

## National Unit Specification: general information

<b>UNIT</b>	Health and Food Technology: Resource Management (Higher)
<b>NUMBER</b>	D271 12
<b>COURSE</b>	Home Economics: Health and Food 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 Health and Food 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 would 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
- Intermediate 2 or Credit level 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>	NH
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<b>Version:</b>	05

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

**UNIT** Health and Food 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**                      Health and Food 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 should 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 the 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 Health and Food 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 and recorded by 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; and 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** Health and Food Technology:  
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### **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 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.





