

## National Unit Specification: general information

<b>UNIT</b>	Lifestyle and Consumer Technology: Organisation of Practical Skills (Intermediate 1)
<b>NUMBER</b>	D497 10
<b>COURSE</b>	Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

### SUMMARY

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

### OUTCOMES

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

### RECOMMENDED ENTRY

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

- Standard Grade Home Economics at Foundation level
- access 3 units in Home Economics
- access 3 units or Standard Grade at Foundation level in a relevant subject

The unit is also suitable for ‘new starts’ and adult returners with appropriate prior experience.

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### Administrative Information

<b>Superclass:</b>	AG
<b>Publication date:</b>	June 2002
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	04

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## **National Course Specification: general information (cont)**

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

### **CREDIT VALUE**

0.5 credit at Intermediate 1.

### **CORE SKILLS**

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

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

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

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

#### **OUTCOME 1**

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

##### **Performance criteria**

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

##### **Evidence requirements**

Recorded evidence that the candidate can, on one occasion:

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

#### **OUTCOME 2**

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

##### **Performance criterion**

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

##### **Evidence requirements**

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

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

**UNIT** Lifestyle and Consumer Technology:  
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### **OUTCOME 3**

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

#### **Performance criteria**

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

#### **Evidence requirements**

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

### **OUTCOME 4**

Use safe working practices.

#### **Performance criteria**

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

#### **Evidence requirements**

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

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

## **National Course Specification: support notes**

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

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

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

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

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

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

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

#### ***Outcome 1***

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

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

**or**

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

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

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

*Task:* Spaghetti bolognese

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

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

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

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

*or*

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

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

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

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

### ***Outcome 2***

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

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

### ***Outcome 3 and 4***

For food items:

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

Emphasis must be placed on the following:

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

For textile items:

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

Emphasis must be placed on the following:

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

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

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

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

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred, participative and practical manner. It is recommended that this unit is used as the vehicle for integrated delivery of other units; for example, The Pre-school Child: Food, Clothing and Play; and Food Preparation for Healthy Eating, or Developing Craft Skills in Textiles; Practical Fabric Skills. This will ensure a practicable and economic approach to their delivery.

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

Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

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

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

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).