

**HOME ECONOMICS:
LIFESTYLE AND CONSUMER
TECHNOLOGY**
Access 3

Third edition – published June 2002

**NOTE OF CHANGES TO ARRANGEMENTS
THIRD EDITION PUBLISHED JUNE 2002**

CLUSTER TITLE: Home Economics: Lifestyle and Consumer Technology
(Access 3)

CLUSTER NUMBER: C117 09

National Cluster Specification

Cluster Details: The Cluster number has been changed from C047 09 to
C117 09 because of changes to courses at other levels.

National Unit Specification

All units: Reduction in evidence requirements.

National Cluster

HOME ECONOMICS: LIFESTYLE AND CONSUMER TECHNOLOGY (ACCESS 3)

CLUSTER NUMBER C117 09

STRUCTURE

The programme of study has five mandatory units, as follows:

| | | |
|----------------|--|------------------------------|
| D497 09 | <i>Lifestyle and Consumer Technology: Organisation of Practical Skills (Acc 3)</i> | <i>0.5 credit (20 hours)</i> |
| D276 09 | <i>Preparation for Parenthood (Acc 3)</i> | <i>0.5 credit (20 hours)</i> |
| D04W 09 | <i>Food Preparation for Healthy Eating (Acc 3)</i> | <i>0.5 credit (20 hours)</i> |
| D277 09 | <i>Health and Safety for Babies and Young Children (Acc 3)</i> | <i>0.5 credit (20 hours)</i> |
| D04X 09 | <i>Lifestyle and Consumer Technology: Design and Make – Home Economics (Acc 3)</i> | <i>1 credit (40 hours)</i> |

In common with all clusters, this programme of study includes 40 hours over and above the 120 hours for the component units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

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National Cluster: general information (cont)

CLUSTER Lifestyle and Consumer Technology (Access 3)

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 Cluster: details

CLUSTER Lifestyle and Consumer Technology (Access 3)

RATIONALE

The aim of this cluster is to develop candidates' personal effectiveness in the use and management of resources. In the context of Lifestyle and Consumer Technology, the programme offers a broad provision for the acquisition of knowledge and understanding and specialist skills. This provision anticipates the future needs of candidates in preparing them for life adding to the important dimension of self, family and society. The experiences offered by this provision will enhance their future opportunity for further study, employment, and the contribution they are able to make to society.

The units are devised to allow candidates of different abilities and needs to achieve success. The programme aims to provide flexibility of choice and to encourage, through practical activity, the integration of understanding and skills in a variety of ways. For example:

- combining practical skills to manufacture an item for a specified need
- planning the stages to manufacture the item in a logical sequence of work
- carrying out the practical activity to construct the item
- demonstrating some creativity
- reflecting on personal success and the finished product.

The requirement to identify and respond to needs promotes the development of technological capability. In its report, *Technology Education in Scottish Schools: A Statement of Position*, the Scottish Consultative Council on the Curriculum (Scottish CCC, 1996) states:

‘A broadly-based technological component in the curriculum does do much to “privilege the practical” and to redress the imbalance in many young 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 in the context of Lifestyle and Consumer Technology provides opportunities ‘to identify and address people’s material needs and wants ... for food, clothing and health care’ (Scottish CCC), through practical activities which provide realistic insights to applications in the home, community and industry.

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

- food preparation
- simple food production
- the production of textile items.

National Cluster: details (cont)

CLUSTER Lifestyle and Consumer Technology (Access 3)

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 calls for a greater emphasis to be placed on practical 'hands-on experience' and recognises how this experience can promote self-assurance and understanding of difficult nutritional concepts. Lifestyle and Consumer Technology provides an opportunity to address some of the recommendations of the document and encourages candidates to give consideration to the dietary targets. It also provides candidates with background knowledge and experience to enable them to promote healthy eating within a commercial situation.

An important part of Lifestyle and Consumer Technology is to develop standards in relation to a safe working environment. For example, candidates are encouraged to take responsibility for health and safety in the use of products and equipment which carry potential risks. These standards are also applied in the caring or service sector and are, therefore, transferable.

AIMS

1. To develop an understanding of, practise informed choice of, and the safe and knowledgeable use of equipment, materials and procedures.
2. To provide meaningful experiences and opportunities to develop creative, aesthetic and specialist craft skills.
3. To develop in candidates organisational skills and technological capability necessary to meet some of the needs of individuals within a rapidly changing society.
4. To develop self-awareness of their personal effectiveness in responding to the needs of others, either within the relationship of a family group or a vocational setting.
5. To foster vocational links and raise awareness of the world of work.

National Cluster: details (cont)

CLUSTER Lifestyle and Consumer Technology (Access 3)

CONTENT

| UNIT | CONTENT |
|---|---|
| <i>Food Preparation for Healthy Eating:</i> | <p>The responsibilities of parents for the protection of the infant and developing child:</p> <ul style="list-style-type: none">• physical – warmth, fluid and food, immunisation, rest, exercise, clothing and safety• intellectual – stimulation by using appropriate language, books, toys, new experiences• emotional – provision of love and support• social – interaction with parents, siblings and other adults and children• economic implications – changing priorities in the allocation of family income in relation to food, clothing, education, entertainment, sport, hobbies and holidays• consideration of possible influencing factors on parenting such as: upbringing and temperament; contemporary trends; home environment; physical, intellectual, emotional, social and economic factors.• candidates should have an awareness of a range of support services – health, education, social, community and voluntary. <p>Candidates will demonstrate knowledge and understanding of the following areas, through practical activity:</p> <ul style="list-style-type: none">• guidelines for a healthy diet• practical applications which show ways of meeting current dietary targets:<ul style="list-style-type: none">– ways of reducing the intake of: fat; sugar; salt– ways of increasing the intake of non starch polysaccharides– ways of increasing the intake of: fruit and vegetables; bread; breakfast cereals; total complex carbohydrate (fruit and vegetables, bread, breakfast cereals, rice, pasta, potatoes); fish (especially oily fish) to adapt dishes/meals– ways to provide a healthier option, for example, by selecting a healthier method of cooking and using food preparation techniques which promote the retention of nutrients. |

National Cluster: details (cont)

CLUSTER Lifestyle and Consumer Technology (Access 3)

CONTENT

| UNIT | CONTENT |
|---|---|
| <i>Health and Safety for Babies and Young Children:</i> | Candidates should have an awareness of: <ul style="list-style-type: none">• the basic factors necessary to ensure good health – warmth, appropriate clothing, freedom of movement, good ventilation, a non-hazardous environment, regular balanced diet, hygiene, rest, exercise, referral to a specialist when necessary• signs and symptoms indicating health problems – changes in normal pattern of behaviour, loss of weight, changes in appearance of skin, hair, eyes, tongue, listlessness or fretfulness, bruising, bleeding or abrasions• preventative steps to take for the avoidance of: burns and scalds; cuts and bruises; suffocation; electrocution; falls; poisoning. |
| <i>Lifestyle and Consumer Technology: Design and Make – Home Economics:</i> | Candidates should have an awareness of: <ul style="list-style-type: none">• the stages of the design process, how to solve problems, how to test ideas and identify solutions• the hygiene and safety standards and precautions applicable to the practical activities carried out. |

National Cluster: details (cont)

CLUSTER Lifestyle and Consumer Technology (Access 3)

Undertaking the units as a coherent whole offers a number of benefits:

- together, the component units offer opportunities for delivery as a coherent, integrated, holistic experience
- balance and breadth of candidates' experiences and learning are promoted
- both specific and core skills may be explored and developed
- practical activity may be integrated
- skills and abilities developed through practical activity support learning as a whole
- a candidate's abilities to sustain effort and concentration, come to conclusions, make decisions, complete a process and evaluate a product are developed.

An integrative approach to learning is recommended, and can be achieved in a variety of imaginative ways. Classroom activities chosen to deliver the content of the units should match the needs and abilities of the candidates and enable them to:

- develop and practise the skills identified in the rationale
- develop personal effectiveness and problem solving skills
- extend their knowledge base.

ASSESSMENT

The units which comprise the cluster will be assessed internally. Details of the internal assessment are provided in the unit specification. Holistic approaches to assessment should be adopted and a variety of approaches may be appropriate. It is anticipated that ongoing assessment will take place, informing and supporting candidates.

Candidates should be aware of assessment criteria and instruments. They will prepare for the outcomes of each unit, which will evolve naturally through practical activities during the natural learning and teaching process. At mutually agreed points of learning the candidate will indicate readiness to be assessed.

APPROACHES TO LEARNING AND TEACHING

Approaches to learning and teaching should provide opportunities for candidates of varying needs and abilities to acquire the knowledge and develop the skills of the programme of study. 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' interest and motivation are maintained and individual preferences for different learning styles are considered. Account should be taken of prior knowledge that candidates may have. An integrated approach to learning and teaching is advocated for the delivery of the component units.

An appropriate strategy for achieving this delivery is to identify potential links among the outcomes of the units with a view to candidate development of understanding and skills through one activity. It is important, therefore, to be familiar with the outcomes when planning approaches to learning and teaching. This can be seen in the following exemplar:

National Cluster: details (cont)

CLUSTER Lifestyle and Consumer Technology (Access 3)

| <i>Lifestyle and Consumer Technology: Organisation of Practical Skills (y)</i> | <i>Food Preparation for Healthy Eating</i> | <i>Lifestyle and Consumer Technology: Design and make – Home Economics</i> |
|--|--|--|
| Outcome 2 Prepare a plan of work for the task chosen. | Outcome 1 Select foods to produce a healthy dish. | |
| Outcome 3 Carry out the task to achieve the desired outcome. | Outcome 2 Adapt a specified dish to provide a healthier option. | |
| Outcome 4 Use safe working practices. | | Outcome 1 Comply with regulations and procedures and use safe working practices specified for equipment and work areas. |

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.

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 the 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 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 allowed the opportunity to achieve acceptable standards, without the frustration of failure because of unreasonable time constraints.

The cluster will enable candidates to work alongside others operating at the next level, affording them opportunities to progress beyond those outcomes which can be achieved at Access 3.

The relationship between the course and relevant industry should be emphasised to provide real contexts for learning and realistic problems to solve. These opportunities will increase self-esteem, confidence and motivation for the candidates, and improve their insight into the needs of industry, including the skills required of those entering the job market. A community link is an excellent way of promoting understanding of how the caring and service sector works and the roles, responsibilities, aptitudes and qualities of the personnel required. This understanding can then be mirrored in classroom activity by candidates displaying a responsible attitude towards given tasks. Entrepreneurial activities provide exciting and challenging opportunities for learning and these are greatly enhanced when they are linked with industry or the service sector.

National Cluster: details (cont)

CLUSTER Lifestyle and Consumer Technology (Access 3)

Integration of the additional 40 hours into the overall 120 hours for programme of study

The additional 40 hours of flexible time should be integrated into the programme of study design as follows:

| Stage | Explanation |
|---------------------|---|
| Candidate induction | Familiarisation with the aims and design of the course |
| | Familiarisation with the requirements of internal assessment of the units |
| | Setting target deadlines for the units, course and assessment |
| | Presentation of work, for example, the standards expected and the importance of items to be retained for assessment |
| | Candidate commitment to meet the demands and deadlines of the course |

SPECIAL NEEDS

This 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).

National Unit Specification: general information

| | |
|----------------|---|
| UNIT | Lifestyle and Consumer Technology: Organisation of Practical Skills (Access 3) |
| NUMBER | D497 09 |
| CLUSTER | Home Economics: Lifestyle and Consumer Technology (Access 3) |

SUMMARY

On completion of the unit, candidates will be able to plan work, requisition components, identify equipment and integrate practical skills to complete tasks involving work co-ordination in the context of food preparation or the construction of textile items.

OUTCOMES

1. Prepare for a task that requires a minimum of three component parts and at least four processes in its production.
2. Prepare a plan of work for the task chosen.
3. Carry out the task to achieve the desired outcome.
4. Use safe working practices.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at Access 3.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Lifestyle and Consumer Technology:
Organisation of Practical Skills (Access 3)

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: Organisation of Practical Skills (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

Prepare for a task that requires a minimum of three component parts and at least four processes in its production.

Performance criteria

- (a) The task is 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
- (b) identify at least three of the component parts
- (c) identify four 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 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 Unit Specification: statement of standards (cont)

UNIT Lifestyle and Consumer Technology:
Organisation of Practical Skills (Access 3)

OUTCOME 3

Carry out the task to achieve the desired outcome.

Performance criteria

- (a) The task is completed within the given time.
- (b) The outcome is presented in the quantities planned.
- (c) The outcome is presented to an acceptable standard.

Evidence requirements

Recorded evidence that the candidate presents the completed task on one occasion within the time given to meet the needs of the candidate.

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 the candidate on one occasion:

- (a) wears appropriate clothing
- (b) maintains a clean and tidy workstation
- (c) uses all equipment in a safe manner (or is aware of its safety in use).

Outcomes 1-4: the proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist.

National Unit Specification: support notes

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

This unit has been devised so that it may be delivered along with *Lifestyle and Consumer Technology: Organisation of Practical Skills (Int 1)*.

The content/context of this unit is concerned with both practical cookery and practical textile skills.

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

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

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 complete the dish/recipe successfully, such as: weighing; measuring; sieving; mixing; whisking; stirring; chopping; grating; peeling; seasoning.

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: Apple Crumble (using previously prepared fruit)

Components: wholemeal flour, margarine, brown sugar, prepared apple.

Processes: weighing, rubbing in, mixing, assembling.

National Unit Specification: support notes (cont)

UNIT Lifestyle and Consumer Technology: Organisation of Practical Skills (Access 3)

or

Task: T-shirt with a simple appliquéd motif.

Components: bought motif, T-shirt, fabric, iron-on stiffener, thread.

Processes: 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 ordering the stages of a practical activity. For example, rearrange in a logical order the stages for completing a dish or textile item. The time allowed for activities should be adjusted to meet individual needs and abilities. The candidate must be made aware of the importance of working within a time constraint to reach the standard of organisational skills necessary to achieve the outcome.

Outcomes 3 and 4

For food items:

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

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 to support individual needs.

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 Unit Specification: support notes (cont)

UNIT Lifestyle and Consumer Technology:
 Organisation of Practical Skills (Access 3)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred participative and practical manner. Theoretical aspects should be an integral part of each practical exercise and covered by discussion and evaluation of the final results. Candidates must be given time to practise their organisational skills before 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 an activity should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity. (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 used as the vehicle for integrated delivery of other units, eg, Food Preparation for Healthy Eating, Design and Make. This will ensure a practicable and economic approach to their delivery. Further guidance and exemplification on appropriate evidence will be found 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).

National Unit Specification: general information

| | |
|----------------|---|
| UNIT | Preparation for Parenthood (Access 3) |
| NUMBER | D276 09 |
| CLUSTER | Home Economics: Lifestyle and Consumer Technology (Access 3) |

SUMMARY

On completion of this unit, candidates will be able to consider the responsibilities of parenting; the care and protection of the infant and developing child and the range of support services available.

OUTCOMES

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

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at Access 3.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Preparation for Parenthood (Access 3)

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

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

National Unit Specification: statement of standards

UNIT Preparation for Parenthood (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

Identify the factors to be considered in preparation for parenthood.

Performance criterion

The identification of one factor is given for each category: relationships, economics, housing and health.

Evidence requirements

Recorded evidence that the performance criterion has been met on one occasion by the use of a matching exercise. Attainment could be assessed by the use of a marking scheme.

OUTCOME 2

Outline the responsibilities and influencing factors of parenthood.

Performance criteria

(a) A brief explanation is given for the type/category of responsibility identified.

Evidence requirements

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

(a) **one** responsibility relating to **two** of the following:

- physical needs
- intellectual needs
- emotional needs
- social needs

The proposed instrument of assessment is restricted response questions. Attainment could be assessed by the use of a marking scheme.

National Unit Specification: statement of standards (cont)

UNIT Preparation for Parenthood (Access 3)

OUTCOME 3

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

Performance criteria

- (a) An appropriate support service is identified to meet a specific need.
- (b) The contribution the support service might make in a given situation is explained briefly.

Evidence requirements

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

- (a) a situation is given which requires the candidate to identify a suitable support service in order to meet a specified need, chosen from a given list
- (b) a situation is given to the candidate which requires them to give a brief explanation of one contribution which one support service can make to meet a specified need.

Outcome 3: the proposed instrument of assessment is: (a) matching exercise (b) case-study. Attainment should be assessed by the use of a marking scheme.

National Unit Specification: support notes

UNIT Preparation for Parenthood (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 20 hours.

This unit has been devised so that it may be delivered along with *Preparation for Parenthood (Int 1)*.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

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

Outcome 3

The range of support services includes:

Health: general practitioner, health visitor, childcare clinics, speech therapist, psychologist, dentist, physiotherapist, chiropodist, dietician, health promotion agencies.

Education: schools – nursery, primary, secondary, schools for special needs; further education, community education, educational psychological services, peripatetic teachers, career guidance.

Social: social workers, day nurseries and family/children centres, registered playgroups, registered childminders, Department of Social Security.

Community: community centres, churches, youth organisations, libraries, recreational facilities.

Voluntary: mother and toddler groups, Gingerbread, Physically Handicapped and Able-Bodied Club, Citizen's Advice Bureau, Samaritans, baby-sitting circles, self-help groups.

Note should be taken of regional variations in the provision of the above services.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

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

National Unit Specification: support notes (cont)

UNIT Preparation for Parenthood (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

Evidence will normally be presented in written form or taped and candidates may find it useful to have a set of headings to work to. Further guidance and exemplification on 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).

National Unit Specification: general information

| | |
|----------------|---|
| UNIT | Food Preparation for Healthy Eating (Access 3) |
| NUMBER | D04W 09 |
| CLUSTER | Home Economics: Lifestyle and Consumer Technology (Access 3) |

SUMMARY

On completion of this unit, candidates will be able to apply current dietary guidelines to food preparation suitable for a commercial situation.

OUTCOMES

1. Select foods to produce a healthy dish.
2. Adapt a specified dish to provide a healthier option.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at Access 3.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Food Preparation for Healthy Eating (Access 3)

CORE SKILLS

There is no automatic certification of any core skills or core skills components in this unit.

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

National Unit Specification: statement of standards

UNIT Food Preparation for Healthy Eating (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

Select foods to produce a healthy dish.

Performance criteria

- (a) The dish selected contributes towards a healthy diet.
- (b) The food preparation techniques and/or cooking methods are appropriate.
- (c) Safe and hygienic practices in food production are demonstrated.
- (d) The food is presented attractively.

Evidence requirements

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

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

National Unit Specification: statement of standards (cont)

UNIT Food Preparation for Healthy Eating (Access 3)

OUTCOME 2

Adapt a specified dish to provide a healthier option.

Performance criteria

- (a) The ingredients of the specified dish for adaptation to a healthier options are accurately identified.
- (b) The adaptations to the specified dish meet current dietary guidelines.
- (c) The adaptations are applied and evaluated.

Evidence requirements

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

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

Outcomes 1 and 2: the proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist.

National Unit Specification: support notes

UNIT Food Preparation for Healthy Eating (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 20 hours.

This unit has been devised so that it may be delivered along with *Food Preparation for Healthy Eating (Int 1)*.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is designed to enable candidates at this level to undertake practical activities which emphasis the production of healthy dishes suitable for home consumption, but which may be used in a commercial situation. Candidates will be encouraged to make informed healthy choices about the production of dishes. Through practical experiences, candidates are expected to develop an understanding of the contribution of diet to the maintenance of health.

A list of content can be found in the cluster details.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred, participative and practical manner. Theoretical aspects should be an integral part of each practical exercise. Candidates should be given time to acquire and practise skills. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The time allowed to complete an activity should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity. (See also Approaches to Learning and Teaching in the cluster details.)

Outcome 1

The work related to this outcome should encourage candidates to use basic facts about healthy eating in relation to their own health. The use of display boards, visiting speakers, advertising literature and videos could be used to stimulate thought. Discussion about peer group influences should be encouraged. Opportunities to see and taste new foods, and to discuss costs and availability should be given to candidates. The influence of commercial products and food outlets should be considered in terms of healthy eating.

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

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

National Unit Specification: support notes (cont)

UNIT Food Preparation for Healthy Eating (Access 3)

Outcome 2

Through practical activities the candidates may:

- work in pairs or groups to develop some ideas which are feasible and creative to produce a healthy product, which has been adapted from an existing recipe; make use of commercial products/convenience foods
- investigate given source material to increase understanding of current dietary advice
- evaluate the palatability of the product.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be assessed at appropriate points throughout the programme of study.

Case-studies should be supplied by the teacher/lecturer. Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

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

- extension to 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, eg, suction-based bowls; electric can opener.

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).

National Unit Specification: general information

| | |
|----------------|---|
| UNIT | Health and Safety for Babies and Young Children (Access 3) |
| NUMBER | D277 09 |
| CLUSTER | Home Economics: Lifestyle and Consumer Technology (Access 3) |

SUMMARY

On completion of this unit candidates will understand the basic factors surrounding the health and safety of babies and young children and be able to recognise the signs and symptoms which give warning of possible health problems.

OUTCOMES

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

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at Access 3.

Administrative Information

| | |
|--------------------------|-----------------------------------|
| Superclass: | PH |
| Publication date: | June 2002 |
| Source: | Scottish Qualifications Authority |
| Version: | 03 |

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National Unit Specification: general information (cont)

UNIT Health and Safety for Babies and Young Children (Access 3)

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

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

National Unit Specification: statement of standards

UNIT Health and Safety for Babies and Young Children (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

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

Performance criteria

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

Evidence requirements

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

- (a) safety procedures to follow for **three** of the following categories relating to babies and young children:
 - burns and scalds
 - cuts and bruises
 - suffocation
 - electrocution
 - falls
 - poisoning.

OUTCOME 2

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

Performance criteria

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

Evidence requirements

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

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

Outcomes 1 and 2 – the proposed instrument of assessment is short response test. Attainment could be assessed by the use of a marking scheme.

National Unit Specification: statement of standards (cont)

UNIT Health and Safety for Babies and Young Children (Access 3)

OUTCOME 3

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

Performance criteria

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

Evidence requirements

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

- (a) **two** signs/symptoms identified from high temperature, light sensitive, coughing, prolonged listlessness and spots.
- (b) a description of and explanation for each sign/symptom is given.

Outcome 3 – the proposed instrument of assessment is short or restricted responses. Attainment should be assessed by the use of a marking scheme.

National Unit Specification: support notes

UNIT Health and Safety for Babies and Young Children (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 20 hours.

This unit has been devised so that it may be taught along with *Health and Safety for Babies and Young Children (Int 1)*.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

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

Knowledge may be acquired by use of textbooks, videos, films, CD-ROM and other illustrative materials. Visiting speakers, such as general practitioners, community midwives and members of the National Childbirth Trust can provide a realistic context for learning. The candidates' own experiences can also provide a good starting point for discussion.

The learning approaches should enable the outcomes to be achieved in a candidate-centred, participative way. Opportunities to interact with babies and young children should be encouraged, if possible, through community links. These links provide the kind of experiential learning candidates would use to develop knowledge and understanding and skills. Candidates may be able to draw on their own experiences of caring for babies and young children. Role-play can be used to stimulate interest and promote communication skills.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should show limited justification of key points made with reference to personal knowledge, understanding, experience, etc. Candidates may find it helpful to compile evidence under headings previously agreed with the teacher/lecturer. Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

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

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

National Unit Specification: support notes (cont)

UNIT Health and Safety for Babies and Young Children (Access 3)

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).

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 |
| Source: | Scottish Qualifications Authority |
| Version: | 03 |

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National Unit Specification: general information (cont)

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

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)

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

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).