

National Unit Specification: general information

UNIT	Lifestyle and Consumer Technology: Design and Make – Home Economics (Access 3)
NUMBER	D04X 09
CLUSTER	Home Economics: Lifestyle and Consumer Technology (Access 3)

SUMMARY

On completion of this unit candidates will be able 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

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3.

Administrative Information

Superclass:	JC
Publication date:	June 2002
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Version:	03

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National Unit Specification: general information (cont)

UNIT Lifestyle and Consumer Technology:
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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 (Access 3)

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

OUTCOME 1

Plan the manufacture of a product.

Performance criteria

- (a) Some of the needs of the brief are identified.
- (b) Ideas generated for the solution are appropriate to the design brief.
- (c) A suitable solution is chosen.
- (d) A logical sequence of work for the manufacture of the product is produced.

Evidence requirements

Recorded evidence that each of the performance criteria has been met on one occasion. The candidate should achieve all performance criteria correctly in terms of the selected brief. Specific advice:

- (a) at least two of the more obvious needs are identified
- (b) ideas could be recorded in the form of diagrams, sketches, brainstorming maps and by making use of computer software
- (c) the solution meets the two needs which have been identified
- (d) the sequence should be realistic.

OUTCOME 2

Manufacture the product.

Performance criteria

- (a) The manufacture of the product is carried out following the sequence of work to an acceptable standard.
- (b) The article is evaluated against the needs identified and modifications suggested, if appropriate.

Evidence requirements

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

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Comply with regulations and procedures and use safe working practices specified for equipment and work areas.

Performance criteria

- (a) The operation of equipment and use of tools is carried out safely.
- (b) The manner adopted in the working environment should be appropriate.

Evidence requirements

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

Outcomes 1-3: the proposed instrument of assessment is a practical activity which includes a record of the candidate's planning, manufacturing and testing, and the item manufactured. Attainment should be assessed by the use of a marking scheme.

National Unit Specification: support notes

UNIT Lifestyle and Consumer Technology: Design and Make – Home Economics (Access 3)

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 with *Lifestyle and Consumer Technology: Design and Make – Home Economics (Int 1)*.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The content should include the development of skills in problem solving techniques. 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; and understand the purpose of a design brief.

A list of content can be found in the cluster details for Home Economics: Lifestyle and Consumer Technology (Acc 3).

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Generally, the learning approach should employ participative and candidate-centred methods. Candidates should be encouraged to discuss problems (possibly through role-play), exchange ideas, assist each other, and make decisions. The approach to learning should promote independent thought and creativity, as well as independent working practice. 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 Approaches to Learning and Teaching in the cluster details).

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is recommended that this unit is integrated for delivery with other units, eg, *Lifestyle and Consumer Technology: Organisation of Practical Skills*.

Outcomes 1-3

Evidence for this unit can be generated through the candidate producing a folio of work. The folio should include the following sections:

- Planning:*
- the needs of the brief
 - 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

National Unit Specification: support notes (cont)

UNIT Lifestyle and Consumer Technology: Design and Make – Home Economics (Access 3)

- 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 in the folio showing that the candidate has complied with regulations and procedures and carried out safe working practices.

Possible design briefs are:

- 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 of appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit provides 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).