**NZQA**

**Approved**

EXPIRED

Achievement standard: 91044 Version 3

Standard title: Undertake brief development to address a need or opportunity

Level: 1

Credits: 4

Resource title: Outdoor dining

Resource reference: Generic Technology VP-1.1 v2

Vocational pathway: Construction and Infrastructure

|  |  |
| --- | --- |
| Date version published | February 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91044-02-7348 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 91044

Standard title: Undertake brief development to address a need or opportunity

Level: 1

Credits: 4

Resource title: Outdoor dining

Resource reference: Generic Technology VP-1.1 v2

Vocational pathway: Construction and Infrastructure

Learner instructions

# Introduction

This assessment activity requires you to develop a brief for an outdoor dining area.

You are going to be assessed on how comprehensively you undertake brief development to address a need or opportunity. You need to show that you can justify why a particular outcome should be developed, and why the identified physical and functional attributes are needed for the outcome.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions, and modify them if necessary to suit their learners.

# Task

Undertake research to explore the context and issue of outdoor dining. For example, this may involve interviewing a key stakeholder, such as a property owner, and establishing concerns regarding their outdoor space.

Explain a potential need or opportunity that is derived from the issue of outdoor dining:

* a need is something the key stakeholder requires
* an opportunity is a possibility relating to a person, group, or environment (i.e. something that to date has not been identified as needed). For example, there is no seating/eating area outside and the property owner would like to establish an area for this on the deck.

## Research and Development

Undertake ongoing research by considering:

* the social environment in order to establish any special requirements, for example the people who will use the dining area
* the physical environment, such as where the outcome will be developed and used, for example the size of the deck, the aspect, exposure to the weather
* the resources available, for example the equipment in the workshop
* the opinions of all the stakeholders who have an interest in the outcome, for example the owner’s family and friends
* any constraints, for example the budget, resources available, time frame, and equipment.

## Conceptual Statement

Use the results of your research and development to describe the outdoor dining area and its purpose, and justify why it should be developed.

Write a conceptual statement. This should include the purpose of the outdoor dining area, the groups of people who will be using the area, where the outdoor dining area will be positioned and what the actual outcome will be (conceptual design or prototype).

## Specifications

Develop a clear set of specifications for your outcome by:

* considering the information you have gathered that relates to your stakeholder needs, and the social and physical environment
* using research of existing solutions, for example, look at different types of outdoor dining furniture, their physical appearance, materials and components, the users of the outdoor dining space, and the space itself
* explaining as a result of this research, the desired:
  + physical attributes, for example appearance, colours
  + functional attributes, for example stability, seats three adults
* justifying as a result of functional modelling (sketching, 3D modelling, materials research etc.), regular stakeholder consultation and consideration of the environment, why the outcome must have particular physical requirements (such as the size of the dining area in relation to the outdoor space, materials in relation to the exterior of the property) and functional requirements (how many seats are required, weather proof etc.) in order to meet the needs of the stakeholders.

## Final brief

Present your final brief by including your fully developed conceptual statement and specifications.

Your conceptual statement should be clearly communicating what is to be done and why. It should:

* describe the purpose of the outcome
* describe the social and physical environment, for example where the outcome will be used, and who will use it
* justify why the outcome should be developed.

Ensure that your set of specifications:

* clearly define the requirements of the outcome in terms of its physical nature (i.e. what it looks like, how it is made), and its functional nature (i.e. what it can do)
* enables you to judge whether the outcome defined by your brief has the potential to be fit for purpose.

Vocational Pathway Assessment Resource

Achievement standard: 91044

Standard title: Undertake brief development to address a need or opportunity

Level: 1

Credits: 4

Resource title: Outdoor dining

Resource reference: Generic Technology VP-1.1 v2

Vocational pathway: Construction and Infrastructure

Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners toundertake comprehensive brief development, within the context and issue of outdoor dining.

Learners are not required to create the technological outcome as part of this assessment activity.

# Conditions

This is an individual activity. Evidence is expected to be gathered from activities completed over a specified period of time.

Decide on the format of the final brief.

# Resource requirements

Assessors/educators will provide learners with opportunities to develop their evidence.

Learners will require access to the internet for research.

# Additional information

The [technology online explanatory paper on brief development](http://www.techlink.org.nz/curriculum-support/papers/practice/brief-dev/index.htm) provides a definition of a brief, and how a brief is developed as part of technological practice: <http://technology.tki.org.nz/Curriculum-Support/Explanatory-Papers/Technological-Practice/Brief-Development>.

Useful websites include:

* Eight elements of a perfect outdoor dining room: <http://www.houzz.com/ideabooks/412176/list/8-Elements-of-a-Perfect-Outdoor-Dining-Room>
* Great ideas for outdoor rooms: <http://www.sunset.com/home/outdoor-living/great-outdoor-dining-rooms-00400000049922/>
* 32 outdoor room design ideas: <http://www.housebeautiful.com/decorating/outdoor-room-design-ideas#slide-1>.

# Assessment schedule: Generic Technology 91044 – Outdoor dining

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner undertakes brief development to address a need or opportunity by:   * identifying a need or opportunity as a result of exploring the given context and issue of outdoor dining   For example:  The learner’s evidence includes consideration of the people using the space, the immediate environment, the position, exposure to the weather, size and any existing fixtures. In consultation with the stakeholders, the learner may identify a need for outdoor furniture to be used in the space.   * reflecting consideration of the social and physical environment   For example:  The learner considers who is using the space, who owns the space, the aspect and shelter available, etc.   * reflecting key stakeholder’s opinion   For example:  The learner identifies, as the result of a meeting with the owner of the house, preferences for materials used, size and shape*.*   * describing the outcome to be developed   For example:  The learner reflects on the information to date to describe the outcome, such as an outdoor dining table that can be placed on the deck by the barbecue.   * identifying the physical and functional attributes needed for the outcome   For example:  The learner identifies that the outdoor table needs to be large enough for three adults to use: *The surface must be smooth/the timber must be weather proof* etc.   * producing a final brief comprised of a conceptual statement and specifications   For example:  The learner confirms the conceptual statement and carries out further research, functional modelling, and stakeholder consultation to establish the specifications for the outdoor dining outcome to be judged as fit for purpose: *Two benches and a table, made from treated timber, light enough to be moved in and out of the sun - at least three adults should be able to be seated comfortably on each bench.* A final brief comprised of a conceptual statement, that says what is to be done and why, and specifications that define the requirements of the outcome in terms of its physical and functional nature, is presented.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner undertakes detailed brief development to address a need or opportunity by:   * explaining how the need or opportunity is derived from the issue of outdoor dining   For example:  The learner’s evidence includes explanations of the different types of outdoor dining, the people using the space, the immediate environment, the position, exposure to the weather, size and any existing fixtures. In consultation with the stakeholders the learner may identify a need for outdoor furniture to be used in a particular space, explaining that it gets all day sun, and allows enough space to have a table that seats three or more adults to be seated while eating.   * reflecting iterative consideration of the social and physical environment and key stakeholder’s opinion   For example:  The learner undertakes functional modelling, considering throughout the impact of the potential outcome on the people involved and the outdoor space.   * describing the purpose of the outcome within the intended environment   For example:  The learner describes that the key stakeholder’s family like to eat outside: *At present there is no outdoor dining space, and the benches and table will provide the best use of space, and be light enough to be easily moved from one position to another.*   * explaining the physical and functional attributes needed for the outcome   For example:  The learner explains why the outdoor table needs to be large enough for three adults to use, the height ergonomically acceptable, the surface must be smooth so that the table can be easily wiped, the timber must be weather-proof to withstand the intense sun of summer, and torrential rain in winter.   * producing a final brief comprised of a conceptual statement and specifications   For example:  The learner confirms the conceptual statement and carries out further research, functional modelling, and stakeholder consultation to establish the specifications for the outdoor dining outcome to be judged as fit for purpose: *Two benches and a table, made from treated timber, light enough to be moved in and out of the sun - at least three adults should be able to be seated comfortably on each bench*. A final brief comprised of a conceptual statement, that says what is to be done and why, and specifications that define the requirements of the outcome in terms of its physical and functional nature, is presented.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner undertakes comprehensive brief development to address a need or opportunity by:   * justifying why such an outcome should be developed   For example, the learner:   * + establishes, as a result of iterative research and analysis of the social and physical environment, that the key stakeholder’s family like to eat outside.   + researches existing outcomes, and discusses styles and costs to determine that a custom made outcome would meet the stakeholder’s budget requirements, and would better fit the available space. * reflecting iterative consideration of the social and physical environment and key stakeholder’s opinion   For example:  The learner undertakes functional modelling, including a 3D model of the table and seating, considering throughout the impact of the potential outcome on the people involved and the outdoor space.   * describing the purpose of the outcome within the intended environment   For example:  The learner describes that the key stakeholder’s family like to eat outside: *At present there is no outdoor dining space, and the benches and table will provide the best use of space, and be light enough to be easily moved from one position to another.*   * justifying why the identified physical and functional attributes are needed for the outcome   For example, the learner:   * + justifies that the table needs to be large enough for three adults to use, and the heights ergonomically acceptable as the stakeholder and his family are taller than average, and find stock furniture too low   + carries out functional modelling to establish the proportions, and also gains stakeholder feedback on desirable attributes such as the surface must be smooth so that the table can be easily wiped and also so that the surfaces have a high quality finish. The specified hardwood timber must be weather proof to withstand the intense sun of summer and torrential rain in winter. * producing a final brief comprised of a conceptual statement and specifications   For example:  The learner confirms the conceptual statement and carries out further research, functional modelling, and stakeholder consultation to establish the specifications for the outdoor dining outcome to be judged as fit for purpose: *Two benches and a table, made from treated timber, light enough to be moved in and out of the sun - at least three adults should be able to be seated comfortably on each bench.* A final brief comprised of a conceptual statement, that says what is to be done and why, and specifications that define the requirements of the outcome in terms of its physical and functional nature, is presented.  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.