

HOME ECONOMICS
Access 2

Fifth Edition – published August 2003

**NOTE OF CHANGES TO ACCESS 2 ARRANGEMENTS
FIFTH EDITION - PUBLISHED AUGUST 2003**

CLUSTER TITLE: Home Economics (Access 2)

CLUSTER NUMBER: C048 08

National Cluster Specification

Cluster details: No changes

National Unit Specification:

D552 08 Healthy Basic Cooking

Change of unit code to Healthy Basic Cooking –
DC9K 08. Reduction in Evidence Requirements and
amendments to Outcomes.

National Cluster

HOME ECONOMICS (ACCESS 2)

CLUSTER NUMBER C048 08

STRUCTURE

The cluster comprises any three of the following units:

<i>D550 08</i>	<i>Organisation in the Home (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D551 08</i>	<i>Living Safely at Home (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>DC9K 08</i>	<i>Healthy Basic Cooking (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D273 08</i>	<i>Developing Craft Skills in Textiles (Acc 2)</i>	<i>1 credit (40 hours)</i>

In common with all courses, this programme of study includes a further 40 hours over and above the 120 hours of the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CORE SKILLS

This cluster gives automatic certification of the following:

Complete core skills for the cluster	None	
Core skills components for the cluster	Planning and Organising	Acc 2
	Reviewing and Evaluating	Acc 2

For information about the automatic certification of core skills for any individual unit in this cluster, please refer to the General Information section at the beginning of the unit.

Administrative Information

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National Cluster: details

CLUSTER Home Economics (Access 2)

RATIONALE

The aim of this cluster is to develop candidates' personal effectiveness in the use and management of resources within aspects of Home Economics. The programme of study offers a broad provision for the acquisition of knowledge and understanding and specialist skills. This provision anticipates the future needs of candidates in preparing them for life in terms of self, family and society.

The programme of study aims to provide, through practical activity, the integration of understanding and skills in a variety of ways. For example:

- linking some understanding of foods for health to their own requirements
- making choices about appropriate cooking methods for identified foods
- carrying out a practical task which is planned to combine practical skills
- following simple instructions
- using safe working practices
- using basic techniques to solve problems
- reflecting on success by evaluating the product and personal effort.

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 (Scottish CCC, 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 provides opportunities 'to identify and address people's needs and wants . . . for food, clothing and health care' (Scottish CCC) through practical activities which provide realistic insights into applications in the home, community and industry.

Specialist craft skills and organisational skills are fundamental to the cluster group of units. The craft skills include the process and manipulative skills concerned with:

- food preparation
- simple food production
- home maintenance
- making simple textile items.

National Cluster: details (cont)

CLUSTER Home Economics (Access 2)

The organisational skills include the ability to plan, make judgements and establish priorities in relation to available resources and make an evaluation of the suitability of the product to the end user. Importantly these skills also include the ability to work effectively as an individual, and as a member or leader of a team, and to handle information effectively. These skills enable candidates to participate effectively in technological activity.

The publication of the report on 'The Scottish Diet' and the amended 'Dietary Targets for the Year 2005' issued in November 1994, has imposed a responsibility on this subject area to promote dietary targets in a practical way. The report called for a greater emphasis to be placed on practical 'hands-on experience' and recognised how this experience can promote self-assurance and understanding of difficult nutritional concepts. Home Economics provides an opportunity to address some of the recommendations of the document and encourages candidates to give consideration to the dietary targets. It also provides candidates with background knowledge and experience to enable them to apply principles of healthy eating.

An important part of Home Economics is to develop standards in relation to a safe working environment. For example, candidates are encouraged to take responsibility for health and safety in the use of products and equipment which carry potential risks.

AIMS

- 1 to develop understanding and practise informed choice in relation to the safe and knowledgeable use of equipment, materials and procedures
- 2 to provide meaningful experiences and opportunities to develop creative, aesthetic and specialist craft skills
- 3 to develop organisational skills and technological capability necessary to meet some of the needs of individuals within a rapidly changing society
- 4 to develop personal effectiveness in responding to the needs of others, either within the relationship of a family group or a vocational setting

CONTENT

Organisation in the Home (Acc 2)

Candidates should know the meanings of the following terms:

task	task could be the repair, cleaning or laundering of an item
	-
components	components are the materials and equipment required, eg, needle, thread,
	- polish, duster
processes	processes are the steps to be carried out to complete the task successfully,
	- eg, dusting, mending, sweeping

National Cluster: details (cont)

CLUSTER Home Economics (Access 2)

Candidates should be able to work through a minimum of one task from each category. The categories are:

- Organisation of Laundering of Fabrics
- Organisation of Household Cleaning
- Organisation of Fabric Repairs.

Living Safely at Home (Acc 2)

Candidates should demonstrate understanding of:

- common dangers in the home, eg, trailing flexes, badly maintained appliances or equipment, unguarded fires, cookers
- how to prevent dangerous situations, eg, through safe use of electrical and gas equipment
- how to make the home safer – fire blanket, fire extinguisher, circuit breaker, smoke alarm
- simple first aid – cuts/grazes, burns/scalds, bumps/bruises, sprains, wasp/bee stings
- the limits of first aid and when to seek further assistance.

Healthy Basic Cooking (Acc 2)

Candidates should be able to carry out tasks involving the use of basic equipment.

Basic equipment should include: can opener, grater, hand/electric whisk, vegetable peeler, vegetable knife, tablespoon, measuring jug, rolling pin, food processor, blender, spatula, wooden spoon, sieve.

Candidates will demonstrate understanding of:

- basic cookery processes – boiling, shallow frying, grilling, baking, steaming, simmering, re-heating
- basic food preparation techniques – rubbing in, whisking, chopping, beating, mixing, stirring, grating
- basic measuring and weighing skills
- safe use of cooker and microwave
- healthy eating practices.

Candidates should be able, with support, to plan and produce a simple nutritious two-course meal, eg, mince with potatoes and another vegetable and a commercial instant whip, vegetable soup with fresh fruit salad or a fruit crumble.

It is expected that the healthier options for ingredients will be chosen.

National Cluster: details (cont)

CLUSTER Home Economics (Access 2)

Developing Craft Skills in Textiles (Acc 2)

Candidates should be able to make two simple textile items using basic craft skills, while supervised.

Candidates will demonstrate understanding of:

- materials and equipment essential to make each item
- basic craft skills required to make each item
- carrying out a task to completion while following instructions
- using safe working practices while carrying out the task.

An example of a simple textile item would be a decorated cushion. Equipment might include a paper pattern, iron, sewing machine, chalk, pins, sewing needle, scissors. Craft skills might include ironing, cutting material, tacking, machining.

National Cluster: details (cont)

CLUSTER Home Economics (Access 2)

Example B: Integrating the units

Living Safely at Home

Developing Craft Skills in Textiles

Living Safely at Home	Developing Craft Skills in Textiles
	Outcome 1 Prepare to make two simple textile items using basic craft skills.
Outcome 1 Demonstrate awareness of common dangers in the home. Outcome 2 Use common household applications safely.	Outcome 2 Make two simple textile items according to instructions while under frequent directive supervision. Outcome 3 Use safe working practices while preparing and making two simple textile items.
Outcome 3 Use simple first aid measures.	

Activities for developing organisational skills should be devised so that candidates can learn about the importance of planning to carry out tasks in a sequential way within a time constraint.

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

National Cluster: details (cont)

CLUSTER Home Economics (Access 2)

Candidates should be encouraged to communicate with peers and, if appropriate, work as part of a group or team. Evaluation of the processes used and the products manufactured should be an integral part of learning, as well as an opportunity to reflect on their own progress. It is generally accepted that candidates gain much from their practical experiences in Home Economics. The ways in which candidates learn will vary according to their needs. At this level the teacher/lecturer will be expected to identify ways in which instructions or information can be more effectively presented to the candidate to ensure that he or she can implement the process. This can be done by making use of appropriate media, for example, enlarged print or Braille. A candidate carrying out a practical task should be given the opportunity to achieve acceptable standards without the frustration of failure because of unreasonable time constraints.

The cluster will enable candidates to work alongside others operating at Access 3.

The relationship between the programme of study 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 insight 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 required of the personnel. This understanding can then be mirrored during activities by candidates displaying a responsible attitude towards their individual 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.

Published guidelines give further advice and information on:

- support materials for the cluster
- appropriate learning and teaching approaches
- core skills as they relate to the subject
- assessment.

Planning and preparation

Planning should take account of and build on previous and current learning, within and, where it is appropriate, beyond the subject. Breadth and balance of candidate experiences will need to be planned to fulfil the programme of study and unit requirements and reflect the needs and circumstances of individuals. It is important to determine appropriate activities, experiences, learning and teaching approaches for candidates, bearing in mind that candidates have different preferred learning styles and learn in a variety of ways.

Teachers and lecturers currently plan candidate experiences in a holistic manner, a principle promoted in this programme of study.

National Cluster: details (cont)

CLUSTER Home Economics (Access 2)

ASSESSMENT

Access differs from other levels in that there is no external assessment. However a cluster provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete units.

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of assessment are provided in the unit specification. Candidates will prepare for the outcomes of each unit, which will evolve through learning and teaching activities across the units.

SPECIAL NEEDS

This 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 for whom English is an additional Language* (SQA, 2000).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each cluster
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT	Organisation in the Home (Access 2)
NUMBER	D550 08
CLUSTER	Home Economics (Access 2)

SUMMARY

On completion of the unit, candidates will be able to plan work, select and identify equipment and integrate practical skills in order to complete tasks involving fabric and equipment in the home.

OUTCOMES

- 1 Prepare a task involving organisation in the home.
- 2 Plan, with support, the sequence of work for the task chosen.
- 3 Carry out the task correctly.
- 4 Use safe working practices.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Organisation in the Home (Access 2)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None	
Core skills components for the unit	Planning and Organising	Acc 2

National Unit Specification: statement of standards

UNIT Organisation in the Home (Access 2)

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.

Note on range for the unit

Categories of tasks involving organisation in the home are:

- organisation of laundering of fabrics
- organisation of household cleaning
- organisation of fabric repairs.

OUTCOME 1

Prepare a task involving organisation in the home.

Performance criteria

- (a) Each task is identified correctly.
- (b) Essential materials and equipment are identified correctly.
- (c) The processes used are identified correctly.

Evidence requirements

Written and/or oral evidence that the candidate can, for one task in each of the three categories of tasks:

PC (a) identify the task correctly.

PC (b) identify at least four essential items of equipment or material.

PC (c) identify at least five processes necessary to complete the task.

OUTCOME 2

Plan, with support, the sequence of work for the task chosen.

Performance criteria

- (a) A logical sequence of work is planned to ensure effective use of time.
- (b) Essential materials and equipment are identified for each step in the sequence of work.
- (c) The plan includes the correct use of all materials and equipment, with due attention to safe working practices.

Evidence requirements

Performance evidence that the candidate participates in the planning of a logical sequence of work to a given timescale for one task in each of the three categories of tasks and can identify the correct use of all materials and equipment.

National Unit Specification: statement of standards (cont)

UNIT Organisation in the Home (Access 2)

OUTCOME 3

Carry out the task correctly.

Performance criteria

- (a) Materials and equipment are used according to the plan of the task.
- (b) Disposal of any waste products is safe and hygienic.
- (c) The product of the task is suitable for functional use.

Evidence requirements

Performance evidence that for one task from each of the three categories of tasks the candidate can:

PC (a) select and use household equipment and materials according to the work plan and manufacturer's instructions.

PC (b) dispose of any waste products safely, tidily and hygienically.

PC (c) present product of the task ready for functional use.

OUTCOME 4

Use safe working practices.

Performance criteria

- (a) A clean and tidy work environment is maintained.
- (b) Materials and equipment are used to given specification.
- (c) All materials and equipment are used according to health and safety instructions.

Evidence requirements

Performance evidence that for one task from each of the three categories of tasks the candidate can:

PC (a) maintained a clean and tidy work environment.

PCs (b) and (c) used all materials and equipment correctly and according to health and safety instructions.

National Unit Specification: support notes

UNIT Organisation in the Home (Access 2)

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.

The practical elements of the unit should enable candidates to integrate the component skills from the planning stage through to presentation.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Candidates must work through a minimum of one task from each category of tasks.

Outcome 1

A task in this context is related to maintaining the home.

Processes are the steps to be carried out to complete the task successfully, such as those related to the care of fabrics, soft furnishings, furniture, floor coverings and fixtures and fittings within the home. Components of the tasks are the materials and equipment required. Equipment to be used must be identified by candidates.

There are three categories of tasks:

- 1 Organisation of laundering of fabrics – tasks could be:
 - sorting garments
 - using tumble drier
 - hand laundering
 - dry ironing
 - storing linen/garments.

- 2 Organisation of household cleaning – tasks could be:
 - sweeping and washing a floor
 - cleaning a cooker
 - cleaning a microwave
 - cleaning bathroom fittings
 - polishing, dusting and vacuum cleaning room
 - changing bed linen
 - cleaning shoes
 - washing dishes.

- 3 Organisation of fabric repairs – tasks could be:
 - sewing on a button
 - mending a seam or hem
 - iron-on mending
 - hanging curtains.

National Unit Specification: support notes (cont)

UNIT Organisation in the Home (Access 2)

A breakdown of a task suitable at this level is given below:

task	sew on a button
	-
components	garment, button, needle, thread, scissors
	-
processes	collecting components, choosing button size and colour, choosing thread
	- colour, threading needle, sewing on button, putting away components.

Outcome 2

Candidates should be given practise in planning the sequence of work for the task chosen. The timescale for undertaking the task should be adjusted to meet individual needs and abilities. Candidates must be made aware of the importance of working within a time constraint to achieve the standard of organisation skills necessary to achieve the outcome.

Outcomes 3 and 4

Emphasis must be placed on the following:

- keeping to given times
- completing the task to an acceptable standard
- safe and hygienic working methods
- carrying out procedures in the correct manner
- correct use of equipment.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred participative and practical manner. Theoretical aspects should be an integral part of each practical exercise and covered by discussion and evaluation of the final results. Candidates must be given time to practise their organisational skills before formal assessment takes place. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The timescale required to complete a task should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out a task.

National Unit Specification: support notes (cont)

UNIT Organisation in the Home (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

For Outcomes 1-4, teachers and lecturers may use a detailed observation schedule for recording performance evidence of candidates carrying out tasks. Further guidance on the format and its use, are provided through the National Assessment Bank.

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

- extension to notional length
- use of technology to record information, instructions and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities.

Outcome 1

A structured assessment sheet or checklist may be used to record evidence of preparing for the task.

Outcome 2

A plan of work should be prepared to an agreed format and presented in written and/or oral format.

Outcomes 3 and 4

Observation of practical activities may be recorded using a checklist and associated marking schedule.

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 for whom English is an additional language* (SQA, 2000).

National Unit Specification: general information

UNIT	Living Safely at Home (Access 2)
NUMBER	D551 08
CLUSTER	Home Economics (Access 2)

SUMMARY

On completion of this unit candidates should have improved their skills in relation to independent living.

OUTCOMES

- 1 Demonstrate awareness of common dangers in the home.
- 2 Use common household appliances safely.
- 3 Use simple first aid measures.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

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

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National Unit Specification: statement of standards

UNIT Living Safely at Home (Access 2)

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

Demonstrate awareness of common dangers in the home.

Performance criteria

- (a) Potential dangers in the home are identified.
- (b) Preventative measures to avoid dangerous situations are identified.
- (c) Explanation of how items of equipment can help to make the home environment safer is given.

Evidence requirements

Written and/or oral evidence must be provided to show that each of the performance criteria has been met on one occasion. The candidate should:

PC (a) identify accurately five potential dangers in the home.

PC (b) identify five preventative measures to avoid dangerous situations.

PC (c) explain how three items of equipment can help to make the home environment safer.

OUTCOME 2

Use common household appliances safely.

Performance criteria

- (a) The use of domestic appliances is safe and according to manufacturer's instructions.
- (b) The use of domestic appliances in a laundry process is demonstrated in a safe manner and is according to manufacturer's instructions.
- (c) The use of equipment to make a hot drink and a snack is demonstrated in a safe manner.

Evidence requirements

Performance evidence demonstrating the candidate's ability to:

PC (a) carry out two practical tasks to show safe use of domestic appliances.

PC (b) carry out two practical tasks using laundry equipment.

PC (c) make a hot drink and a one course snack safely.

National Unit Specification: statement of standards (cont)

UNIT Living Safely at Home (Access 2)

OUTCOME 3

Use simple first aid measures.

Performance criteria

- (a) The contents of a standard first aid box are identified and used correctly.
- (b) Simple first aid measures suitable for treating accidents are carried out.
- (c) Information about how and when to contact emergency services is given.

Evidence requirements

Evidence must be provided to show that each of the performance criteria has been met on one occasion. The candidate should:

PC (a) demonstrate correct use of eight items from a standard first aid box.

PC (b) demonstrate ability to treat effectively any three of the following: a wasp/bee sting, scald/burn, small cut/graze, bump/bruise, sprain.

PC (c) explain when and how to contact the fire, ambulance and police services.

National Unit Specification: support notes

UNIT Living Safely at Home (Access 2)

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 is designed to enable candidates to acquire the necessary skills to live independently by alerting them to common dangers present in the home, to use everyday household items/equipment in a safe manner and to acquire skills related to making the home environment safer, including first aid measures.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Outcome 1

Some examples of potential dangers in the home are given below:

- trailing flexes
- badly maintained appliances/equipment
- fires
- hot utensils
- lit cigarettes left lying near combustible, poisonous substances
- hot chip pans
- sharp edges
- cookers
- foam furniture
- storage of medicines and material.

Particular dangers to children – stairs, plugs.

Items of equipment to make the home safer are:

- fire blanket
- circuit breaker
- fire guard
- fire extinguisher
- smoke alarm.

Home maintenance – keeping household belongings in good repair.

Outcome 2

Some examples of tasks which could be performed in order to demonstrate safe use of common household appliances, are given below:

- wash an item in an automatic washing machine
- use tumble drier
- iron everyday items for example pillowcase, duvet cover, shirt, trousers
- make a hot drink for example tea, coffee, cup-a-soup and a one course snack safely.

These tasks could be assessed during the practical work of the other two units in this cluster of units.

National Unit Specification: support notes (cont)

UNIT Living Safely at Home (Access 2)

Outcome 3

The minimum contents of a first aid box should be:

sterile adhesive dressings
sterile wound dressing (10cm x 9cm)
sterile eye pads
safety pins
triangular bandage
sterile wound dressing (28cm x 17.5cm)
sterile wound dressing (13cm x 9cm)
tweezers
packaged disposable gloves.

The candidate should know how to treat the following:

small cuts/grazes
bumps/bruises
wasp/bee sting
burns/scalds
sprains.

Candidates should know the limits of first aid application and when to seek further assistance.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Opportunities should be available for the candidate to work individually and to develop skills in co-operation by working in small groups. This unit should be activity-based with the emphasis on developing an awareness of potentially dangerous domestic situations, how to avoid them and how to cope in the event of accidents.

Reference should be made to current first aid guidelines so that the correct procedures can be explained and demonstrated.

Discussion of dangerous situations and preventative measures should be accompanied by computer programmes, pictures, diagrams, films, slides and video presentations, eg, ROSPA accident prevention diagrams.

The needs and abilities of each candidate must be taken into account in terms of support and equipment required. The timescale required to complete an activity should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity.

National Unit Specification: support notes (cont)

UNIT Living Safely at Home (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

For Outcomes 1-3, teachers and lecturers may use a detailed observation schedule to record candidates' performance. Further guidance on the format and use of this is provided through the National Assessment Bank.

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 for whom English is an additional language* (SQA, 2000).

National Unit Specification: general information

UNIT	Healthy Basic Cooking (Access 2)
NUMBER	DC9K 08
CLUSTER	Home Economics (Access 2)

SUMMARY

On completion of this unit candidates will be able to plan and prepare two courses suitable for a simple, healthy meal. This will involve two basic food preparation techniques and two basic cookery processes. Candidates are expected to carry out tasks safely and hygienically at all times.

OUTCOMES

- 1 Plan the preparation of two courses suitable for a simple, healthy meal.
- 2 Carry out the plan while supervised closely.
- 3 Use a cooker/microwave oven safely in meal preparation.
- 4 Make valid observations on personal success in planning and preparing the two courses.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2 (6 SCOTCAT points at SCQF level 2*)

*SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

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National Unit Specification: general information (cont)

UNIT Healthy Basic Cooking (Access 2)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	Problem Solving	Acc2
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National Unit Specification: statement of standards

UNIT Healthy Basic Cooking (Access 2)

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

Plan the preparation of two courses suitable for a simple, healthy meal.

Performance criteria

- (a) Two courses and their ingredients are identified.
- (b) Kitchen equipment essential to prepare the food is selected.
- (c) Essential preparation techniques and cookery processes are identified.

Evidence requirements

For all PCs written and/or oral evidence of a plan which includes:

- two courses that may be prepared on separate occasions. The choice of food should demonstrate a basic understanding of healthy eating. The candidate is not required to understand dietary requirements for water, fat, carbohydrate, vitamins, protein and roughage
- ingredients for each course
- five items of kitchen equipment in common use in the home
- two simple cookery processes
- two simple preparation techniques.

OUTCOME 2

Carry out the plan while supervised closely.

Performance criteria

- (a) Instructions are followed correctly in order to carry out the plan.
- (b) Selected kitchen equipment is used correctly.
- (c) Preparation techniques and cookery processes are carried out safely and hygienically.

Evidence requirements

Performance evidence of preparing two courses suitable for a simple, healthy meal according to the plan. The two courses need not be prepared on the same occasion. For PC (a) instructions can be written, verbal or visual.

National Unit Specification: statement of standards (cont)

UNIT Healthy Basic Cooking (Access 2)

OUTCOME 3

Use a cooker/microwave oven safely in meal preparation.

Performance criteria

- (a) The appropriate control is chosen for the correct use of cooker/microwave oven.
- (b) Cooker/microwave oven is used correctly according to instructions for meal preparation.
- (c) Safe and hygienic practices are demonstrated during the use of the cooker/microwave oven.

Evidence requirements

Performance evidence as follow:

- PC(a) one cooker/microwave cooker control required during meal preparation is selected correctly
- PCs (b), (c) the selected cooker control is used correctly and according to instructions; one suitable container for the meal preparation is placed on or in the cooker/microwave oven safely and according to instructions; the cooker/microwave oven is used safely and hygienically and is left clean after use.

OUTCOME 4

Make valid observations on personal success in planning and preparing the two courses.

Performance criteria

- (a) Personal success in planning is described which refers to either a strength or weakness in the plan.
- (b) Personal success in preparing the courses is described which refers to either a strength or weakness in the preparation process.

Evidence requirements

Written and/or oral evidence as follows:

- PC(a) valid observation on 'how good was my plan?'
- PC (b) valid observation on 'how well did I cook?'

The validity of the observations should be supported by a brief statement from a responsible person who has observed the candidate carrying out the planning and preparation processes.

National Unit Specification: support notes

UNIT Healthy Basic Cooking (Access 2)

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

While the exact 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

This is a practical unit aimed at preparing candidates for living as independently as possible.

Although entry is at the discretion of the centre, candidates should ideally have had a centre-devised Home Economics basic practical cookery course or similar experience before attempting this unit.

Time allocated for practical tasks should be sufficient for the candidates to prepare one course during a practical session, recognising that the time taken will depend on the individual candidate.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

Plan the preparation of two courses suitable for a simple, healthy meal.

To introduce this unit, a lesson on healthy eating is recommended. A collection of recipes and illustrations of foods and dishes suitable for use would be helpful. When planning the courses candidates should discuss the order of work with their teacher/lecturer. A detailed time plan is not required.

It is not necessary for both courses to be prepared on the same occasion, though candidates should be aware that these courses are suitable for a two-course meal. An example of two suitable courses might be stewed mince with boiled potatoes and then cheese and biscuits with fresh fruit.

Basic kitchen equipment should be discussed with the candidate and should be items the candidate is likely to use at home, for example five of the following: can opener, grater, hand/electric whisk, vegetable peeler, vegetable knife, tablespoon, measuring jug, rolling pin, food processor, blender, spatula, wooden spoon, sieve.

Again to provide candidates with a range of experience, it is recommended that cookery processes include two of the following: shallow frying, grilling, boiling, baking, steaming, simmering, reheating; and that preparation techniques include two of the following: rubbing-in, whisking, chopping, beating, mixing, stirring, grating.

National Unit Specification: support notes (cont)

UNIT Healthy Basic Cooking (Access 2)

Outcome 2

Carry out the plan while supervised closely.

Outcome 3

Use a cooker/microwave oven safely in meal preparation.

The candidates' practical activities cover both these outcomes. Teacher/lecturers should make sure that the requirements of both outcomes are met. Candidates should be supervised closely to ensure that they learn safe and hygienic practices. Learning activities carried out by the candidates should constantly reinforce the use of kitchen equipment, preparation techniques and cookery processes selected for this unit. Processed or convenience foods may be used provided candidates use two preparation techniques, two cookery processes and five items of basic kitchen equipment.

Outcome 4

Make valid observations on personal success in planning and preparing the two courses.

This outcome takes place when the planning and preparation are finished and candidates look back at the experience and decide what went well and what not so well. It will help candidates with Outcome 4 if during the course of the unit, successful and less successful activities are pointed out to them at the time and they are told that at the end of the unit they will have to say how well they did. Successful or not so successful activities could be emphasised in some way, perhaps in a simple candidate's log '*How well am I doing?*'. Candidates can refer to this log when doing Outcome 4. It is also necessary for a responsible person to observe the candidate working to ensure that the candidate's own observations on how well he/she did are valid.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is not necessary for the candidate to personally record evidence during assessment. This may be done by a responsible person, possibly the same person who observes the candidate to ensure that he/she makes valid observations for Outcome 4. When a candidate does not personally record evidence, the centre should include a brief statement signed and dated by the assessor that the evidence recorded is the work of the named candidate.

An example is included below.

Authentication Record

The evidence recorded above is the work of the named candidate.

Assessor's signature: **Date:**

Centres may choose their own assessment instruments provided they cover the outcomes, performance criteria and evidence requirements in the unit. Examples of assessment instruments are provided in the National Assessment Bank exemplar for this unit.

Examples of suitable assessment instruments for this unit are included below.

National Unit Specification: support notes (cont)

UNIT Healthy Basic Cooking (Access 2)

Outcome 1

A brief plan consisting of

- two courses which may be prepared on separate occasions, the candidate's choice of food should demonstrate a basic understanding of healthy eating; the candidate is not required to understand dietary requirements for water, fat, carbohydrate, vitamins, protein and roughage.
- ingredients for each course
- five items of kitchen equipment in common use in the home
- two simple cookery processes
- two simple preparation techniques.

Outcomes 2 and 3

Practical activities during which the candidate carries out the plan as detailed in the outcomes. This evidence may be recorded in several ways for example, a brief candidate's log, an observation checklist, possibly with supporting video and/or photographs. The record should cover all performance criteria and evidence requirements in the outcomes.

Outcome 4

The candidate should make a valid observation referring to either a good point or weakness in the planning (*How good was my plan?*) and either a good point or weakness during the preparation of the food, (*How well did I cook?*). This evidence may be produced during a discussion with the teacher/lecturer who may wish to prompt the candidate by referring to particular occasions, or to the candidate's log (*How well am I doing?*). The teacher/lecturer should also refer to the statement prepared by the responsible person observing the candidate to ensure that the candidate's observations are valid, (see also section in these support notes on learning and teaching approaches).

For all outcomes, activities can be group activities so long as evidence is produced and recorded for each candidate.

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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

National Unit Specification: general information

UNIT	Home Economics: Developing Craft Skills in Textiles (Access 2)
NUMBER	D273 08
CLUSTER	Home Economics (Access 2)

Summary

A candidate completing this unit will have developed craft skills required to make two simple textile items. The candidate will identify essential materials and equipment and use basic craft skills according to instructions while under frequent and directive supervision in a learning environment.

Outcomes

1. Prepare to make two simple textile items using basic craft skills.
2. Make the two simple textile items according to instructions while under frequent and directive supervision.
3. Use safe working practices while preparing and making the two simple textile items.

recommended entry

While entry is at the discretion of the centre, it would be beneficial if candidates had prior experience of carrying out simple practical activities under frequent and directive supervision in a learning environment.

credit value

1 credit at Access 2.

Administrative Information

Superclass:	JK
Publication date:	March 2002
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Version:	01

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National Unit Specification: general information (cont)

UNIT Home Economics: Developing Craft Skills in Textiles (Access 2)

CORE SKILLS

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

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Home Economics: Developing Craft Skills in Textiles (Access 2)

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

Prepare to make two simple textile items using basic craft skills

Performance criteria

- (a) The two simple textile items to be made are identified correctly.
- (b) Materials and equipment essential to make the items are identified correctly.
- (c) Basic craft skills which will be used to make the items are identified correctly.
- (d) The preparation of identified materials prior to making the two items is demonstrated correctly.

Evidence requirements

Written and/or recorded oral evidence that the candidate can:

- (a) identify two textile items to make
- (b) for each item, identify four materials and four pieces of equipment from those essential to make the item
- (c) identify five craft skills which will be used while making the two items

Evidence of the actual performance is required that the candidate can:

- (d) prepare the identified materials correctly prior to making the two items.

Outcome 2

Make the two simple textile items according to instructions while under frequent and directive supervision.

Performance criteria

- (a) Identified materials and equipment are used according to instructions.
- (b) Identified craft skills are used to make the textile items.
- (c) The textile items are completed to a standard suitable for functional use.

Evidence requirements

Evidence of actual performance is required that the candidate can:

- PC (a) use the identified materials and equipment to make two simple textile items according to instructions
- PC (b) demonstrate the identified craft skills to a standard necessary to make the two textile items.
- PC (c) present the two textile items ready for functional use.

National Unit Specification: statement of standards (cont)

UNIT Home Economics: Developing Craft Skills in Textiles (Access 2)

Outcome 3

Use safe working practices while preparing and making the two simple textile items.

Performance criteria

- (a) Health and safety instructions specified for the learning environment are followed accurately.
- (b) Safe working practices for using the identified equipment are followed accurately.
- (c) A clean and tidy work areas is maintained.

Evidence requirements

Evidence of actual performance is required that the candidate can while making the two simple textile items

PC (a) comply with health and safety instructions specified for the learning environment

PC (b) comply with safe working practices for using equipment identified as essential for making the two simple textile items

PC (c) maintain a clean and tidy work area, including clean and tidying the area when necessary.

National Unit Specification: support notes

UNIT Home Economics: Developing Craft Skills in Textiles (Access 2)

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

Candidates will make the two simple items using textiles, for example a decorated cushion, soft toy, wall hanging or a decorated bag with straps. During this activity the candidate will learn to use essential equipment, develop relevant basic craft skills, prepare materials and how to carry out an activity safely under frequent and directive supervision.

For example:

A decorated cushion Equipment might include :
a paper pattern, iron, sewing machine, chalk, pins, sewing needle, scissors.

Materials might include:
fabric for making the cushion, sewing thread, stuffing, decorative materials such as embroidery thread, quilting or fabric-printing materials.

Craft skills might include:

- ironing material and straightening raw edges
- using a pattern, pinning material in position, marking out with chalk, cutting and removing pattern,
- decorating the cushion front
- tacking, machining the material together
- stuffing and finishing the decorated cushion.

The outcomes are arranged in a natural sequence of activities relevant to making simple textile items

Outcome 1

Candidates prepare to make the item, this includes identifying the materials, equipment and craft skills they will use.

Outcomes 2 and Outcome 3

Candidates make their textile items under instruction, using the materials and equipment they identified in Outcome 1. They should use safe working practices during these activities and be given frequent and directive supervision.

It is not necessary for candidates to have already acquired craft skills or to have used the relevant equipment, however it will help them if they are familiar with carrying out activities under instruction from the teacher/lecturer.

National Unit Specification: support notes (cont)

UNIT Home Economics: Developing Craft Skills in Textiles (Access 2)

Guidance on learning and teaching approaches for this unit

Candidates will learn how to identify materials suitable for making simple textile items. This provides as opportunity to introduce candidates to a wide variety of materials. Candidates might examine samples of materials and discuss their properties. Videos might be used to demonstrate the industrial uses of textiles.

While developing craft skills, candidates should be given time to practise the skills before formal assessment takes place. The needs and abilities of each candidate should be taken into account in terms of type of support and equipment required. The time required to make each simple textile item should be adjusted to suit the individual candidate. Candidates' should understand, however, that the restraint of time is a consideration when carrying out a task.

This unit could be integrated with other units in the Home Economics Cluster at Access 2. Some craft skills, for example, might be useful to candidates who are also working on unit *D550 08 Organisation in the Home (Access 2)*, which includes fabric repair.

Knowledge of flammable properties of materials could be linked to unit: *D551 08 Living Safely at Home (Access 2)*, which includes awareness of common dangers in the home.

Candidates who show an interest and aptitude for working with craft skills might progress to the more challenging unit: *D273 09 Developing Craft Skills in Textiles (Access 3)*, in the Home Economics Fashion and Textile Technology Cluster at Access 3.

Using safe working practices underpins much of the learning in the Home Economics clusters, so it is important that candidates comply with these rules when engaged in practical activities. Although not an essential part of the unit, some candidates might be encouraged to keep a log which records patterns used for the textile items and any interesting points or problems encountered and solved while making the items.

Guidance on approaches to assessment for this unit

The following assessment instruments could be used.

Outcome 1

Short answer questions allowing the candidate to identify:

- two textile items to make
- four materials and four pieces of equipment essential for making each textile item
- five craft skills which will be used by the candidate while making the two items. Whilst it is likely that some craft skills will be used to make both items, five different craft skills should be used by each candidate in the course of making the two textile items.

A candidate's oral responses to questions should be recorded by audio cassette or in writing and the record retained as evidence.

National Unit Specification: support notes (cont)

UNIT Home Economics: Developing Craft Skills in Textiles (Access 2)

Two practical exercises allowing the candidate to demonstrate preparing materials correctly, prior to making the two simple textile items. Candidate's evidence generated during the practical exercises should be recorded using an observation checklist.

These practical exercises allowing the candidate to demonstrate preparing materials correctly, prior to making the two simple textile items. Candidate's evidence generated during the practical exercises should be recorded using an observation checklist.

These practical exercises may be integrated with those described below for Outcomes 2 and 3.

Outcomes 2 and 3

The assessment for these outcomes may be integrated as follows.

For each simple text item, practical exercises allowing the candidate to demonstrate:

- using the identified materials and equipment to make the textile item according to instructions
- using the identified craft skills to a standard necessary to make the textile item
- presenting the textile item ready for functional use
- undertaking the above activities while complying with health and safety instructions specified for the learning environment
- using identified equipment according to safe working practices
- maintaining a clean and tidy work area throughout the practical exercises.

Further guidance on assessment is provided through the National Assessment Bank exemplar assessment material for this 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 for whom English is an additional language* (SQA, 2000).