



Practical Electronics: Circuit Design (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: H25K 74

Unit outline

The general aim of this Unit is to develop a basic understanding of key electrical and electronic components, and how they can be combined into simple electronic circuits. Learners will, with guidance, analyse straightforward electronic problems and design solutions to these problems. In addition, learners will explore some aspects of the impact of electronics on society and the environment.

Learners who complete this Unit will be able to:

- 1 Design simple digital electronic circuits
- 2 Design simple analogue electronic circuits
- 3 Describe, in simple terms, some aspects of the impact of electronics

This Unit is a mandatory Unit of the Practical Electronics (National 4) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides 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 *Added Value Unit Specification* for the Practical Electronics (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Practical Electronics (National 4) 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:

- ◆ Numeracy (SCQF level 3)

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

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 Design simple digital electronic circuits by:

- 1.1 Analysing, with guidance, straightforward problems requiring digital solutions
- 1.2 Using simple multi-input combinational logic, involving NOT, AND and OR
- 1.3 Combining components and/or sub-systems into complete simple circuit designs
- 1.4 Describing how familiar, simple digital circuits work, using appropriate terminology

Outcome 2

The learner will:

2 Design simple analogue electronic circuits by:

- 2.1 Analysing, with guidance, straightforward problems requiring analogue solutions
- 2.2 Identifying required common input, process and output devices and their symbols
- 2.3 Combining components and/or sub-systems into complete simple circuit designs
- 2.4 Describing how familiar, simple analogue circuits work, using terminology, including current, voltage and resistance, appropriately

For Outcomes 1 and 2, devices should include resistors, LEDs, diodes, capacitors, transistors, switches, and some integrated circuits. Typical circuits should involve a power supply, up to two input devices, simple processing, and an output device.

Outcome 3

The learner will:

3 Describe, in simple terms, some aspects of the impact of electronics by:

- 3.1 Describing appropriate disposal methods for electronic devices
- 3.2 Describing examples of the increasing use of electronic devices

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.

For this Unit, learners will be required to demonstrate technological skills, knowledge and understanding in the context of designing simple electronic circuits. Evidence of Outcomes may take many forms, including oral or written evidence, or may be demonstrated by carrying out practical tasks which require relevant knowledge and understanding.

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

2.3 Information handling

5 Thinking skills

5.1 Remembering

5.2 Understanding

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 of 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

Published: April 2012 (version 1.0)

Superclass: XL

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at www.sqa.org.uk.

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

© Scottish Qualifications Authority 2012