

Technology 3.1 (AS90613v2) Assessment Schedule

Develop a conceptual design to address a client issue

Student name _____ Assessor _____

Level 3 Credits 8 Version 2 Assessment internal

The student may demonstrate knowledge and understanding by either physically showing, verbally explaining, writing, sketching and drawing or submitting electronic evidence as appropriate to the assessment situation.

Date completed _____

The student evidence for assessment may be provided in any order and at any stage during the student's technological practice to develop a conceptual design to address a client issue.

Grade awarded N A M E

Questions	Judgements for acceptable answers	Key evidence seen or heard	A	M	E
<p>1 Identify the client issue</p> <p>1a Who is your client?</p> <p>1b What is the client issue?</p> <p>1c What exploration have you done of the client issue?</p> <p>1d Who (or what) are the stakeholders, (other than the client)?</p> <p>1e What initial consultation have you had with the client and other stakeholders? What needs or opportunities did you identify?</p>	<p>1a The student identifies a client (other than themselves).</p> <p>1b The student identifies a client issue that has a range of possible solutions.</p> <p>1c An exploration into the client issue is described. Can include such things as:</p> <p> i) Client's beliefs, values, attitudes etc.</p> <p> ii) Background to the issue.</p> <p>1d The student identifies:</p> <p> i) Other key stakeholders.</p> <p> ii) Wider community stakeholders.</p> <p>1e The initial consultation is described, and the needs and opportunities identified for:</p> <p> i) The client.</p> <p> ii) Other key stakeholders.</p> <p> iii) Wider community stakeholders.</p>	<p>(Assessor to complete for key evidence not included in the submitted student material)</p>	<input type="checkbox"/>		
<p>2 Project management</p> <p>2a What initial planning did you do?</p>	<p>2a The initial planning shows:</p> <p> i) The key stages (manageable steps).</p> <p> ii) The milestones (outcomes and dates).</p> <p> iii) The key resources (eg time, expertise, software, equipment etc).</p> <p> iv) Effective communication (eg means, ways, recording, regularity).</p>		<input type="checkbox"/>		

Questions	Judgements for acceptable answers	Key evidence seen or heard	A	M	E
<p>2 Project management <i>(continued)</i></p> <p>2b What changes and additions did you make to your initial planning?</p> <p>2c How did your project management enable you to:</p> <ul style="list-style-type: none"> i) Prevent the problems you anticipated? ii) Overcome actual problems? iii) Maximise opportunities? 	<p>2b Any changes and additions are justified on an ongoing basis.</p> <p>2c Students describe how their planning was used to achieve i and/or ii and/or iii. The use of appropriate planning tools clearly describes how their planning was used to guide the development.</p>	<p><i>(Assessor to complete for key evidence not included in the submitted student material)</i></p>		<input type="checkbox"/>	<input type="checkbox"/>
<p>3 Develop a brief</p> <p>3a Give a range of factors which you think are important to consider in order to ensure success?</p> <p>3b Why are these factors important if you want to successfully solve the client issue?</p> <p>3c How do these factors influence or depend on each other?</p> <p>3d What do you consider is the order of importance of these factors?</p> <p>3e How did you decide this order.</p> <p>3f What is your initial brief?</p> <p>3g What changes did you make to your initial brief after consulting stakeholders?</p> <p>3h What other changes did you make in order to reach your final brief, and why?</p> <p>3i What is your final brief?</p>	<p>3a A range of key factors is identified covering the following areas: i) societal, ii) stakeholders, iii) knowledge, iv) resources.</p> <p>3b The student identifies the influences (implications) for each of their key factors.</p> <p>3c The interactions (dependencies) between key factors are explained.</p> <p>3d The key factors are prioritised, either singly or in groups.</p> <p>3e The order is justified appropriately.</p> <p>3f The initial brief contains i) a conceptual statement describing the issue and proposed solution, ii) at least one specification for each key factor.</p> <p>3g Evidence of ongoing stakeholder consultation and that any necessary changes have been made to the brief.</p> <p>3h Evidence is given that the brief has been refined where necessary as a result of:</p> <ul style="list-style-type: none"> i) research into legal and ethical considerations, and/or ii) research into other solutions, and/or iii) concept development, and/or iv) resource availability and/or v) relevant codes of practice. <p>3i The final brief is shown which clearly has specifications against which the final solution can be evaluated. The brief presented provides the opportunity to address the issue.</p> <p>3i The final brief presented has specifications addressing the implications of the prioritised key factors.</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Judgements for acceptable answers	Key evidence seen or heard	A	M	E
<p>4 Development of a conceptual design</p> <p>4a Show or describe your initial concepts and ideas.</p> <p>4b Show or describe the development of your concepts.</p> <p>4c Present your final conceptual design.</p>	<p>4a A range of concepts and ideas are shown or described.</p> <p>4b A clear process of development is shown or described. This includes: i) modelling of ideas. ii) ongoing stakeholder consultation. iii) ongoing research and evaluation.</p> <p>4c The final conceptual design is seen and it addresses the requirements of the brief.</p>	<p><i>(Assessor to complete for key evidence not included in the submitted student material)</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
<p>5 Modelling the final conceptual design</p> <p>5a How did you demonstrate your final conceptual design to evaluate its potential fitness for purpose?</p> <p>5b What feedback did you get and how did you use it?</p>	<p>5a The process described enables the student to demonstrate potential fitness for purpose against the brief.</p> <p>5a The process described enables the student to demonstrate potential fitness for purpose for the client.</p> <p>5a The process described enables the student to demonstrate potential fitness for purpose to the key stakeholders.</p> <p>5a The process described enables the student to test fitness for purpose to the wider community stakeholders.</p> <p>5b Feedback from the client shows that the client considers the conceptual design is potentially fit for purpose.</p> <p>5b Feedback from the key stakeholders shows that the key stakeholders consider the conceptual design is potentially fit for purpose.</p> <p>5b Feedback from wider community stakeholders shows that the wider community considers the conceptual design is potentially fit for purpose.</p>		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

5 Overall comment *(assessor to complete)*