

## National Unit Specification: general information

<b>UNIT</b>	Lifestyle and Consumer Technology: Design and Make – Home Economics (Intermediate 1)
<b>NUMBER</b>	D04X 10
<b>COURSE</b>	Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

### SUMMARY

This unit requires candidates to plan and manufacture a product to meet the needs of a design brief relating to the context of Lifestyle and Consumer Technology.

### OUTCOMES

- 1 Plan the manufacture of a product.
- 2 Manufacture the product.
- 3 Comply with regulations and procedures and use safe working practices specified for equipment and work areas.

### RECOMMENDED ENTRY

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

- Standard Grade Home Economics at Foundation level
- access 3 units in Home Economics
- access 3 units or Standard Grade at Foundation level in a relevant subject

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

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### Administrative Information

<b>Superclass:</b>	JC
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## **National Unit Specification: general information (cont)**

**UNIT** Lifestyle and Consumer Technology:  
Design and Make – Home Economics (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1

### **CORE SKILLS**

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

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: Design and Make – Home Economics (Intermediate 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Plan the manufacture of a product.

##### **Performance criteria**

- (a) An appropriate design specification is drawn up from the given brief.
- (b) The identification of the resources and technical information required is accurate.
- (c) Ideas generated are appropriate to the design brief.
- (d) The outline for the completion of the manufacture of the product is realistic and allows sufficient time for any required alterations to the plan.

##### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion, i.e., one plan must be produced. Attainment could be recorded by the use of an observational checklist. Specific advice:

- (a) The specification should be stated in measurable terms.
- (b) Technical information should be defined as: operating instructions; recipes; patterns, sizing, etc.
- (c) Ideas can be recorded in the form of sketches, diagrams, brainstorming maps and tabulated responses.
- (d) The outline would include the sequence of stages for the preparation and manufacture of the product.

#### **OUTCOME 2**

Manufacture the product.

##### **Performance criteria**

- (a) The manufacture of the product is carried out in accordance with the design specification.
- (b) The product is tested against the design specification.
- (c) Modifications to the design, if necessary, are appropriate in terms of the design specification.

##### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion.

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

**UNIT**        Lifestyle and Consumer Technology:  
                  Design and Make – Home Economics (Intermediate 1)

### **OUTCOME 3**

Comply with regulations and procedures and use safe working practices specified for equipment and work areas.

#### **Performance criteria**

- (a) All necessary safety clothing and equipment are used correctly.
- (b) The adoption of a manner appropriate to the working environment is evident.
- (c) Tools and equipment are used safely.

#### **Evidence requirements**

Recorded evidence must be provided to show that each one of the performance criteria has been met on one occasion. Attainment should be recorded by the use of an observational checklist.

#### ***Outcomes 1-3***

The proposed instrument of assessment is a practical activity which includes a record of the candidate's planning, manufacturing and testing, of the item.

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

### **UNIT Lifestyle and Consumer Technology: Design and Make – Home Economics (Intermediate 1)**

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.

This unit has been devised so that it can be delivered along with *Lifestyle and Consumer Technology: Design and Make – Home Economics (Acc 3)*.

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

The content on which this unit is based is listed in the course details for Home Economics: Lifestyle and Consumer Technology (Int 1).

The content should include the development of skills in problem solving. A range of design briefs should be provided appropriate to the level, needs and interests of the candidates. Candidates should have the opportunity and time to: examine the stages of the design process; find out how to begin solving problems and how to test ideas and identify solutions; determine the factors influencing the design process; identify relevant technical information; and understand the purpose of a design brief.

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

The activities for this unit should be experienced in an environment appropriate to the outcomes. Candidates should be encouraged to discuss problems (possibly through role play), exchange ideas, assist each other and make decisions. Exemplars should be available for the candidate to relate to and compare standards. Safety, safe practices and the care and use of equipment should be an integral part of all activities carried out. (See also advice in the course details.)

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

#### ***Outcomes 1 - 3***

Evidence for this unit can be generated through the candidate completing a practical activity. The practical activity should include the following sections:

- (a) Planning
  - a specification for the product
  - ideas for the product and final choice
  - a list of resources required
  - a planning sheet outlining stages for the preparation and
  - manufacture of the product/product
- (b) Manufacture and testing
  - evidence of the finished product, eg, photographs
  - an outline of testing the product against the specification
  - suggestions of modification(s) to the product (if appropriate)

A safety checklist should be included showing that the candidate has complied with regulations and procedures, and carried out safe working practices.

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

### **UNIT** Lifestyle and Consumer Technology: Design and Make – Home Economics (Intermediate 1)

Possible design briefs could include:

- an item of protective clothing for a young child
- a new kitchen aid for a person with a disability
- an item of sportswear using performance fabrics

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/instructions 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).