



**HOME ECONOMICS: LIFESTYLE AND  
CONSUMER TECHNOLOGY**  
**Higher**

**Eighth edition – published August 2011**



**NOTE OF CHANGES TO ARRANGEMENTS  
EIGHTH EDITION PUBLISHED AUGUST 2011**

**COURSE TITLE** Home Economics: Lifestyle and Consumer Technology  
(Higher)

**COURSE NUMBER:** C117 12

**NATIONAL COURSE SPECIFICATION**

- Voluntary labelling- CORGI label removed.
- Prevention of debt- Money Advice Centre removed
- Consumer Protection Act 1987 amended.
- Consumer Protection from Unfair Trading Regulations 2008 added
- Roles and responsibilities of Advertising Standards Authority (ASA) amended.
- Roles and responsibilities of British Standards Institution (BSI) amended.
- Roles and responsibilities of Citizens Advice Bureau (CAB) amended.
- Roles and responsibilities of Consumer Association removed and replaced with the roles and responsibilities of Which?
- Roles and responsibilities of Environmental Health Department (EHD) amended.
- Roles and responsibilities of Food Standards Agency (FSA) amended.
- Roles and responsibilities of Trading Standards Department (TSD) amended.
- An awareness of the purpose of trade associations and codes of practice removed.
- Roles and responsibilities of Department of Environment, Food and Rural Affairs and SEDRA- SEDRA removed and elaboration updated.

**National Unit Specification:** No changes.



## National Course Specification

### HOME ECONOMICS: LIFESTYLE AND CONSUMER TECHNOLOGY (HIGHER)

**COURSE NUMBER** C117 12

#### COURSE STRUCTURE

This course has two mandatory Units as follows:

<i>D503 12</i>	<i>Lifestyle and Consumer Technology: Resource Management (H)</i>	<i>2 credits (80 hours)</i>
<i>D501 12</i>	<i>Lifestyle and Consumer Technology: Consumer Studies (H)</i>	<i>1 credit (40 hours)</i>

All Courses include 40 hours over and above the 120 hours for the component Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

#### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Standard Grade Home Economics at Credit level
- Intermediate 2 Home Economics or its component Units
- a Course or Units at Intermediate 2 or Standard Grade at Credit level in a related subject area.

The Course is also suitable for 'new starts' or adult returners.

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#### Administrative Information

**Publication date:** August 2011

**Source:** Scottish Qualifications Authority

**Version:** 08

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## **National Course Specification (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology (H)

### **CORE SKILLS**

Achievement of this Course gives automatic certification of the following:

Complete Core Skill                      Problem Solving at SCQF Level 6

Core Skill component(s)              None

## **National Course Specification: course details**

## **COURSE** Home Economics: Lifestyle and Consumer Technology (H)

### **RATIONALE**

Home Economics is concerned with using and managing resources for the benefit of individuals, the family and society. The Course aims to develop candidates' personal effectiveness in using and managing resources in the context of Lifestyle and Consumer Technology. Candidates are given experiences to develop knowledge and understanding about a range of physical and social needs relating to individuals, families and community groups. These needs are concerned with the requirements for food, clothing, shelter and money. The Course aims to foster positive attitudes towards caring for others, by providing experiences for candidates to address needs through problem solving. These experiences will enhance their future opportunities for further study, employment, and the contribution they are able to make to society.

Lifestyle and Consumer Technology involves the study of a specialist area of knowledge and the development of a range of skills and abilities. The skills can be defined as: cognitive, scientific, technological, aesthetic, creative and social; those relating to management. Lifestyle and Consumer Technology requires integrated application of these skills to solve technological problems. Candidates are encouraged to respond effectively to social, economic and technological change by the systematic application of appropriate skills and knowledge. This is achieved by placing emphasis on the development of transferable skills through a candidate-centred approach to learning. The acquisition of knowledge and the development of skills are integrated through the delivery of the Course content within the component Units of Lifestyle and Consumer Technology: Resource Management (H) and Lifestyle and Consumer Technology: Consumer Studies (H).

Study of Lifestyle and Consumer Technology enables candidates to focus on: the effect of various aspects of living on resource management, which relate to the needs for food, clothing and shelter; issues relating to changing circumstances in lifestyle; factors affecting consumer choice which are influenced by lifestyle; meeting specific needs when selecting and using resources creatively.

The requirement to identify and respond to needs promotes the development of technological capability. In its report *Technology Education in Scottish Schools: A Statement of Position*, the Scottish Consultative Council on the Curriculum (SCCC, 1996) states:

‘A broadly-based technological component in the curriculum does do much to “privilege the practical” and to redress the imbalance in many young people’s educational experience between the acquisition of knowledge, skills and attitudes, and their application to meeting and solving practical problems. Including technology in the curriculum improves the status and attractiveness of the practical and commercial activities which are the heart of industry and business, and helps all young people to recognise the personal satisfaction and enjoyment that can be derived from active participation.’

Home Economics in the context of Lifestyle and Consumer Technology provides opportunities to identify and address, people’s needs and wants for food, clothing and health care, (SCCC), through practical activities which provide realistic insights to applications in the home and community.

## National Course Specification: Course details (cont)

### COURSE Home Economics: Lifestyle and Consumer Technology (H)

The Course in Home Economics provides learning experiences for the development of the four aspects of technological capability. For example, candidates develop: technological perspective by showing appreciation of the factors which contribute to the success of a well designed product; technological confidence by questioning the designs and products of others, and by becoming proficient in applying knowledge and skills to solve problems; technological sensitivity by demonstrating appreciation that technological developments have consequences for others and the world in general; technological creativity by solving problems which require the use of a range of resources in the development of feasible and imaginative approaches to the creation of products, systems or environments.

Specialist craft skills and management skills are fundamental to Lifestyle and Consumer Technology. The craft skills are the practical and creative specialist skills which can be developed in relation to the particular needs of an individual, family or community group. These skills can be used to enhance or benefit health, clothing, the home or leisure, and their use may provide stimulus for the development of babies and young children. The skills can also be used to illustrate understanding for situations relating to a variety of consumer lifestyles and consumer needs.

Management skills are those required for the effective use of time and resources in the production of products, environments and systems. Importantly, these skills also include the ability to work effectively, independently and as a member or leader of a team. These skills enable candidates to participate effectively in technological activities.

“The publication of the *Scottish Diet Action Plan in 1996* highlighted that "home economics programmes have a particularly vital role to play in promoting healthy eating among young people and in the prevention of diet-related disease". While the need for practical meal making and food shopping skills is highlighted once more in *Eating for Health: Meeting the Challenge* (Scottish Executive, 2004). Health and Food Technology provides an opportunity to develop candidates' practical food skills as well as promoting an awareness of diet-related health issues."

An important part of Lifestyle and Consumer Technology is to develop standards in relation to a safe working environment. For example, candidates are encouraged to take responsibility for the health and safety of others. These standards are also applied in the service and caring sectors, and are, therefore, transferable.

Through the study of Lifestyle and Consumer Technology candidates will have the opportunity to: acquire knowledge and experiences which will influence the quality of their lives; further develop and use specialist craft skills and management skills; develop skills of enquiry, analysis and evaluation and use these to make reasoned decisions; develop a capacity to solve problems using a range of technological and other resources. The Course contributes to personal development as it facilitates the opportunity to experience a range of study skills, and encourages a structured approach to independent learning, culminating in a technological project. This form of learning not only develops skills necessary for living today, but also prepares candidates for further study and employment opportunities.

## **National Course Specification: Course details (cont)**

### **COURSE Home Economics: Lifestyle and Consumer Technology (H)**

#### **AIMS**

- 1 To provide opportunities for the acquisition of specialist knowledge and understanding of the factors which influence some of the choices and decisions made by individuals, families\* and society.
- 2 To apply skills of analysis and evaluation through the study of materials and resources necessary for the identification of, and response to, the physical and social needs of individuals and families.
- 3 To develop the management skills necessary for the effective use of materials and resources and to provide opportunities for the application of these skills.
- 4 To offer opportunities to use specialist craft skills for creative purposes as well as for investigatory and problem-solving activities.
- 5 To develop a critical approach when responding positively to social and technological change and environmental issues.
- 6 To offer opportunities for the achievement of technological capability in the four aspects of technological perspective, confidence, sensitivity and creativity.
- 7 To offer opportunities for the development of personal and interpersonal skills in the areas of initiative, responsibility, co-operation and adaptability, and to encourage a positive attitude to independent learning.
- 8 To foster vocational and community links and an awareness of the caring sector.

1\* Families can be defined as a unit made up of more than one person, contributing to the well-being of its individual members.

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Resource Management*

<b>CONTENT</b>	<b>ELABORATION</b>
Need for a balanced diet	definitions of balanced diet
Impact of deprivation on health: People affected:	malnutrition, under-nutrition elderly, unemployed, large families, single parents.
Impact of affluence on health: People affected:	malnutrition - over-nutrition high income earners, people with a large disposable income
Functions and sources of nutrients  Functions and sources of:  Inter-relationship of:	protein, fats, carbohydrates, vitamins - A, B complex, C, D, E, minerals - calcium, phosphorous, iron, sodium.  water fibre(dietary)/non starch polysaccharides (NSP)  calcium, phosphorous and vitamin D iron, vitamin C and folic acid vitamin B complex and carbohydrates water and fibre(dietary)/NSP

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Resource Management*

<b>CONTENT</b>	<b>ELABORATION</b>
Prevention of dietary diseases	anaemia coronary heart disease (CHD) dental caries diverticulitis hypertension obesity osteoporosis
Current Dietary Advice The Scottish Dietary Targets Students should have an awareness of the main issues from: (i) The Scottish Diet Action Plan (ii) Hungry for Success <sup>1</sup>	<ul style="list-style-type: none"> <li>• practical ways of meeting the dietary targets</li> <li>• the use of the dietary targets to influence the proportions of ingredients</li> <li>• adaptation of products to meet dietary targets</li> <li>• the contribution of the dietary targets to good health</li> <li>• acknowledgement of the contribution food manufacturers make to dietary targets by producing pre-packed foods which will help consumers to meet the targets</li> <li>• cooking methods to promote the dietary targets</li> </ul>

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Resource Management*

CONTENT	ELABORATION
Other factors which affect health	alcohol consumption crash/fad diets environment exercise lifestyle prescription/non-prescription drugs smoking stress
The use of dietary reference values (DRV) <ul style="list-style-type: none"> <li>• The use of dietary reference values &amp; an awareness of their dietary needs</li> </ul>	low reference nutrient intake (LRNI) estimated average requirements (EAR) reference nutrient intake (RNI) safe intake  relating to the intake of energy, protein, fats and fatty acids, starches and sugars, fibre(dietary)/NSP, vitamins A, B <sub>1</sub> , B <sub>2</sub> , Folic acid, C, D, E linking to: age, physical activity (PAL), gender, basal metabolism, special circumstances: <ul style="list-style-type: none"> <li>• pregnancy and lactation</li> <li>• convalescents</li> <li>• weight reduction</li> <li>• vegetarians.</li> </ul> specified groups: <ul style="list-style-type: none"> <li>• infants/young children</li> <li>• teenagers</li> <li>• adults</li> <li>• elderly</li> </ul> (for assessment purposes the reference values will be provided)

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Resource Management*

<b>CONTENT</b>	<b>ELABORATION</b>
Causes of food poisoning	conditions for growth of bacteria: warmth, food, moisture, time, oxygen (aerobic and anaerobic), pH levels.
Causes of contamination and cross-contamination	definition, causes and preventative measures in terms of: personal hygiene kitchen hygiene preparation and storage of food correct temperature for heating and re-heating of food (Please consult REHIS <sup>2</sup> handbook)

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Resource Management*

CONTENT	ELABORATION
<p>Needs of an individual for food and clothing linked to specified groups:</p> <ul style="list-style-type: none"> <li>• infants/young children</li> <li>• teenagers</li> <li>• adults</li> <li>• elderly</li> <li>• disabled</li> <li>• pregnant woman</li> <li>• vegetarians</li> </ul>	<p>taking account of:</p> <ul style="list-style-type: none"> <li>• nutritional needs</li> <li>• Scottish dietary targets</li> <li>• the need for clothing</li> <li>• available income</li> <li>• activities/interests</li> <li>• health</li> <li>• lifestyle</li> <li>• personal taste</li> <li>• occupation/unemployment</li> </ul>
<p>Properties of fibres used for clothing/textile item</p>	<p>absorbency, crease resistance, warmth (insulation), durability (abrasion resistance), ease of care, elasticity (stretch), inflammability, strength</p>

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Resource Management*

<b>CONTENT</b>	<b>ELABORATION</b>
Product development strategy Identifying needs and developing concepts for products	concept generation concept screening prototype production product testing information and advertising materials designed for packaging first production run marketing plan launch  investigation of existing products by disassembly

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Resource Management*

CONTENT	ELABORATION
Market Research	Reasons why manufacturers use market research Benefits of market research to manufacturer/retailer Types of market research <ul style="list-style-type: none"> <li>• direct and indirect</li> <li>• qualitative and quantitative</li> </ul>
Sensory testing	reasons for manufacturers carrying out sensory testing sensory tests: <b>preference tests:</b> rating test/ranking test <b>discrimination tests:</b> <ul style="list-style-type: none"> <li>• paired comparison test</li> <li>• duo-trio test</li> <li>• triangle test</li> <li>• taste threshold test</li> <li>• profiling test</li> </ul> wearer trials  conducting sensory tests to determine the effects of range and proportion of ingredients on: appearance, texture, flavour, aroma, overall acceptability, quality and preference  conducting sensory tests to analyse the attributes of a garment/textiles/accessories

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

CONTENT	ELABORATION
<p>Family structures</p> <p>Awareness of different family structures</p>	<p>definition of: family nuclear family extended family single parent family</p> <p>single people elderly families with a disabled member households from contrasting cultural backgrounds</p>
<p>Functions of the family</p> <p>Parents and parenthood</p>	<p>care and mutual support reproduction</p> <p>care and emotional support of children economic support of children social control socialisation education</p>
<p>Factors affecting changes in family lifestyles:</p>	<p>employment/unemployment divorce changing roles of family members increased leisure time death of a family member health/disability of a family member</p>

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

CONTENT	ELABORATION
Statutory services available to community	health education housing social services
Voluntary services available to community:	an awareness of the work done by and an in depth knowledge of <b>one</b> of the following groups: Shelter <sup>3</sup> Samaritans <sup>4</sup> Women’s Royal Voluntary Service (WRVS) <sup>5</sup>
Factors which influence consumer choice of: <ul style="list-style-type: none"> <li>• food and textile items</li> <li>• goods and services</li> </ul>	advertising/marketing/promotional techniques available income: wages/salaries/benefits/pensions cultural and religious influences education environmental issues <sup>6</sup> : organic produce, energy saving, chlorofluorocarbons (CFC) and hydrofluorocarbons (HFC) free, cruelty free, eco-friendly products, packaging to reduce pollution geographical location/access to shops health peer pressure



**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
Prevention of debt	Action to take in event of debt Organisations that can help: <ul style="list-style-type: none"><li>• Company/Bank/Building society</li><li>• Citizens Advice Bureau (CAB)</li><li>• Consumer Credit Counselling Service (CCCS)<sup>7</sup></li></ul>

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
Provision of community meals services:	nursery meals school meals breakfast clubs day care centres meals-on-wheels
Food politics	use of food additives genetically modified foods organic foods 'fair trade' <sup>TM</sup> products'
Current statutory labelling requirements for food products, textile items and consumer goods	relating to: information on food labels – it is advised to check the Food Standards Agency website regularly for updates nightwear safety labels fibre content labels flammability labels furniture safety labels energy rating labels microwave labelling scheme star ratings for refrigerators/freezers

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
Current voluntary labelling for food products, textile items and consumer goods and services	nutritional information bar codes EU standard care labelling symbols 'CE' mark British Standards Institution (BSI) Kitemark British Toy and Hobby Association's 'lion mark' British Electrotechnical Approvals Board (BEAB) label BEAB approved via CCA label Double insulation mark recycling symbols organic labels vegetarian labels cruelty free labels eco daisy
The impact of technological developments on consumer choice of food, clothing and consumer goods and services'	technological innovations: <ul style="list-style-type: none"> <li>• shopping - online/internet shopping</li> <li>• banking - online/telephone banking</li> <li>• food - cook/chill products, extrusion cooking</li> <li>• textiles - breathable membranes, use of elastomeric fibres</li> </ul>

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
The difference between civil and criminal law	Civil law: <ul style="list-style-type: none"><li>• deals with the rights of one individual to another</li></ul> Criminal Law: <ul style="list-style-type: none"><li>• concerns with protecting the community as a whole</li></ul>
Consumer Protection from Unfair Trading Regulations 2008 (CPR's)	These regulations have replaced the Consumer protection Act and the Trade Description Act. The regulations fall into four categories of Unfair practices: <ul style="list-style-type: none"><li>• Unfair commercial practices</li><li>• Misleading actions and omissions</li><li>• Aggressive practices</li><li>• 31 specific named practices</li></ul>
Consumer Protection Act 1987	It is a criminal offence if: <ul style="list-style-type: none"><li>• traders who supply goods do not make sure they are safe</li></ul>

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

CONTENT	ELABORATION
Food Safety Act 1990	<p>covers four main areas:</p> <ul style="list-style-type: none"> <li>• labelling</li> <li>• additives and contaminants</li> <li>• composition (or content)</li> <li>• public health and hygiene</li> </ul> <p>It is a criminal offence to:</p> <ul style="list-style-type: none"> <li>• sell, or possess for sale, food which does not comply with food safety requirements;</li> <li>• render food injurious to health</li> <li>• sell food which is not of the nature or substance or quality demanded;</li> <li>• falsely or misleadingly describe or present food.</li> </ul> <p>food premises must be registered with the Local Authority  all food handlers must be trained/wear suitable clothing  improvement notices can be issued to premises failing to comply with the law defence of 'due diligence'</p>
Sale and Supply of Goods Act 1994	<p>There is a contract of sale between the seller and the buyer.</p> <ul style="list-style-type: none"> <li>• Goods must be of a 'satisfactory quality'</li> <li>• Goods must 'fit the description given'</li> <li>• Goods must 'be fit for their purpose' as made known to the seller</li> <li>• Consumers have a reasonable period of time to accept the goods or reject them.</li> </ul>

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
Sale and Supply of Goods to Consumers Regulation 2002	This has enhanced consumer rights under the Sale and Supply of Goods Act 1994 Consumers have the legal right to choose repair, replacement, partial or full refund or compensation if a fault appears within 5 years If consumers have a complaint: <ul style="list-style-type: none"><li>• goods must be faulty at time of purchase</li><li>• if complaint is within 6 months, the onus is on the retailer to prove the goods were not faulty</li><li>• if complaint after 6 months, the onus is on the consumer to prove the goods were faulty</li></ul>

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
Role and responsibilities of Advertising Standards Authority (ASA)	ASA is an independent watchdog maintaining high standards in advertising to benefit consumers, advertisers and society at large. Advertisements, where ever they appear must be legal, decent, honest and truthful ASA: <ul style="list-style-type: none"><li>• investigates complaints</li><li>• proactively monitors adverts</li><li>• takes action against misleading, harmful or offensive advertisements, sales promotions and direct marketing</li></ul>

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
Role and responsibilities of British Standards Institution (BSI)	<p>The institution is independent and largely self funding through sales revenue and fees.</p> <ul style="list-style-type: none"><li>• It sets performance and design standards for product and services, aimed at achieving reliable levels for factors such as safety, durability, efficiency, inter-operability and good practice.</li><li>• The standards are often developed in partnership with overseas organizations in order to ensure that they have a high level of international acceptance.</li><li>• It test products to assess whether they confirm to a particular standard, as a result of which the product may be entitled to display the BSI Kitemark.</li><li>• The Kitemark is the symbol that gives consumers the assurance that the product they have bought has been independently assessed and confirms to the appropriate British Standard.</li><li>• Standards are designed for voluntary use and do not impose any regulations. However, some laws and regulations may refer to certain standards making compliance with them compulsory. Standards are also often used as a means to demonstrate the adoption of good practice or compliance with certain European Directives.</li></ul>

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
Role and responsibilities of Citizens Advice Bureau (CAB)	The CAB gives free, confidential, impartial and independent advice on a wide range of subjects, including: <ul style="list-style-type: none"><li>• <b>Benefits</b> questions about entitlements, support with applications and appeals against decisions</li><li>• <b>Debt and money advice</b> how to manage your debts, improve your financial situation and maximize your income</li><li>• <b>Employment rights related advice</b> questions about terms and conditions, dismissal, redundancy, intimidation and unfair dismissal</li><li>• <b>Consumer issues</b> everything from broken kettles to difficulties with gas and electricity suppliers</li><li>• <b>Family issues</b> relating to relationship problems, marriages and civil partnerships, children and bereavement</li><li>• <b>Home and neighbourhood issues</b> including finding a place to live, mortgage problems, rent arrear and neighbourhood disputes.</li></ul>

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
Role and responsibilities of Which?	<p>Which? Is a not for profit organization that works to make things better for consumers. It:</p> <ul style="list-style-type: none"> <li>• Offers information and advice to help consumers make more informed decisions. It tests more than 3,000 products a year and publishes the results in its magazines and on which.co.uk. It also carries out investigations into a range of services. The best performing products and services are given Best Buy and Recommended Provider status, and companies are able to use this accolade in their marketing.</li> <li>• Campaigns on a range of issues to make people’s lives fairer, simpler and safer. It regularly talks to consumers to make sure they’re campaigning on issues that really matter to consumers-from energy and personal finance, to food and health.</li> <li>• Offers services and products to put consumers’ needs first and bring them better value. For example we offer a mortgage advice service, Money and Legal advice lines, and mobile and energy switching services.</li> </ul>
Role and responsibilities of Environmental Health Department (EHD)	<ul style="list-style-type: none"> <li>• Enter premises at any reasonable time to carry out food safety duties</li> <li>• Inspection of premises on risk based frequency (vast majority of visits unannounced)</li> <li>• Provide guidance and advice</li> <li>• Investigate food complaints</li> <li>• Investigate food poisoning</li> <li>• Provide Inspection Reports a every visit to food premises</li> <li>• Serve Notices such as Hygiene Improvement notices</li> <li>• Close food premises which are an imminent risk to health (Hygiene Emergency Prohibition Notices/ Voluntary Closure Agreements)</li> <li>• Detain or seize unfit food</li> <li>• Take samples of food</li> <li>• Instigate legal proceedings by making reports to the Procurator Fiscal</li> </ul>
Role and responsibilities of Food Standards Agency (FSA)	<ul style="list-style-type: none"> <li>• protection of public health in relation to food hygiene and food safety</li> <li>• licensing of meat processing companies and for hygiene controls on meat and meat products</li> </ul>

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

Role and responsibilities of Food Standards Agency (FSA)(Cont)	<ul style="list-style-type: none"><li>• controlling the production of novel foods</li><li>• control of genetically modified food</li><li>• licensing and inspection of manufacturers who produce irradiated food</li><li>• monitoring the use of food additives</li><li>• monitoring of the composition of food and food labelling</li><li>• advice about the nutrient content of foods and dietary issues</li></ul>
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**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
Role and responsibilities of Office of Fair Trading (OFT)	Helps consumers by: <ul style="list-style-type: none"> <li>• taking action against traders who consistently break the law</li> <li>• encouraging trade organisations to improve their standards to their customers by agreeing to voluntary Codes of Practice for fair dealing</li> <li>• publishing leaflets to help people understand their rights and responsibilities when buying goods or services</li> <li>• asking for new laws to be made</li> <li>• keeping a check on people in the credit business. Almost everyone involved in lending money to consumers has to have a special credit licence issued by the Office of Fair Trading.</li> </ul>
Role and responsibility of Trading Standards Department (TSD)	<ul style="list-style-type: none"> <li>• Trading Standards Department/ Consumer Protection department is a local authority service.</li> <li>• The role is to enforce consumer protection legislation in order to maintain a safe and fair trading environment for consumers and traders in the local Council area. A list of legislation is enforced by Trading Standards can be viewed on the Trading Standards website.</li> <li>• Trading Standards serve as an information service for other agencies, such as the Office of Fair Trading and for this purpose information is held about unfair trading practices.</li> <li>• Enforcing Consumer Protection from Unfair Trading Regulations 2008</li> </ul>

**National Course Specification: Course details (cont)**

**COURSE** Home Economics: Lifestyle and Consumer Technology - Higher Course

**COURSE CONTENT**

*Lifestyle and Consumer Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
Role and responsibility of Department for Environment, Food and rural affairs (DEFRA)	The Department for Environment, food and Rural Affairs (DEFRA) is a government department in the UK.  DEFRA make policy and legislation, and work with other to deliver policies in area such as: <ul style="list-style-type: none"><li>• The natural environment, biodiversity, [plants and animals</li><li>• Sustainable development and the green economy</li><li>• Food, farming and fisheries</li><li>• Animal health and welfare</li><li>• Environmental protection and pollution control</li><li>• Rural communities and issues</li></ul>

## Web addresses for Course content - Higher Lifestyle & Consumer Technology

Hungry for Success <sup>1</sup>	<a href="http://www.scotland.gov.uk/library5/education/hfs-00.asp">www.scotland.gov.uk/library5/education/hfs-00.asp</a>
Royal Environmental Health Institute of Scotland <sup>2</sup>	<a href="http://www.rehis.org">www.rehis.org</a>
Shelter <sup>3</sup>	<a href="http://www.scotland.shelter.org.uk/home/index.cfm/setcountry/true">www.scotland.shelter.org.uk/home/index.cfm/setcountry/true</a>
Samaritans <sup>4</sup>	<a href="http://www.multikulti.org.uk/agencies/english/scotland">www.multikulti.org.uk/agencies/english/scotland</a>
WRVS <sup>5</sup>	<a href="http://www.nhsborders.org.uk/view_item.aspx?item_id=16589">www.nhsborders.org.uk/view_item.aspx?item_id=16589</a>
Environmental issues <sup>6</sup>	<a href="http://www.greenchoices.org.uk">www.greenchoices.org.uk</a>
Consumer Credit Counselling Service <sup>7</sup>	<a href="http://www.cccs.co.uk">www.cccs.co.uk</a>
Fair Trade products <sup>8</sup>	<a href="http://www.fairtrade.org.uk/products.htm">www.fairtrade.org.uk/products.htm</a> <a href="http://www.fairtradefederation.com/memcof.html">www.fairtradefederation.com/memcof.html</a>
Food Standards Agency	<a href="http://www.food.gov.uk">www.food.gov.uk</a> <a href="http://www.eatwell.co.uk">www.eatwell.co.uk</a>
Citizens Advice Scotland	<a href="http://www.cas.org.uk">www.cas.org.uk</a>
Advertising Standards Agency	<a href="http://www.asa.org.uk">www.asa.org.uk</a>
Defra	<a href="http://www.defra.gov.uk/corporate">www.defra.gov.uk/corporate</a>

## **National Course Specification: Course details (cont)**

### **COURSE Home Economics: Lifestyle and Consumer Technology (Higher)**

The benefit of taking component Units as part of a Course award is that it allows integration of teaching which can be achieved in a variety of imaginative ways. Classroom activities chosen to deliver Course content should match the needs and abilities of the candidates and enable them to:

- develop and practise the skills identified in the rationale
- develop the transferable skills of enquiry, analysis and evaluation
- extend their knowledge base.

Such activities will prepare candidates for external assessment by enabling them to achieve at levels beyond that required to demonstrate competency for each of the Unit outcomes, leading them towards technological capability demonstrated within the externally assessed assignment. For example, candidates could be asked to consider a problem from a number of different perspectives or in unfamiliar situations. Teachers/lecturers should make candidates aware of the integration between the knowledge and skills of the component Units.

The Course provides scope for high levels of achievement in the four aspects of technological capability. Candidates also have opportunities to develop management skills in a range of situations, and independence as learners.

### **ASSESSMENT**

To gain the award of the Course, the candidate must achieve all the component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

When Units are taken as component parts of a Course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the Unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards Course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment are provided in the paper *Assessment*, (HSDU, 1996) and in *Managing Assessment* (HSDU, 1998).

### **DETAILS OF THE INSTRUMENTS OF EXTERNAL ASSESSMENT**

Course assessment will be external and will sample across the outcomes of the component units.

Course assessment will consist of a question paper and a technological project.

The question paper will be of 2 hours' duration and total 80 marks.

The question paper will consist of two sections: Section A and Section B

Section A is a compulsory section, worth 20 marks and consisting of short answer and restricted response type questions. All questions in this section are compulsory.

Section B contains 4 questions each worth 20 marks and consisting of extended response type questions. Question 1 in this section is compulsory and the content for this question will be derived from a specified area of content. Candidates will then complete two questions from the remaining three questions in this section.

## **National Course Specification: course details (cont)**

### **COURSE Home Economics: Lifestyle and Consumer Technology (Higher)**

The question paper will assess the student's ability to:

- select and apply knowledge to a range of problems and situations
- make critical appraisals and reasoned decisions, which involve using skills of analysis and evaluation.

Candidates will be required to submit a technological project worth 70 marks. The project will enable candidates to demonstrate integration of knowledge and skills across the component Units in order to realise a solution and demonstrate technological capability. The project will be carried out within the centre. Two project briefs will be issued by the Scottish Qualifications Authority on an annual basis. One of these will be selected by the student and completed within 20 hours. The technological project will be wholly externally assessed. Candidates will be provided with the appropriate proforma and guidance by the Scottish Qualifications Authority.

Teacher/lecturer guidance will be provided which set out conditions and arrangements for external assessment.

Teachers/lecturers may offer guidance by giving:

- advice on source information, persons, agencies or establishments that may be able to help
- assistance with planning for deadlines
- advice on the suitability and practicability of the strategy produced by the candidate.

The overall Course award will be based on the combined total marks from the question paper and the technological project.

Candidates may carry out research and investigation in their own time, but the assignment must be completed under supervision in the centre.

### **GRADE DESCRIPTIONS**

Assessment will be external and will sample across the outcomes of the component Units. The grade descriptions for Course assessment relate to the performance criteria for internal assessment but also place additional demands on candidates by testing their ability to: integrate knowledge and skills acquired across the component Units; retain knowledge and skill levels over a longer period of time; apply knowledge and skills in more challenging ways, for example in less familiar contexts. The grade descriptions on their own are unlikely to provide a tool for making judgements. They will require to be augmented in due course by exemplar assessment materials and detailed assessment schemes.

## National Course Specification: course details (cont)

### COURSE Home Economics: Lifestyle and Consumer Technology (Higher)

GRADE C	GRADE A
<p>Candidates can:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding by: recalling some of the facts, terminology, concepts and principles as defined in the content; and selecting and applying knowledge to a range of problems and situations providing basic but accurate explanations and arguments.</li> </ul>	<p>Candidates can:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding by: recalling some of the facts, terminology, concepts and principles as defined in the content; and selecting and applying knowledge to a range of problems and situations providing detailed accurate explanations and arguments.</li> </ul>
<ul style="list-style-type: none"> <li>• Devise and implement a strategy to provide a solution to a complex technological problem using appropriate techniques and procedures accurately, to obtain some reliable data.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise and implement a strategy to provide a solution to a complex technological problem, using a range of appropriate techniques and procedures accurately, to obtain consistently reliable data.</li> </ul>
<ul style="list-style-type: none"> <li>• Apply decision-making skills by: identifying some feasible options or solutions as a result of interpreting source information with some accuracy; selecting, with limited justification, the most appropriate choice taking account of defined criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply decision-making skills by: identifying some feasible options or solutions as a result of interpreting source information accurately; selecting, with detailed justification, the most appropriate choice taking account of defined criteria.</li> </ul>
<ul style="list-style-type: none"> <li>• Manufacture a solution to a complex technological problem, with occasional lapses in the deployment of time and resources to select, prepare and present the solution to meet specified criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Manufacture a solution to a complex technological problem, consistently demonstrating effective deployment of time and resources to select, prepare and present the solution to meet specified criteria.</li> </ul>
<ul style="list-style-type: none"> <li>• Make an evaluation of an outcome, strategy or solution against defined criteria providing accurate explanation, some of which is detailed. Some modification/adaptation to the strategy may be evident with limited justification for it.</li> </ul>	<ul style="list-style-type: none"> <li>• Make an evaluation of an outcome, strategy or solution against defined criteria providing detailed and accurate explanations. Modification/adaptation to the strategy may be evident with detailed justification for it.</li> </ul>

### APPROACHES TO LEARNING AND TEACHING

Approaches to learning and teaching should provide opportunities for candidates of varying needs and abilities to acquire the knowledge and develop the skills of the Course. Approaches should be chosen which will enhance learning experiences so that candidates achieve their full potential whether working in a whole-class, small group, or supported self-study situation. Account should be taken of prior knowledge that candidates may have when delivering the Course content. An integrated approach to learning and teaching across the component Units of Lifestyle and Consumer Technology: Resource Management and Lifestyle and Consumer Technology: Consumer Studies is recommended.

## **National Course Specification: Course details (cont)**

### **COURSE Home Economics: Lifestyle and Consumer Technology (Higher)**

It is good practice to use a variety of methods, so that candidates' interest and motivation are maintained and individual preferences for different learning styles are considered. Teacher/lecturers will need to ensure an appropriate balance between teacher/lecturer-directed approaches and candidate-centred activities. For example, it may be more appropriate to use a teacher/lecturer-directed approach to introduce a new concept.

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning. When planning learning activities, the nature of candidates' special needs should be taken into account and alternative provision or support should be available where necessary. This will ensure the inclusion of all candidates and support them in the learning process.

Knowledge and understanding of facts, terminology, concepts and principles will be developed through a process-based approach to learning, making full use of available resources. The use of specialist craft skills is recommended for a range of purposes, such as investigation, illustration or presentation of knowledge, or for the manufacture of a product. Teacher/lecturer-led discussion should provide opportunities for candidates to communicate ideas and put forward arguments about issues within a particular area of study related to Lifestyle and Consumer Technology. These suggested approaches will encourage consolidation of knowledge and understanding.

Candidates will be required to develop the skills of analysis, enquiry and evaluation within technological activities, using the systematic application of skills and knowledge to solve practical problems or address relevant issues. There should be opportunities for candidates to extend their skills and knowledge beyond that required for achievement of Unit outcomes.

The teacher/lecturer must ensure that there is a balance between the development of the transferable skills and the specialist craft skills within Lifestyle and Consumer Technology.

The relationship between the Course and relevant service industries should be emphasised to provide real contexts for learning and realistic problems to solve. These opportunities will increase self esteem, confidence and motivation for the candidates and improve their insights into the needs of industry including the skills required of those entering the job market. A community link is an excellent way of promoting understanding of how the caring and service sector works and the roles, responsibilities, aptitudes and qualities of the personnel required. This understanding can then be mirrored in classroom activity by candidates displaying a responsible attitude towards given tasks. Entrepreneurial activities provide exciting and challenging opportunities for learning, and these are greatly enhanced when they are linked with industry or the service sector.

It will be important to ensure from the outset that candidates are familiar with Unit outcomes and Course grade descriptions.

## National Course Specification: Course details (cont)

### COURSE Home Economics: Lifestyle and Consumer Technology (Higher)

#### Use of the additional 40 hours

The additional 40 hours of flexible time should be integrated into the course design for use at important stages of delivery:

<i>Stage</i>	<i>Explanation</i>
Candidate induction	<p>Familiarisation with the aims and design of the course.</p> <p>Familiarisation with the requirements of internal assessment for the Units and external assessment of the Course.</p> <p>Setting target deadlines for the units, course and assessment.</p> <p>Presentation of work; for example, the requirement for tabulation and bullet points to reduce extensive text when answering examination questions.</p> <p>Candidate commitment to meet the demands and deadlines of the Course</p>
Technological project	<p>Time to complete the technological project will be taken from the additional 40 hours and from time available within the component Units. For example, a number of outcomes in the component Units can be achieved when candidates undertake the technological project, thus reducing the demands and time required for internal Unit assessment.</p>
Preparation for external assessment	<p>External course assessment will place additional demands on candidates, requiring them to:</p> <ul style="list-style-type: none"><li>• demonstrate the ability to integrate knowledge, understanding and skills acquired in component Units</li><li>• retain knowledge and skill levels over a longer period of time</li><li>• apply knowledge and skills in less familiar or more complex contexts.</li></ul> <p>Candidates, therefore, will require time and appropriate experiences to permit them to develop and demonstrate these additional requirements. These experiences should include:</p> <ul style="list-style-type: none"><li>• consolidation and revision of knowledge and skills identified in the rationale</li><li>• practice in external assessment examination techniques</li><li>• opportunities to achieve at levels beyond that required to demonstrate attainment for competence in each of the Unit outcomes.</li></ul>

A Subject Guide which will provide further advice and information will be published in association with these Arrangements.

## **National Course Specification: course details (cont)**

### **COURSE** Home Economics: Lifestyle and Consumer Technology (Higher)

#### **SPECIAL NEEDS**

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).



## National Unit Specification: general information

<b>UNIT</b>	Lifestyle and Consumer Technology: Resource Management (Higher)
<b>NUMBER</b>	D503 12
<b>COURSE</b>	Home Economics: Lifestyle and Consumer Technology (Higher)

### SUMMARY

At the end of this unit, candidates will be able to use management skills necessary for the effective use of materials and resources. Candidates will demonstrate technological capability to solve problems and apply knowledge and understanding of Lifestyle and Consumer Technology to a range of situations.

### OUTCOMES

- 1 Plan, organise and complete a practical activity to meet given needs.
- 2 Develop ideas for solutions to a given brief.
- 3 Review and evaluate a problem solving activity.
- 4 Apply specialist knowledge and understanding to address a problem or situation.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Standard Grade Home Economics at Credit level
- Intermediate 2 Home Economics or its component units
- a course or unit at Credit level or Intermediate 2 in a related subject.

This unit is also suitable for 'new starts' and adult returners.

### CREDIT VALUE

2 credits at Higher.

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### Administrative Information

<b>Superclass:</b>	AF
<b>Publication date:</b>	September 2006
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	05

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## **National Unit Specification: general information (cont)**

**UNIT**      Lifestyle and Consumer Technology:  
Resource Management (Higher)

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill              Problem Solving at SCQF Level6

Core Skill component(s)        None

## **National Unit Specification: statement of standards**

### **UNIT Lifestyle and Consumer Technology: Resource Management (Higher)**

#### **OUTCOME 1**

Plan, organise and complete a practical activity to meet given needs.

##### **Performance criteria**

- a) The needs to be addressed are identified from the task and explained.
- b) A logical sequence of work is planned, which takes account of time constraints and shows informed choice of resources.
- c) The practical activity is carried out efficiently.
- d) A conclusion is drawn which relates to the original needs of the task.

##### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a practical exercise, which may be part of a design activity. Attainment could be recorded by the use of an observational checklist.

Specific advice:

- a) The needs of the task must be considered, and brief reasoned comment given, to show that the candidate has understood the task.
- b) The sequence of work shows clear evidence of: time management, requisitioning of resources and equipment; sensible sequencing of stages taking account of preparation, manufacture time and skill level; use of labour saving equipment where appropriate, to make the best use of time.
- c) Product(s) are prepared with accuracy according to instructions, taking account of the correct techniques and procedures for preparation, efficient use of resources and time, and safe, hygienic practices. Equipment should be used to save time and give consistent results.
- d) The conclusion includes comment on how well the products chosen and produced meet the needs of the task.

#### **OUTCOME 2**

Develop ideas for solutions to a given brief.

##### **Performance criteria**

- a) Analysis of the brief identifies the key points and explains the needs arising.
- b) Criteria for a specification are identified and are valid.
- c) Investigations are clear in purpose, appropriate for the criteria identified in the specification and justified.
- d) Results recorded are concise, easy to interpret and reach conclusions.
- e) One idea for a solution is proposed, generated from the results and conclusions of investigation.

## **National Unit Specification: statement of standards (cont)**

### **UNIT Lifestyle and Consumer Technology: Resource Management (Higher)**

#### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a design activity. The conditions which apply to the activity are: teacher/lecturer support should there be malfunction of equipment; negotiation of a time limit for the design activity. The recorded evidence should be produced as defined in performance criteria (a) - (e) using pro-forma. Attainment could be assessed by the use of a marking scheme/ observational checklist.

#### Specific advice:

- a) The key points can be defined by breaking down the brief into the main parts. Explanation of the needs arising from these key points will relate to the brief and include comment on appropriate principles of design, eg function, safety, value for money/cost, aesthetics, durability.
- b) The solution should be able to be measured against the specification, that is, it should be possible to test and evaluate the solution against the specification. It should allow for a range of solutions, contain more detail than the brief and be able to be tested.
- c) Evidence of search and investigation techniques could include: investigation to gain background information, eg a list of questions to be addressed; technical information, eg looking at existing products that meet the needs of the brief and identifying their characteristics; investigation into availability of resources; time.
- d) The recording of results should be concise. A list of bullet points with brief conclusions would be suitable. The procedures used for research are not required for the purpose of assessment.
- e) Presentation of an idea for a solution may include one or more of the following: design sketches; brief notes; diagrams; story boards.

### **OUTCOME 3**

Review and evaluate a problem solving activity.

#### **Performance criteria**

- a) Appropriate, measurable criteria for reviewing and evaluating are identified.
- b) The effectiveness of the overall plan is explained accurately, taking account of the criteria.
- c) A conclusion is drawn which is justified, suggesting relevant recommendations.

#### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. Candidates could achieve this outcome as part of a design activity. Attainment should be assessed by using a marking scheme which takes account of the criteria.

#### Specific advice:

- a) The criteria are devised by the candidate or adopted/adapted from a set of criteria used by another organisation. Criteria may include time, resources, skills, abilities, results of investigation, appropriateness in meeting specified needs/purpose.
- b) The evaluation will be based on evidence gathered during the problem solving activity. All evidence which relates to the effectiveness of the overall plan should be considered and based on work carried out, including amendments/modifications made to the overall plan during implementation.
- c) A full conclusion should be drawn to make recommendations. The recommendations can include: suggestions for improvements to a product/process/system or event; further work required; more investigations; additional evidence gathering; an alternative strategy required.

## **National Unit Specification: statement of standards (cont)**

**UNIT**        Lifestyle and Consumer Technology:  
                  Resource Management (Higher)

### **OUTCOME 4**

Apply specialist knowledge and understanding to address a problem or situation.

#### **Performance criteria**

- a) Knowledge is applied in order to give accurate explanation and reasoned argument to address a problem or situation.

#### **Evidence requirements**

Recorded evidence must be provided to show that the performance criterion has been met on one occasion. The proposed instrument of assessment is a question paper which requires a range of short and restricted responses. The questions will sample the content. Attainment could be assessed by the use of a marking schedule.

## **National Unit Specifications: support notes**

### **UNIT Lifestyle and Consumer Technology: Resource Management (H)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The content on which this unit is based is listed in the course details for Home Economics: Lifestyle and Consumer Technology (H).

The unit is set in the context of Lifestyle and Consumer Technology. Candidates will be required to demonstrate knowledge and understanding of the content, by using it as a focus for related practical activity. Knowledge and understanding of the content can be acquired or consolidated through practical application.

The context for the unit requires candidates to understand the importance of combining several activities in a systematic way, to make effective use of time and resources for both commercial and domestic purposes/situations.

Development of planning and organisational skills, and the completion of practical activities, can be integrated with the delivery of the other component units, when they are part of the Lifestyle and Consumer Technology course.

#### **GUIDANCE ON APPROACHES TO LEARNING AND TEACHING FOR THIS UNIT**

Effective learning and teaching for this unit will use a variety of methods which carefully match the unit outcomes.

##### ***Outcome 1***

A group or candidate-centred approach to learning is recommended in the initial stages. Individuals should be encouraged to make contributions to ideas for planning, carrying out and drawing conclusions about practical activities as part of a group experience. It is important that candidates understand:

- why the planning stages are important to the activity
- how the end results can be affected by inefficient use of time and resource
- how the activity will be reviewed
- why it should be evaluated.

A workshop arrangement will promote candidate motivation and allow for opportunities to exchange ideas and views. Review and evaluation should be ongoing throughout the unit as well as teacher/lecturer intervention to support candidates when required.

## **National Unit Specifications: support notes (cont)**

### **UNIT Lifestyle and Consumer Technology: Resource Management (H)**

#### ***Outcomes 2 and 3***

A group or candidate-centred approach to learning is recommended in the initial stages of unit delivery. Individuals should be encouraged to make contributions to ideas for product development as part of a group experience. This approach will help to develop candidates' confidence for working independently. Communication skills will be developed through shared ideas and experiences, and through the opportunity to offer opinions, comment and constructive criticism on the ideas of others. To encourage candidate participation and motivation, the pace of work, level of challenge and prior knowledge and experiences of candidates should be considered.

Candidates' skills of evaluation can be developed by encouraging them to look at commercial products. Open discussion and brainstorming can stimulate ideas which may lead the group to formulate opinions about: the product specification; the target group; materials used; the success of the product in meeting needs. By looking at the designs of others, candidates will develop aspects of technological capability. Candidates will be given design activities which will encourage analysis, investigation and evaluation.

Candidates should be shown how to devise criteria for reviewing and evaluating a design activity. Proposals for improving or modifying future activities should be negotiated and agreed by the group.

Sources of information, such as video material on food preparation and the production of textile items within the domestic context of the home or community, outside speakers, or visits to community projects and candidate placement experiences within the caring sector, will act as a motivating influence.

It is important that candidates are aware of food safety and hygienic practices in food production.

An integrated approach to delivery of the content is recommended, whereby several aspects may be covered during practical application.

#### ***Outcome 4***

Candidates should be able to access a range of source information which relates to the content, eg video, text, food commodities, commercial packages. A stations approach could be used as a method for reinforcing knowledge and understanding, by using different approaches to learning at each station. Outside speakers such as, dieticians, representative from a support service, eg Meals on Wheels, Citizens Advice Bureau, EHOs, Home Economists and Trading Standards Officers could contribute to candidate learning.

The teacher/lecturer can pre-test knowledge and understanding of the content by using oral questioning techniques during practical activity. When using a group approach, candidates may demonstrate knowledge and understanding by presenting a short talk after a practical activity. It is necessary to cover the entire content of the unit for the benefit of the overall candidate experience.

It is recommended that candidates are given opportunities to demonstrate knowledge and understanding through more formal methods, as well as through practical application. The teacher/lecturer will want to monitor progress throughout the delivery of the unit by using a variety of techniques, for example, direct questioning, short and structured response.

## National Unit Specifications: support notes (cont)

### UNIT Lifestyle and Consumer Technology: Resource Management (H)

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Whilst it is possible to devise test instruments for each of the unit outcomes, it is preferable to use ones which encompass more than one outcome. This approach will reduce the demands of assessment on candidates and leave more time for learning and teaching. The evidence requirements fall into two categories:

- practical activity
- demonstration of knowledge and understanding which underpins the practical activity.

While attainment of outcomes 1 – 4 need only be demonstrated on one occasion, it is unlikely that candidates would be ready for assessment until the later stages of delivery. Assessment could take place as an end of unit test. However, it is possible for evidence to be gathered when candidates are carrying out practical exercises throughout the unit.

In the interests of confidentiality and national standards it would be more appropriate for all candidates to carry out this assessment at the same time within any one class.

Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instruction and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment.

#### SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).



## **National Unit Specification: general information**

<b>UNIT</b>	Lifestyle and Consumer Technology: Consumer Studies (Higher)
<b>NUMBER</b>	D501 12
<b>COURSE</b>	Home Economics: Lifestyle and Consumer Technology (Higher)

### **SUMMARY**

At the end of this unit, candidates will have acquired knowledge and understanding about consumer choice of goods and services. They will also have gained an insight into the manufacturers'/providers' perspective on a range of consumer issues. Candidates will be able to appraise the design of products and consider the consequences that technological developments have on others. They will be able to use a range of investigative skills enabling them to draw conclusions from information sources and make reasoned choices which are a requirement for the discerning consumer.

### **OUTCOMES**

- 1 Use a range of investigative techniques to obtain information relevant to consumer issues.
- 2 Apply decision-making skills as a result of interpreting consumer information.
- 3 Apply specialist knowledge and understanding to address a problem or situation.

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Standard Grade Home Economics at Credit level
- Intermediate 2 Home Economics or its component units
- a course or units at Intermediate 2 or Standard Grade at Credit level in a related subject.

The unit is also suitable for 'new starts' and adult returners with appropriate prior experience.

### **CREDIT VALUE**

1 credit at Higher.

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### **Administrative Information**

<b>Superclass:</b>	BA
<b>Publication date:</b>	September 2006
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	05

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## **National Unit Specification: general information (cont)**

**UNIT**        Lifestyle and Consumer Technology:  
                  Consumer Studies (Higher)

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

### **UNIT Lifestyle and Consumer Technology: Consumer Studies (Higher)**

#### **OUTCOME 1**

1 Use a range of investigative techniques to obtain information relevant to consumer issues.

##### **Performance Criteria**

- a) The information required is relevant and accurate, and established through appropriate research techniques.
- b) Results and data collected are produced accurately and presented concisely.
- c) Conclusions drawn are accurate and based on analysis of the findings.

##### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is an investigation, which may form part of a design activity. The investigation could be completed on pro-forma. Attainment could be assessed by the use of a marking scheme and recorded using a checklist.

Specific advice:

- a) Appropriate research techniques would include at least two of the following: survey by questionnaire; survey by mail; interviews; literature search; scientific experiments or investigations; sensory evaluation; comparison testing. The techniques chosen must reflect appreciation of purpose.
- b) Methods used to present data should facilitate ease of interpretation, for example, accurately produced graphs.
- c) Evidence must reflect the candidate's ability to use results and draw conclusions showing appreciation of purpose.

#### **OUTCOME 2**

Apply decision making skills as a result of interpreting consumer information.

##### **Performance criteria**

- a) Explanation of the information interpreted is accurate and appropriate to the task given.
- b) An option or solution is selected with justification for the decision made.

##### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a report which may form part of a design activity. Attainment should be assessed by the use of a marking scheme.

Specific advice:

- a) Explanation should demonstrate how understanding of the information interpreted can be used to make a decision.
- b) Justification should include reasoned decisions which meet the requirements of the task/problem given.

## **National Unit Specification: statement of standards (cont)**

**UNIT** Lifestyle and Consumer Technology:  
Consumer Studies (Higher)

### **OUTCOME 3**

Apply specialist knowledge and understanding to address a problem or situation.

#### **Performance criteria**

- a) Knowledge is applied in order to give accurate explanation and reasoned argument to address a problem or situation.

#### **Evidence requirements**

Recorded evidence must be provided to show that the performance criterion has been met on one occasion. The proposed instrument of assessment is a question paper which requires a range of short and restricted responses. The questions will sample the content. Attainment could be assessed by the use of a marking schedule.

## **National Unit Specification: support notes**

### **UNIT Lifestyle and Consumer Technology: Consumer Studies (Higher)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The content on which this unit is based is listed in the course details for Home Economics: Lifestyle and Consumer Technology (H).

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Learning and teaching approaches should match the unit outcomes. The knowledge and understanding of the content for the unit can be acquired or consolidated through practical activities which focus on the specific area of content.

##### ***Outcome 1 and 2***

A candidate-centred approach to learning is recommended. There should be access to source materials, such as commercial products, as well as videos, magazines and catalogues. The shared experiences of the candidates can be a stimulus to learning, for example, home experiences or experience of the workplace. Brainstorming and group discussion should be used in the initial stages to motivate candidates and develop confidence.

Candidates should be given opportunities to identify the main features of consumer products, and to use these features as a basis for comparison with other products, which may be food, textile or white goods. Candidates could set up a range of testing activities to appraise consumer products, eg for their sensitivity to the environment. Interpretation of the results should be used to make decisions about consumer choices. It is important that the teacher/lecturer provides examples of the procedures for setting up investigations, testing and presenting results. The procedures must be clear so that candidates can replicate the processes for a variety of tasks.

Candidates should be encouraged to communicate and use discussion skills with each other and the teacher/lecturer, so that conclusions drawn can be exchanged during group activity.

##### ***Outcome 3***

The underpinning knowledge and understanding should be reinforced by using a more traditional teacher-centred approach. This will ensure coverage of all the content of the unit. Arrangements for visits and outside speakers should be made to make learning more interesting for the candidate and give a real-life perspective.

The teacher/lecturer can pre-test knowledge and understanding of the content by using oral-questioning techniques during practical activities. When using a group approach, candidates may demonstrate knowledge and understanding by presenting a short talk after a practical activity. It is necessary to cover the entire content of the unit for the benefit of the overall candidate experience.

The use of information technology is recommended to enhance the generation of evidence, and access to appropriate software is important.

## National Unit Specification: support notes (cont)

### UNIT Lifestyle and Consumer Technology: Consumer Studies (Higher)

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Whilst it is possible to devise test instruments for each of the unit outcomes, it is preferable to use ones which encompass more than one outcome. This approach will reduce the demands of assessment on candidates and leave more time for learning and teaching. The evidence requirements fall into two categories:

- activities — investigation
- demonstration of knowledge and understanding which underpins the practical activity.

#### ***Outcomes 1 and 2***

While attainment of outcomes 1 and 2 need only be demonstrated on one occasion, it is unlikely that candidates would be ready for assessment until the later stages of delivery. Assessment could take place as an end of unit test. However, it is possible for evidence to be gathered when candidates are carrying out investigations throughout the unit.

The evidence requirements demand that the candidate can use investigative techniques to carry out a range of testing for products and can present results that are clear to the reader. The investigation could be targeted on a particular range of products and candidates would have some choice in the methods and techniques to be used.

The report containing the conclusion should be structured and concise.

#### ***Outcome 3***

In the interests of confidentiality and national standards it would be more appropriate for all candidates to carry out this assessment item at the same time within anyone class.

Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instruction and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).