

National Unit Specification: general information

UNIT	Lifestyle and Consumer Technology: Management of Practical Activities (Intermediate 2)
NUMBER	D500 11
COURSE	Home Economics: Lifestyle and Consumer Technology (Intermediate 2)

SUMMARY

At the end of this unit, candidates will be able to use knowledge and understanding to select appropriate resources in order to carry out a practical activity, which relates directly or indirectly to the home or community. The candidate will be able to use time and energy effectively in the planning and carrying out of the activity and evaluate its success.

OUTCOMES

- 1 Plan, organise and complete a practical activity which meets the needs of a given task.
- 2 Evaluate a planned practical activity.
- 3 Use knowledge and understanding of an area of study to address a problem or situation

RECOMMENDED ENTRY

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

- a course or its component units at Intermediate 1 in Home Economics
- Standard Grade Home Economics at General level or equivalent

The unit is also suitable for 'new starts' or adult returners.

Administrative Information

Superclass:	AG
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National Unit Specification: general information (cont)

UNIT Lifestyle and Consumer Technology:
Management of Practical Activities (Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Planning and Organising Int 2 Reviewing and Evaluating Int 2

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

National Unit Specification: statement of standards

UNIT Lifestyle and Consumer Technology: Management of Practical Activities (Intermediate 2)

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

OUTCOME 1

Plan, organise and complete a practical activity which meets the needs of a given task.

Performance criteria

- (a) A logical sequence of work for the practical activity is planned, showing efficient management of time.
- (b) Manufacture is carried out accurately, and efficiently.
- (c) The product(s) made are presented in a condition suitable for the purpose intended.
- (d) Health and safety requirements are met.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a practical exercise, which may be part of a design activity. Attainment could be recorded by the use of an observational checklist. Specific advice:

- (a) the sequence of work shows clear evidence of: time management; requisitioning of resources and equipment; sensible sequencing of stages taking account of preparation, manufacture time and skills level; use of labour saving equipment, where appropriate, to make the best use of time
- (b) product(s) are prepared according to instructions, taking account of the correct techniques and procedures for preparation, efficient use of resources and safe, hygienic practices. Labour saving equipment should be used to save time
- (c) product(s) are prepared with accuracy according to instructions, taking account of the correct techniques and procedures for preparation, efficient use of resources and time, and safe, hygienic practices. Equipment such should be used to save time, and give consistent results
- (d) equipment is used according to instructions, in a safe manner and is cleaned correctly. Appropriate clothing is worn and personal hygiene is of a high standard throughout the practical activity. Clean and tidy workstations are maintained

National Unit Specification: statement of standards (cont)

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OUTCOME 2

Evaluate a planned practical activity.

Performance criteria

- (a) The plan for the sequence of work is evaluated with concise comment against given criteria.
- (b) The products are evaluated, with some detailed explanation, for their suitability in meeting the purpose of the practical activity.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a practical exercise. The candidate's comments should be recorded using a structured outline for evaluation. Oral comment must be recorded appropriately, eg, on tape. Attainment should be assessed by the use of a marking schedule. Specific advice:

- (a) comment, normally oral or written, on: the ordering of work in respect of time constraints, preparation and manufacturing techniques and procedures; candidate's skill level; use of equipment (if applicable). Modifications should be included with reasoning as to why these might be necessary. Modification may include: further work required; a suggested alternative plan; modifications to the product
- (b) comment, normally oral or written, on how the product(s) meet their intended purpose using identified criteria

OUTCOME 3

Use knowledge and understanding of an area of study to address a problem or situation.

Performance criterion

- (a) An accurate explanation, reflecting consideration of the problem or situation, is given.

Evidence requirements

Recorded evidence must be provided to show that the performance criterion has been met on one occasion. The proposed instrument of assessment is a question paper requiring short and restricted responses, using a closed book approach. The questions will be derived from sampling the content of the unit. Attainment could be assessed by the use of a marking schedule.

National Unit Specification: support notes

UNIT Lifestyle and Consumer Technology: Management of Practical Activities (Intermediate 2)

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The content on which this unit is based is listed in the course specification for Home Economics: Lifestyle and Consumer Technology (Int 2).

The unit is set in the context of lifestyle and consumer technology. Candidates will be required to demonstrate knowledge and understanding of the content, by using it as a focus for related practical activities. Knowledge and understanding of the content can be acquired or consolidated through practical exercises.

The context for the unit requires candidates to understand the importance of combining several activities in a systematic way, to make effective use of time and resources for both commercial and domestic purposes/situations.

Development of planning and organisational skills and the completion of practical exercises can be integrated with the delivery of the other component units, when they are part of the course in Lifestyle and Consumer Technology.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches for this unit should match the unit outcomes. Knowledge and understanding of the content of the unit can be acquired or consolidated through provision of practical activities which focus on the specific area of content.

Successful learning and teaching should be the result of positive partnership between teacher/lecturer and candidate. The purpose of the unit and the performance required to attain it should be made clear to the candidate. The balance between demonstration and exposition, together with opportunities for candidates to work independently as learners, should be carefully considered. For example, a new concept may require a teacher-led approach to learning in order to ensure coverage of appropriate content. However, once this has been done candidates may be given an activity requiring them to work independently to demonstrate their understanding of the concept.

Outcomes 1 and 2

A group or candidate-centred approach to learning is recommended in the initial stages. Individuals should be encouraged to make contributions to ideas for planning, carrying out and evaluating practical exercises as part of a group experience. It is important that candidates understand:

- why the planning stages are important to the activity
- how the end results can be affected by inefficient use of time and resource
- how the activity will be reviewed
- why it should be evaluated

National Unit Specification: support notes (cont)

UNIT Lifestyle and Consumer Technology: Management of Practical Activities (Intermediate 2)

Evaluation of an activity will enable candidates to identify the strengths and weaknesses of their management skills and will lead to an honest reflection of independent work.

Communication skills will be developed through shared ideas and experiences, and through the opportunity to offer opinions, comment and constructive criticism on the ideas of others. To encourage candidate participation and motivation, the pace of work, level of challenge, and prior knowledge and experiences of candidates should be considered.

Outcome 3

Candidates should be able to access a range of source information which relates to the content, eg, video, text, food commodities, a range of textiles, commercial packages. A stations approach could be used as a method for acquiring and reinforcing knowledge and understanding, using different approaches to learning at each station. Outside speakers such as dieticians, representatives from support services. eg, Meals on Wheels, Citizens' Advice Bureaux, Environmental Health Officers, Home Economists, Trading Standards Officers could contribute to candidate learning.

The teacher/lecturer can pre-test knowledge and understanding of the content by using oral-questioning techniques during practical activities. When using a group approach, candidates may demonstrate knowledge and understanding by presenting a short talk after a practical activity. It is necessary to cover the entire content of the unit for the benefit of the overall candidate experience.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Whilst it is possible to devise test instruments for each of the unit outcomes, it is preferable to use ones which encompass more than one outcome. This approach will reduce the demands of assessment on candidates and leave more time for learning and teaching. The evidence requirements fall into two categories:

- activities
- demonstration of the knowledge and understanding which underpins the practical activity

While attainment of Outcomes 1 and 2 need only be demonstrated on one occasion, it is unlikely that candidates would be ready for assessment until the later stages of the unit. Assessment could take place as an end of unit test. However, it is possible for evidence to be gathered when candidates are carrying out practical exercises throughout the unit.

Outcome 3

In the interests of confidentiality and national standards, it would be more appropriate for all candidates to carry out this assessment item at the same time within a teaching group.

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

National Unit Specification: support notes (cont)

UNIT Lifestyle and Consumer Technology: Management of Practical Activities (Intermediate 2)

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/instruction and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).