood production techniques.
Demonstration of production techniques by practitioners.
Practical application of greenwood production techniques.
Classroom review of techniques and portfolio production.
Production of portfolio of evidence.
Evaluation and assessment of greenwood production.
<b>Assignment 4: Marketing Greenwood Products</b> (P6, P7, M4, D3).
Introduction to the assignment brief.
Review of marketing methods and material.
Visit to greenwood fair to compare products and marketing methods and material.
Identification of potential customers and their characteristics for different greenwood products.
Internet research into greenwood marketing.
Development of marketing plan and material.
Evaluation of marketing plan and material.
Unit review.

## Assessment

For P1 and P2, learners will need to be familiar with the large range of greenwood products and their specifications. They should examine different products and relate them to their specifications. Ideally, this should be through handling greenwood products, but catalogues, magazines and internet sites could be used. Evidence could be generated through question and answer sessions led by the tutor or by learners compiling their own gallery of photographs, pictures and descriptions.

P3 and P4 require learners to explain and compare woodland management techniques. Learners should demonstrate their understanding of the diversity of species and of the different systems and techniques used in managing woodlands for greenwood products. Field notes and logbooks of visits to woodlands would provide suitable evidence, as would a written report or presentation. Visiting practitioners could help to make the assessment process work related for learners, with interview notes presented as evidence.

P5 must be assessed through practical work. Learners are required to create at least two appropriate greenwood products. Products that are chosen should enable learners to demonstrate a range of skills and techniques. Evidence could be through an illustrated logbook and observation records. Photographs or video records of key parts of the process could also be included. Assessment of P5 must reflect learners' consideration of safe working practices, risk assessment and use of PPE.

P6 and P7 require learners to develop marketing skills for greenwood products and they could use their own products from P5. To achieve P6 learners should investigate potential customers and their characteristics, together with the most suitable type of marketplace to sell greenwood products. A presentation of their findings would provide suitable evidence. To achieve P7 learners need to outline methods used to market selected greenwood products. Notes showing the range of methods, or a leaflet or poster could be used.

M1 requires learners to link the specifications of greenwood products identified in P1 and P2 to their functionality. Evidence could be an extension of that presented for P1 and P2.

To achieve M2 learners are required to discuss the woodland management techniques that enable sustainable production. A recorded discussion about the strategies used to achieve sustainability, or a poster showing sustainable woodland production cycles, would provide suitable evidence.

M3 develops the manufacture of greenwood products further by requiring learners to produce artefacts from their own designs. Learners should demonstrate a range of skills to carry out a more complex process than that evidenced for P5. Plans, sketches and templates would provide suitable evidence, together with photographs or video evidence of the products. Observation records could also be used. Assessment of M3 must reflect learners' consideration of safe working practices, risk assessment and use of PPE.

M4 builds on P6 and P7 by requiring learners to produce marketing material. These materials could be used to promote the artefacts learners have manufactured, but could equally draw on other examples. The material should reflect the research carried out for P6 in identifying markets and should provide a logical development of the methods outlined for P7. A simple web page, brochure or advertisement would provide suitable evidence.

To achieve D1 learners need to use their understanding of woodland management to recommend and justify woodland management techniques for a specified woodland in order to provide a sustainable crop for greenwood products. Learners could extend evidence produced for M1 and M2, or produce a management plan to show how harvesting of wood needs to be matched to production.

D2 requires learners to evaluate the greenwood products made for P5 and M3 and suggest improvements. The evaluation criteria could be suggested by learners and agreed through discussion, and should include elements of the functionality and appearance of products.

D3 is a logical extension to P7 and M4 as learners are required to evaluate marketing methods and material. The evidence produced for P7 and M4 could be evaluated and improvements identified through discussion or critical self-evaluation. Notes or recordings of discussions could be used as evidence, as could a self-evaluation checklist or notes.

## Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Greenwood Products	You are embarking on a career as a crafter of greenwood. Create a catalogue of products, including their specifications and how these relate to their functionality.	Catalogue of greenwood products and their specifications.
P3, P4,, M2, D1	Woodland Management Techniques	You are advising a woodland owner on how to manage their woodland sustainably to produce greenwood for selected products. Produce a guidance booklet comparing and explaining management techniques. Recommend and justify techniques to achieve their objectives.	Guidance booklet.
P5, M3, D2	Making Greenwood Products	Produce a range of greenwood products using a variety of skills and techniques. Evaluate your finished products and suggest improvements.	Logbook. Photographs of artefacts. Observation records.
P6, P7, M4, D3	Marketing Greenwood Products	You are to research possible markets for your greenwood products and devise a promotional plan together with the marketing material needed. Evaluate the effectiveness of your methods and materials.	Web page. Brochure. Advertisement. Discussion notes. Self-evaluation.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Introduction to Practical Forestry Skills	Understanding Principles of Forest Recreation

## Essential resources

Learners will need access to woodland that offers a variety of species and management techniques relevant to the study of greenwood products and production. They must have access to woodland to observe and practise relevant management techniques as well as produce artefacts. Learners will also need tools and equipment relevant to the products they are required to make and adequate workshop facilities. Learners will need to have suitable PPE.



## Employer engagement and vocational contexts

This unit is concerned with greenwood production and the manufacture of greenwood craft products. This is often carried out through small-scale operations of individual craft workers. This still gives opportunities, albeit limited, for relevant engagement and context through visits and guest speakers. Craft fairs and country fairs offer scope for a wider range of products to be investigated. Organisations such as BTCV and the National Trust may also provide opportunities through various access policies to promote wider public engagement.

### Indicative reading for learners

#### Textbooks

Abbott M – *Green Woodwork: Working with Wood the Natural Way* (Guild of Master Craftsman Publications, 1990) ISBN 0946819181

Abbott M – *Living Wood: From Buying a Woodland to Making a Chair, Second Edition* (Living Wood Books, 2004) ISBN 0954234510

Agate E – *Woodlands: A Practical Handbook* (BTCV, 2002) ISBN 0946752338

Agate E – *Toolcare: A maintenance and workshop manual* (BTCV, 1991) ISBN 0 946752 24 9

Broad K – *Caring for Small Woods* (Earthscan Publications, 1998) ISBN 1853834548

Milner E – *The Tree Book* (Collins and Brown, 1992) ISBN 1855851326

Tabor R – *The Encyclopedia of Green Woodworking* (Eco-Logic Books/Worldly Goods, 2000) ISBN 1899233075

Tabor R – *Traditional Woodland Crafts* (BT Batsford, 1994) ISBN 0713475005

#### Journals

*Living Woods*

#### Website

[www.btcv.org.uk](http://www.btcv.org.uk)

British Trust for Conservation Volunteers

[www.forestry.gov.uk](http://www.forestry.gov.uk)

Forestry Commission

[www.smallwoods.org.uk](http://www.smallwoods.org.uk)

Promoting and supporting the wellbeing of small woods in the UK

[www.woodsmithstore.co.uk](http://www.woodsmithstore.co.uk)

The Woodsmith's Store

## Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
<b>Independent enquirers</b>	producing a catalogue of greenwood products using a variety of research sources
<b>Creative thinkers</b>	making artefacts and adapting their ideas as they progress
<b>Reflective learners</b>	reviewing their progress when performing woodland management tasks and acting on the outcomes
<b>Team workers</b>	collaborating with others in the production of greenwood products
<b>Self-managers</b>	making judgements about risk within a woodland setting.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	researching different greenwood products
<b>Creative thinkers</b>	developing greenwood craft ideas
<b>Reflective learners</b>	presenting their marketing plan to a practitioner
<b>Team workers</b>	engaged in woodland tasks, some of which may require collaboration with others
<b>Self-managers</b>	managing their time and resources in the production of greenwood products
<b>Effective participators</b>	proposing practical ways forward in the management of woodland.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching internet sites to produce a catalogue of greenwood products
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	<p>using information from a variety of sources to create a management plan for a woodland</p> <p>using images and information from ICT sources to compile and maintain a portfolio of evidence including logbooks</p>
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	using information from a variety of sources to present a report for an agreed audience
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	using mathematical solutions in obtaining greenwood and producing artefacts
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	

Skill	When learners are ...
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	using verbal recording methods as evidence for tasks
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	using information from a variety of sources to compare the management of woodlands
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	preparing reports and extended pieces of writing to communicate woodland management plans.