

National Unit Specification: general information

UNIT	Resource Management (Advanced Higher)	
NUMBER	D271 13	(Home Economics – Health and Food Technology)
	D496 13	(Home Economics – Fashion and Textile Technology)
	D503 13	(Home Economics – Lifestyle and Consumer Technology)
COURSE	Home Economics (Advanced Higher)	

SUMMARY

At the end of this unit, candidates will be able to communicate relevant information or advice as a result of applying knowledge and understanding to address complex problems. They will be able to demonstrate technological capability by the use of appropriate skills and techniques to solve a problem and they will be able to give justification for recommendations made.

OUTCOMES

- 1 Apply specialist knowledge and understanding of facts, terminology, concepts and principles to address complex issues, situations or problems.
- 2 Use appropriate technological skills and techniques to solve a complex problem.
- 3 Select and analyse recent information relating to a context of study in Home Economics.

Administrative Information

Superclass: NH (Home Economics – Health and Food Technology)
JK (Home Economics – Fashion and Textile Technology)
AF (Home Economics – Lifestyle and Consumer Technology)

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National Unit Specification: statement of standards

UNIT Resource Management (Advanced Higher)

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

OUTCOME 1

Apply specialist knowledge and understanding of facts, terminology, concepts and principles to address complex issues, situations or problems.

Performance criteria

- (a) The issue, situation, or problem identified is relevant, appropriate to the unit content and reflects an awareness of topical issues within the subject area.
- (b) The main factors relevant to the issue, situation or problem are identified accurately and detailed explanation is provided.
- (c) Appropriate knowledge is applied, giving detailed, accurate explanations to address the issue, situation or problem.
- (d) Critical appraisal relates closely to the most suitable way of addressing the issue, situation or problem.
- (e) Relevant information or advice is communicated effectively, with due sense of audience.

Evidence requirements

For Outcome 1 PC (a) - PC (e) evidence in the form of a report or a presentation of approximately 1000 words, based on the performance criteria specified above.

Specific advice:

- (a) Candidates will select an area of study from the unit content which will enable them to address an issue, situation or problem. Guidance should be given to suitability of the issue, situation or problem selected and to the identification of a possible target group.
- (b) The main factors will include issues and constraints arising from the issue, situation or problem.
- (c) Evidence must be provided to show that the candidate can select and use knowledge and understanding of the issue, situation or problem, giving relevant detail in explanations and arguments.
- (d) Ways of addressing the issue, situation or problem might include: giving advice, making an evaluation, comparing and or contrasting or drawing conclusions.
- (e) The target audience should be considered when identifying ways of communicating relevant information or advice.

National Unit Specification: statement of standards (cont)

UNIT Resource Management (Advanced Higher)

OUTCOME 2

Use appropriate technological skills and techniques to solve a complex problem.

Performance criteria

- (a) The analysis of the problem reflects aspects of technological perspective and/or sensitivity.
- (b) The skills and techniques chosen to solve the problem are appropriate to the purpose, and reflect an understanding of facts, concepts, terminology and principles.
- (c) The plan at each stage demonstrates an understanding of, and is responsive to, the constraints of time, resources and skill level.
- (d) The critical appraisal of the process and solution relate closely to key aspects of the original problem.
- (e) Recommendations are relevant and supported by detailed justification.

Evidence requirements

For Outcome 2 PC (a) - PC (e) evidence in the form of a design activity, based on the performance criteria specified above.

Specific advice:

A design brief will be issued to the candidate. The design brief should be devised to reflect aspects related to technological perspective and/or technological sensitivity. (Aspects of technological perspective and sensitivity are identified in *A Framework for Technology Education in Scottish Schools: A Statement of Position* (Scottish CCC, 1996).

- (a) The analysis of the problem will reflect aspects or technological perspective and/or sensitivity in the context of the design brief.
- (b) Skills and techniques can be identified as the investigative procedures necessary to obtain accurate, reliable and valid information; for example, scientific experiments, sensory evaluations, comparative testing, literary search. The results from these investigations will lead to a solution(s).
- (c) The plan, if appropriate, will be adapted accordingly to accommodate changes, for example: new findings or ideas; failure to meet deadlines or meeting deadlines early; problems relating to accessing source materials. The plan must direct the reader through the problem solving process (including manufacture if appropriate).
- (d) Critical appraisal will involve the candidate: assessing the suitability of the solution(s); giving critical comment on the suitability of the skills and techniques used, and the changes made to the plan. If appropriate, such comments will be linked to the key aspects identified in the initial stages. Critical appraisal will enable a candidate to formulate recommendations.
- (e) The recommendations will propose a way forward. Where appropriate this will include further areas to investigate; comment on adaptations to solutions and processes and comment on crucial factors to be considered before further advice/solutions can be given.

National Unit Specification: statement of standards (cont)

UNIT Resource Management (Advanced Higher)

OUTCOME 3

Select and analyse recent information relating to a context of study in Home Economics.

Performance criteria

- (a) The information is selected from a variety of primary and secondary sources.
- (b) The detailed analysis of an issue draws effectively on relevant information and sources to provide a valid set of research questions.
- (c) The explanations of different views and interpretations of an issue are fair, balanced and supported by evidence.
- (d) A personal stance on an issue is supported by detailed, referenced justification.

Evidence requirements

For Outcome 3 PC (a) - PC (d) evidence in the form of a report of approximately 750 words, based on the performance criteria specified above.

Specific advice:

Evidence should be provided to show that each of the performance criteria have been met on one occasion. The source information should be current and should be of a scientific, technological or sociological nature and related to the appropriate context to be studied, for example issues relating to food or the food industry; textile and the textile industry or the welfare of the family.

National Unit Specification: support notes

UNIT Resource Management (Advanced 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 CONTENT AND CONTEXT FOR THIS UNIT

The content on which this unit is based is listed in the course details for Home Economics (AH).

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit can be delivered concurrently with Practical Research and Dissertation to form the component units of Advanced Higher Home Economics in **one** context of study. Generation of evidence can be achieved by integrating outcomes.

An integrated delivery of the outcomes is recommended. In order to avoid a cumbersome approach to assessment, appropriate performance criteria from each outcome which can be achieved in one activity should be identified.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The choice of assessment will depend, to a large extent, on how the unit is delivered, for example, whether it is delivered as a component of a course or as a free-standing unit. While it is possible to devise assessment instruments for each of the unit outcomes, it is preferable and more manageable to devise one or two which encompass more than one outcome. The following examples illustrate this.

Outcomes 1 - 3

May be assessed on their own at various stages of learning or, may be integrated using a problem-solving exercise which is complex. However, for summative purposes assessment is best carried out towards the end of the unit.

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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).