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## Design and Manufacture: Product Development (Advanced Higher) Unit

**SCQF:** level 7 (8 SCQF credit points)

**Unit code:** H7XV 77

### Unit outline

The general aim of this Unit is for learners to develop their knowledge, understanding and skills in critically exploring and considering the design and manufacturing of an existing commercial product. Learners will consider modifications that might be made to such products and seek opportunities for designing and communicating improvements – thus identifying a design opportunity. Through research and development, and visualisation activities, learners will present their ideas.

Learners who complete this Unit will be able to:

- 1 Identify and respond to a design opportunity
- 2 Create and evaluate a design proposal

This Unit is a mandatory Unit of the Advanced Higher Design and Manufacture Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the Advanced Higher Design and Manufacture Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Design and Manufacture Course.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Higher Design and Manufacture Course or relevant component Units

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### **1 Identify and respond to a design opportunity by:**

- 1.1 Researching a situation or product using appropriate techniques
- 1.2 Producing a design brief
- 1.3 Developing a design specification

### Outcome 2

The learner will:

#### **2 Create and evaluate a design proposal by:**

- 2.1 Generating ideas and/or concepts
- 2.2 Exploring, refining and evaluating ideas and/or concepts towards a design proposal
- 2.3 Providing technical detail for the manufacture and assembly of a design proposal

## Evidence requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required that the learner has met the Outcomes and Assessment Standards.

Outcomes may be met using a variety of methods and techniques — those which best support the context of the activity — and will therefore be a combination of approaches.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment holistically in one connected activity. If the latter is used it must be clear how the evidence gathered covers each Outcome.

For this Unit, learners will be required to provide evidence of:

- ◆ the ability to identify design opportunities
- ◆ a clear understanding of professional design principles and practice
- ◆ skills in the application of techniques for concept visualisation
- ◆ the ability to evaluate design decisions

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **2 Numeracy**

2.2 Money, time and measurement

## **4 Employability, enterprise and citizenship**

4.2 Information and communication technology (ICT)

## **5 Thinking skills**

5.4 Analysing and evaluating

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

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**Published:** April 2015 (version 2.0)

**Superclass:** VF

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Outcomes 1, 2 and their Assessment Standards amended for clarification. Outcome 3 subsumed by other Outcomes.	Qualifications Development Manager	April 2015

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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