

# City & Guilds Level 3 Diploma in Machining (Development Knowledge) (1272-03)

Version 2.2 (February 2023)

**Qualification Handbook**

## Qualification at a glance

<b>Industry area</b>	Mechanical
<b>City &amp; Guilds number</b>	1272
<b>Age group</b>	16+
<b>Entry requirements</b>	Centres must ensure that any pre-requisites stated in the Learner entry requirements section are met.
<b>Assessment</b>	Short answer question paper; assignment
<b>Qualification grade scale</b>	Pass/Merit/Distinction
<b>Approvals</b>	Fast track approval
<b>Support materials</b>	Qualification handbook Assessment pack
<b>Registration and certification</b>	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
City & Guilds Level 3 Diploma in Machining - (Development Knowledge)	510	750	1272-03	603/1706/1

Version and date	Change detail	Section
V2.0 August 2018	Grading information updated Minor formatting issues	Grading Throughout
V2.1 August 2022	Level 3 Diploma in Machining (Development Competence), amended to Level 3 Diploma in Machining (Development Knowledge) Total Qualification Time section wording amended	Structure Total Qualification Time
V2.2 February 2023	GLH for units 301-304, and 315 amended	Introduction – Qualification structure

Invigilation wording amended; Assessment title and learning outcome consistency issues amended 301, 308, 309, 310, 311, 314, 317, 318	Test specifications
Qualification grading information clarified	Grading of qualification
Unit 314, topic 2.3 amended	Unit 314
Guidance for delivery wording amended	Unit 318
Minor spelling and typographical errors amended	Throughout

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<b>Unit 308 Advanced manufacturing CNC turning techniques</b>	<b>63</b>
<b>Unit 309 Advanced manufacturing CNC milling techniques</b>	<b>69</b>
<b>Unit 310 Advanced manufacturing techniques Computer Numerical Control (CNC)</b>	<b>75</b>
<b>Unit 311 CNC programming</b>	<b>81</b>
<b>Unit 312 Specialist machining</b>	<b>85</b>

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<b>Unit 313</b>	<b>CAD/CAM</b>	<b>90</b>
<b>Unit 314</b>	<b>Precision grinding techniques</b>	<b>95</b>
<b>Unit 315</b>	<b>Further maths</b>	<b>100</b>
<b>Unit 316</b>	<b>Engineering organisational efficiency and improvement</b>	<b>104</b>
<b>Unit 317</b>	<b>Engineering inspection and quality control</b>	<b>110</b>
<b>Unit 318</b>	<b>Engineering design process</b>	<b>114</b>

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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	<p>This qualification is aimed at learners aged 16 and above who would like to gain the knowledge required for the Development phase of a Machinist (Advanced Manufacturing Engineering) apprenticeship.</p> <p>A learner can also take this qualification as a stand-alone option if they are self-employed or on short-term contracts that do not support the apprenticeship.</p>
What does the qualification cover?	<p>Learners will develop knowledge of material properties and mathematical concepts needed to be an effective Machinist. They will also learn about how engineering businesses take account of health and safety, environmental and communication considerations.</p> <p>They will have the opportunity to learn how to carry out advanced operations using different manual and/or CNC machines as well as concepts related to engineering design, quality inspection, CAD/CAM and organisational efficiency.</p>
What opportunities for progression are there?	Upon completion of this qualification, learners will have developed the knowledge required for the Development phase of the apprenticeship. If all other required qualifications are achieved, they could progress to the end point assessment.
Who did we develop the qualification with?	The qualification has been developed in collaboration with the Advanced Manufacturing Engineering (Machinist) Trailblazer Group.
Is it part of an apprenticeship framework or initiative?	Yes, this qualification has been developed to be included as an on-programme component of the Foundation phase of the Advanced Manufacturing Engineering (Machinist) apprenticeship.

To achieve the **Level 3 Diploma in Machining (Development Knowledge)**, learners must achieve

- mandatory units 301 – 304
- **four** optional units from units 305-318.

**Barred combinations:**

307 with either 305 or 306

310 with either 308 or 309

unit number	Unit title	GLH
<b>Mandatory</b>		
301	Engineering and environmental health and safety	60
302	Communication for machinists/engineers	60
303	Properties and applications of engineering materials	60
304	Engineering maths	90
<b>Optional</b>		
305	Advanced turning techniques	60
306	Advanced milling techniques	60
307	Advanced milling and turning techniques	90
308	Advanced manufacturing CNC turning techniques	60
309	Advanced manufacturing CNC milling techniques	60
310	Advanced manufacturing techniques Computer Numerical Control (CNC)	90
311	CNC programming	60
312	Specialist machining	60
313	CAD/CAM	60
314	Precision grinding techniques	60
315	Further maths	60
316	Engineering organisational efficiency and improvement	60
317	Engineering inspection and quality control	60
318	Engineering design process	60

## Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

- The number of hours that an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 3 Diploma in Machining (Development Knowledge)	510	750

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## 2 Centre requirements

### Approval

If your Centre is approved to offer the 2850-34 Level 3 Diploma in Engineering – Mechanical Manufacturing Engineering then you can apply for the new Level 3 Diploma in Machining (Development Knowledge) approval using the fast track approval form, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance.

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must have appropriate teaching and vocational knowledge and expertise. Assessor/Verifier (A/V) units are valued as qualifications for the centre, but they are not currently a requirement for this qualification.

## Resource requirements

### **Resources**

The qualification has no specific resource requirements.

### **Centre staffing**

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Additionally, those involved in internal quality assurance must:

- have experience in quality management/internal verification
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

### **Continuing Professional Development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area in order that delivery, mentoring, training, assessment and verification is in line with best practice and that they take account of any national and legislative developments.

## Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

## Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for learners under 16.

## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Summary of assessment methods

#### **Candidates must:**

- successfully complete short answer question papers for each mandatory unit (301-304)
- successfully complete the appropriate assessment for each option unit selected.

#### **Available assessments**

City & Guilds has written the following assessments to use with this qualification:

- externally set, internally marked short answer question papers
- externally set, internally marked assignments.

#### Assessment Types

Unit	Unit title	Assessment method	Where to obtain assessment materials
301	Engineering and environmental health and safety	Short answer questions 1272-301	www.cityandguilds.com
302	Communication for machinists/engineers	Short answer questions 1272-302	www.cityandguilds.com
303	Properties and applications of engineering materials	Short answer questions 1272-303	www.cityandguilds.com
304	Engineering maths	Short answer questions 1272-304	www.cityandguilds.com
305	Advanced turning techniques	Short answer questions 1272-305	www.cityandguilds.com
306	Advanced milling techniques	Short answer questions 1272-306	www.cityandguilds.com
307	Advanced milling and turning techniques	Short answer questions 1272-307	www.cityandguilds.com
308	Advanced manufacturing CNC turning techniques	Short answer questions 1272-308	www.cityandguilds.com
309	Advanced manufacturing CNC milling techniques	Short answer questions 1272-309	www.cityandguilds.com
310	Advanced manufacturing techniques Computer Numerical Control (CNC)	Short answer questions 1272-310	www.cityandguilds.com

Unit	Unit title	Assessment method	Where to obtain assessment materials
311	CNC programming	Short answer questions 1272-311	www.cityandguilds.com
312	Specialist machining	Assignment 1272-312	www.cityandguilds.com
313	CAD/CAM	Short answer questions 1272-313.	www.cityandguilds.com
314	Precision grinding techniques	Short answer questions 1272-314	www.cityandguilds.com
315	Further maths	Short answer questions 1272-315	www.cityandguilds.com
316	Engineering organisational efficiency and improvement	Assignment 1272-316	www.cityandguilds.com
317	Engineering inspection and quality control	Short answer questions 1272-317	www.cityandguilds.com
318	Engineering design process	Short answer questions 1272-318	www.cityandguilds.com

### ***Time constraints***

All assessments must be completed within the candidate's period of registration.

## Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

**Assessment title:** Engineering and environmental health and safety

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

301	Duration: 90 minutes		
	Learning Outcome	Number of marks	%
Unit 301	01: Understand workplace health and safety responsibilities	22	44
	02: Understand how to maintain a safe and healthy workplace	12	24
	03: Understand environmental management requirements of engineering businesses	16	32
	<b>Total</b>	<b>50</b>	<b>100</b>

**Assessment title:** Communication for machinists/engineering

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

<b>302</b>	<b>Duration: 90 minutes</b>		
	<b>Learning Outcome</b>	<b>Number of marks</b>	<b>%</b>
<b>Unit 302</b>	01: Understand how to communicate technical information	26	52
	02: Understand how to communicate general information	24	48
<b>Total</b>		<b>50</b>	<b>100</b>

**Assessment title:** Properties and applications of engineering materials

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

<b>303</b>	<b>Duration: 90 minutes</b>		
	<b>Learning Outcome</b>	<b>Number of marks</b>	<b>%</b>
<b>Unit 303</b>	01: Understand the properties of materials	16	36
	02: Understand why engineering materials fail	16	36
	03: Understand the suitability of engineering materials	13	28
<b>Total</b>		<b>45</b>	<b>100</b>

**Assessment title:** Engineering maths

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

<b>304</b>	<b>Duration: 60 minutes</b>		
<b>Unit 304</b>	<b>Learning Outcome</b>	<b>Number of marks</b>	<b>%</b>
	01: Solve engineering problems using arithmetic	9	22.5
	02: Solve engineering problems using algebraic methods	10	25
	03: Solve engineering problems using trigonometric methods	9	22.5
	04: Solve engineering problems using calculus	8	20
	05 Solve engineering problems using statistics	4	10
	<b>Total</b>	<b>40</b>	<b>100</b>



**Assessment title:** Advanced turning techniques

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

<b>305</b>	<b>Duration: 90 minutes</b>		
	<b>Learning Outcome</b>	<b>Number of marks</b>	<b>%</b>
<b>Unit 305</b>	01: Understand the equipment required for advanced turning operations	16	32
	02: Understand how to produce complex machined components on a lathe	26	52
	03: Understand how to meet quality requirements for advanced turning operations	8	16
<b>Total</b>		<b>50</b>	<b>100</b>

**Assessment title:** Advanced milling techniques

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

<b>306</b>	<b>Duration: 90 minutes</b>		
	<b>Learning Outcome</b>	<b>Number of marks</b>	<b>%</b>
<b>Unit 306</b>	01: Understand the equipment required for advanced milling operations	16	32
	02: Understand how to produce complex machined components on a mill	26	52
	03: Understand how to meet quality requirements for advanced milling operations	8	16
<b>Total</b>		<b>50</b>	<b>100</b>

**Assessment title:** Advanced milling and turning techniques  
**Assessment type:** Short answer questions  
**Assessment conditions:** Supervised examination conditions  
**Grading:** X/P/M/D

307	Duration: 100 minutes		
<b>Unit 307</b>	<b>Learning Outcome</b>	<b>Number of marks</b>	<b>%</b>
	01: Understand equipment required for advanced machining operations	26	43
	02: Understand how to produce complex machined components	26	43
	03: Understand how to meet quality requirements for advanced machining operations	8	14
<b>Total</b>		<b>60</b>	<b>100</b>

**Assessment title:** Advanced manufacturing CNC turning techniques  
**Assessment type:** Short answer questions  
**Assessment conditions:** Supervised examination conditions  
**Grading:** X/P/M/D

308	Duration: 90 minutes		
<b>Unit 308</b>	<b>Learning Outcome</b>	<b>Number of marks</b>	<b>%</b>
	01: Understand equipment required for CNC operations on multi-axis CNC machines	16	32
	02: Understand how to produce complex components on multi-axis CNC lathes	26	52
	03: Understand how to meet quality requirements for advanced CNC turning operations	8	16
<b>Total</b>		<b>50</b>	<b>100</b>

**Assessment title:** Advanced manufacturing CNC milling techniques

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

<b>309</b>	<b>Duration: 90 minutes</b>		
	<b>Learning Outcome</b>	<b>Number of marks</b>	<b>%</b>
<b>Unit 309</b>	01: Understand equipment required for CNC operations on multi-axis CNC milling machines	16	32
	02: Understand how to produce complex components on multi-axis CNC milling machines	26	52
	03: Understand how to meet quality requirements for advanced CNC milling operations	8	16
<b>Total</b>		<b>50</b>	<b>100</b>

**Assessment title:** Advanced manufacturing techniques Computer Numerical Control (CNC)

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

<b>310</b>	<b>Duration: 90 minutes</b>		
	<b>Learning Outcome</b>	<b>Number of marks</b>	<b>%</b>
<b>Unit 310</b>	01: Know the equipment required for CNC operations on multi-axis CNC machines	16	32
	02: Understand how to produce complex components on multi-axis CNC machines	26	52
	03: Understand how to meet quality requirements for advanced CNC operations	8	16
<b>Total</b>		<b>50</b>	<b>100</b>

**Assessment title:** CNC programming

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

<b>311</b>	<b>Duration: 60 minutes</b>		
	<b>Learning Outcome</b>	<b>Number of marks</b>	<b>%</b>
<b>Unit 311</b>	01: Understand equipment required for CNC machining	8	20
	02: Understand how to produce programs for CNC machining	32	80
<b>Total</b>		<b>40</b>	<b>100</b>

**Assessment title:** CAD/CAM

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

<b>313</b>	<b>Duration: 90 minutes</b>		
	<b>Learning Outcome</b>	<b>Number of marks</b>	<b>%</b>
<b>Unit 313</b>	01: Understand the application of Computer Aided Engineering (CAE)	14	28
	02: Understand how to operate CAD software to produce complex designs	22	44
	03: Understand the use of CAD/CAM in machining	14	28
<b>Total</b>		<b>50</b>	<b>100</b>

**Assessment title:** Precision grinding techniques

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

<b>314</b>	<b>Duration: 90 minutes</b>		
	<b>Learning Outcome</b>	<b>Number of marks</b>	<b>%</b>
<b>Unit 314</b>	01: Know equipment required for precision grinding	16	32
	02: Understand how to produce complex components with precision grinding machines	26	52
	03: Understand how to meet quality requirements for precision grinding operations	8	16
<b>Total</b>		<b>50</b>	<b>100</b>

**Assessment title:** Further maths

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

<b>315</b>	<b>Duration: 90 minutes</b>		
	<b>Learning Outcome</b>	<b>Number of marks</b>	<b>%</b>
<b>Unit 315</b>	01: Solve engineering problems using algebraic methods	19	38
	02: Solve engineering problems using trigonometric methods	15	30
	03: Solve engineering problems using calculus	16	32
<b>Total</b>		<b>50</b>	<b>100</b>

**Assessment title:** Engineering inspection and quality control

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

317	Duration: 90 minutes		
Unit 317	Learning Outcome	Number of marks	%
	01: Understand the principles and applications of quality management systems	18	30
	02: Understand the application of measurement techniques	22	37
	03: Understand the application of Statistical Process Control (SPC) to manage product quality	20	33
Total		60	100

**Assessment title:** Engineering design process

**Assessment type:** Short answer questions

**Assessment conditions:** Supervised examination conditions

**Grading:** X/P/M/D

318	Duration: 90 minutes		
Unit 318	Learning Outcome	Number of marks	%
	01: Understand the design process	18	36
	02: Understand the factors considered when designing a product	15	30
	03: Understand how manufacturing processes influence design	17	34
Total		50	100

### ***Recognition of prior learning (RPL)***

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification. For this qualification, RPL is not allowed.

## 5 Grading

### Grading of individual assessments

Individual assessments will be graded Pass/Merit/Distinction.

For a unit to be achieved, candidates must achieve a minimum Pass in the assessment, as per the marking scheme provided.

A Pass reflects the minimum requirements that are expressed in the unit, with Merit and Distinction showing progression in the depth and breadth of the learner's knowledge, as well as in the type of cognitive operations they demonstrate.

### Grading of the qualification

Individual assessments will be graded Pass/Merit/Distinction where indicated

The grade boundaries for Pass, Merit and Distinction for each assessment have been set through a judgemental process using technical experts, aimed at defining what the grades for each assessment should mean in practice. The following descriptors are based on that process.

For the units to be achieved, candidates must achieve a minimum of Pass in the assessments. The descriptors given here simply provide a baseline against which Merit and Distinction grades can be understood and should **not** be used for grading/marketing the assessments.

#### Pass

The candidate has a solid understanding of the unit key concepts. Some understanding may be simplistic, narrow or shallow. Individual topics are dealt with separately but understanding is clear. Recall of the unit content is generally accurate, without serious misapprehensions or gaps. Recall may be slow or show signs of difficulty/uncertainty and minor misapprehensions may occur.

Indicators:

- explanations may be a little incoherent or incomplete but the meaning is on the whole accurate
- the use of illustrations/examples are mostly relevant to the explanation
- relationships between concepts are missing
- reasoning shows comprehension of the main facts
- analyses or evaluations are simplistic but relevant
- sources, when used, are limited but relevant
- main facts are stated accurately
- definitions and descriptions are accurate, but somewhat limited
- diagrams, when used, are mostly correctly annotated, with some minor errors eg spelling.

## **Merit**

The candidate has a sound understanding of the breadth/depth of the relevant concepts. Topics are dealt with in relation to each other and communicated clearly. The breadth and depth of the unit content are recalled in an accurate and complete manner. Recall is confident.

Indicators:

- explanations are coherent, complete and accurate
- use of illustrations/examples which accurately and clearly add to/support the explanation
- relationships are made between concepts
- reasoning is plausible and conventional
- analyses and evaluations are methodical and plausible
- information is drawn from a range of appropriate sources and used appropriately
- facts are accurate and cover the breadth and depth of the unit
- definitions and descriptions are clear
- technical language is accurate

## **Distinction**

The candidate has a well-developed understanding of the relevant concepts. Relationships between topics are highly developed and may be set in context; interactions between topics are clearly expressed. There is evidence of understanding of some facts/knowledge which go beyond the requirements of the unit. Recall is automatic and can be brought together making useful connections.

Indicators:

- explanations are well thought out, thorough and well-argued/justified
- well-chosen illustrations/ examples, which accurately and precisely clarify explanations
- relationships are brought together to show an understanding of the bigger picture
- reasoning is justified, well-argued and may be creative
- analyses and evaluations are thorough, well-developed
- sourced information is critically evaluated, showing awareness of its importance or relevance
- evidence of interest beyond the scope of the unit
- descriptions and definitions are detailed
- use of knowledge is consistently high and second nature.



## Grading of the qualification

The Employer Group has taken the decision to grade this qualification Pass/Merit/Distinction, through the aggregation of the individual assessments graded Pass/Merit/Distinction.

Grading can be of use both as a motivational tool within the learning environment and also to learners presenting evidence of their knowledge to prospective employers.

All assessments must be achieved at a minimum of Pass for the qualification to be awarded. All **eight** assessments graded Pass/Merit/Distinction contribute equally to the overall qualification grade.

Centres will need to calculate the qualification grade as follows:

- The grade achieved by a learner will need to be converted into points as follows:

Individual assessment grade	Grade points
Pass	2
Merit	3
Distinction	4

- Grade points for each of the **eight** assessments need to be added together in line with the qualification structure, and the overall qualification grade determined, using the following conversion table:

Total grade points	Overall qualification grade
16 - 20	Pass
21 - 27	Merit
28 - 32	Distinction

- Overall grade calculation must include the four mandatory and four optional units only, as shown in the example below. If any additional optional units are taken the four highest scoring optional units must be used in the overall grade calculation.

### Example

Learner A has achieved the following:

Assessment	Grade achieved	Grade points
<b>Mandatory</b>		
1273-301	Pass	2
1273-302	Pass	2
1273-303	Pass	2
1273-304	Merit	3
<b>Optional</b>		
1273-3xx	Distinction	4
1273-3xx	Pass	2
1273-3xx	Merit	3
1273-3xx	Merit	3
<b>Total grade points</b>		<b>21</b>
<b>Overall qualification grade</b>		<b>Merit</b>

- Overall qualification grades must be entered using **one** of the following overall grading modules on the Walled Garden:  
904 Pass  
905 Merit  
906 Distinction

## 6 Units

### Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Learning outcomes
- Topics and associated range content

Centres must deliver the full breadth of the range.

## Unit 301 Engineering and environmental health and safety

<b>Unit level:</b>	Level 3
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<b>GLH:</b>	60
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### What is this unit about?

The aim of this unit is for learners to develop their knowledge of their health and safety responsibilities when working in an engineering business. They will learn about health and safety legislation and how the business' activities could impact on the environment. They will also learn about the types of documentation require to adhere to Health and safety policies.

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### Learning outcomes

In this unit, learners will be able to

- 1 Understand workplace health and safety responsibilities
- 2 Understand how to maintain a safe and healthy workplace
- 3 Understand environmental management requirements of engineering businesses

## Scope of content

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### Learning outcome

- 1 Understand workplace health and safety responsibilities
- 

### Topics

- 1.1 Responsibilities under legislation
- 1.2 Roles of key people involved in workplace health and safety
- 1.3 Roles of organisations involved in workplace health and safety

#### Topic 1.1

Key responsibilities of employers and employees under legislation:

- Health and Safety at Work etc Act
- Management of Health and Safety at Work Regulations
- Control of Substances Hazardous to Health (COSHH)
- Provision and Use of Work Equipment Regulations (PUWER)
- Personal Protective Equipment Regulations
- Manual Handling Operations Regulations
- Lifting Operations and Lifting Equipment Regulations (LOLER)
- Noise at Work Regulations
- Vibration at Work Regulations
- Electricity at Work Regulations
- The Health and Safety (Display Screen Equipment) Regulations
- Reportable Diseases and Dangerous Occurrences Regulations (RIDDOR).

#### Topic 1.2

Roles of key health and safety personnel in a workplace and how they may differ depending on the type of organisation:

- Health and safety representatives
- Environmental health officers
- Health and Safety Executive Inspectors
- First aiders
- Fire marshalls/wardens.

#### Topic 1.3

Roles of organisations involved in workplace health and safety and actions that can be taken in specific situations:

- Health and Safety Executive (HSE)
- Local authorities
- Environmental health agency
- Fire authority
- Trade unions.

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## Learning outcome

2 Understand how to maintain a safe and healthy workplace

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## Topics

2.1 Organisational safety requirements

2.2 Risk assessment

### Topic 2.1

Procedures and supporting documentation for workplace health and safety:

- For fire prevention
- For emergency evacuation
- For near misses
- For accidents
- For machining operations
- For maintenance
- For storage of materials
- For movement of materials.

### Topic 2.2

Requirements and procedures involved in producing a risk assessment:

- Hierarchy of control and how it is applied in different situations (elimination, substitution, controls, safe systems of work, personal protective equipment)
- Hazard, likelihood, severity, risk rating, who affect and how
- Review process.

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## Learning outcome

3 Understand environmental management requirements of engineering businesses

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## Topics

3.1 Key requirements of environmental legislation and standards

3.2 Relationship between human and environmental conditions in the workplace

3.3 Energy and waste

### Topic 3.1

Key requirements of environmental legislation and standards:

- Environmental Protection Act
- Pollution Prevention and Control Act
- Clean Air Act
- Radioactive Substances Act
- Waste Regulations
- Dangerous Substances and Preparations and Chemicals Regulations
- ISO14001.

### Topic 3.2

Relationship between human and environmental conditions in the workplace and how they are controlled:

- Human conditions (lack of management control, carelessness, improper behaviour and dress, lack of training, supervision and experience, fatigue, drug-taking, alcohol)
- Environmental conditions (unguarded or faulty machinery, equipment and tools, inadequate ventilation, untidy, dirty, overcrowded workplace, inadequate lighting).

### Topic 3.3

- Sources of energy and their environmental impact (fossil, renewable, nuclear)
- Types and likely causes of industrial emissions and methods used for mitigation
- Requirements for the safe disposal and recycling of waste
- Procedures required for energy audits and implications of findings.

### **Guidance for delivery**

This is a theory unit that provides opportunities for learners to input on their own experiences when working in an engineering environment. The use of case studies from a range of different types of business would enable learners to grasp the scale and scope that health and safety has on the industry. Case studies can also be used to consider the impact of an engineering activities on the environment.

Gaining an understanding of health, safety and the environment can be developed through practical activities where learners complete documentation related to real machining tasks.

There are opportunities to work with employers who can provide case studies of how policies and procedures have prevented incidents. They can also provide examples of real documentation used in their business.



## Unit 302 Communication for machinists/engineers

<b>Unit level:</b>	Level 3
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<b>GLH:</b>	60
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### What is this unit about?

The aim of this unit is for learners to develop their understanding of how to communicate with an engineering business. They will learn about communicating with both general and technical information. This will include research methodologies and understanding engineering drawings. They will also learn about the types of documentation required to effectively communicate within their business.

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### Learning outcomes

In this unit, learners will be able to

- 1 Understand how to communicate technical information
- 2 Understand how to communicate general information

## Scope of content

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### Learning outcome

- 1 Understand how to communicate technical information
- 

### Topics

- 1.1 Research methods
- 1.2 Sources of technical information
- 1.3 Diagrammatic representation of technical information

#### Topic 1.1

Process for obtaining primary and secondary information:

- Identify requirements
- Gather
- Record sources
- Collate
- Evaluate
- Synthesise.

Types of information:

- Qualitative
- Quantitative.

Criteria for evaluating information:

- Credibility
- Bias
- Assumptions
- Validity
- Sufficiency
- Currency.

#### Topic 1.2

Characteristics of sources of technical information:

- Characteristics (information provided, location)
- Types of technical information (manufacturers' specifications, technical manuals, engineering drawings, schematics, reference books, standard operating procedures (SOPs), method statements, job cards).

Suitability of sources for different engineering problems:

- Technical problems (materials, processes, equipment, skills)
- Commercial problems (finance, time, risk/reward).

#### Topic 1.3

Interpretation of different types of diagrammatic representation:

- Types of diagrammatic representation (sketches, drawings, models, graphs)
- Interpret (symbols, geometric dimensioning and tolerancing (GDT), dimensions, tolerances, different views, imperial and metric systems of measurement, labels, data, axes, lines).

Creation of diagrammatic representation:

- Use conventions and standards (sketches, drawings, models, graphs)

- Views and layouts.

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## Learning outcome

2 Understand how to communicate general information

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### Topics

- 2.1 Principles of communication
- 2.2 Business documentation
- 2.3 Barriers to communication
- 2.4 Information Communication Technology (ICT) applications
- 2.5 Information security

#### Topic 2.1

Principles of communication:

- Two way process
- Content (language, structure, organisation, legal requirements/constraints, relevance)
- Presentation (house style, tone, style)
- Context (audience, location, purpose, timescale)
- Types (oral, non-verbal, written).

#### Topic 2.2

Conventions and suitability of different types of communication records:

- Conventions (layout, format, structure, content)
- Types of communication records (policies, protocols, contracts, notes, minutes, emails, letters, websites, social media, images, texts).

#### Topic 2.3

Characteristics of barriers to communication and how these can be overcome:

- Physical
- Technical
- Emotional
- Attitude.

#### Topic 2.4

Characteristics of ICT applications and their suitability for communicating different types of information:

- Word-processing
- Spreadsheets
- Databases
- Presentation.

#### Topic 2.5

Security of information records:

- Threats to security of information records (digital, physical)
- Procedures used to minimise security risks
- Commercial and personal consequences of non-compliance

- Key requirements of data protection legislation.

Procedures for managing information records and their application:

- Storage
- Retrieval
- Archiving
- Retention
- Classification
- Labelling/indexing
- Version control
- Internal controls.

### **Guidance for delivery**

This is a theory unit that provides opportunities for learners to input on their own experiences when communicating in an engineering environment. The use of case studies from a range of different types of business would enable learners to understand the uses of different types of communication. Case studies can also be used to demonstrate best practice of communication by machinists.

Gaining an understanding of technical information can be developed through practical activities where learners research and interpret engineering information from a range of sources related to real machining tasks.

There are opportunities to work with employers who can provide case studies and examples of engineering technical information. They can also provide examples of real documentation used in their business communications.

## Unit 303 Properties and applications of engineering materials

<b>Unit level:</b>	Level 3
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<b>GLH:</b>	60
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### What is this unit about?

The purpose of this unit is for learners to understand the behaviours and properties of materials that are important wherever they work in engineering. By learning these topics, they will better understand their importance in the process that allows engineers to design and manufacture complex components for a range of specific situations. This also supports the learner in selecting and testing the most appropriate materials to satisfy the requirements for different types of application.

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### Learning outcomes

In this unit, learners will be able to

- 1 Understand the properties of materials
- 2 Understand why engineering materials fail
- 3 Understand the suitability of engineering materials

## Scope of content

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### Learning outcome

- 1 Understand the properties of materials
- 

### Topics

- 1.1 Properties of materials
- 1.2 Structure of materials
- 1.3 Effects of processing on the properties of materials

#### Topic 1.1

Properties of materials:

- Mechanical (strength (compressive, shear, tensile), hardness, toughness, ductility, durability, malleability, elasticity, plasticity)
- Physical (conductivity (thermal, electrical), density, melting temperature, permeability, thermal expansion, corrosion resistance).

Classification of materials:

- Metals (cast iron, aluminium alloys, titanium, steels, copper)
- Natural (natural polymers, rubber, wood, stone)
- Synthetic (neoprene, thermoplastics, thermosets, composites)
- Engineering ceramics (tungsten carbide, silicon carbide, alumina).

#### Topic 1.2

Relationship between material structures and properties:

- Periodic table
- Atomic structure
- Molecular structure
- Bonding mechanisms
- Structure (lattice, grain, crystals)
- Cross linking of polymers.

#### Topic 1.3

Effects of processing on material properties:

- Cutting
- Forming (rolling, forging, moulding)
- Welding
- Sintering
- Coating
- Heat treatments (case hardening, annealing, quenching, tempering, precipitation hardening)
- Hot working
- Cold working.

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## Learning outcome

2 Understand why engineering materials fail

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## Topics

2.1 Causes of engineering materials failure

2.2 Symptoms of engineering materials failure

2.3 Methods of testing for engineering materials failure

### Topic 2.1

Causes of engineering materials failure:

- Chemical
- Physical
- Design
- Manufacture.

### Topic 2.2

Symptoms of engineering materials failure:

- Fracture
- Fatigue
- Creep.

### Topic 2.3

Methods of testing:

- Destructive (tensile, shear, hardness, corrosion, wear resistance, impact)
- Non-destructive (visual, penetrant, radiographic, magnetic powder, ultrasonic).



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## Learning outcome

3 Understand the suitability of engineering materials

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## Topics

3.1 Factors affecting selection of engineering materials

3.2 Criteria from engineering information

### Topic 3.1

Factors affecting selection of engineering materials:

- Application
- Properties
- Environment
- Availability
- Sustainability
- Costs.

### Topic 3.2

Use engineering information to determine criteria for suitability of engineering materials:

- Standard (British Standards (BS), European Standards (EN), International Standards (ISO))
- Manufacturers' information (data sheets, catalogues, websites).
- Specifications.

### **Guidance for delivery**

This is a theoretical unit that is best taught through applied activities related to engineering contexts.

There are many opportunities to link the learning in this unit with practical machining activities. For example, selecting appropriate materials for machining based on their mechanical properties. Practical activities involving machining different types of materials can be used to discuss the atomic structure of these materials, as learners experience the ease and/or difficulty of working with them in different applications.

Employers can be engaged to support delivery with examples of activities where the theory can be applied e.g. costing materials for specific applications.

## Unit 304 Engineering maths

<b>Unit level:</b>	Level 3
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<b>GLH:</b>	90
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### What is this unit about?

The purpose of this unit is for learners to understand the principles of mathematics and apply these to solve engineering problems. They will learn the principles of arithmetic, trigonometry, calculus, algebraic methods and statistics and how these can be applied in a range of engineering contexts.

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### Learning outcomes

In this unit, learners will be able to

- 1 Solve engineering problems using arithmetic
- 2 Solve engineering problems using algebraic methods
- 3 Solve engineering problems using trigonometric methods
- 4 Solve engineering problems using calculus
- 5 Solve engineering problems using statistics

## Scope of content

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### Learning outcome

1 Solve engineering problems using arithmetic

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### Topics

1.1 Apply arithmetic methods

1.2 Apply standard formulae

#### Topic 1.1

Apply arithmetic methods

- Addition, subtraction, multiplication, division
- Order of operation
- Decimal places
- Significant figures
- SI units (metric) and prefixes
- Ratio, proportions
- Transposition
- Fractions.

#### Topic 1.2

Apply standard formulae:

- Area of simple and compound 2D shapes
  - Surface area and volume of simple and compound 3D shapes
  - Calculating density and mass.
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### Learning outcome

2 Solve engineering problems using algebraic methods

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### Topics

2.1 Solve problems using equations

2.2 Solve problems using rules of indices

2.3 Solve problems using logarithms

#### Topic 2.1

Solve problems using equations:

- Simplifying equations and functions
- Manipulating equations to change the subject.

#### Topic 2.2

Solve problems using rules of indices.

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### **Topic 2.3**

Solve problems with logarithms:

- Laws of logarithms
- Use of natural logarithms
- Changing the base.

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### **Learning outcome**

3 Solve engineering problems using trigonometric methods

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### **Topics**

- 3.1 Use trigonometry on right angled triangles
- 3.2 Apply sine and cosine rules to engineering problems
- 3.3 Radian measure

### **Topic 3.1**

Use trigonometry on right angled triangles:

- Calculate
- Length of unknown side from two other sides
- Length of unknown side from a known angle and length
- Unknown angle from two lengths.

### **Topic 3.2**

Apply sine and cosine rules to solve engineering problems:

- Solution of triangles, by applying sine and cosine rules.

### **Topic 3.3**

Radian measure:

- Using radians
- Convert angles between radians and degrees.

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## Learning outcome

4 Solve engineering problems using calculus

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### Topics

4.1 Solving problems relating to graphs

4.2 Solving problems using differentiation and integration

#### Topic 4.1

Solving problems relating to graphs:

- Interpret changes in an engineering system from a graph
- Express equations of a straight line using a graph.

#### Topic 4.2

Solving problems using differentiation and integration:

- Standard integrals
  - Calculation of turning points maximum, minimum and optimal values.
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## Learning outcome

5 Solve engineering problems using statistics

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### Topics

5.1 Calculation of averages

5.2 Central tendency and dispersion

#### Topic 5.1

Calculation of averages:

- Mean
- Median
- Mode.

#### Topic 5.2

Central tendency and dispersion:

- Cumulative frequency and variance
  - Standard deviation.
-

### **Guidance for delivery**

This is a theoretical unit that is best taught through applied activities related to engineering contexts.

There are many opportunities to link the learning in this unit with practical machining activities. For example, calculating polar coordinates for machining operations. Gear ratios can be applied when setting up speeds and feeds on machines. Statistical methods can be used to produce an SPC analysis.

Employers can be engaged to support delivery with examples of activities where the theory can be applied eg with engineering drawings or case studies.

## Unit 305 Advanced turning techniques

<b>Unit level:</b>	Level 3
<b>GLH:</b>	60

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### What is this unit about?

This unit enables the learner to acquire the essential knowledge and understanding needed to develop advanced turning skills. This unit provides the learner with knowledge of the tools, equipment and machinery used to create complex turned components. They will learn how to set up, operate and plan the use of machinery to create complex turned components safely and efficiently. Learners will develop an understanding of quality requirements and how they can evaluate the quality of a complex turned component against a specification.

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### Learning outcomes

In this unit, learners will be able to

- 1 Understand equipment required for advanced turning operations
- 2 Understand how to produce complex turned components on a lathe
- 3 Understand how to meet quality requirements for advanced turning operations



## Scope of content

Complex turned components require the combination of a number of different types of features.

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## Learning outcome

- 1 Understand equipment required for advanced turning operations
- 

## Topics

- 1.1 Parts of a lathe
- 1.2 Workholding devices
- 1.3 Cutting tools

### Topic 1.1

Characteristics, function and considerations of parts of a lathe and how they interact to achieve machining operations:

- Safety features
- Tool holding devices
- Mechanical parts
- Electrical/electromechanical parts (controls, digital readout).

### Topic 1.2

Characteristics, function and considerations for the use of workholding devices:

- Chucks (3 jaw, 4 jaw, collet)
- Face plates
- Between centres
- Steadies (travelling steadies, fixed steadies, self-centering steadies).

### Topic 1.3

Characteristics, functions and limitations of cutting tools:

- Tool types (roughing and finishing, turning, boring, grooving, undercutting, parting, forming, chamfering, reaming, tapping, threading, drilling)
- Characteristics (tool angles (rake and clearance, approach), materials, ISO Coding for indexable inserts)
- Tool posts (fixed, indexable)
- Materials (tungsten carbide, ceramic coatings)
- Effects of cutting fluids and compounds.

---

## Learning outcome

2 Understand how to produce complex turned components on a lathe

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### Topics

- 2.1 Safety issues
- 2.2 Information required to produce turned features
- 2.3 Techniques for the use of workholding devices
- 2.4 Techniques for mounting cutting tools
- 2.5 Calculations required for turning operations
- 2.6 Principles of planning turning operations

#### Topic 2.1

Safety issues associated with the use of a lathe and how they are controlled:

- Hazards (flying debris, entanglement, ejected workpieces, moving parts, sharp edges, heat)
- Controls (safety checks, PPE, safe working practices).

#### Topic 2.2

Information required to create different types of features:

Types of features:

- Faces (datum, flat, perpendicular, parallel, tapered)
- Diameters (internal, external, bored, tapered, concentric, eccentric)
- Shoulders
- Grooves/undercuts
- Holes (drilled, reamed, blind, through, counterbored, countersunk, flat-bottomed)
- Threads (internal, external, multi-start, square).

Information:

- Datum
- Sizes
- Material
- Tooling
- Measuring instruments
- Speeds and feeds.

Information sources:

- Engineering drawings
- Tables and charts
- International standards
- Calculations.

#### Topic 2.3

Techniques for the use of workholding devices:

- Mounting and removal of workholding device into/from machine
- How to mount, secure and align.

### **Topic 2.4**

Techniques for mounting cutting tools:

- Checking tools are fit for purpose
- Securing cutting tools in tool holding devices
- Aligning tool to centre height
- Orientating tool to workpiece.

### **Topic 2.5**

Calculations required for turning operations in different machining conditions:

- Speeds
- Feeds
- Counterweight position
- Power requirements
- Tapers using precision balls.

### **Topic 2.6**

Principles of planning turning operations:

- Critical path
- Sequence of operations.

---

## **Learning outcome**

3 Understand how to meet quality requirements for advanced turning operations

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## **Topics**

3.1 Monitoring machine performance

3.2 Evaluating components against specification requirements

### **Topic 3.1**

Monitoring machine performance

- Potential defects (symptoms, causes, resolution)
- In-process checks (Coordinate Measuring Machine (CMM), trial cuts, dimensions and tolerances of workpiece, surface finish, condition of tools, time, effects of temperature, cost).

### **Topic 3.2**

Evaluating turned components against specification:

- Identify quality criteria (tolerance, surface finish, concentricity, parallelism) from engineering information (drawings, standards)
- Application of inspection techniques (measurement, visual).

### **Guidance for delivery**

This is a theory unit intended to underpin the development of practical skills. It is beneficial for learners to have prior knowledge of the use of lathes. If this is not the case it may be advantageous for learners to undertake introductory sessions related to basic turning techniques.

This unit is designed to be delivered alongside practical workshop or real work activities. The combination of theory and practice is more likely to reinforce the learning required.

It is recommended that learning is based on engineering information such as engineering drawings. From this, learners can interpret the information presented and consider the appropriate tools, equipment and machinery required to create the components. Learners can then consider the operational requirements and processes that will deliver the complex turned component presented in the engineering information.

Working with employers would enhance the delivery of the unit. This could be through the presentation of engineering information or presentations on the types of machinery and components.

## Unit 306 Advanced milling techniques

<b>Unit level:</b>	Level 3
<b>GLH:</b>	60

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### What is this unit about?

This unit provides the learner with knowledge of the tools, equipment and machinery used to create complex milled components. They will learn how machinery is set up and operated safely and the processes to be followed to create complex milled components. Learners will develop an understanding of quality requirements and how they can evaluate the quality of a complex milled component against a specification.

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### Learning outcomes

In this unit, learners will be able to

- 1 Understand equipment required for advanced milling operations
- 2 Understand how to produce complex machined components on a milling machine
- 3 Understand how to meet quality requirements for advanced milling operations

## Scope of content

Complex machined components require the combination of a number of different types of features.

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## Learning outcome

1 Understand equipment required for advanced milling operations

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## Topics

- 1.1 Parts of a milling machine
- 1.2 Workholding devices
- 1.3 Cutting tools

### Topic 1.1

Characteristics, function and considerations of parts of a vertical and horizontal milling machine and how they interact to achieve machining operations:

- Safety features
- Tool holding devices
- Mechanical parts (slides, lead screws, spindles, arbours)
- Electrical/electromechanical parts (drives, pumps, motors, controls).

### Topic 1.2

Characteristics, function and considerations for the use of workholding devices:

- Machine vice (fixed, swivel, hydraulic)
- T slot and clamps
- Angle plate
- V block and clamps
- Dividing head
- Fixtures.

### Topic 1.3

Characteristics, functions and limitations of cutting tools:

- Tool types (end mill, slot drill, shell cutter, bullnose cutter, face mill, fly cutter, dovetail cutter, drills, reamers, taps, woodruff cutter)
- Characteristics (tool angles, materials, ISO Coding for indexable inserts)
- Materials (Tungsten carbide, ceramic, high speed steel, coatings)
- Effects of cutting fluids and compounds.

---

## Learning outcome

2 Understand how to produce complex machined components on a milling machine

---

### Topics

- 2.1 Safety issues
- 2.2 Information required to produce machined features
- 2.3 Techniques for the use of workholding devices
- 2.4 Techniques for mounting cutting tools
- 2.5 Calculations required for milling operations
- 2.6 Principles of planning milling operations

#### Topic 2.1

Safety issues associated with the use of a milling machine and how they are controlled:

- Hazards (flying debris, entanglement, moving parts, sharp edges, heat)
- Controls (safety checks, PPE, safe working practices).

#### Topic 2.2

Information required to create different types of features:

Types of features:

- Faces (datum, flat, perpendicular, parallel, tapered)
- Steps
- Slots (enclosed, open ended, tee)
- Recesses
- Holes (drilled, reamed, blind, through, counterbored, countersunk, flat-bottomed, bored)
- Internal threads.

Information:

- Datum
- Sizes
- Material
- Tooling
- Measuring instruments
- Speeds and feeds.

Information sources:

- Engineering drawings
- Tables and charts
- International standards
- Calculations.

#### Topic 2.3

Techniques for the use of workholding devices:

- Mounting and removal of workholding device into/from machine
- How to mount, secure and align.

#### **Topic 2.4**

Techniques for mounting cutting tools:

- Checking tools are fit for purpose
- Securing cutting tools in tool holding devices
- Align tools.

#### **Topic 2.5**

Calculations required for milling operations in different machining conditions:

- Speeds
- Feeds
- Power requirements
- Pitch Circle Diameters (PCDs)
- Dividing head (40:1).

#### **Topic 2.6**

Principles of planning milling operations:

- Critical path
- Sequence of operations.

---

### **Learning outcome**

- 3 Understand how to meet quality requirements for advanced milling operations
- 

### **Topics**

- 3.1 Monitoring machine performance  
3.2 Evaluating components against specification requirements

#### **Topic 3.1**

Monitoring machine performance

- Potential defects (symptoms, causes, resolution)
- In-process checks (CMM, trial cuts, dimensions and tolerances of workpiece, surface finish, condition of tools, time, effects of temperature, cost).

#### **Topic 3.2**

Evaluating milled components against specification:

- Identify quality criteria (tolerance, surface finish, concentricity, parallelism) from engineering information (drawings, standards)
- Application of inspection techniques (measurement, visual).



### **Guidance for delivery**

This is a theory unit intended to underpin the development of practical skills. It can be delivered alongside practical workshop or real work activities. The combination of theory and practice is more likely to reinforce the learning required.

It is recommended that learning is based on engineering information such as engineering drawings. From this, learners can interpret the information presented and consider the appropriate tools, equipment and machinery required to create the complex components. Learners can then consider the operational requirements and processes that will deliver the complex milled component presented in the engineering information.

Working with employers would enhance the delivery of the unit. This could be through the presentation of engineering information or presentations on the types of machinery and complex components that are manufactured in the engineering environment.

## Unit 307 Advanced milling and turning techniques

<b>Unit level:</b>	Level 3
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<b>GLH:</b>	90
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### What is this unit about?

This unit provides the learner with knowledge of the tools, equipment and machinery used to create complex machined components. They will learn how machinery is set up and operated safely and the processes to be followed to create complex machined components. Learners will develop an understanding of quality requirements and how they can evaluate the quality of a complex machined component against a specification.

---

### Learning outcomes

In this unit, learners will be able to

- 1 Understand equipment required for advanced machining operations
- 2 Understand how to produce complex machined components
- 3 Understand how to meet quality requirements for advanced machining operations

## Scope of content

The content of this unit relates to both milling and turning operations.

Complex machined components require the combination of a number of different types of features.

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## Learning outcome

- 1 Understand equipment required for advanced machining operations
- 

## Topics

- 1.1 Parts of a milling machine
- 1.2 Parts of a lathe
- 1.3 Workholding devices
- 1.4 Cutting tools

### Topic 1.1

Characteristics, function and considerations of parts of a milling machine and how they interact to achieve machining operations:

- Safety features
- Tool holding devices
- Mechanical parts
- Electrical/electromechanical parts (drives, pumps, motors, controls).

### Topic 1.2

Characteristics, function and considerations of parts of a lathe and how they interact to achieve machining operations:

- Safety features
- Tool holding devices
- Mechanical parts
- Electrical/electromechanical parts (digital readouts, controls).

### Topic 1.3

Characteristics, function and considerations for the use of workholding devices:

- Machine vice (fixed, swivel, hydraulic)
- Dividing head
- Between centres
- Steadies (travelling steadies, fixed steadies)
- Fixtures
- Chucks (3 jaw, 4 jaw, collet).

### Topic 1.4

Characteristics, functions and limitations of cutting tools:

- Tool types (end mill, slot drill, shell cutter, bullnose cutter, drills, reamers, taps, roughing and finishing, parting, chamfering, reaming, threading, boring)
- Characteristics (tool angles (rake and clearance, approach), materials, ISO Coding for indexable inserts)
- Effects of cutting fluids and compounds.

---

## Learning outcome

2 Understand how to produce complex machined components

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### Topics

- 2.1 Safety issues
- 2.2 Information required to produce machined features
- 2.3 Techniques for the use of workholding devices
- 2.4 Techniques for mounting cutting tools
- 2.5 Calculations required for machining operations
- 2.6 Principles of planning machining operations

#### Topic 2.1

Safety issues associated with the use of a machine and how they are controlled:

- Hazards (flying debris, entanglement, moving parts, sharp edges, heat)
- Controls (safety checks, PPE, safe working practices).

#### Topic 2.2

Information required to create different types of features:

Types of features:

- Faces (datum, flat, perpendicular, parallel, tapered)
- Steps/shoulders
- Slots (enclosed, open ended)
- Grooves, undercuts
- Holes (drilled, reamed, blind, through, counterbored, countersunk, flat-bottomed, bored)
- Diameters (internal, external, tapered)
- Threads (internal, external).

Information:

- Datum
- Sizes
- Material
- Tooling
- Measuring instruments
- Speeds and feeds.

Information sources:

- Engineering drawings
- Tables and charts
- International standards
- Calculations.

#### Topic 2.3

Techniques for the use of workholding devices:

- Mounting and removal of workholding device into/from machine
- How to mount, secure and align.

#### **Topic 2.4**

Techniques for mounting cutting tools:

- Checking tools are fit for purpose
- Securing cutting tools in tool holding devices
- Align tools.

#### **Topic 2.5**

Calculations required for machining operations in different machining conditions:

- Speeds
- Feeds
- Tapers using precision balls
- Counterweight positions
- Pitch Circle Diameters (PCDs)
- Dividing head (40:1).

#### **Topic 2.6**

Principles of planning machining operations:

- Critical path
- Sequence of operations.

---

### **Learning outcome**

3 Understand how to meet quality requirements for advanced machining operations

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### **Topics**

3.1 Monitoring machine performance

3.2 Evaluating components against specification requirements

#### **Topic 3.1**

Monitoring machine performance:

- Potential defects (symptoms, causes, resolution)
- In-process checks (Coordinate Measuring Machine (CMM), trial cuts, dimensions and tolerances of workpiece, surface finish, condition of tools, time, effects of temperature, cost).

#### **Topic 3.2**

Evaluating machined components against specification:

- Identify quality criteria (tolerance, surface finish, concentricity, parallelism) from engineering information (drawings, standards)
- Application of inspection techniques (measurement, visual).

### **Guidance for delivery**

This is a theory unit intended to underpin the development of practical skills for using milling machines and lathes. It can be delivered alongside practical workshop or real work activities. The combination of theory and practice is more likely to reinforce the learning required.

It is recommended that learning is based on engineering information such as engineering drawings. From this, learners can interpret the information presented and consider the appropriate tools, equipment and machinery required to create the complex components. Learners can then consider the operational requirements and processes that will deliver the complex machined component presented in the engineering information.

Working with employers would enhance the delivery of the unit. This could be through the presentation of engineering information or presentations on the types of machinery and complex components that are manufactured in the engineering environment.

## Unit 308 Advanced manufacturing CNC turning techniques

<b>Unit level:</b>	Level 3
<b>GLH:</b>	60

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### What is this unit about?

This unit provides the learner with knowledge of the tools, equipment and machinery used to create complex components on multi-axis CNC lathes. They will learn how machinery is set up and operated safely and the processes to be followed to create complex components. Learners will develop an understanding of quality requirements and how they can evaluate the quality of a complex component against a specification.

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### Learning outcomes

In this unit, learners will be able to

- 1 Understand equipment required for CNC operations on multi-axis CNC machines
- 2 Understand how to produce complex components on multi-axis CNC lathes
- 3 Understand how to meet quality requirements for advanced CNC turning operations

## Scope of content

Complex machined components require the combination of a number of different features.

---

## Learning outcome

- 1 Understand equipment required for CNC operations on multi-axis CNC machines
- 

## Topics

- 1.1 CNC lathe parts
- 1.2 Material loading and workholding devices
- 1.3 Tooling on multi-axis machines

### Topic 1.1

Characteristics, function and considerations of multi-axis CNC lathe parts and how they interrelate to achieve machining operations:

- Safety devices
- Tool holding devices
- Mechanical parts
- Electrical/electronic parts (DC and AC drives, controls).

### Topic 1.2

Characteristics, function and considerations for the use of material loading and workholding devices:

- Bar feeders/pullers
- Face drivers
- Robots
- Hydraulic chucks (hard jaw, soft jaw).

### Topic 1.3

Function and limitations of different types of tooling used on multi-axis CNC lathes:

- Cutting tools
- Live tooling
- Sister tooling
- Preset tooling
- Qualified tooling
- Through coolant tooling.

Types of indexing:

- Materials
- Coding.



---

## Learning outcome

2 Understand how to produce complex components on multi-axis CNC lathes

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### Topics

- 2.1 Safety issues
- 2.2 Component features
- 2.3 Mounting tools
- 2.4 CNC programs
- 2.5 Planning CNC operations

#### Topic 2.1

Safety issues associated with the use of multi-axis CNC lathes and how they are controlled:

- Hazards (flying debris, entanglement, ejected workpieces, moving parts, sharp edges, heat, unscheduled cycle starts)
- Controls (safety checks, PPE, safe working practices, machine safety features).

#### Topic 2.2

Information required to create different types of complex component features:

Features:

- Faces (datum, flat, perpendicular, parallel, tapered)
- Diameters (internal, external, bored, tapered, concentric, eccentric)
- Holes (drilled, reamed, blind, through, counterbored, countersunk, flat-bottomed, tapered)
- Non-standard threads (multi-start, acme, square, non-standard pitch)
- Complex profiles.

Information:

- Datum (datum shift)
- Coordinates
- Tooling
- Order of indexing.

Information sources:

- Engineering drawings
- Tables and charts
- International standards
- Calculations.

#### Topic 2.3

Techniques for mounting tools:

- Checking tools are fit for purpose
- Securing cutting tools in tool holding devices
- Set tool offset.

## Topic 2.4

Use machine codes:

- Rapid motion
- Linear motions
- Circular motions
- Coolant
- Tool change
- Spindle start
- Spindle stop
- Program stop.

Use preparatory function codes:

- Absolute programming
- Incremental programming
- Feed per revolution
- Feed per minute
- Speed per revolution
- Speed per minute
- Metric
- Imperial.

Determine machine axes:

- Primary
- Secondary
- Auxiliary.

Determine coordinates:

- Absolute
- Incremental
- Polar
- Cartesian.

Define terminology:

- Part programs
- Word address
- Conversational
- Lead in
- Lead out
- Sub-routine/labels
- Canned cycles/process pages.

Limitations of methods of inputting program:

- Manual
- USB flash drive
- Intranet
- Direct Numerical Control (DNC).

Suitability of methods of proving part programs:

- Proof read
- Graphic simulation
- Single block
- Rapid override.

### **Topic 2.5**

Principles of planning CNC operations:

- Critical path
- Sequence of operations
- Tooling collision
- Optimisation.

---

## **Learning outcome**

3 Understand how to meet quality requirements for advanced CNC turning operations

---

## **Topics**

3.1 Monitoring machine performance

3.2 Evaluating components against specification requirements

### **Topic 3.1**

Monitoring machine performance:

- Potential defects (symptoms, causes, resolution)
- In-process checks (probing, trial cuts, dimensions and tolerances of workpiece, surface finish of workpiece, condition of tools, timing, repeatability, effects of temperature).

### **Topic 3.2**

Evaluating turned components against specification:

- Identify quality criteria (tolerance, surface finish, concentricity, parallelism) from engineering information (drawings, standards)
- Application of inspection techniques (measurement, visual).

### **Guidance for delivery**

This is a theory unit intended to underpin the development of practical skills. It is beneficial for learners to have prior knowledge of the use of CNC machines and/or basic machining operations. If this is not the case it may be advantageous for learners to undertake introductory sessions related to basic machining techniques.

This unit is designed to be delivered alongside practical workshop or real work activities. The combination of theory and practice is more likely to reinforce the learning required.

It is recommended that learning is based on engineering information such as engineering drawings. From this learners can interpret the information presented and consider the appropriate tools, equipment and machinery required to create complex components. Learners can then consider the operational requirements and processes that will deliver the component in the engineering information.

Working with employers would enhance the delivery of the unit. This could be through the presentation of engineering information or programs which can be reviewed.

## Unit 309 Advanced manufacturing CNC milling techniques

<b>Unit level:</b>	Level 3
<b>GLH:</b>	60

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### What is this unit about?

This unit provides the learner with knowledge of the tools, equipment and machinery used to create complex components on multi-axis CNC milling machines. They will learn how machinery is set up and operated safely and the processes to be followed to create complex components. Learners will develop an understanding of quality requirements and how they can evaluate the quality of a complex component against a specification.

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### Learning outcomes

In this unit, learners will be able to

- 1 Understand equipment required for CNC operations on multi-axis CNC milling machines
- 2 Understand how to produce complex components on multi-axis CNC milling machines
- 3 Understand how to meet quality requirements for advanced CNC milling operations

## Scope of content

Complex machined components require the combination of a number of different features.

---

## Learning outcome

1 Understand equipment required for CNC operations on multi-axis CNC milling machines

---

## Topics

- 1.1 CNC milling machine parts
- 1.2 Material loading and workholding devices
- 1.3 Tooling on multi-axis machines

### Topic 1.1

Characteristics, function and considerations of multi-axis CNC milling machine parts and how they interrelate to achieve machining operations:

- Safety devices
- Tool holding devices
- Mechanical parts
- Electrical/electronic parts (DC and AC drives, controls).

### Topic 1.2

Characteristics, function and considerations for the use of material loading and workholding devices:

- Robots
- Pallet changers
- Tooling columns (tombstones)
- Hydraulic vices
- Fixtures.

### Topic 1.3

Function and limitations of different types of tooling used on multi-axis CNC milling machines:

- Cutting tools
- Sister tooling
- Preset tooling
- Qualified tooling
- Through coolant tooling.

Types of indexing:

- Materials
- Coding.

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## Learning outcome

2 Understand how to produce complex components on multi-axis CNC milling machines

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## Topics

- 2.1 Safety issues
- 2.2 Component features
- 2.3 Mounting tools
- 2.4 CNC programs
- 2.5 Planning CNC operations

### Topic 2.1

Safety issues associated with the use of multi-axis CNC milling machines and how they are controlled:

- Hazards (flying debris, entanglement, ejected workpieces, moving parts, sharp edges, heat, unscheduled cycle starts)
- Controls (safety checks, PPE, safe working practices, machine safety features).

### Topic 2.2

Information required to create different types of complex component features:

Features:

- Faces (datum, flat, perpendicular, parallel, tapered)
- Slots (open, enclosed, helical, blind, through)
- Pockets (regular, complex, blind, through)
- Holes (drilled, reamed, blind, through, counterbored, countersunk, flat-bottomed, tapered)
- Complex profiles.

Information:

- Datum (datum shift)
- Coordinates
- Tooling
- Order of indexing.

Information sources:

- Engineering drawings
- Tables and charts
- International standards
- Calculations.

### Topic 2.3

Techniques for mounting tools:

- Checking tools are fit for purpose
- Securing cutting tools in tool holding devices
- Set tool offset.

## Topic 2.4

Use machine codes:

- Rapid motion
- Linear motions
- Circular motions
- Coolant
- Tool change
- Spindle start
- Spindle stop
- Program stop.

Use preparatory function codes:

- Absolute programming
- Incremental programming
- Feed per revolution
- Feed per minute
- Speed per revolution
- Speed per minute
- Metric
- Imperial.

Determine machine axes:

- Primary
- Secondary
- Auxiliary.

Determine coordinates:

- Absolute
- Incremental
- Polar
- Cartesian.

Define terminology:

- Part programs
- Word address
- Conversational
- Lead in
- Lead out
- Sub-routine/labels
- Canned cycles/process pages.

Limitations of methods of inputting program:

- Manual
- USB flash drive
- Intranet
- Direct Numerical Control (DNC).



Suitability of methods of proving part programs:

- Proof read
- Graphic simulation
- Single block
- Rapid override.

### **Topic 2.5**

Principles of planning CNC operations:

- Critical path
- Sequence of operations
- Tooling collision
- Optimisation.

---

## **Learning outcome**

3 Understand how to meet quality requirements for advanced CNC milling operations

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## **Topics**

3.1 Monitoring machine performance

3.2 Evaluating components against specification requirements

### **Topic 3.1**

Monitoring machine performance:

- Potential defects (symptoms, causes, resolution)
- In-process checks (probing, trial cuts, dimensions and tolerances of workpiece, surface finish of workpiece, condition of tools, timing, repeatability, effects of temperature).

### **Topic 3.2**

Evaluating turned components against specification:

- Identify quality criteria (tolerance, surface finish, concentricity, parallelism) from engineering information (drawings, standards)
- Application of inspection techniques (measurement, visual).

### **Guidance for delivery**

This is a theory unit intended to underpin the development of practical skills. It is beneficial for learners to have prior knowledge of the use of CNC machines and/or basic machining operations. If this is not the case it may be advantageous for learners to undertake introductory sessions related to basic machining techniques.

This unit is designed to be delivered alongside practical workshop or real work activities. The combination of theory and practice is more likely to reinforce the learning required.

It is recommended that learning is based on engineering information such as engineering drawings. From this learners can interpret the information presented and consider the appropriate tools, equipment and machinery required to create complex components. Learners can then consider the operational requirements and processes that will deliver the component in the engineering information.

Working with employers would enhance the delivery of the unit. This could be through the presentation of engineering information or programs which can be reviewed.

## Unit 310      **Advanced manufacturing techniques Computer Numerical Control (CNC)**

<b>Unit level:</b>	Level 3
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<b>GLH:</b>	90
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### **What is this unit about?**

This unit provides the learner with knowledge of the tools, equipment and machinery used to create complex components on multi-axis CNC machines. They will learn how machinery is set up and operated safely and the processes to be followed to create complex components. Learners will develop an understanding of quality requirements and how they can evaluate the quality of a complex component against a specification.

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### **Learning outcomes**

In this unit, learners will be able to

- 1 Know equipment required for CNC operations on multi-axis CNC machines
- 2 Understand how to produce complex components on multi-axis CNC machines
- 3 Understand how to meet quality requirements for advanced CNC operations

## Scope of content

The unit requires learning to be focussed on multi-axis CNC lathes and multi-axis CNC milling machines.

Complex machined components require the combination of a number of different types of features.

---

## Learning outcome

- 1 Know equipment required for CNC operations on multi-axis CNC machines
- 

## Topics

- 1.1 CNC machine parts
- 1.2 Material loading and workholding devices
- 1.3 Tooling on multi-axis machines

### Topic 1.1

Characteristics, function and considerations of multi-axis CNC machine parts and how they interrelate to achieve machining operations:

- Safety devices
- Tool holding devices
- Mechanical parts (beds, slideways, lead screws, conveyors)
- Electrical/electronic parts (DC and AC drives, controls).

### Topic 1.2

Characteristics, function and considerations for the use of material loading and workholding devices:

- Bar feeders/pullers
- Face drivers
- Robots
- Pallet changers
- Tooling columns (tombstones)
- Hydraulic vices
- Fixtures.

### Topic 1.3

Function and limitations of different types of tooling used on multi-axis CNC machines:

- Cutting tools
- Live tooling
- Sister tooling
- Preset tooling
- Qualified tooling
- Through coolant tooling.

Types of materials:

- Tungsten carbide
- Ceramic
- Coatings.

Types of indexing:

- Materials
- Coding.

---

## Learning outcome

2 Understand how to produce complex components on multi-axis CNC machines

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## Topics

- 2.1 Safety issues
- 2.2 Component features
- 2.3 Mounting tools
- 2.4 CNC programs
- 2.5 Planning CNC operations

### Topic 2.1

Safety issues associated with the use of multi-axis CNC machines and how they are controlled:

- Hazards (flying debris, entanglement, ejected workpieces, moving parts, sharp edges, heat, radiation, unscheduled cycle starts)
- Controls (safety checks, PPE, safe working practices, machine safety features).

### Topic 2.2

Information required to create different types of complex component features:

Features:

- Faces (datum, flat, perpendicular, parallel, tapered)
- Diameters (internal, external, bored, tapered, concentric, eccentric)
- Slots (open, enclosed, helical, blind, through)
- Pockets (regular, complex, blind, through)
- Holes (drilled, reamed, blind, through, counterbored, countersunk, flat-bottomed, tapered)
- Non-standard threads (multi-start, acme, square, non-standard pitch)
- Complex profiles.

Information:

- Datum (datum shift)
- Coordinates
- Tooling
- Order of indexing.

### Topic 2.3

Techniques for mounting tools:

- Checking tools are fit for purpose
- Securing cutting tools in tool holding devices
- Set tool offset.

## **Topic 2.4**

Use machine codes:

- Rapid motion
- Linear motions
- Circular motions
- Coolant
- Tool change
- Spindle start
- Spindle stop
- Program stop.

Use preparatory function codes:

- Absolute programming
- Incremental programming
- Feed per revolution
- Feed per minute
- Speed per revolution
- Speed per minute
- Metric
- Imperial.

Determine machine axes:

- Primary
- Secondary
- Auxiliary.

Define terminology:

- Word address
- Conversational
- Lead in
- Lead out
- Sub-routine/labels
- Canned cycles/process pages
- Tool locations.

Limitations of methods of inputting programs:

- Manual
- USB flash drive
- Intranet
- Direct Numerical Control (DNC).

Suitability of methods of proving part programs:

- Proof read
- Graphic simulation
- Single block
- Rapid override.

## **Topic 2.5**

Principles of planning CNC operations:

- Critical path
- Sequence of operations
- Tooling collision

- Optimisation.
- 

## Learning outcome

- 3 Understand how to meet quality requirements for advanced CNC operations
- 

## Topics

- 3.1 Monitoring machine performance  
3.2 Evaluating components against specification requirements

### Topic 3.1

Monitoring machine performance:

- Potential defects (symptoms, causes, resolution)
- In-process checks (probing, trial cuts, dimensions and tolerances of workpiece, surface finish of workpiece, condition of tools, timing, repeatability, effects of temperature).

### Topic 3.2

Evaluating turned components against specification:

- Identify quality criteria (tolerance, surface finish, concentricity, parallelism) from engineering information (drawings, standards)
- Application of inspection techniques (measurement, visual).

### **Guidance for delivery**

The unit requires learning to be focussed on multi axis CNC lathes and multi axis CNC milling machines.

This is a theory unit intended to underpin the development of practical skills. It is beneficial for learners to have prior knowledge of the use of CNC machines and/or basic machining operations. If this is not the case it may be advantageous for learners to undertake introductory sessions related to basic machining techniques.

This unit is designed to be delivered alongside practical workshop or real work activities. The combination of theory and practice is more likely to reinforce the learning required.

It is recommended that learning is based on engineering information such as engineering drawings. From this learners can interpret the information presented and consider the appropriate tools, equipment and machinery required to create complex components. Learners can then consider the operational requirements and processes that will deliver the component in the engineering information.

Working with employers would enhance the delivery of the unit. This could be through the presentation of engineering information or programs that can be reviewed.



## Unit 311 CNC programming

<b>Unit level:</b>	Level 3
<b>GLH:</b>	60

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### What is this unit about?

This unit provides the learner with knowledge of the tools, equipment and machinery used to create components with CNC machines. They will learn how machinery is set up and operated safely and the processes to be followed to create components. Learners will learn about the information required to create a CNC program. Learners will also develop an understanding of quality requirements and how they can evaluate the quality of a milled and turned component against a specification.

---

### Learning outcomes

In this unit, learners will be able to

- 1 Understand equipment required for CNC machining
- 2 Understand how to produce programs for CNC machining

## Scope of content

This unit relates to the programming of a minimum three axis CNC milling and turning machines.

---

## Learning outcome

- 1 Understand equipment required for CNC machining
- 

## Topics

- 1.1 Machine parts
- 1.2 Equipment required

### Topic 1.1

Characteristics, function and considerations of multi-axis CNC machine parts and how they interrelate to achieve machining operations:

- Safety devices
- Tool holding devices
- Mechanical parts
- Electrical/electronic parts.

### Topic 1.2

Characteristics, function and considerations for the use of additional equipment for machines:

- Workholding
  - Material loading
  - Tools.
- 

## Learning outcome

- 2 Understand how to produce programs for CNC machining
- 

## Topics

- 2.1 Safety issues
- 2.2 Component features
- 2.3 CNC programming
- 2.4 Planning CNC operations

### Topic 2.1

Safety issues and how they are controlled by the program:

- Tool collision
  - Tool change location
  - Feed and speeds.
-

## Topic 2.2

Features:

- Faces (datum, flat, perpendicular, parallel, tapered)
- Diameters (internal, external, bored, tapered, concentric, eccentric)
- Slots (open, enclosed, helical, blind, through)
- Pockets (regular, complex, blind, through)
- Holes (drilled, reamed, blind, through, counterbored, countersunk, flat-bottomed, tapered)
- Non-standard threads (multi-start, acme, square, non-standard pitch)
- Complex profiles (2D geometry).

Information:

- Datum (datum shift)
- Coordinates
- Tooling
- Feeds
- Speeds
- Material.

Information sources:

- Engineering drawings
- Tables and charts
- International standards
- Calculations.

## Topic 2.3

Create programs:

- Sequence of operations
- Position (eg axis coordinates (x, y, z), absolute, incremental)
- Tooling and workholding (eg position, direction, amount of movement)
- Rates of change (eg feed rates, spindle rates)
- Preparatory functions (eg metric/imperial units, tool selection, cutting fluids, workpiece loading and holding, tool changing, safety).

Methods used to prove/evaluate the program:

- Data transfer
- Simulation
- Single block.
- Rapid override.

## Topic 2.4

Principles of planning CNC operations:

- Critical path
- Sequence of operations
- Tooling collision
- Optimisation
- Safety.

### **Guidance for delivery**

The unit requires learning to be focussed on two different types of machines from the following:

- CNC lathes
- CNC mills.

This is a theory unit intended to underpin the development of practical skills. It can be delivered alongside practical workshop or real work activities. The combination of theory and practice is more likely to reinforce the learning required.

It is recommended that learning is based on engineering information such as engineering drawings. From this learners can interpret the information presented and consider the appropriate tools, equipment and machinery required to create the components. Learners can then consider the programming requirements and processes that will deliver the component in the engineering information.

Working with employers would enhance the delivery of the unit. This could be through the presentation of engineering information or examples CNC programs that are used for milled and turned components.

## Unit 312 Specialist machining

<b>Unit level:</b>	Level 3
<b>GLH:</b>	60

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### What is this unit about?

This unit provides the learner with knowledge of the tools, equipment and machinery used to create complex components on specialist machines. They will learn how machinery is set up and operated safely and the processes to be followed to create complex components. Learners will develop an understanding of quality requirements and how they can evaluate the quality of a complex component against a specification.

---

### Learning outcomes

In this unit, learners will be able to

- 1 Understand equipment required for specialist machining
- 2 Understand how to produce complex components using specialist machines
- 3 Understand how to meet quality requirements for advanced specialist machine operations

## Scope of content

Learners must develop understanding relating to one example specialist CNC machine from the following categories:

- Forming (press brakes, tube bending, spinning)
- Profiling (punch presses, laser, water, plasma, oxy-gas, broaching)
- EDM (spark eroding, wire eroding).

Complex components require the combination of a number of different types of features.

---

## Learning outcome

- 1 Understand equipment required for specialist machining
- 

## Topics

- 1.1 Specialist machine parts
- 1.2 Equipment required

### Topic 1.1

Characteristics, function and considerations of specialist machine parts and how they interrelate to achieve machining operations:

- Safety devices
- Tool holding devices
- Mechanical parts
- Electrical/electronic parts.

### Topic 1.2

Characteristics, function and considerations for the use of additional equipment required for manufacturing processes

- Material loading
  - Workholding devices
  - Tools.
- 

## Learning outcome

- 2 Understand how to produce complex components using specialist machines
- 

## Topics

- 2.1 Safety issues
  - 2.2 Component features
  - 2.3 Machining techniques
  - 2.4 Planning machining operations
-

### **Topic 2.1**

Safety issues associated with the use of specialist machines and how they are controlled:

- Hazards (flying debris, entanglement, ejected workpieces, moving parts, sharp edges, heat, radiation)
- Controls (safety checks, PPE, safe working practices, machine safety features).

### **Topic 2.2**

Information required to create different types of component features:

Features:

- Faces
- Diameters
- Slots
- Pockets
- Holes
- Bends
- Profiles.

Information:

- Datum (datum shift)
- Coordinates
- Tooling
- Bend allowance
- Feeds
- Material.

Information sources:

- Engineering drawings
- Tables and charts
- International standards
- Calculations.

### **Topic 2.3**

Techniques for machine operation:

- Checking equipment is fit for purpose
- Workholding
- Material loading
- Operating activities
- Securing workpiece
- Quality criteria.

### **Topic 2.4**

Principles of planning machine operations:

- Sequence of operations
- Critical path
- Optimisation (time, material, safety, cost)
- Tooling collision
- Safety.

---

## Learning outcome

3 Understand how to meet quality requirements for advanced specialist machine operations

---

## Topics

3.1 Monitoring machine performance

3.2 Evaluating components against specification

### Topic 3.1

Monitoring machine performance:

- Potential defects (symptoms, causes, resolution)
- In-process checks (probing, trial cuts, size of workpiece, surface finish of workpiece, condition of tools, timing, repeatability, effects of temperature).

### Topic 3.2

Evaluating components against specification:

- Identify quality criteria (tolerance, surface finish, GDT) from engineering information (drawings, standards)
- Application of inspection techniques (measurement, visual).



### **Guidance for delivery**

The unit requires learning to be focussed on one specialist CNC machine from one of the following categories:

- Bending
- Profiling
- EDM.

This is a theory unit intended to underpin the development of practical skills. This unit will develop learners' knowledge of a range of specialist machining equipment, such as press brakes, water jet cutters and EDMs.

This unit is designed to be delivered alongside practical workshop or real work activities. The combination of theory and practice is more likely to reinforce the learning required.

It is recommended that learning is based on engineering information such as engineering drawings. From this learners can interpret the information presented and consider the appropriate tools, equipment and specialist machinery required to create components. Learners can then consider the operational requirements and processes that will deliver the component in the engineering information.

Working with employers would enhance the delivery of the unit. This could be through the presentation of engineering information or presentations on the types of specialist machinery and components.

## Unit 313 CAD/CAM

<b>Unit level:</b>	Level 3
<b>GLH:</b>	60

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### What is this unit about?

This unit enables the learner to acquire the essential understanding of the importance of Computer Aided Engineering (CAE) and how to use Computer Aided Design (CAD) to create and analyse models of complex components. Learners will understand the relationship between CAD and Computer Aided Manufacture (CAM).

---

### Learning outcomes

In this unit, learners will be able to

- 1 Understand the application of Computer Aided Engineering (CAE)
- 2 Understand how to operate CAD software to produce complex designs
- 3 Understand the use of CAD/CAM in machining

## Scope of content

Complex designs are those that combine a range of features that are not classed as primitives eg box, cylinder, sphere.

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## Learning outcome

1 Understand the application of Computer Aided Engineering (CAE)

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## Topics

- 1.1 Importance of a safe CAD working environment
- 1.2 Purpose, benefits and limitations of CAD/CAE
- 1.3 Importance of data management

### Topic 1.1

Implications of the Health and Safety (Display Screen Equipment) Regulations:

- To employees
- To employers.

Risk assessments associated with the use of CAD/CAE in different environments:

- Office environments
- Workshop environments.

### Topic 1.2

Purpose, benefits and limitations of CAD/CAE:

- Modelling (surface, solid, organic/freeform)
- Drawing
- Analysis (Finite Element Analysis (FEA), Computational Fluid Dynamics (CFD), Multi Body System (MBS))
- Visualisation (rendering, animation)
- Links to CAM.

### Topic 1.3

Importance of CAD data management procedures:

- Labelling/file name conventions
- File format
- Version control
- Indexing
- Storage
- Security.

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## Learning outcome

2 Understand how to operate CAD software to produce complex designs

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### Topics

- 2.1 Process and features used in part modelling
- 2.2 Process and features used in assembly modelling
- 2.3 Process and features used to create drawings with CAD software
- 2.4 Process and features used to analyse components

#### Topic 2.1

Process and features used in part modelling:

- Visual analysis (section, Zebra)
- Create geometry (extrude, revolve, loft, sweep, rib)
- Modify geometry (Boolean operations, shell, split (face, body))
- Constraints (coincident, concentric, parallel perpendicular, tangent).

#### Topic 2.2

Process and features used in assembly modelling:

- Visual analysis (section, Zebra, interference)
- Assemble part models (constraints, joints, position).

#### Topic 2.3

Process and features used to create drawings in CAD software:

- Create templates
- Use line types, styles and colour
- View placement (auxiliary, section, detail, break, breakout)
- Bill of Materials (BoM)
- Annotate (surface symbols, geometric dimensioning tolerancing (GDT) symbols, balloon, dimensions, tolerance, datum, hole tables, revision cloud/tag/table).

#### Topic 2.4

Process and features used to analyse individual components:

- Create a study (for FEA, CFD, MBS)
- Export a report.

---

## Learning outcome

3 Understand the use of CAD/CAM in machining

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## Topics

- 3.1 Applications of CAM
- 3.2 Suitability of using CAM in machining
- 3.3 Key functions of CAM software

### Topic 3.1

Applications of different types of CAM equipment and how they work:

- Subtractive manufacturing (CNC machines, cutters)
- Additive manufacturing (Fusion Deposition Modelling (FDM), Stereo Lithography (SLA), Selective Laser Sintering (SLS), Multi Jet Modelling (MJM)).

### Topic 3.2

Suitability of using CAM in machining:

- Speed
- Accuracy
- Repeatability
- Form complexity
- Links to CAD
- Equipment required.

### Topic 3.3

Operation of CAM functions:

- Tool path generation
- Post processing
- Data transfer
- Simulation.

### **Guidance for delivery**

This is a theory unit intended to underpin the development of practical skills. It is recommended that learners have already studied and used CAD at an introductory/basic level before commencing this unit.

The unit can be delivered through the completion of practical activities. The combination of theory and practice is more likely to reinforce the learning required.

It is recommended that learning is based on unit 302 where learners gain knowledge of drawing standards. CAD operation can help learners gain knowledge of those standards.

Learning about CAD/CAE/CAM operations would also benefit from practical activities, for example using CNC equipment in machining. This would allow learners to appreciate the importance of CAD to CAM operations.

Working with employers would enhance the delivery of the unit. This could be through masterclasses on the use of CAD software or opportunities to observe CAM equipment operating.

## Unit 314 Precision grinding techniques

<b>Unit level:</b>	Level 3
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<b>GLH:</b>	60
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### What is this unit about?

This unit enables the learner to acquire the essential knowledge and understanding needed to develop precision grinding skills. This unit provides the learner with knowledge of the equipment and machinery used to create complex and precise components using a grinding machine. They will learn how to set up, operate and plan the use of grinding machinery to create precise components safely and efficiently. Learners will develop an understanding of quality requirements and how they can evaluate the quality of a precise component, produced using a grinding machine, against a specification.

---

### Learning outcomes

In this unit, learners will be able to

- 1 Know equipment needed for precision grinding
- 2 Understand how to produce complex components with grinding machines
- 3 Understand how to meet quality requirements for precision grinding operations

## Scope of content

Complex components require the combination of a number of different features.

---

## Learning outcome

- 1 Know equipment needed for precision grinding
- 

## Topics

- 1.1 Parts of grinding machines
- 1.2 Workholding devices
- 1.3 Abrasive wheels

### Topic 1.1

Characteristics, function and considerations of parts of different types of grinding machines:

Types of grinding machines:

- Cylindrical (internal, external)
- Surface (horizontal, vertical)
- Universal.

Machine parts:

- Safety features
- Grinding wheel mounts
- Mechanical parts (bed, slides, spindles, arbours)
- Hydraulic parts.

### Topic 1.2

Characteristics, function and considerations for the use of workholding devices:

- Chucks (scroll, magnetic, collet)
- Vices (fixed, swivel, universal)
- V block and clamps
- Mandrels.

### Topic 1.3

Characteristics, function and limitations of abrasive wheels:

- Wheel types (straight, cylinder, single taper, double taper, single concaved, straight cup)
- Characteristics (structure, grade, grit, shape, construction, material, bond type, treatment, classification)
- Effects of grinding fluids.



---

## Learning outcome

2 Understand how to produce complex components with grinding machines

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### Topics

- 2.1 Safety issues associated with the use of grinding machines
- 2.2 Information required to create different types of features with grinding machines
- 2.3 Techniques for preparing grinding machines for use
- 2.4 Techniques for maintaining abrasive wheels
- 2.5 Calculations required for grinding operations in different conditions
- 2.6 Principles of planning grinding operations

#### Topic 2.1

Safety issues associated with the use of a grinding machine and how they are controlled:

- Hazards (flying debris, entanglement, dust, sparks, explosion of wheel, ejected workpieces, moving parts, sharp edges, heat)
- Controls (safety checks, PPE, safe working practices, machine guards).

#### Topic 2.2

Features:

- Faces (datum, flat, perpendicular, parallel, angular)
- Diameters (internal, external)
- Steps
- Tapers
- Grooves/undercuts
- Slots/profiles.

Information

- Datum
- Sizes
- Material
- Wheel
- Measuring instruments
- Speeds and feeds.

Information sources

- Engineering drawings
- Tables and charts
- International standards
- Calculations
- Approved code of practice.

#### Topic 2.3

Techniques for preparing grinding machines for use:

- Mounting and removal of abrasive wheels into/from machine
- How to mount, secure and align workholding device.

#### **Topic 2.4**

Techniques for maintaining abrasive wheels:

- Trueing the wheel
- Dressing the wheel
- Forming the wheel.

#### **Topic 2.5**

Calculations required for grinding operations in different conditions:

- Speeds
- Feeds
- Depth of cut.

#### **Topic 2.6**

Principles of planning grinding operations:

- Critical path
- Sequence of operations
- Optimisation.

---

### **Learning outcome**

3 Understand how to meet quality requirements for precision grinding operations

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### **Topics**

3.1 Monitoring machine performance

3.2 Evaluating components against specification requirements

#### **Topic 3.1**

Monitoring machine performance:

- Symptoms, causes and resolution of defects (wheel chatter, rough finish, wheel loading, short wheel life)
- Effects of heat when grinding and possible remedies
- In-process checks (trial cuts, backlash, dimensions and tolerances of workpiece, surface finish of workpiece, condition of wheel).

#### **Topic 3.2**

Evaluating machined components against specification:

- Identify quality criteria (tolerance, flatness, squareness, surface finish, parallelism) from engineering information (drawings, standards)
- Application of inspection techniques (measurement, visual).

### **Guidance for delivery**

This is a theory unit intended to underpin the development of practical skills. It is beneficial for learners to have prior knowledge of grinding techniques. If this is not the case it may be advantageous for learners to undertake introductory sessions related to basic grinding techniques.

This unit is designed to be delivered alongside practical workshop or real work activities. The combination of theory and practice is more likely to reinforce the learning required.

It is recommended that learning is based on engineering information such as engineering drawings. From this learners can interpret the information presented and consider the appropriate equipment and machinery required to create precise components. Learners can then consider the operational requirements and processes that will deliver the precise component in the engineering information.

Working with employers would enhance the delivery of the unit. This could be through the presentation of engineering information or presentations on the types of machinery and components.

## Unit 315 Further maths

<b>Unit level:</b>	Level 3
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<b>GLH:</b>	60
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### What is this unit about?

The purpose of this unit is for learners to understand the principles of further mathematics and apply these to solve engineering problems. They will learn the principles of trigonometry, calculus and algebra and how these can be applied in a range of engineering contexts.

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### Learning outcomes

In this unit, learners will be able to

- 1 Solve engineering problems using algebraic methods
- 2 Solve engineering problems using trigonometric methods
- 3 Solve engineering problems using calculus

## Scope of content

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### Learning outcome

1 Solve engineering problems using algebraic methods

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### Topics

- 1.1 Solve problems using equations
- 1.2 Solve problems using non-linear graphs
- 1.3 Solve engineering problems using complex numbers

#### Topic 1.1

Solve problems using equations:

- Resolving simultaneous equations
- Using quadratic equations.

#### Topic 1.2

Solve problems using non-linear graphs:

- Express equations of exponential and logarithmic functions using a graph
- Use formulae to determine numbers in a sequence or series (arithmetic, geometric, Progression rules).

#### Topic 1.3

Solve engineering problems using complex numbers:

- Definition of complex numbers
  - Addition and subtraction of complex numbers
  - Convert between coordinates (Polar and Cartesian).
- 

### Learning outcome

2 Solve engineering problems using trigonometric methods

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### Topics

- 2.1 Use trigonometric functions to solve problems
- 2.2 Use trigonometric identities to solve engineering problems
- 2.3 Identify characteristics of a sine wave
- 2.4 Express equations of simple trigonometric functions using a graph

#### Topic 2.1

Use trigonometric functions to solve problems:

- Inverse trigonometric functions
  - Compound angles.
-

### Topic 2.2

Use trigonometric identities to solve engineering problems:

- $\tan = \sin/\cos$
- $\cot = 1/\tan$
- $\sec = 1/\cos$
- $\operatorname{cosec} = 1/\sin$ .

### Topic 2.3

Identify characteristics of a sine wave:

- Amplitude
- Periodic time
- Frequency.

### Topic 2.4

Express equations of simple trigonometric functions using a graph:

- $\sin, \cos, \tan$
- Degrees, radians.

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## Learning outcome

3 Solve engineering problems using calculus

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## Topics

3.1 Rules of differentiation

3.2 Rules of integration

### Topic 3.1

Apply rules of differentiation:

- Simple trigonometric functions ( $\sin, \cos, \tan$ )
- Calculations involving a second derivative
- Product rule.

### Topic 3.2

Apply rules of integration:

- Simple trigonometric functions ( $\sin, \cos, \tan$ )
- Integration by substitution.

### **Guidance for delivery**

This is a theoretical unit that is best taught through applied activities related to engineering contexts.

There are many opportunities to link the learning in this unit with practical machining activities. For example, calculating forces involved with machining activities.

Employers can be engaged to support delivery with examples of activities where the theory can be applied eg with engineering drawings or case studies.

## Unit 316 Engineering organisational efficiency and improvement

<b>Unit level:</b>	Level 3
<b>GLH:</b>	60

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### What is this unit about?

The purpose of this unit is for learners to gain an understanding of the key factors affecting organisational efficiency. They will gain an understanding of production management and the importance of human resources to effective production processes. Learners will develop an understanding of business improvement techniques and how they can be applied to improve the efficiency of production processes.

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### Learning outcomes

In this unit, learners will be able to

- 1 Understand production management
- 2 Understand the application of business improvement techniques to production management
- 3 Understand the relationship between human resources and production management



## Scope of content

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### Learning outcome

- 1 Understand production management
- 

### Topics

- 1.1 Methods of production
- 1.2 Stages of production
- 1.3 Production planning

#### Topic 1.1

Characteristics, considerations and suitability of types/methods of production for different scales of manufacture:

- One-off / Bespoke
- Batch
- Mass
- Continuous.

#### Topic 1.2

Activities involved and factors affecting efficiency in different stages of production:

- Design/Engineering
- Design for manufacture (DFM)/ Design for Assembly (DFA)
- Manufacturing
- Fabricating and assembling
- Finishing
- Quality.

#### Topic 1.3

How production planning affects efficient operations:

- Processes and layouts
- Tools and documentation
- Staffing involved
- Timescales
- Monitoring
- Health and safety
- Quality controls
- Scheduling.

---

## Learning outcome

2 Understand the application of business improvement techniques to production management

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## Topics

2.1 Business improvement techniques

2.2 Quality control and quality assurance

### Topic 2.1

Characteristics, application and suitability of business improvement tools and techniques for production management:

Techniques:

- Lean
- Kaizen
- 6 sigma
- TQM.

Tools:

- Kanban
- JIT
- 6S
- Visual management
- Quick changeover (SMED)
- Value stream mapping.

### Topic 2.2

- Purpose of quality standards
- Difference between quality assurance and quality control
- Effectiveness of quality management systems
- Roles and responsibilities of the Quality Manager.

---

## Learning outcome

3 Understand the relationship between human resources and production management

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### Topics

3.1 Characteristics, advantages and disadvantages of techniques for developing others

3.2 Team working

3.3 Leadership

3.4 Employee rights and responsibilities

#### Topic 3.1

Characteristics, advantages and disadvantages of techniques for developing others:

- Coaching
- Mentoring
- Performance reviews
- Training.

#### Topic 3.2

Characteristics and benefits of an effective team:

Characteristics:

- Clear team goals
- Clear roles
- Clear lines of authority and decision making
- Group norms set for working together
- Trained and skilled members
- Good communication.

Benefits:

- Increased efficiency
- Sharing of expertise
- Identification and development of talent
- Increased motivation
- Fostering innovation.

#### Topic 3.3

Characteristics of different leadership styles and their impact on:

- The business
- The leader
- Staff
- Other stakeholders.

Leadership styles:

- Behavioural
- Participative
- Autocratic.

### **Topic 3.4**

Key legislation and statutory entitlements:

- Health and safety
- Equality and diversity
- Leave entitlement (holiday, sickness, maternity, paternity)
- Working hours
- Payment
- Union membership.

Impact of statutory entitlements on the business and employees.

### **Guidance for delivery**

This is a theory based unit that is best delivered in the context of real or realistic case studies. It is designed to be delivered once learners are working in a real manufacturing environment so that they can experience the implementation of business improvement techniques.

Working with employers would enhance the delivery of the unit. This could be through presentation of a problem and an exploration, with the employer, of how the use of business improvement techniques could improve efficiency.

## Unit 317 Engineering inspection and quality control

<b>Unit level:</b>	Level 3
<b>GLH:</b>	60

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### What is this unit about?

This unit provides learners with an understanding of quality management systems and the associated roles and activities for inspection, measurement and statistical process control (SPC).

---

### Learning outcomes

In this unit, learners will be able to

- 1 Understand the principles and applications of quality management systems
- 2 Understand the application of measurement techniques
- 3 Understand the application of Statistical Process Control (SPC) to manage product quality

## Scope of content

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### Learning outcome

- 1 Understand the principles and applications of quality management systems
- 

### Topics

- 1.1 Effects of quality management systems
- 1.2 ISO9001
- 1.3 Principles of inspection and measurement

#### Topic 1.1

Effects of quality management systems on:

- The workforce
- Costs
- Efficiency/productivity
- Monitoring and identifying out of tolerance/rejected work
- Product performance.

#### Topic 1.2

ISO9001:

- General requirements
- Application and processes
- Criteria and methods
- Availability of resources and information
- Monitoring, measuring and analysis of processes
- Continual improvement of processes.

#### Topic 1.3

Principles of inspection and measurement:

- Quality assurance
- Quality control
- Quality Manager
- Variation
- Repeatability
- Reproducibility
- Accuracy
- Tolerance
- Comparison
- Precision
- Gauging
- Limits and fits
- Capability of a measuring system
- Total system capability.

---

## Learning outcome

2 Understand the application of measurement techniques

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### Topics

2.1 Capabilities, suitability and applications of types of measuring instruments

2.2 Application of techniques used in inspection and measurement

#### Topic 2.1

Capabilities, suitability and applications of types of measuring instruments:

- Gauge types
- Comparator types
- Mechanical measurement types.

#### Topic 2.2

Application of techniques used in inspection and measurement

- Linear measurement
  - Surface texture measurement
  - Straightness, squareness, flatness measurement
  - Concentricity, eccentricity measurement
  - Angular measurement.
- 

## Learning outcome

3 Understand the application of Statistical Process Control (SPC) to manage product quality

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### Topics

3.1 SPC

3.2 Normal distribution curve

3.3 Process capability measures

#### Topic 3.1

SPC:

- Typical applications
- Advantages and disadvantages of SPC for managing quality.

#### Topic 3.2

Normal distribution curve:

- Characteristics of a normal distribution curve
- Determine the mean, variance and standard deviation.

#### Topic 3.3

Process capability measures:

- Calculate the values  $C_p$ ,  $C_{pk}$ ,  $C_{pm}$
  - understand the meaning of values
  - setting tolerance bands.
-



### **Guidance for delivery**

This is a theory unit developing an understanding of quality assurance and quality control processes in engineering. It is best delivered when learners have experience of working in advanced manufacturing engineering and have grasped some of the concepts and processes.

The unit is designed to be delivered alongside practical workshop or real work activities. The combination of theory and practice is more likely to reinforce learning.

Working with employers would enhance the delivery of the unit. Employers can present case studies of quality assurance issues and how they were resolved and sample products that can be inspected and measured.

## Unit 318 Engineering design process

<b>Unit level:</b>	Level 3
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<b>GLH:</b>	60
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### What is this unit about?

This unit gives an overview of the design process and explores the different factors that can influence design. Learners will learn the main stages in the design process and the importance of a good product specification. They will also learn how ergonomics and functional considerations affect the design of a product. Learners will gain knowledge of different manufacturing processes and their suitability for meeting different design requirements.

---

### Learning outcomes

In this unit, learners will be able to

- 1 Understand the design process
- 2 Understand the factors considered when designing a product
- 3 Understand how manufacturing processes influence design

## Scope of content

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### Learning outcome

- 1 Understand the design process
- 

### Topics

- 1.1 The design brief
- 1.2 Product specifications
- 1.3 Developing design ideas

#### Topic 1.1

The design brief:

- Reasons for developing new or improved products (market pull, technology push)
- Purpose of the design brief
- Analysis of the design brief (identifying customer, customer requirements, design constraints).

#### Topic 1.2

Product specification:

- Purpose of the product specification
- Types of product requirements, the reasons for their inclusion in a product specification and how they can be evaluated (function, form, physical dimensions, aesthetics, cost, environmental considerations, safety).

#### Topic 1.3

Developing design ideas:

- Methods of presenting design ideas and their advantages and disadvantages (freehand sketches, virtual modelling, physical modelling)
- Produce freehand sketches to address product specification requirements
- Techniques used to evaluate designs against a specification
- Suitability of methods used to communicate final design solution.

---

## Learning outcome

2 Understand the factors considered when designing a product

---

## Topics

2.1 How properties affect the selection of a material for a design

2.2 How ergonomics affect the design of a product

2.3 How mechanical requirements contribute to the design

### Topic 2.1

How physical properties affect the selection of a material for a design:

- Density
- Mass
- Conductivity (thermal, electrical)
- Thermal expansion and contraction
- Corrosion resistance.

How mechanical properties affect the selection of a material for a design:

- Resistance to wear
- Mechanical strength (tensile, compressive, shear)
- Fatigue life
- Factor of safety.

Make calculations:

- Linear expansion and contraction
- Strength
- Factor of safety.

### Topic 2.2

How ergonomic factors affect the design of a product:

- Meaning of ergonomics and human factors
- How anthropometric data influences design
- Safety considerations.

### Topic 2.3

Characteristics of different types of movement:

- Linear
- Rotary
- Oscillating
- Reciprocating.

Methods of changing the direction of transmitted motion:

- Gears (simple and compound gear trains, spur, bevel, worm, rack and pinion)
- Cams (pear, eccentric, snail)
- Levers and linkages
- Chains and belt drives
- Pulley systems.

---

## Learning outcome

3 Understand how manufacturing processes influence design

---

## Topics

3.1 Shaping processes

3.2 Forming processes

3.3 Joining processes

### Topic 3.1

Characteristics and suitability of shaping processes:

- Casting
- Forging
- Extrusion
- Injection moulding.

### Topic 3.2

Characteristics and suitability of forming processes:

- Vacuum forming of plastics
- Bending and piercing of sheet metal.

### Topic 3.3

Characteristics and suitability of joining processes:

- Welding
- Soldering
- Mechanical fixings.

### **Guidance for delivery**

This is a theoretical unit that is best taught through applied activities related to engineering contexts.

There are many opportunities to link the learning in this unit with practical activities such as product analysis, discussing products and design and different manufacturing processes, building on unit 303 Properties and applications of engineering materials.

Employers can be engaged to support delivery with examples of activities where the theory can be applied eg using different methods of manufacture or materials to see the results – good or bad.

## Appendix 1 Relationships to other qualifications

### ***Links to other qualifications***

This qualification is part of a suite that contributes to the on-programme assessment of the Machinist (Advanced Manufacturing Engineering) apprenticeship. The qualifications are:

- 1272-02 Level 2 Diploma in Machining (Foundation Knowledge)
- 1272-03 Level 3 Diploma in Machining (Development Knowledge)
- 1271-02 Level 2 Diploma in Advanced Manufacturing Engineering (Foundation Competence)
- 1271-03 Level 3 Diploma in Advanced Manufacturing Engineering (Development Competence) - Machining.

### ***Literacy, language, numeracy and ICT skills development***

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)

## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on [www.cityandguilds.com](http://www.cityandguilds.com).

*Centre Manual - Supporting Customer Excellence* contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues.

Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

*Our Quality Assurance Requirements* encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

*Access to Assessment & Qualifications* provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

*Centre Guide – Delivering International Qualifications* contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.

Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals



- Equal opportunities
- Data protection
- Frequently asked questions.

## Appendix 3 Useful contacts

<b>UK learners</b> General qualification information	<b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	F: +44 (0)20 7294 2413 <b>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	F: +44 (0)20 7294 2413 <b>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) <b>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></b>
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## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

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The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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