

**HOME ECONOMICS  
ACCESS 1**

**Fourth edition – published June 2003**

**NOTE OF CHANGES  
FOURTH EDITION – PUBLISHED JUNE 2003**

**SUBJECT TITLE:** Home Economics (Access 1)

**Introductory Information:**

Details No changes

**National Unit Specification:**

*D2SL 07 Healthy Basic Cooking*  
- *Planning a Meal*

*D2SM 07 Healthy Basic Cooking* Evidence requirements reduced from 3 tasks to 1 task.  
- *Producing a Meal*

*D2SP 07 Healthy Basic Cooking*  
- *Reviewing the Production  
of a meal*

## HOME ECONOMICS (ACCESS 1)

The Home Economics provision at Access 1 comprises eleven units:

<i>D2SD 07</i>	<i>Organisation in the Home – Preparing a Task (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D2SE 07</i>	<i>Organisation in the Home – Planning Work (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D2SF 07</i>	<i>Organisation in the Home – Carrying out a Task (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D2SG 07</i>	<i>Organisation in the Home – Safe Working Practices (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D2SH 07</i>	<i>Living Safely at Home – Common Dangers in the Home (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D2SJ 07</i>	<i>Living Safely at Home – Safe Use of Household Appliances (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D2SK 07</i>	<i>Living Safely at Home – Simple First Aid (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D2SL 07</i>	<i>Healthy Basic Cooking – Planning a Meal (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D2SM 07</i>	<i>Healthy Basic Cooking – Producing a Meal (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D2SN 07</i>	<i>Healthy Basic Cooking – Using a Cooker/Microwave (Acc 1)</i>	<i>1 credit (40 hours)</i>
<i>D2SP 07</i>	<i>Healthy Basic Cooking – Reviewing the Production of a Meal (Acc 1)</i>	<i>1 credit (40 hours)</i>

## RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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### Administrative Information

<b>Publication date:</b>	June 2003
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	04

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## **Introductory Information: Home Economics (Access 1)**

### **Rationale**

Access 1 units aim to develop candidates' personal effectiveness in the use and management of resources within aspects of Home Economics. This provision anticipates the future needs of candidates in preparing them for life in terms of self, family and society.

Following more than one unit will help candidates, through practical activity, with 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 requirements 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. These include the process and manipulative skills concerned with:

- food preparation
- simple food production
- home maintenance.

## **Introductory Information (cont): Home Economics (Access 1)**

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. 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 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**

The aim of the Access 1 Home Economics units is to provide opportunities for candidates to:

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

## **Introductory Information (cont): Home Economics (Access 1)**

### **Content**

#### **Organisation in the Home**

There are four Access 1 units:

- D2SD 07, Organisation in the Home – Preparing a Task (Access 1)*
- D2SE 07, Organisation in the Home – Planning Work (Access 1)*
- D2SF 07, Organisation in the Home – Carrying out a Task (Access 1)*
- D2SG 07, Organisation in the Home – Safe Working Practices (Access 1)*

While undertaking these units, candidates should be able to prepare and plan for one task from each category and 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.

Candidates will also be expected to know the meanings of the following terms:

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

#### **Living Safely at Home**

There are three Access 1 units:

- D2SH 07, Living Safely at Home – Common Dangers in the Home (Access 1)*
- D2SJ 07, Living Safely at Home – Safe Use of Household Appliances (Access 1)*
- D2SK 07, Living Safely at Home – Simple First Aid (Access 1)*

Candidates, undertaking the first two units, 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 eg through availability of fire blanket, fire extinguisher, circuit breaker, smoke alarm.

Candidates undertaking the third unit should demonstrate understanding of:

- simple first aid selected from cuts/grazes, burns/scalds, bumps/bruises, sprains, wasp/bee stings
- the limits of first aid and when to seek further assistance.

## **Introductory Information (cont): Home Economics (Access 1)**

### **Healthy Basic Cooking**

There are four Access 1 units:

*D2SL 07, Healthy Basic Cooking – Planning a Meal (Access 1)*

*D2SM 07, Healthy Basic Cooking – Producing a Meal (Access 1)*

*D2SN 07, Healthy Basic Cooking – Using a Cooker/Microwave (Access 1)*

*D2SP 07, Healthy Basic Cooking – Reviewing the Production of a Meal (Access 1).*

In order to complete the first two units successfully, candidates will be required to demonstrate understanding of:

- basic cookery processes selected from boiling, shallow frying, grilling, baking, steaming, simmering, re-heating
- basic food preparation techniques selected from rubbing in, whisking, chopping, beating, mixing, stirring, grating
- basic measuring and weighing skills relevant to the meal.

Candidates should be able to carry out tasks involving the use of basic equipment to complete the second and third units.

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

In order to complete the third unit successfully, candidates will be required to demonstrate:

- safe use of a cooker or microwave oven.

In order to complete the fourth unit successfully, candidates will be required to demonstrate:

- understanding of healthy eating practices
- reviewing, with support, their ability to plan and prepare a meal.

Candidates who complete all four units 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.

## Introductory Information (cont): Home Economics (Access 1)

### Approaches to learning and teaching

Approaches to learning and teaching should provide opportunities for candidates with varying needs and abilities to acquire the knowledge and develop the skills identified in the units. 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. It is good practice to use a variety of methods so that candidates' interests and motivation are maintained and individual preferences for different learning styles are considered. When delivering the content of any of the units, account should be taken of prior knowledge that candidates may have. An integrated approach to learning and teaching is advocated for the delivery of more than one unit.

An appropriate strategy for achieving this approach is to identify potential links between the units with a view to the candidate developing understanding and skills through activities which could integrate the units, as shown below.

<b>Organisation in the Home</b>	<b>Living Safely at Home</b>	<b>Healthy Basic Cooking</b>
<b>Unit:</b> Preparing a Task <b>Outcome:</b> Prepare a task involving organisation in the home.		<b>Unit:</b> Planning a Meal <b>Outcome:</b> Plan a chosen simple nutritious two-course meal.
<b>Unit:</b> Planning Work <b>Outcome:</b> Plan, with support, the sequence of work for the task chosen.		<b>Unit:</b> Reviewing the Production of a Meal <b>Outcome:</b> Review the choice, plan and procedure of work involved in producing a nutritious meal.
<b>Unit:</b> Carrying out a Task <b>Outcome:</b> Carry out the task correctly.	<b>Unit:</b> Common Dangers in the Home <b>Outcome:</b> Demonstrate awareness of common dangers in the home.  <b>Unit:</b> Simple First Aid <b>Outcome:</b> Use simple first aid measures.	<b>Unit:</b> Producing a Meal <b>Outcome:</b> Use basic kitchen equipment, cookery processes and techniques in the production of a planned meal.
<b>Unit:</b> Safe Working Practices <b>Outcome:</b> Use safe working practices.	<b>Unit:</b> Safe Use of Household Appliances <b>Outcome:</b> Use common household appliances safely.	<b>Unit:</b> Using a Cooker/Microwave <b>Outcome:</b> Use a cooker/microwave oven safely in meal preparation.

## **Introductory Information (cont): Home Economics (Access 1)**

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.

The nature of any candidates' special needs should be taken into account when planning learning activities and when providing alternative provision or support where necessary. This should ensure the inclusion of all candidates working at this level and support them in the learning process.

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 relationship between the content of each unit and relevant service industries should be emphasised to provide, when appropriate, real contexts for learning and realistic problems to solve. These opportunities should increase the self-esteem, confidence and motivation for the candidates and give them some 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 can provide exciting and challenging opportunities for learning and these may be enhanced when they are linked with industry or the service sector.

### **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 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 who currently plan candidate experiences in a holistic manner, will find that Access 1 units may be taught in an integrated way that will allow holistic assessment.

## **Introductory Information (cont): Home Economics (Access 1)**

### **Assessment**

Access differs from other levels in that there is no external assessment.

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. The assessment of the outcome of each unit may evolve through learning and teaching activities across several units.

### **Guidance on certification and moderation**

Each Access 1 unit will normally be certificated as an individual unit. However, as Access 1 units are derived from units at Access 2, it will also be possible to allow the evidence of achievement of Access 1 units to be used to count towards achievement of the relevant Access 2 unit.

### **Organisation in the Home**

To allow this to happen for Access 2 Home Economics: Organisation in the Home provision, candidates would require evidence of attainment of three out of the following four units:

*D2SD 07, Organisation in the Home – Preparing a Task (Access 1)*

*D2SE 07, Organisation in the Home – Planning Work (Access 1)*

*D2SF 07, Organisation in the Home – Carrying Out a Task (Access 1)*

*D2SG 07, Organisation in the Home – Safe Working Practices (Access 1)*

Following achievement of three of these units, candidates should be entered for *D550 08, Organisation in the Home (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

### **Living Safely at Home**

To allow this to happen for Access 2 Home Economics: Living Safely at Home provision, candidates would require evidence of attainment of two out of the following three units:

*D2SH 07, Living Safely at Home – Common Dangers in the Home (Access 1)*

*D2SJ 07, Living Safely at Home – Safe Use of Household Appliances (Access 1)*

*D2SK 07, Living Safely at Home – Simple First Aid (Access 1)*

Following achievement of two of these units, candidates should be entered for *D551 08, Living Safely at Home (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

## **Introductory Information (cont): Home Economics (Access 1)**

### **Healthy Basic Cooking**

To allow this to happen for Access 2 Home Economics: Healthy Basic Cooking provision, candidates would require evidence of attainment of three out of the following four units:

*D2SL 07, Healthy Basic Cooking – Planning a Meal (Access 1)*

*D2SM 07, Healthy Basic Cooking – Producing a Meal (Access 1)*

*D2SN 07, Healthy Basic Cooking – Using a Cooker/Microwave (Access 1)*

*D2SP 07, Healthy Basic Cooking – Reviewing the Production of a Meal (Access 1)*

Following achievement of three of these units, candidates should be entered for *D552 08, Healthy Basic Cooking (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

Evidence of achievement for all units should be available for moderation. Part of this evidence may be in the form of a candidate's Scottish Qualifications Certificate showing achievement of the Access 1 units, or actual evidence from doing the units if this is still within the timescale for centres to retain evidence. (See *Putting Assessment Moderation Policy into Operation* April 1999).

### **SPECIAL NEEDS**

Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For further 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** Organisation in the Home – Preparing a Task (Access 1)  
**NUMBER** D2SD 07

### SUMMARY

On completion of the unit, candidates will be able to identify tasks, their component parts and the processes required to complete a task together with essential materials and equipment.

### OUTCOME

Prepare a task involving organisation in the home.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if the candidate has already been involved in a Home Economics programme, for example a programme using Access 1 level curriculum descriptors.

### CREDIT VALUE

1 Credit at Access 1.

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### Administrative Information

**Superclass:** NG  
**Publication date:** April 2000  
**Source:** Scottish Qualifications Authority  
**Version:** 02

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## **National Unit Specification: statement of standards**

### **UNIT**                      Organisation in the Home – Preparing a Task (Access 1)

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.

The candidate must prepare for one task in each category.

#### **OUTCOME**

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.

## National Unit Specification: support notes

### UNIT Organisation in the Home – Preparing a Task (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of four units derived from the Home Economics unit *D550 08, Organisation in the Home (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 units:

*D2SE 07, Organisation in the Home – Planning Work (Access 1)*

*D2SF 07, Organisation in the Home – Carrying out a Task (Access 1)*

*D2SG 07, Organisation in the Home – Safe Working Practices (Access 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.

**Component** parts of the tasks are the materials and equipment required.

Examples of tasks suitable for this level are given below.

Equipment to be used throughout the practical exercise 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 oven
  - cleaning bathroom fittings
  - polishing, dusting and vacuum cleaning a 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 – Preparing a Task (Access 1)

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

<b>Task</b>	Sew on a button
<b>Components</b>	Garment, button, needle, thread, scissors
<b>Processes</b>	Collecting components Choosing button size and colour Choosing thread colour Threading needle Sewing on button Putting away components

While undertaking this unit, the candidate will be required to:

- name the task
- list at least four items needed to carry out the task
- list at least at five processes necessary to complete the task.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The learning and teaching approach should allow the unit 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 the unit should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time may be a consideration when carrying out a task.

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

Teachers/lecturers may use an assessment checklist for recording performance evidence of candidates preparing tasks. Further guidance on the checklist format is provided through the National Assessment Bank instruments for the Home Economics unit *D550 08, Organisation in the Home (Access 2)*.

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

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

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

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

**UNIT**                      Organisation in the Home – Preparing a Task (Access 1)

### **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 further 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

<b>UNIT</b>	Organisation in the Home – Planning Work (Access 1)
<b>NUMBER</b>	D2SE 07

### SUMMARY

On completion of the unit, candidates will be able, with support, to plan a sequence of work, selecting and identifying materials and equipment to be used in order to complete tasks involving fabric and equipment in the home.

### OUTCOME

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

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if the candidate has already been involved in a Home Economics programme, for example a programme using Access 1 level curriculum descriptors.

### CREDIT VALUE

1 Credit at Access 1.

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### Administrative Information

<b>Superclass:</b>	NG
<b>Publication date:</b>	April 2000
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	02

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## **National Unit Specification: statement of standards**

### **UNIT**                      Organisation in the Home – Planning Work (Access 1)

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.

The candidate must plan for one task in each category.

#### **OUTCOME**

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

#### **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: support notes

### UNIT Organisation in the Home – Planning Work (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT**

This is one of four units derived from the Home Economics unit *D550 08, Organisation in the Home (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 units:

*D2SD 07, Organisation in the Home – Preparing a Task (Access 1)*

*D2SF 07, Organisation in the Home – Carrying out a Task (Access 1)*

*D2SG 07, Organisation in the Home – Safe Working Practices (Access 1).*

The tasks to be planned for should be identified by the candidate.

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 oven
  - cleaning bathroom fittings
  - polishing, dusting and vacuum cleaning a 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 – Planning Work (Access 1)

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

<b>Task</b>	Sew on a button
<b>Components</b>	Garment, button, needle, thread, scissors
<b>Processes</b>	Collecting components Choosing button size and colour Choosing thread colour Threading needle Sewing on button Putting away components

While undertaking this unit candidates will be required to:

- plan a logical sequence of work
- identify essential materials and equipment
- include in the plan the correct use of all materials and equipment.

Candidates should be given practice 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 unit. Consideration should also be given to safe working requirements.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The learning and teaching approach should allow the unit to be achieved in a candidate-centred participative and practical manner. 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 the unit should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time may be a consideration when carrying out the task.

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

Teachers/lecturers should use an observation checklist for recording performance evidence of candidates planning a sequence of work. Further guidance on the checklist and a planning format is provided through the National Assessment Bank instruments for the Home Economics unit *D550 08, Organisation in the Home (Access 2)*.

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

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

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

### **UNIT**                      Organisation in the Home – Planning Work (Access 1)

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 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 further 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** Organisation in the Home – Carrying out a Task (Access 1)  
**NUMBER** D2SF 07

### SUMMARY

On completion of the unit, candidates will be able to select and use household materials and equipment and integrate practical skills to complete tasks and produce functional products suitable for use in the home.

### OUTCOME

Carry out a task correctly.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if the candidate has already been involved in a Home Economics programme, for example a programme using Access 1 level curriculum descriptors.

### CREDIT VALUE

1 Credit at Access 1.

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### Administrative Information

**Superclass:** NG  
**Publication date:** January 2002  
**Source:** Scottish Qualifications Authority  
**Version:** 03

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## **National Unit Specification: statement of standards**

### **UNIT**                      Organisation in the Home – Carrying out a Task (Access 1)

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.

The candidate must carry out one task from each of the three categories.

#### **OUTCOME**

Carry out a 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 manufacturers' instructions
- PC (b) dispose of any waste products safely, tidily and hygienically
- PC (c) present product of the task ready for functional use.

## National Unit Specification: support notes

### UNIT Organisation in the Home – Carrying out a Task (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT**

This is one of four units derived from the Home Economics unit *D550 08, Organisation in the Home (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 units:

*D2SD 07, Organisation in the Home – Preparing a Task (Access 1)*

*D2SE 07, Organisation in the Home – Planning Work (Access 1)*

*D2SG 07, Organisation in the Home – Safe Working Practices (Access 1)*.

A task in this context is related to maintaining the home. Examples of tasks suitable for this level are given below.

Equipment to be used throughout the practical exercise 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 oven
  - cleaning bathroom fittings
  - polishing, dusting and vacuum cleaning a 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 – Carrying out a Task (Access 1)

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

Emphasis must be placed on the following:

- keeping to the given plan of the task
- completing the task to an acceptable standard, so that the product is suitable for functional use
- safe and hygienic working methods
- carrying out procedures in the correct manner
- correct use of equipment and material.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The learning and teaching approach should allow the unit to be achieved in a candidate-centred participative and practical manner. 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 the unit should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time may be a consideration when carrying out the tasks.

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

Teachers/lecturers should use a practical observation checklist and marking schedule. Further guidance on the format and use of this is provided through the National Assessment Bank instruments for the Home Economics unit *D550 08, Organisation in the Home (Access 2)*.

The delivery and assessment of this unit is open to alternative methods to support the inclusion of all candidates working at this level. Examples include:

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

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 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 further 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

<b>UNIT</b>	Organisation in the Home – Safe Working Practices (Access 1)
<b>NUMBER</b>	D2SG 07

### SUMMARY

Candidates completing this unit will demonstrate safe and knowledgeable use of equipment, materials and procedures.

### OUTCOME

Use safe working practices.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if the candidate has already been involved in a Home Economics programme, for example a programme using Access 1 level curriculum descriptors.

### CREDIT VALUE

1 Credit at Access 1.

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### Administrative Information

<b>Superclass:</b>	NG
<b>Publication date:</b>	January 2002
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	03

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## **National Unit Specification: statement of standards**

### **UNIT**                      Organisation in the Home – Safe Working Practices (Access 1)

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.

The candidate must carry out one task from each of the three categories.

#### **OUTCOME**

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)          | maintain a clean and tidy work environment   |
| PCs (b) and (c) | use all materials and equipment correctly and according to health and safety instructions. |

## National Unit Specification: support notes

### UNIT                      Organisation in the Home – Safe Working Practices (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT**

This is one of four units derived from the Home Economics unit *D550 08, Organisation in the Home (Access 2)*. Candidates may find this an appropriate unit to undertake together with the other Access 1 units:

*D2SD 07, Organisation in the Home – Preparing a Task (Access 1)*

*D2SE 07, Organisation in the Home – Planning Work (Access 1)*

*D2SF 07, Organisation in the Home – Carrying out a Task (Access 1).*

A task in this context is related to maintaining the home. Examples of tasks suitable for this level are given below.

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 oven
  - cleaning bathroom fittings
  - polishing, dusting and vacuum cleaning a 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 – Safe Working Practices (Access 1)

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

Emphasis must be placed on the following:

- maintaining a clean and tidy work environment
- safe and hygienic working methods
- carrying out procedures in the correct manner
- correct use of equipment and materials
- keeping to any time limits set.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The learning and teaching approach should allow the unit to be achieved in a candidate-centred participative and practical manner. Theoretical aspects should be an integral part of each practical exercise. 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 the unit should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time may be a consideration when carrying out the tasks.

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

Teachers/lecturers should use a practical observation checklist and marking schedule. Further guidance on the format and use of this is provided through the National Assessment Bank instruments for the Home Economics unit *D550 08, Organisation in the Home (Access 2)*.

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

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 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 further 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

<b>UNIT</b>	Living Safely at Home – Common Dangers in the Home (Access 1)
<b>NUMBER</b>	D2SH 07

### SUMMARY

On completion of this unit candidates will have improved their skills in relation to independent living. Candidates will have learned to identify possible dangers in the home and simple preventative measures to avoid dangerous situations.

### OUTCOME

Demonstrate awareness of common dangers in the home.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if the candidate has already been involved in a Home Economics programme, for example a programme using Access 1 level curriculum descriptors.

### CREDIT VALUE

1 Credit at Access 1.

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### Administrative Information

<b>Superclass:</b>	NG
<b>Publication date:</b>	April 2000
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	02

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## **National Unit Specification: statement of standards**

### **UNIT**                      Living Safely at Home – Common Dangers in the Home (Access 1)

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**

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.

## National Unit Specification: support notes

### UNIT Living Safely at Home – Common Dangers in the Home (Access 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 is designed to enable candidates to acquire the necessary skills to live independently by alerting them to common dangers present in the home.

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

This is one of three units derived from the Home Economics unit *D551 08, Living Safely at Home (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 units:

*D2SJ 07, Living Safely at Home – Safe Use of Household Appliances (Access 1)*

*D2SK 07, Living Safely at Home – Simple First Aid (Access 1)*.

Some examples of potential dangers in the home are:

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

Particular dangers to children are stairs and plugs.

Preventative measures are keeping household belongings in good repair.

Items of equipment to make the home safer are:

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

#### 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 if possible, with the emphasis on developing an awareness of potentially dangerous domestic situations and how to avoid them.

Discussion of dangerous situations and preventative measures could 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.

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

**UNIT** Living Safely at Home –  
Common Dangers in the Home (Access 1)

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

Teachers/lecturers should use an observation schedule. Further guidance on the format of a schedule and use of this is provided through the National Assessment Bank instruments for the Home Economics unit *D551 08, Living Safely at Home (Access 2)*.

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 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 further 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

<b>UNIT</b>	Living Safely at Home – Safe Use of Household Appliances (Access 1)
<b>NUMBER</b>	D2SJ 07

### SUMMARY

On completion of this unit candidates will have improved their skills in relation to independent living. Candidates will have learned how to use everyday household items and equipment safely.

### OUTCOME

Use common household appliances safely.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if the candidate has already been involved in a Home Economics programme, for example a programme using Access 1 level curriculum descriptors.

### CREDIT VALUE

1 Credit at Access 1.

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### Administrative Information

<b>Superclass:</b>	NG
<b>Publication date:</b>	April 2000
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	02

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## **National Unit Specification: statement of standards**

### **UNIT**                      Living Safely at Home – Safe Use of Household Appliances (Access 1)

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**

Use common household appliances safely.

#### **Performance criteria**

- (a) The use of domestic appliances is safe and according to manufacturers' instructions.
- (b) The use of domestic appliances in a laundry process is demonstrated in a safe manner and is according to manufacturers' 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: support notes

### UNIT Living Safely at Home – Safe Use of Household Appliances (Access 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 is designed to enable candidates to acquire the necessary skills to live independently by introducing them to the safe use of appliances in the home. They will learn to use everyday household items/equipment in a safe manner.

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

This is one of three units derived from the Home Economics unit *D551 08, Living Safely at Home (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 units:

- D2SH 07, Living Safely at Home – Common Dangers in the Home (Access 1)*
- D2SK 07, Living Safely at Home – Simple First Aid (Access 1)*.

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 a tumble drier
- iron everyday items, such as a pillowcase, duvet cover, shirt, pair of trousers
- make a hot drink, for example tea, coffee or cup-a-soup, and a one course snack safely.

#### **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 skills in the safe use of domestic appliances and avoiding potentially dangerous situations.

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 may be a consideration when carrying out an activity.

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

**UNIT** Living Safely at Home –  
Safe Use of Household Appliances (Access 1)

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

Teachers/lecturers should use an observation schedule to record candidates' performance. Further guidance on the format of a schedule and use of this is provided through the National Assessment Bank instruments for the Home Economics unit *D551 08, Living Safely at Home (Access 2)*.

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 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 further 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

<b>UNIT</b>	Living Safely at Home – Simple First Aid (Access 1)
<b>NUMBER</b>	D2SK 07

### SUMMARY

On completion of this unit candidates will have improved their skills in relation to independent living. Candidates will develop their knowledge of the contents of a standard first aid box together with simple first aid measures suitable for treating accidents. Candidates will have learned about how and when to contact emergency services.

### OUTCOME

Use simple first aid measures.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if the candidate has already been involved in a Home Economics programme, for example a programme using Access 1 level curriculum descriptors.

### CREDIT VALUE

1 Credit at Access 1.

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### Administrative Information

<b>Superclass:</b>	NG
<b>Publication date:</b>	April 2000
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	02

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## **National Unit Specification: statement of standards**

### **UNIT**                      Living Safely at Home – Simple First Aid (Access 1)

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**

Use simple first aid measures.

#### **Performance criteria**

- (a) The contents of a standard first aid box are known 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 from: 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.

The contents of the first aid box **must** conform to up to date health and safety requirements.

## National Unit Specification: support notes

### UNIT Living Safely at Home – Simple First Aid (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Home Economics unit *D551 08, Living Safely at Home (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 units:

*D2SH 07, Living Safely at Home – Common Dangers in the Home (Access 1)*

*D2SJ 07, Living Safely at Home – Safe Use of Household Appliances (Access 1)*.

The minimum contents of a first aid box should be:

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

The contents of the first aid box **must** conform to up to date health and safety requirements.

The candidate should learn how to treat the following:

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

The candidate should learn 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 skills in basic first aid and knowledge about 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.

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 may be a consideration when carrying out an activity.

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

**UNIT**                      Living Safely at Home –  
Simple First Aid (Access 1)

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

Teachers/lecturers should use an observation schedule to record candidates' performance. Further guidance on the format of a schedule and use of this is provided through the National Assessment Bank instruments for the Home Economics unit *D551 08, Living Safely at Home (Access 2)*.

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 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 further 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

<b>UNIT</b>	Healthy Basic Cooking – Planning a Meal (Access 1)
<b>NUMBER</b>	D2SL 07

### SUMMARY

On completion of this unit candidates will be able, with help, to plan a simple two-course meal.

### OUTCOME

Plan a chosen simple nutritious two-course meal.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if the candidate has already been involved in a Home Economics programme, for example a programme using Access 1 level curriculum descriptors.

### CREDIT VALUE

1 Credit at Access 1.

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### Administrative Information

<b>Superclass:</b>	NF
<b>Publication date:</b>	June 2003
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	03

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## **National Unit Specification: statement of standards**

### **UNIT**                      Healthy Basic Cooking –    Planning a Meal (Access 1)

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**

Plan a chosen simple nutritious two-course meal.

#### **Performance criteria**

- (a) Simple nutritional dishes and ingredients are identified for inclusion in the plan.
- (b) Basic kitchen equipment required to prepare each dish is identified.
- (c) Cooking processes required to prepare simple dishes are identified.
- (d) Preparation techniques required to prepare simple dishes are identified.

#### **Evidence requirements**

- PC (a) oral and/or written evidence of a basic understanding of the nutritional value of common foods using current dietary guidelines
- PC (b) evidence that the candidate can correctly identify five items of basic kitchen equipment
- PC (c) evidence that cooking processes required are identified
- PC (d) evidence that the appropriate preparation techniques are identified.

The plan should include two preparation techniques and two cookery processes.

## National Unit Specification: support notes

### UNIT                      Healthy Basic Cooking –                                   Planning a Meal (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT**

This is one of four units derived from the Home Economics unit *D552 08, Healthy Basic Cooking (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 units:

*D2SM 07, Healthy Basic Cooking – Producing a Meal (Access 1)*

*D2SN 07, Healthy Basic Cooking – Using a Cooker/Microwave (Access 1)*

*D2SP 07, Healthy Basic Cooking – Reviewing the Production of a Meal (Access 1)*.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

To introduce this unit, use of a lesson on nutrition, focussing on the current dietary guidelines, is recommended. It would be helpful to have a collection of recipes and illustrations of foods and dishes from which to compile suitable menus for the plan. This will generate evidence for PC (a).

Once candidates are familiar with equipment names, they might complete an illustrated checklist of items of equipment required to prepare each dish they cook. This would produce evidence for PC (b).

Planning the meal should involve a candidate-centred discussion with the teacher/lecturer about an order of work which produces a plan for the meal. A detailed time plan is not required at this level. Candidates may need additional support to record this plan. This should contain evidence for PC (c) and PC (d). During planning teachers/lecturers should be aware that the two-course meal need not be prepared on the same occasion.

#### **Equipment, processes and techniques**

Basic kitchen equipment should include at least 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. While it is realised that more equipment will be required for the meal production, these items have been chosen to ensure that an adequate range of items is used.

Cookery processes should include at least two of the following:

shallow frying, grilling, boiling, baking, steaming, simmering, re-heating.

Preparation techniques should include at least two of the following:

rubbing in, whisking, chopping, beating, mixing, stirring, grating.

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

**UNIT**                      Healthy Basic Cooking –  
                                    Planning a Meal (Access 1)

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

Teachers/lecturers may record the candidate's plan. Pictorial prompts and recipes may be used. It is anticipated that ongoing assessment will take place, informing and supporting the candidate.

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 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 further 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

<b>UNIT</b>	Healthy Basic Cooking – Producing a Meal (Access 1)
<b>NUMBER</b>	D2SM 07

### SUMMARY

On completion of this unit candidates will be able to follow instructions, select equipment and use equipment safely in the production of a simple two-course meal.

### OUTCOME

Use basic kitchen equipment, cooking processes and techniques in the production of a planned meal.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if the candidate has already been involved in a Home Economics programme, for example a programme using Access 1 level curriculum descriptors.

### CREDIT VALUE

1 Credit at Access 1.

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### Administrative Information

<b>Superclass:</b>	NF
<b>Publication date:</b>	June 2003
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	03

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## **National Unit Specification: statement of standards**

### **UNIT**                      Healthy Basic Cooking – Producing a Meal (Access 1)

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**

Use basic kitchen equipment, cooking processes and techniques in the production of a planned meal.

#### **Performance criteria**

- (a) Instructions are followed correctly in order to carry out the plan.
- (b) Equipment is selected and used correctly
- (c) Safe hygienic practice is demonstrated in the production of a two-course meal which includes preparation techniques and cooking processes.

#### **Evidence requirements**

Performance evidence that one two-course meal has been produced.

The candidate should already have prepared the plan for the tasks.

The plan for the tasks should include:

- the use of at least five items of basic kitchen equipment
- two preparation techniques
- two cookery processes.

## National Unit Specification: support notes

### UNIT                      Healthy Basic Cooking – Producing a Meal (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT**

This is one of four units derived from the Home Economics unit *D552 08, Healthy Basic Cooking (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 units:

*D2SL 07, Healthy Basic Cooking – Planning a Meal (Access 1)*

*D2SN 07, Healthy Basic Cooking – Using a Cooker/Microwave (Access 1)*

*D2SP 07, Healthy Basic Cooking – Reviewing Production of a Meal (Access 1)*.

This is a practical unit and is aimed at preparing young people for living as independently as possible.

Although at the discretion of the centre, time allocated for each meal production should be around 1 hour 30 minutes.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

##### **Equipment, processes and techniques**

Basic kitchen equipment should include at least 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.

While it is realised that more equipment will be required for the meal production, these items have been chosen to ensure that an adequate range of items is used.

Cookery processes should include at least two of the following:

Shallow frying, grilling, boiling, baking, steaming, simmering, re-heating.

Preparation techniques should include at least two of the following:

Rubbing in, whisking, chopping, beating, mixing, stirring, grating.

It is recognised that during the practical meal production, a range of items of equipment, processes and techniques will be used on different occasions. The teacher/lecturer should complete a checklist for PC (a), PC (b) and PC (c) on each occasion to ensure that the outcome is being covered.

It is also recognised that more preparation techniques or cooking processes may be used in the meal production than is necessary to achieve the outcome.

It is not necessary for both courses to be produced 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.

## National Unit Specification: support notes (cont)

### UNIT                      Healthy Basic Cooking – Producing a Meal (Access 1)

Example of a two-course meal:

Food item	Cookery process	Preparation technique
Stewed mince, boiled potatoes	Simmering Boiling	
Cheese, biscuits and fresh fruit		Slicing Presentation Washing

The learning/teaching process should constantly reinforce the various cooking processes involved in preparing a meal.

The complete meal must be produced within the time allocated or on the same occasion if extension time is needed.

Processed or convenience foods may be used providing the requisite number of preparation techniques, cookery processes and pieces of equipment are accounted for to meet performance criteria and evidence requirements.

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

The candidate must be allowed his or her own choice of meal, with guidance to ensure that the candidate is meeting the performance criteria and evidence requirements.

The candidate's individual choice of meal should be one that she/he can produce without support.

The same criteria referenced checklist can be used for 'practice' meals and 'assessment' meals, with the latter being highlighted or identified in some other way.

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 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 further 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**

<b>UNIT</b>	Healthy Basic Cooking – Using a Cooker/Microwave (Access 1)
<b>NUMBER</b>	D2SN 07

### **SUMMARY**

On completion of this unit candidates will be able to use a cooker or microwave oven safely in the production of a simple, two-course meal.

### **OUTCOME**

Use a cooker/microwave oven safely in meal preparation.

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre. However, it would be beneficial if the candidate has already been involved in a Home Economics programme, for example a programme using Access 1 level curriculum descriptors.

### **CREDIT VALUE**

1 Credit at Access 1.

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### **Administrative Information**

<b>Superclass:</b>	NF
<b>Publication date:</b>	June 2003
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	03

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## **National Unit Specification: statement of standards**

### **UNIT**                      Healthy Basic Cooking – Using a Cooker/Microwave (Access 1)

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**

Use a cooker/microwave oven safely in meal preparation.

#### **Performance criteria**

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

#### **Evidence requirements**

- PC (a) performance evidence of controlling the cooking heat
- PC (b) performance evidence of using the cooker/microwave oven correctly according to instructions
- PC (c) performance evidence of choosing the correct cooking containers and positioning them on or in the cooker/microwave oven in a correct and safe manner.

## National Unit Specification: support notes

### UNIT                      Healthy Basic Cooking – Using a Cooker/Microwave (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT**

This is one of four units derived from the Home Economics unit *D552 08, Healthy Basic Cooking (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 units:

*D2SL 07, Healthy Basic Cooking – Planning a Meal (Access 1)*

*D2SM 07, Healthy Basic Cooking – Producing a Meal (Access 1)*

*D2SP 07, Healthy Basic Cooking – Reviewing the Production of a Meal (Access 1)*.

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

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

A candidate-centred approach should be used. Appropriate illustrated work sheets to assess candidates' knowledge of cooker/microwave oven parts may be used.

The teacher/lecturer should complete a checklist during a practical session at the cooker/microwave oven with each candidate to record the necessary evidence requirements for PCs (a) to (c).

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

Teachers/lecturers should use an observation checklist. It is anticipated that ongoing assessment will take place, informing and supporting candidates.

Candidates should have at least three opportunities to prepare a meal, with guidance provided to make sure they are meeting the performance criteria.

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 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 further 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

<b>UNIT</b>	Healthy Basic Cooking – Reviewing the Production of a Meal (Access 1)
<b>NUMBER</b>	D2SP 07

### SUMMARY

On completion of this unit candidates will be aware of healthy eating practices, be able, with support, to review their performance in the planning and production of a simple, two-course meal, and to review the nutritional value of the meal.

### OUTCOME

Review the choice, plan and procedure of work involved in producing a nutritious meal.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if the candidate has already been involved in a Home Economics programme, for example a programme using Access 1 level curriculum descriptors.

### CREDIT VALUE

1 Credit at Access 1.

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### Administrative Information

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## **National Unit Specification: statement of standards**

### **UNIT**                      Healthy Basic Cooking –                                     Reviewing the Production of a Meal (Access 1)

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**

Review the choice, plan and procedure of work involved in producing a nutritious meal.

#### **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.

## National Unit Specification: support notes

### UNIT                      Healthy Basic Cooking –                                   Reviewing the Production of a Meal (Access 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 THE CONTENT AND CONTEXT FOR THIS UNIT**

This is one of four units derived from the Home Economics unit *D552 08, Healthy Basic Cooking (Access 2)*. Candidates may find this an appropriate unit to undertake together with the other Access 1 units:

*D2SL 07, Healthy Basic Cooking – Planning a Meal (Access 1)*

*D2SM 07, Healthy Basic Cooking – Producing a Meal (Access 1)*

*D2SN 07, Healthy Basic Cooking – Using a Cooker/Microwave (Access 1)*.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

This unit must be undertaken in conjunction with practical activities on planning and producing meals. Time should be allocated for teacher/lecturer discussion sessions with individual candidates, which must be documented as evidence that the candidate can achieve PC (a) and PC (b). These sessions should take place soon after the activities of planning and producing a meal have been undertaken. Candidates should have at least three opportunities to produce a meal.

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

It is anticipated that ongoing assessment will take place, informing and supporting the candidates as they seek to review their actions on the three occasions that they produce a meal. Teachers/lecturers should keep a cumulative record of candidate performance in the review sessions.

Please refer to Guidance on Certification and Moderation given in the Introductory Information for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 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 further 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).