SCOTTISH QUALIFICATIONS AUTHORITY

# HOME ECONOMICS: LIFESTYLE AND CONSUMER TECHNOLOGY

**Intermediate 1**

**Fifth edition – published June 2003**

SCOTTISH QUALIFICATIONS AUTHORITY

# NOTE OF CHANGES TO ARRANGEMENTS
# FIFTH EDITION PUBLISHED JULY 2003

**COURSE TITLE:** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

**COURSE NUMBER:** C117 10

## National Course Specification:

Course Structure: Error in the number of mandatory and optional units corrected

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# National Course Specification

# HOME ECONOMICS: LIFESTYLE AND CONSUMER TECHNOLOGY (INTERMEDIATE 1)

## COURSE NUMBER C117 10

### COURSE STRUCTURE

This course has three mandatory units and three optional units, as follows;

**Mandatory units**

| | | |
|---|---|---|
| ***D497 10*** | ***Lifestyle and Consumer Technology: Organisation of Practical Skills (Int 1)*** | ***0.5 credit (20 hours)*** |
| ***D04W 10*** | ***Food Preparation for Healthy Eating (Int 1)*** | ***0.5 credit (20 hours)*** |
| ***D278 10*** | ***The Pre-school Child: Food, Clothing and Play (Int 1)*** | ***1 credit (40 hours)*** |

**Optional units - choose one credit from:**

| | | |
|---|---|---|
| ***D04X 10*** | ***Lifestyle and Consumer Technology: Design and Make – Home Economics (Int 1)*** | ***1 credit (40 hours)*** |
| ***D276 10*** | ***Preparation for Parenthood (Int 1)*** | ***0.5 credit (20 hours)*** |
| ***D277 10*** | ***Health and Safety for Babies and Young Children (Int 1)*** | ***0.5 credit (20 hours)*** |

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

**Administrative Information**

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## National Course Specification: general information (cont)

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

### 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 course is also suitable for 'new starts' and adult returners with appropriate prior experience.

### 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 Course Specification: course details

## COURSE Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

### RATIONALE

Home Economics is concerned with using and managing resources for the benefit of individuals, the family and society. This course aims to develop candidates' personal effectiveness in using and managing resources in the context of Lifestyle and Consumer Technology, through a range of challenging experiences. These experiences will relate to consumer needs for food, clothing, shelter and money in an ever-changing society. Candidates will develop knowledge and understanding about important issues, such as the responsibilities of parenting and child care, the need for shelter and the importance of caring for others. These experiences will enhance their future opportunity for further study, employment and the contribution they are able to make to society.

Lifestyle and Consumer Technology involves the acquisition of knowledge and the development of cognitive, organisational, technological, scientific, creative, aesthetic and social skills. The disciplined study of the interrelationships of these areas is one of the major contributions the subject makes to the curriculum. For example, when budgeting for the arrival of a baby, candidates will be required to integrate knowledge and understanding and skills in a number of ways; for example:

- use knowledge to take account of the changing priorities in the allocation of income to accommodate the needs of the new arrival
- show an understanding of how key constraints such as time, effort, skill level and available resources impact on the way in which practical activities are carried out
- show imagination and creativity by using resources for the production of items for the baby which will take account of budgeting constraints

The acquisition and the development of skills are integrated in delivery of the course content within the component units.

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

## National Course Specification: course details (cont)

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

Specialist craft skills and organisational skills are fundamental to Lifestyle and Consumer Technology. The craft skills include the process and manipulative skills concerned with:

- food preparation
- food production
- the production of textile products

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.

These skills enable candidates to participate effectively in technological activity.

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 responsibilities for health and safety in the use of products and equipment which carry potential risks. These standards are also applied in the caring or service sector, and are, therefore, transferable.

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 calls for a greater emphasis to be placed on practical 'hands-on-experience' and recognises how this experience can promote self-assurance and understanding of difficult nutritional concepts. Lifestyle and Consumer Technology 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 promote healthy eating within a commercial situation.

Through the study of Lifestyle and Consumer Technology, candidates will acquire knowledge which may influence the quality of their lives; they will develop and use practical and organisational skills; they will develop handling information skills; and develop a capacity to solve problems using a range of technological and other resources.

## National Course Specification: course details (cont)

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

### AIMS

1 To develop knowledge and understanding of the requirements for parenting and child development.

2 To provide meaningful experiences and opportunities to develop and use creative, aesthetic and specialist craft skills.

3 To develop in candidates organisational skills and technological capability necessary to meet some of the needs of individuals within a rapidly changing society.

4 To develop self-awareness of their personal effectiveness in responding to the needs of others, either within the relationship of a family group or a vocational setting.

5 To foster vocational links and raise awareness of the world of work.

## National Course Specification: course details (cont)

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

## COURSE CONTENT

The course content is listed below under the headings of the component units.

| **UNIT**<br>**Mandatory units** | **CONTENT** |
|---|---|
| ***Lifestyle and Consumer Technology: Organisation of Practical Skills:*** | Candidates should know the meaning of the following terms:<br><br>• task - a task in this context could be the making of a play-related item<br>• **or** the preparation of a dish or a recipe<br>• component parts - component parts are the materials and resources used to make up items, eg, fabric, thread, fastenings, ingredients for dishes, etc<br>• processes - processes are the steps to be carried out to successfully complete the item, such as placing the pattern, pinning, cutting out, etc<br>**or** are the steps to be carried out to successfully complete the dish/recipe, eg, weighing, measuring, sieving, etc<br><br>Candidates should be able to:<br><br>• choose tasks from a given range to meet specified needs and/or purposes<br>• plan a logical sequence of work<br>• prepare items or dishes with at least five components and eight process steps involved in their production<br>• use safe and hygienic working practices |

## National Course Specification: course details (cont)

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

| **UNIT**<br>**Mandatory units** | **CONTENT** |
|---|---|
| ***Preparation for Parenthood:*** | Candidates should have an understanding of:<br><br>• relationships - benefits of relationships which are mutually supportive and stable; stress factors; potential influences of extended family, neighbours and friends<br>• economics - maternity/paternity leave and possible changes in employment; benefits and allowances; expense of pregnancy and continuing costs associated with growing children; changing priorities in the allocation of income<br>• housing - suitability; neighbourhood resources and influences<br>• health - use of the health services including pre-natal and ante-natal clinics; rest, exercise, diet, personal cleanliness and general hygiene; consideration of toxic effects, eg, alcohol, cigarettes, drugs.<br>• The responsibilities of parents for the protection of the infant and developing child:<br>• physical - warmth, fluid and food, immunisation, rest, exercise, clothing and safety<br>• intellectual - stimulation by using appropriate language, books, toys, new experiences<br>• emotional and social - interaction with parents, siblings and other adults and children; sense of feeling safe<br>• economic implications - changing priorities in the allocation of family income in relation to food, clothing, education, entertainment, sport, hobbies and holidays<br>• consideration of possible influencing factors on parenting such as: upbringing and temperament; contemporary trends; home environment, physical, intellectual, emotional, social and economic factors, role models<br><br>Candidates should have **an awareness** of a range of support services: health, education, social, community and voluntary |

## National Course Specification: course details (cont)

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

| **UNIT**<br>**Mandatory units** | **CONTENT** |
|---|---|
| ***Food Preparation for Healthy Eating:*** | Candidates will demonstrate knowledge and understanding of the following areas, through practical activity:<br><br>• guidelines for a healthy diet<br>• practical applications which show ways of meeting current dietary targets:<br>to reduce intake of: fat; sugar; salt; ways to increase the intake of non starch polysaccharides<br>to increase the intake of: fruit and vegetables; bread; breakfast cereals; total complex carbohydrate (fruit and vegetables, bread, breakfast cereals, rice, pasta, potatoes); fish (especially oily fish)<br>to adapt dishes/meals to provide a healthier option; for example, by selecting a healthier method of cooking, and using food preparation techniques to promote retention of nutrients |
| ***Health and Safety for Babies and Young Children:*** | Candidates should show some knowledge and understanding of:<br><br>• the basic factors necessary to ensure good health - warmth, appropriate clothing, freedom of movement, good ventilation, a non-hazardous environment, regular balanced diet, rest, exercise, referral to a specialist when necessary<br>• signs and symptoms indicating health problems - changes in normal pattern of behaviour, loss of weight, changes in appearance of skin, hair, eyes, tongue, listlessness or fretfulness, bruising, bleeding or abrasions<br>• preventative steps to take for the avoidance of: burns and scalds; cuts and bruises; suffocation; electrocution; falls; poisoning |

## National Course Specification: course details (cont)

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

| **UNIT**<br>**Optional units** | **CONTENT** |
|---|---|
| ***Lifestyle and Consumer Technology: Design and Make – Home Economics:*** | Candidates should have an understanding of:<br><br>• the stages of the design process, how to solve problems, how to test ideas and identify solutions<br>• the hygiene and safety standards and precautions applicable to the practical activities carried out |
| ***The Pre-school Child: Food, Clothing and Play:*** | Candidates should show knowledge and understanding, through practical activity, of:<br><br>• current dietary guidelines as they relate to children<br>• the concept of a varied, balanced diet - by identifying foods, portion sizes and meal patterns which are attractive and palatable<br>• food preparation techniques and cooking methods which take account of current dietary guidelines and conserve nutrient content, and how to use these to adapt family meals<br>• healthy and safe practice when preparing food<br>• the main factors to be considered when choosing clothing for children, i.e., safety, protection, comfort, suitability for purpose/occasion, care, available income/resources<br>• a variety of play-related items to meet development needs of pre-school children. |

## National Course Specification: course details (cont)

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

Taking units as part of a course has a number of advantages:

- in 160 hours it is possible to bring together process skills, knowledge and understanding, and apply these in an integrated way and in less familiar or more complex situations
- there are opportunities to develop specialist skills and transferable skills to a higher level and the candidate can achieve a wider perspective and understanding of the context being studied
- external assessment gives credibility and value to the end user of the award

### 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*, published by HSDU in May 1996.

### DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

Course assessment will be external and will sample across the outcomes of the component units. To gain a course award, candidates will be required to undertake an externally set practical assignment, which will be assessed using the grade descriptions below. One assignment brief will be issued annually by the Scottish Qualifications Authority. The assignment should be undertaken within 10 hours and will have an allocation of 45 marks. The brief falls into three discrete steps:

**Planning -** identifying the needs and choosing the activities. 20% weighting
**Implementing** - carrying out the practical assignment. 60% weighting
**Evaluating** - evaluation of the practical assignment. 20% weighting

The implementation step of the practical assignment will be assessed internally, with external moderation. There will be no written examination at Intermediate 1 level.

Candidates will be required to complete proforma containing this evidence to submit to Scottish Qualifications Authority for external assessment. All proforma, including a candidate and teacher guide will be provided by the Scottish Qualifications Authority.

## National Course Specification: course details (cont)

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

The assignment brief will assess the candidates' ability to:

- plan an appropriate response to the brief
- carry out a range of construction processes for product(s) appropriate to the assignment specification
- demonstrate an appropriate level of specialist skill in carrying out the practical assignment
- apply appropriate safety and hygiene measures in carrying out the practical assignment
- evaluate the quality of the product for the intended user and the success of the overall plan
- (See Practical Assignment Specification) (Int 1)

## National Course Specification: course details (cont)

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

### GRADE DESCRIPTIONS

The descriptions below are of expected performances at Grade C and at Grade A. They are intended to assist candidates, teachers, lecturers and users of the certificate and to help establish standards when question papers are being set. The grade of the award will be based on the total score obtained in the examination.

For each unit of the course contains details of outcomes and related performance criteria for each outcome.

The grade descriptions for course assessment will relate to performance criteria for internal assessment but will 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. It should be noted that the grade descriptions on their own are unlikely to provide a tool for making judgements about standards. They will require to be augmented in due course by exemplar assessment materials and detailed assessment schemes.

| *GRADE C* | *GRADE A* |
|---|---|
| Use facts, terminology, concepts and principles, with simple explanation | Use facts, terminology, concepts and principles, with detail in the explanation |
| Select from reference sources information relevant to a given specification and use this information to complete a simple practical activity | Select from reference sources information relevant to a given specification and use this information to complete a more complex practical activity |
| Select, manage and use resources to carry out a practical activity requiring organisational skills and the use of specialist craft skills, within a time constraint | Select, manage and use resources to carry out a practical activity requiring more complex organisational skills and the use of specialist craft skills, within a time constraint |
| Demonstrate a range of specialist practical craft processes to produce attractive results | Demonstrate a range of specialist practical craft processes to produce attractive results of a marketable standard |
| Evaluate the success of a practical activity, commenting on the suitability of the final solution for the end user. | Evaluate the success of a practical activity, commenting on the procedure and the suitability of the final solution for the end user |

## National Course Specification: course details (cont)

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

### 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 of independence whether working in a whole-class, small group or supported self-study situation. When delivering the course content, account should be taken of prior knowledge that candidates may have. An integrated approach to learning and teaching across the component units of the course is recommended. Potential links between outcomes of units can be established which will provide opportunities for candidates to develop skills and acquire knowledge within one activity. Familiarisation with the unit outcomes is essential for the planning of an integrated delivery.

Lifestyle and Consumer Technology: Organisation of Practical Skills provides a vehicle through which the other units can be delivered in an integrated way. For instance, when preparing and carrying out a task for Lifestyle and Consumer Technology: Organisation of Practical Skills, it will also be possible to meet some of the outcomes for The Pre-school Child: Food, Clothing and Play, and Food Preparation for Healthy Eating.

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. Teachers 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 a new concept or demonstration of new skills.

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

Activities for developing organisational skills will enable candidates to plan and prepare to carry out a textile - or food-related task. Within the tasks, specialist craft skills will be developed to demonstrate processes in food preparation and production and processes in the construction of textile items. Knowledge and understanding will be exemplified in the choice of resources. Evaluative skills will be developed when appraising the product. Food - and textile-related tasks may be delivered through practical investigations, problem - solving activities, role-play, and group work activity.

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 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 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.

## National Course Specification: course details (cont)

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

**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.

| ***Stage*** | ***Explanation*** |
|---|---|
| Candidate induction | Familiarisation with the aims and design of the course<br><br>Familiarisation with the requirements of internal assessment for the units and external assessment of the course<br><br>Setting target deadlines for the units, course and assessment<br><br>Presentation of work, for example the standards expected and the importance of items to be retained for assessment<br><br>Candidate commitment to meet the demands and deadlines of the course |
| Preparation for external assessment | To prepare candidates for the practical assignment they should be given opportunities to carry out similar activities. It is important that candidates are able to work independently and that time is allocated for candidate-teacher or lecturer review |

A Subject Guide, which provides further advice and information, has been published in association with these Arrangements.

## National Course Specification: course details (cont)

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

### 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).

SCOTTISH QUALIFICATIONS AUTHORITY

# National Unit Specification: general information

**UNIT** Lifestyle and Consumer Technology: Organisation of Practical Skills (Intermediate 1)

**NUMBER** D497 10

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

## SUMMARY

In the context of food preparation **or** the construction of textile items, candidates should develop competence in planning work, requisitioning components, identifying equipment and integrating practical skills to complete tasks involving work co-ordination.

## OUTCOMES

1 Prepare for a task or tasks that require a minimum of five component parts and at least eight processes in their production.
2 Prepare a plan of work for the task(s) chosen.
3 Carry out the task(s) to achieve the desired outcome.
4 Use safe working practices.

## 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

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## National Course Specification: general information (cont)

**COURSE** Lifestyle and Consumer Technology:
Organisation of Practical Skills (Intermediate 1)

### CREDIT VALUE

0.5 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 Course Specification: statement of standards

**UNIT** Lifestyle and Consumer Technology:
Organisation of Practical Skills (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

Prepare for a task or tasks that require a minimum of five component parts and at least eight processes in their production.

**Performance criteria**

(a) The tasks are correctly named.
(b) The component parts are correctly identified.
(c) The processes used are correctly identified.
(d) All equipment required is correctly identified.
(e) All component parts are requisitioned prior to commencing.

**Evidence requirements**

Recorded evidence that the candidate can, on one occasion:

(a) name the task(s)
(b) identify at least 5 component parts used (see support notes)
(c) identify eight processes
(d) identify the equipment required
(e) requisition the component parts (the materials and resources required for the task) in the required quantity

### OUTCOME 2

Prepare a plan of work for the task(s) chosen.

**Performance criterion**

A logical sequence of work is planned to ensure effective time management.

**Evidence requirements**

Recorded evidence that the candidate plans a logical sequence of work to a given timescale on one occasion.

## National Course Specification: statement of standards (cont)

**UNIT** Lifestyle and Consumer Technology:
Organisation of Practical Skills (Intermediate 1)

### OUTCOME 3

Carry out the task(s) to achieve the desired outcome.

**Performance criteria**

(a) The task(s) are completed within the given time.
(b) The outcome(s) are presented in the quantities or to the size planned.
(c) The outcome(s) are presented in a commercially acceptable condition.
(d) The component parts are processed to given specifications.

**Evidence requirements**

Recorded evidence that each of the performance criteria has been met one separate occasion

### OUTCOME 4

Use safe working practices.

**Performance criteria**

(a) Appropriate clothing is worn.
(b) A clean and tidy workstation is maintained.
(c) All equipment is used in a safe manner.

**Evidence requirements**

Recorded evidence that each of the performance criteria has been met on three separate occasions

The proposed instrument of assessment for outcomes 1-4 is a practical exercise. Attainment could be assessed using the candidate's proforma for planning and recorded by the use of an observational checklist.

## National Course Specification: support notes

## UNIT Lifestyle and Consumer Technology: Organisation of Practical Skills (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 20 hours.

This unit has been devised so that it may be delivered along with *Lifestyle and Consumer Technology: Organisation of Practical Skills (Acc 3).*

The context for the unit is practical cookery and practical textile skills. A list of contents can be found in the course specification under Course content.

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

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

***Outcome 1***

A task in this context is a dish/recipe **or** the making of a textile product. Component parts are the ingredients or the parts making up the textile product ,eg, fabric, thread, fastenings, interfacing, etc.

Processes are the steps to be carried out to successfully complete the dish/recipe, such as: weighing; measuring; sieving; mixing; trimming; melting; sealing; dicing; simmering; seasoning; rolling out; proving.

**or**

Processes are the steps to be carried out to successfully complete the textile product, such as: taking measurements, adjusting the pattern, laying out the pattern and cutting, marking the fabric, assembling the item (pressing, pinning, sewing seams, finishing).

Candidates should be encouraged to choose dishes or textile items from a given range rather than the teacher/lecturer identifying the practical activity for them.

An example of the minimum level of practical activity expected at this level is given below:

*Task:* Spaghetti bolognese

*Components:* minced beef, onion, tinned tomatoes, tomato puree, spaghetti

*Processes:* weighing, measuring, chopping, frying/browning, simmering, boiling

## National Course Specification: support notes (cont)

**UNIT** Lifestyle and Consumer Technology:
Organisation of Practical Skills (Intermediate 1)

***or***

*Task:* a child's overall with a simple appliquéd logo

*Components:* design for the logo, the logo, thread, fabric, fastening item, eg, velcro

*Processes:* designing, tracing, cutting out, pinning, tacking, sewing, finishing.

Equipment to be used throughout the practical exercise must be identified by candidates and all ingredients/fabrics and threads requisitioned prior to commencing.

***Outcome 2***

Candidates should be given practice in planning a logical sequence of work to a given timescale.

Plans of work require more co-ordination skills as tasks increase in number and complexity.

***Outcome 3 and 4***

For food items:
Standard recipes will be followed for most dishes and the timescale set by the teacher/lecturer.

Emphasis must be placed on the following:

- keeping to given times
- producing correct numbers of portions
- presenting food to an acceptable standard
- wearing correct clothing
- safe and hygienic working methods
- carrying out procedures in a correct manner
- correct and safe use of equipment

For textile items:

Patterns and instructions will be provided for most textile items and the timescale set by the teacher/lecturer.

Emphasis must be placed on the following:

- keeping to given times
- producing the correct size
- presenting the textile item to an acceptable standard
- safe and hygienic working methods
- carrying out procedures in a correct manner
- correct and safe use of equipment

## National Course Specification: support notes (cont)

**UNIT** Lifestyle and Consumer Technology:
Organisation of Practical Skills (Intermediate 1)

### 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. It is recommended that this unit is used as the vehicle for integrated delivery of other units; for example, The Pre-school Child: Food, Clothing and Play; and Food Preparation for Healthy Eating, or Developing Craft Skills in Textiles; Practical Fabric Skills. This will ensure a practicable and economic approach to their delivery.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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).

SCOTTISH QUALIFICATIONS AUTHORITY

# National Unit Specification: general information

**UNIT** Food Preparation for Healthy Eating (Intermediate 1)

**NUMBER** D04W 10

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

## SUMMARY

Candidates should develop competence in applying current dietary guidelines to food preparation.

## OUTCOMES

1 Select and produce a range of healthy dishes.
2 Adapt specified dishes/meals to provide a healthier option.

## 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.

### Administrative Information

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## National Unit Specification: general information (cont)

**UNIT** Food Preparation for Healthy Eating (Intermediate 1)

### CREDIT VALUE

0.5 credit at Intermediate 1.

### 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 Food Preparation for Healthy Eating (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

Select and produce a range of healthy dishes.

**Performance criteria**

(a) The dishes selected contribute towards a healthy diet.
(b) The food preparation techniques and/or cooking methods are appropriate.
(c) Safe and hygienic practices in food production are demonstrated.
(d) The food is presented to an appropriate standard.

**Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on two occasions. The proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist. Specific advice:

(a) A dish that contributes towards a healthy diet should be defined as including one or more of the following criteria: low in sugar, uses fruit as the main component; uses vegetables as the main component; low in fat; high in Non Starch Polysaccharides; low in salt; high in complex carbohydrates; uses fish.
(b) Food preparation techniques should promote the retention of nutrients, for example, no preparation or soaking of vegetables. Cooking methods used should promote healthy eating and the retention of nutrients; for example, grilling, baking, stir-frying, steaming and microwave cooking.
(c) The candidate must wear the appropriate clothing, maintain a clean and tidy workstation, use all equipment in a safe manner and maintain a high standard of personal hygiene.
(d) The dish should meet the required specifications.

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

## UNIT Food Preparation for Healthy Eating (Intermediate 1)

### OUTCOME 2

Adapt specified dishes/meals to provide a healthier option.

**Performance criteria**

(a) Ingredients of specified dishes/meals for adaptation to healthier options are accurately identified.
(b) The adaptations to specified dishes/meals meet current dietary guidelines.
(c) The adaptations are applied and evaluated.

**Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on two occasions. The proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist. Specific advice:

(a) The ingredients selected may be: replaced with healthier alternatives; removed altogether; further ingredients may be added.
(b) The adapted dishes/meals should meet one or more of the following criteria: low in sugar, uses fruit as the main component; uses vegetables as the main component; low in fat; high in Non Starch Polysaccharides; low in salt; high in complex carbohydrates; uses fish.
(c) The dish/meal should be made and evaluated using a simple method of food sensory evaluation. The results of this should be recorded by candidates.

## National Unit Specification: support notes

## UNIT Food Preparation for Healthy Eating (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 20 hours.

This unit has been devised so that it may be delivered along with *Food Preparation for Healthy Eating (Acc 3).*

### 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: Lifestyle and Consumer Technology (Int 1).

This unit is designed to enable candidates to undertake practical activities which emphasise the production of dishes that meet current dietary advice. Candidates will be encouraged to make informed and healthy choices about the foods they produce. Through practical experiences, candidates are expected to develop an understanding of the contribution of diet to the maintenance of health.

### 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 practisal exercise. Candidates should be given time to acquire and practise skills. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The time allowed 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.

***Outcome 1***

The work related to this outcome should allow candidates to:

- make effective use of appropriate specialist knowledge and skills
- develop feasible and imaginative approaches to the creation of a range of healthy dishes
- manage appropriate materials, equipment and human resources in the preparation of a range of healthy dishes suitable for home consumption or enterprising activities
- use local and regional produce where appropriate

Discussion, including evaluation of the prepared dishes, should take place to assist in the development of candidates' understanding of the contribution of diet to the maintenance of health. The attractiveness and palatability of food presentation should also be discussed.

Observation of hygienic and safe practices in the handling and production of foods should be stressed.

## National Unit Specification: support notes (cont)

## UNIT Food Preparation for Healthy Eating (Intermediate 1)

***Outcome 2***

The development of technological creativity should be encouraged throughout the course by ensuring that candidates:

- make effective use of knowledge of current dietary guidelines and specialist skills appropriate to the practical activities/case studies
- develop feasible and imaginative ideas for the creation of dishes
- select and manage appropriate materials, equipment and resources in the preparation of their adaptations
- discuss a range of foods to assist the development of the candidates' understanding of the contribution of diet to the maintenance of health
- critically evaluate, amend and adapt strategies throughout the practical activities
- critically evaluate the effectiveness of the adaptations in meeting current dietary advice

Opportunities for paired, group or class discussion could take place to assist the development of evaluation skills.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be assessed at appropriate points throughout the course.
For the purpose of assessment, a case study should be supplied by the teacher/lecturer.

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).

SCOTTISH QUALIFICATIONS AUTHORITY

# National Unit Specification: general information

**UNIT** The Pre-School Child: Food, Clothing and Play (Intermediate 1)

**NUMBER** D278 10

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

## SUMMARY

Through this unit the candidate will increase awareness of factors affecting development and learn to identify and meet key needs of pre-school children (2 - 5 years).

## OUTCOMES

1 Demonstrate knowledge and understanding of dietary guidelines appropriate to a pre-school child.
2 Select, produce and evaluate healthy food suitable for a pre-school child.
3 Demonstrate knowledge and understanding of the factors to be considered when choosing clothing for a pre-school child.
4 Make one play-related item which meets a development need of pre-school children and evaluate its effectiveness in meeting this need.

## 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.

### Administrative Information

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## National Unit Specification: general information (cont)

**UNIT** The Pre-School Child: Food, Clothing and Play (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 The Pre-School Child: Food, Clothing and Play (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

Demonstrate knowledge and understanding of dietary guidelines appropriate to a pre-school child.

**Performance criteria**

(a) Current guidelines are identified which contribute to a healthy diet for a pre school child.
(b) The relationship between a well-balanced diet and health is clearly explained and appropriate to the needs of a 2 - 5 year-old.

**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 restricted response item. Attainment should be assessed by the use of a marking scheme. Specific advice:

(a) Four specific guidelines should be identified from current nationally-agreed dietary advice.
(b) The explanation should focus on current dietary guidelines for 2 - 5 year-olds.

### OUTCOME 2

Select, produce and evaluate healthy food suitable for a pre-school child.

**Performance criteria**

(a) Appropriate ingredients, food preparation techniques and/or cooking methods are selected and used.
(b) Safe and hygienic practices are demonstrated in food production.
(c) Food is served in appropriately sized portions and is attractive and palatable.
(d) The evaluation of the suitability of the food produced is accurate.

**Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on two occasions, to produce one snack and one main meal. The proposed instrument of assessment is a practical exercise. Attainment should be recorded by the use of an observational checklist. The meal may be an adapted family meal. Specific advice related to the performance criteria above:

(a) The selected ingredients, including drinks, meet current nationally-agreed dietary guidelines for a 2 - 5 year-old. Food-preparation techniques and cooking methods used should promote healthy eating and retention of nutrients.
(b) Candidates should wear appropriate clothing, maintain a clean and tidy workstation, use tools and equipment correctly and safely.
(d) The evaluation should include comments on performance criteria (a) - (c).

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

## UNIT The Pre-School Child: Food, Clothing and Play (Intermediate 1)

### OUTCOME 3

Demonstrate knowledge and understanding of the factors to be considered when choosing clothing for a pre-school child.

**Performance criteria**

(a) The factors identified for consideration are appropriate to the needs of a pre-school child.
(b) The explanation of the relevance of each factor to this age group is accurate.
(c) The justification for the choice of clothing is relevant, accurate and appropriate to the purpose/occasion the clothing is for.

**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 restricted response item. Attainment should be by the use of a marking scheme. Specific advice:

(a) three factors must be identified. One must be safety and two from: protection; comfort/fit; suitability for purpose/occasion; care; available income/resources
(b) the explanation should be linked to the age group
(c) there should be **one** choice of clothing from each of the two categories: indoor clothing, outdoor clothing.

### OUTCOME 4

Make one play-related item which meets a development need of pre-school children and evaluate its effectiveness in meeting this need.

**Performance criteria**

(a) One development need is accurately identified.
(b) The chosen item meets the identified need.
(c) The selected materials and construction methods meet current health and safety requirements.
(d) The effectiveness of the item in meeting the identified development need is evaluated accurately.

**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. Attainment should be recorded by the use of an observational checklist. Specific advice:

(a) development needs - one from cognitive, creative, physical co-ordination or imaginative/social development
(c) current health and safety requirements for materials and construction methods eg use of non-toxic materials, no sharp edges, easy to clean, secure fixings (eyes, noses)

## National Unit Specification: support notes

## UNIT The Pre-School Child: Food, Clothing and Play (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.

### 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: Lifestyle and Consumer Technology (Int 1).

Through a variety of practical activities, candidates should be guided towards an understanding of the needs of pre-school children. The age range of pre-school children is defined as within 2 - 5 years.

Candidates should maintain a clear view of the pre-school child as a person, while concentrating on the specific development needs relating to food, clothing and play. The development of social and emotional needs and their interrelationship with the physical needs of pre-school children should be considered when choosing contexts for learning. Where appropriate, the contexts for learning should be within a family setting.

Opportunities for raising candidates' awareness of the importance of a safe, secure home environment and its effect on the development of this age group should be exploited.

***Outcomes 1 and 2***

Candidates' perceptions of health should be clarified. The concept of a broad model of health should be briefly explored in relation to pre-school children. The holistic nature of health should be reinforced by consideration of the interrelationship of physical, mental, and social aspects. Dietary requirements and the relationship with physical growth and development for pre-school children should be identified. The nationally agreed dietary guidelines for 2-5 year olds are as follows:

| | | | |
|---|---|---|---|
| Guideline 1 | Fruit and Vegetables | | 3-4 portions per day |
| Guideline 2 | Bread | wholegrain/granary bread | 2 portions per day |
| Guideline 3 | Breakfast cereals | wholegrain cereals | 2 portions per day |
| Guideline 4 | Fat (Milk) | semi-skimmed milk should be consumed | |
| Guideline 5 | Fat (Meat) | meat products eaten less that twice weekly | |
| Guideline 6 | Sugar | consumption of confectionary/ soft drinks to be halved | |
| Guideline 7 | Fish | eat fish at least twice a week | |

In relation to the needs of pre-school children, candidates should:

- be given opportunities to investigate current dietary advice
- explore the concept of a varied, balanced diet
- identify foods, portion sizes and meal patterns which are attractive and palatable

- have practice in food-preparation techniques and cooking methods which take account of current dietary guidelines and conserve nutrient value; adapt family meals; demonstrate current practices in relation to health and safety when preparing food
- be given opportunities to evaluate the suitability of a variety of foods

***Outcome 3***

Candidates should investigate some of the main factors to be considered when choosing clothes for pre-school children.

| | |
|---|---|
| *Safety* | • construction/shape/size<br>• flammability/flame resistance<br>• fastenings<br>• trimmings |
| *Protection, with regard to the activity level of the child* | • to keep warm, cool or dry<br>• to suit a range of climatic conditions<br>• to suit indoor/outdoor conditions |
| *Comfort/fit* | • softness/absorbency<br>• weight/use of layers<br>• elasticity/ease in movement<br>• size |
| *Suitability for purpose/occasion* | • play: indoor/outdoor activities<br>• special occasions<br>• attractive/fashionable<br>• strength/wearability |
| *Care* | • ease in care<br>• colour-fast<br>• crease resistant |
| *Available income/resources* | • durability in relation to cost/income<br>• expectation/use<br>• size/fit/allowance for growth |

## National Unit Specification: support notes (cont)

## UNIT The Pre-School Child: Food, Clothing and Play (Intermediate 1)

***Outcome 4***

Candidates should explore and possibly experience the importance of play. From this experience they will gain awareness that through play children acquire skills, and that a variety of play activities provides opportunities for development. Candidates should be given opportunities to investigate and identify a variety of play-related items to meet the development needs of pre-school children. For example:

| ***Area of development*** | ***Aspects*** | ***Possible items*** |
|---|---|---|
| cognitive | concepts<br>colours<br>shapes<br>sizes<br>weights<br>measures<br>time<br>space | mobile<br>wall-hanging<br>jigsaw<br>salt/playdough/soft sculpture<br>numbers<br>letters<br>shapes<br>names<br>games |
| creative | activities related to:<br>sand<br>water<br>painting<br>modelling<br>music-making | set of containers<br>salt/playdough<br>fabric cubes/bricks<br>finger puppets<br>potato painting kit<br>storage bag<br>protective overall<br>protective sleeves |
| physical co-ordination | fastenings | shoe-tying kit<br>clothes fastening kit/toy/card |
| imaginative/social development | | soft toys<br>finger puppets<br>dressing-up kit<br>baby doll<br>farmyard/garage mat |

## GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Reference should also be made to Learning and teaching approaches in the course details.

***Outcomes 1 and 2***

Candidates should be involved in practical activities. Discussion groups and brainstorming exercises can help candidates focus and determine previous knowledge. Opportunities for paired, group or class discussion could be offered.

## National Unit Specification: support notes (cont)

## UNIT The Pre-School Child: Food, Clothing and Play (Intermediate 1)

Within practical activities, candidates should be given opportunities to:

- make effective use of current dietary guidelines and specialist skills
- develop feasible and imaginative ideas for the creation of snacks and meals for pre-school children or adapt family meals
- determine appropriately-sized portions for this age group
- select and manage appropriate materials and resources in the production of snacks and meals
- critically evaluate a range of foods to assist in the development of their understanding of the contribution of diet to the maintenance of health of pre-school children
- critically evaluate, and when necessary amend and adapt, strategies throughout the practical activities
- critically evaluate the effectiveness of the meals and snacks in meeting current dietary guidelines for 2 - 5 year-olds, and the attractiveness and palatability of the meals and snacks for that age group

Discussion and evaluation of the prepared snacks and/or meals will assist candidates' understanding of the contribution of diet to the maintenance of health in relation to the needs of pre-school children.

Demonstration of current health and safety practices in the handling and preparation of foods should be emphasised.

Where candidates work in groups, the evidence used for assessment purposes must be the candidate's own work. Candidates should maintain a log or folio in which they record points of view, decisions, analyses and evaluations in relation to diet and national guidelines. Records should demonstrate a sound knowledge base and candidates' judgements should be substantiated by reference to evidence/sources, etc.

***Outcomes 3 and 4***

- structured discussion, case-studies, individual and group tasks could be developed to identify prior knowledge. Candidates should access a range of sources, for example: catalogues, magazines, newspapers, leaflets, books
- videos, radio and television programmes
- visits to retail outlets, nurseries, playgroups
- visits involving pre-school children, parents, health visitors

At appropriate stages, candidates should experience opportunities for the effective use of knowledge, skills and experiences appropriate to:

- identification of a range of development needs of pre-school children
- selection of a variety of play-related items to meet identified development needs
- examination and evaluation of a variety and range of materials for play-related items
- development of feasible and imaginative approaches to the creation of play-related items
- management of appropriate materials, equipment and human resources to bring their ideas into reality
- acquisition and development of relevant practical skills
- evaluation of the effectiveness of a variety of play-related items in meeting different developmental needs

Observation of current health and safety practices in the choices of materials and construction methods should be emphasised.

## GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The following are offered as guidance. For outcomes 1 and 3, candidates' attainment may be assessed using short response tests or on the basis of a structured classroom activity in which relevant responses are clearly identifiable.

***Outcome 1***

Restricted response items.

***Outcome 2***

Teacher/lecturer's observational checklist covering the areas identified in performance criteria (a) - (d) should be used to record a candidate's performance whilst producing the food. Support comments and photographs would enhance the checklist and provide evidence of achievement.

***Outcome 3***

Restricted response items

Outcome 4

Teacher/lecturer's observational checklist covering the areas identified in the performance criteria (a) - (d) should be used to record a candidate's performance whilst making a play-related item. Supporting comments and photographs would enhance the checklist as a record of evidence of achievement.

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).

SCOTTISH QUALIFICATIONS AUTHORITY

# National Unit Specification: general information

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

**NUMBER** D04X 10

**COURSE** 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.

### Administrative Information

**Superclass:** 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).

SCOTTISH QUALIFICATIONS AUTHORITY

# National Unit Specification: general information

**UNIT** Preparation for Parenthood (Intermediate 1)

**NUMBER** D276 10

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

## SUMMARY

This unit gives candidates opportunities to consider: the responsibilities of parenting; the care and protection of the infant and developing child; and the range of support services available.

## OUTCOMES

1 Describe with simple explanation the factors to be considered in preparation for parenthood.
2 Outline the responsibilities and influencing factors of parenthood.
3 Identify and explain the role of a range of support services available to parents.

## 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.

### Administrative Information

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## National Course Specification: general information (cont)

**UNIT** Preparation for Parenthood (Intermediate 1)

### CREDIT VALUE

0.5 credit at Intermediate 1.

### 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 Preparation for Parenthood (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

Identify and explain the factors to be considered in preparation for parenthood.

**Performance criteria**

(a) The identification of one factor is given for each category: relationships; economics; housing and health.
(b) The explanation for each of the categories in PC(a) is accurate.

**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 two short case studies. Attainment could be assessed by the use of a marking schedule. Specific advice:

Two short case studies are given, each including two of the categories to be identified and explained

### OUTCOME 2

Outline the responsibilities and influencing factors of parenthood.

**Performance criteria**

(a) An accurate explanation is given for each responsibility.
(b) An accurate explanation is given for how early and contemporary personal experiences influence a person's approach to parenthood.

**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 restricted response. Attainment should be assessed by the use of a marking schedule. Specific advice:

(a) **One** responsibility relating to any two of the following:
- physical needs
- intellectual needs
- emotional needs
- social needs

(b) **Two** influencing factors only. The influencing factors can be defined as: own upbringing and temperament; contemporary trends; home environment; physical, intellectual, emotional, social, and economic factors; role models.

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

## UNIT Preparation for Parenthood (Intermediate 1)

### OUTCOME 3

Identify and explain the role of a range of support services available to parents.

**Performance criteria**

(a) Appropriate support services are identified to meet a specific need.
(b) The contribution support services might make in a given situation is explained.

**Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instruments of assessment are (a) matching exercise (b) a case study. Attainment could be assessed by the use of a marking schedule. Specific advice:

(a) A situation is given which requires the candidate to identify a suitable support service in order to meet a specified need.
(b) A situation is given to the candidate which requires them to explain the contribution support services might make to the situation.

# National Unit Specification: support notes

## UNIT Preparation for Parenthood (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 20 hours.

This unit has been devised so that it may be delivered along with *Preparation for Parenthood (Acc 3)*.

## 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: Lifestyle and Consumer Technology (Int 1).

***Outcome 3***

The range of support services includes:

- health: general practitioner, health visitor, child care clinics, speech therapist, psychologist, dentist, physiotherapist, chiropodist, dietician, health promotion agencies
- education: schools - nursery, primary, secondary, schools for special needs; further education, community education, educational psychological services, peripatetic teachers, career guidance
- social: social workers, day nurseries and family/children centres, registered playgroups, registered childminders, Department of Social Security
- community: community centres, churches, youth organisations, libraries, recreational facilities
- voluntary: mother and toddler groups, Gingerbread, Physically Handicapped and Able-Bodied Club, Citizen's Advice Bureau, Samaritans, baby-sitting circles, self help groups

Note should be taken of regional variations in the provision of the above services. Candidates are **not** expected to have an in-depth knowledge of each support service listed above.

## GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning should be promoted, as far as possible, through practical activities. Candidates should be encouraged to show initiative and take responsibility for their own learning with the teacher/lecturer offering guidance and support where necessary. A variety of approaches may be used to facilitate learning. These include group work, debates, role-play, visits, guest speakers, exposition, assignments and projects. As well as considering the broad issues covered by this unit, candidates should be given the opportunity to extend knowledge in areas which are relevant to their own particular needs and interests. (Reference should also be made to Approaches to learning and teaching in the course details.)

## National Unit Specification: support notes (cont)

## UNIT Preparation for Parenthood (Intermediate 1)

The learning and delivery approach should allow the outcomes to be achieved in a candidate-centred, participative and practical manner. Approaches should focus on providing a supportive environment in which candidates are encouraged to develop skills and to acquire knowledge and understanding. Candidates should be encouraged to make sense of a range of sources of information in assembling explanations. They should be encouraged to reflect on the relevance of points they make in relation to the questions/issues posed and to give reasons substantiated by reference to sources, personal knowledge and understanding, or experience. Evidence should be presented in written form, or taped, and candidates may find it useful to have a set of headings to work towards.

Care should be taken in devising case studies that they reflect real life situations and do not become artificially contrived.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Approaches should focus on providing a supportive environment in which candidates are encouraged to develop skills and to acquire knowledge and understanding. Discussion of the work/progress between the candidate and teacher/lecturer should be ongoing throughout.

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).

SCOTTISH QUALIFICATIONS AUTHORITY

# National Unit Specification: general information

**UNIT** Health and Safety for Babies and Young Children (Intermediate 1)

**NUMBER** D277 10

**COURSE** Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

## SUMMARY

Candidates should develop knowledge of the basic factors surrounding the health and safety of babies and young children, and of the signs and symptoms which give warning of possible health problems.

## OUTCOMES

1 Outline safety procedures to follow when caring for babies and young children.
2 Identify and explain the basic factors necessary to ensure the good health of babies and young children.
3 Explain the key signs and symptoms which indicate the need for medical advice.

## RECOMMENDED ENTRY

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

- Standard Grade Home Economics at Foundation level
- access 3 units in Home Economics or Hospitality
- 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.

### Administrative Information

**Superclass:** PH

**Publication date:** June 2002

**Source:** Scottish Qualifications Authority

**Version:** 04

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## National Unit Specification: general information (cont)

**UNIT** Health and Safety for Babies and Young Children (Intermediate 1)

### CREDIT VALUE

0.5 credit at Intermediate 1.

### 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 *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## National Unit Specification: statement of standards

## UNIT Health and Safety for Babies and Young Children (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

Explain safety procedures to follow when caring for babies and young children.

**Performance criteria**

(a) The safety procedures are identified accurately.
(b) A simple explanation is given for each safety procedure identified.

**Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. Instrument of assessment is a short/restricted response test. Specific advice:

(a) Procedures to follow for each of the following relating to babies and young children:

- burns and scalds
- cuts and bruises
- suffocation
- electrocution
- falls
- poisoning

### OUTCOME 2

Identify and explain the basic factors necessary to ensure the good health of babies and young children.

**Performance criteria**

(a) The basic factors are identified accurately.
(b) An accurate explanation is given for each factor identified.

**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 short/resticted responses. Attainment should be recorded by the use of an observational checklist. Specific advice:

(a) **five** factors from: warmth, appropriate clothing, freedom of movement, good ventilation, a non-hazardous environment, regular balanced diet, rest, exercise, referral to a specialist when necessary.

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

## UNIT Health and Safety for Babies and Young Children (Intermediate 1)

### OUTCOME 3

Explain the key signs and symptoms which indicate the need for medical advice.

**Performance criteria**

(a) The signs and symptoms are identified accurately.
(b) An accurate explanation of the signs and symptoms is given.

**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 short response test. Attainment should be recorded by the use of an observational checklist. Specific advice:

(a) **Three** signs/symptoms are identified
(b) A description of and explanation for each sign/symptom is given

### 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).