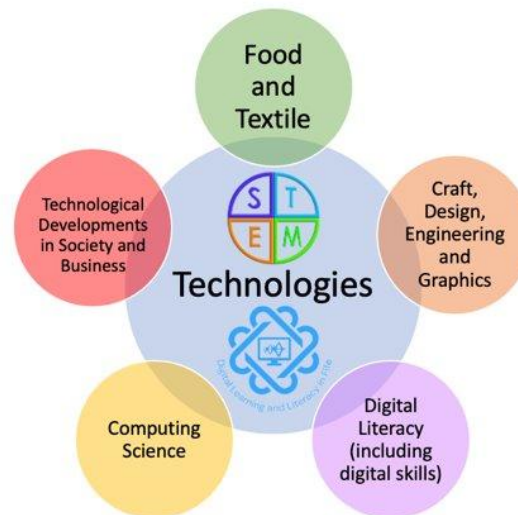


Fife Technologies Progression – Food and Textile



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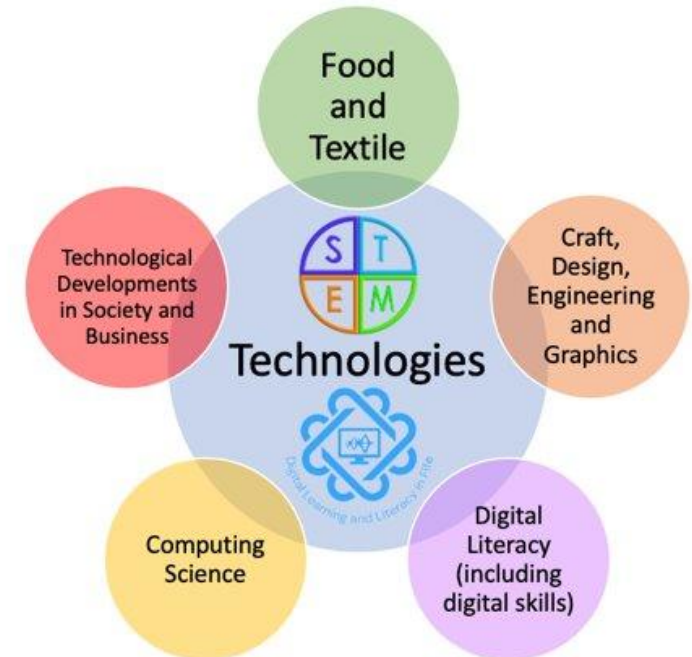
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ACKNOWLEDGEMENT

This programme is extensively based on the guidance and recommendations of the Curriculum for Excellence and Benchmarks set out by Education Scotland.

These progressions allow for a fluidity of approaches that facilitate the opportunity for learners to think creatively and independently, whilst at the same time supporting practitioners to plan in a structured and coherent way. Using these shared standards and expectations within Schools, Clusters and Local Improvement Forums across Fife will ensure that all learners have an equitable experience to develop skills for their learning, life, and work.

We would like to acknowledge the efforts of Fife practitioners in supporting the development of the Fife Technologies Progression through engaging with consultations and providing feedback on the programme. This has been crucial in ensuring that the programme is cohesive, progressive and practical.

The progression pathways align to the [Technologies Planning Resource](#) which has been developed through the RAiSE Programme with support from Education Scotland and Scottish Government. Raising Aspirations in Science Education (RAiSE) is a programme of The Wood Foundation, Education Scotland, Scottish Government and participating local authorities which enhances the delivery of STEM education in primary schools. This resource supports planning for technologies around the experiences and outcomes from early to second level. These activities and approaches should be viewed as useful starting points and suggestions, and they are in no way prescriptive.

GUIDANCE

The [Technologies Curriculum](#) has been split into five curricular organisers:

- Digital Literacy
- Food and Textile
- Technological Developments in Society and Business
- Craft, Design, Engineering and Graphics
- Computing Science

This progression pathway is intended to provide a framework for practitioners as they plan and deliver the Technologies curriculum organisers to ensure all learners have the skills and experiences required to use resources including digital tools safely to support their learning across the curriculum.

Within the Progression Pathways, developmental stages of learning are clearly outlined. These amalgamate both [Experiences and Outcomes](#) with the national [Benchmarks](#). These are not prescribed in a hierarchical way but rather enable practitioners to be responsive and flexible in their planning of learning pathways as appropriate to the needs of their learners. Though knowledge and skills at the base are often required for further learning to be built upon, these are not aligned to any particular year group nor always the starting point for all. Learners will progress through their learning pathways within each curricular organiser as appropriate to their developmental needs.

The national Benchmarks, which support practitioners' professional judgement of achievement of a level, are embedded within each of the Progression Pathways. These are emboldened for ease of identification.

The [RAiSE Technologies Planning Resource](#) complements the Progression Pathways for each Experience and Outcome, providing clear and concise practical ideas and guidance for teachers. The resource includes key skills and suggested learning experiences, common misconceptions, glossary of key vocabulary, key questions, IDL opportunities, suggested assessments, extended learning and for each E and O. Practitioners may draw on these to inform their practice when developing rich and varied learning experiences to effectively motivate, challenge and support all learners.

Effective use of the documentation is best supported by engaging with the whole school culture to identify how it can be used consistently for planning and assessment purposes. Ongoing professional learning will be a core element for all practitioners to meet the ever-evolving requirements.

IMPLEMENTATION

Learning in the Technologies should be delivered through an appropriate blend of well-planned discrete and interdisciplinary learning. Schools and teachers will plan to offer different combinations of the Experiences and Outcomes across the Technologies organisers to provide programmes that meet the needs of children and young people.

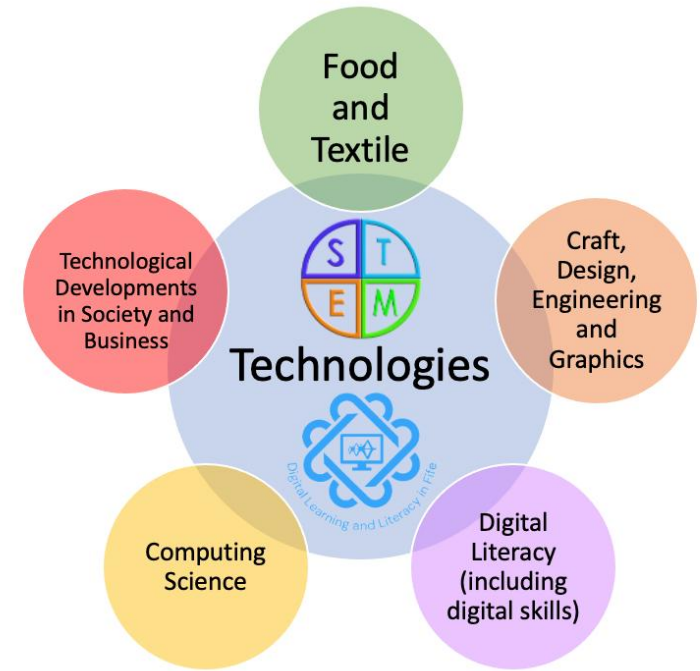
See [Education Scotland's Technologies Principles and Practice](#) document for further information on what learning in the Technologies offers.

Schools may choose to specifically allocate time to the Technologies or embed within the curriculum, linking with other curricular areas, such as Sciences, Social Studies, Numeracy, Literacy, Health and Wellbeing. Schools may also link the Technologies with learning in the real world, by using Learning for Sustainability, STEM, the Sustainable Development Goals and Developing the Young Workforce as a lens to explore Technologies.

Food and Textile

To support the exploration and implementation of this curricular organiser, there are key links with the Food and Health curriculum organiser within the Health and Wellbeing curriculum area. To support the development of problem solving skills, there are key links with the Cultivating and Capturing Creativity Pathway.

The [RAiSE Technologies Planning Resource](#) can be used for further support and contains lesson ideas, links and key questions. A link for each planning resource can be found within the progression for each sub organiser. Note that the planning resource has been developed for Early to Second Level.

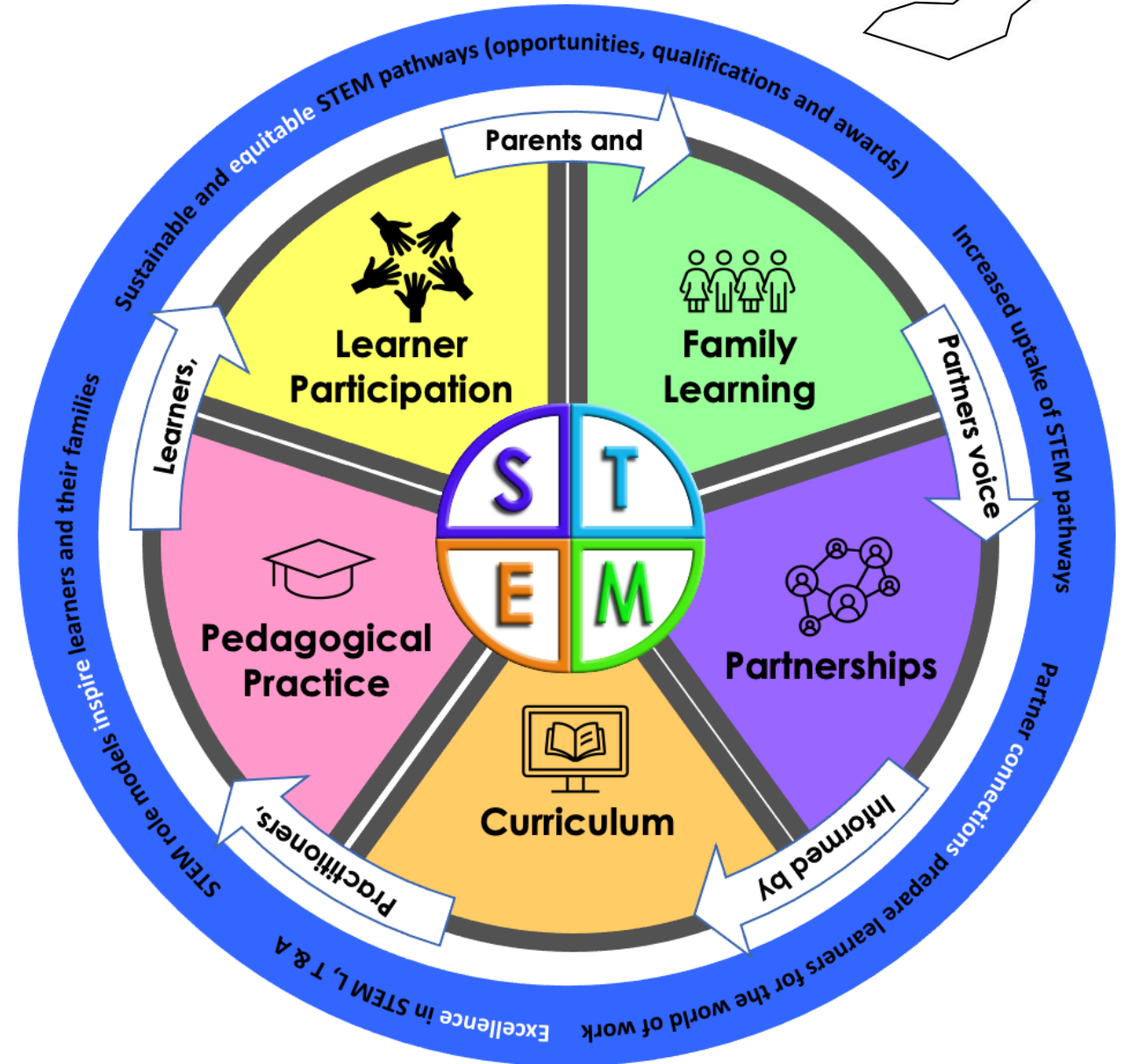
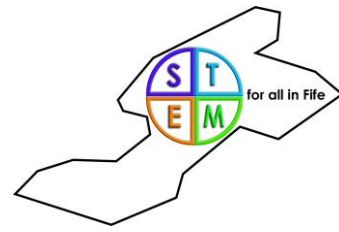


STEM FOR ALL IN FIFE FRAMEWORK

Technology (including digital skills) is core to the foundations of STEM. Technology is the application of knowledge and skills to extend human capabilities and to help satisfy human needs and wants, and it has had profound effects on modern society. Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens. Science, Engineering and Mathematics allow us to apply knowledge and skills to innovate, make new discoveries and find sustainable solutions to real world problems.

The STEM for all in Fife Framework outlines our vision that all Fife Learners will be supported to have equitable opportunities to participate in progressive STEM learning, inspiring and equipping our children and young people with skills for the 21st century, securing sustainable positive destinations in STEM industries now and in the future.

The Technologies Progression Pathways have been designed to support practitioners to develop high quality, progressive Technology learning experiences, integrating Science, Engineering and Mathematics as well as other curricular areas to support positive outcomes for our children and young people.



Food and Textile Overview

Early to Fourth Level

Early Level

Experiences and Outcomes	Benchmarks
I enjoy exploring and working with foods in different contexts. TCH 0-04a I enjoy experimenting with a range of textiles. TCH 0-04b I can share my thoughts with others to help further develop ideas and solve problems. TCH 0-04c	• Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading. • Demonstrates simple techniques with textiles, for example, threading cards, selecting materials, gluing. • Explores and identifies at least two ideas by using given resources to solve the problem. • Selects an appropriate solution.

First Level

Experiences and Outcomes	Benchmarks
I can use a range of simple food preparation techniques when working with food. TCH 1-04a I can use a range of tools and equipment when working with textiles. TCH 1-04b I am developing and using problem solving strategies to meet challenges with a food or textile focus. TCH 1-04c I can adapt and improve ideas and can express my own thinking in different ways. TCH 1-04d	• Demonstrates a range of practical skills when preparing foods for example washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold). • Uses a range of equipment when working with textiles, for example, scissors, rulers/tape measures, bodkin and wool. • Investigates a simple problem /challenge which includes given criteria. • Explores and identifies a range of ideas to solve the challenge / problem. • Selects and uses resources to make the solution/solve the problem. • Assesses solution against original criteria.

Second Level

Experiences and Outcomes	Benchmarks
I am developing dexterity, creativity and confidence when preparing and cooking food. TCH 2-04a I am developing dexterity, creativity and confidence when working with textiles. TCH 2-04b I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textile focus. TCH 2-04c I can discuss, debate and improve my ideas with increasing confidence and clear explanations. TCH 2-04d	• Demonstrates an increasing range of practical skills and cooking techniques for example accurate weighing and measuring, kneading, chopping, baking, grilling. • Demonstrates manual dexterity , for example, cutting more intricate shapes, manipulating fabrics and embellishments to create designs on fabric, using a needle and thread, attaching designs onto fabric. • Investigates a challenge / problem. • Identifies and demonstrates ways to solve the challenge / problem. • Identifies and selects appropriate resources to solve the challenge/problem. • Plans and makes the solution. • Assesses solution against own criteria. • Identifies at least one possible improvement.

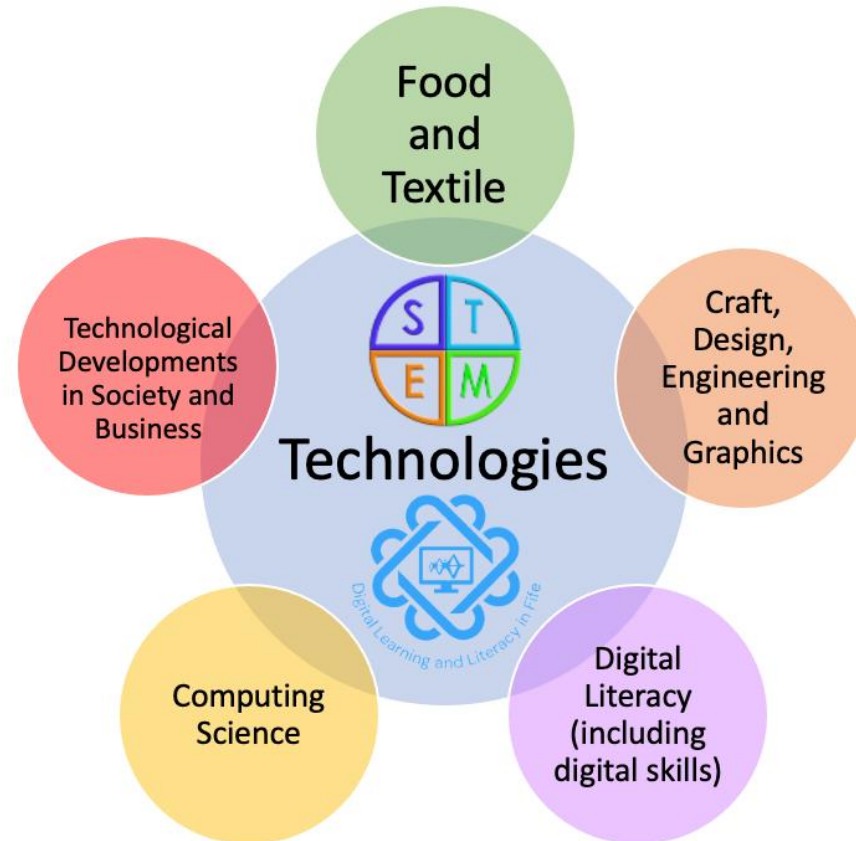
Third Level

Experiences and Outcomes	Benchmarks
I am gaining confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food. TCH 3-04a I can use textile skills in practical and creative situations in my place of learning, at home or in the world of work. TCH 3-04b By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, make and evaluate food or textile items which meet needs at home or in the world of work. TCH 3-04c	• Selects from and uses a wider range of ingredients and a more complex range of skills and equipment, for example, rubbing-in, shaping, simmering, creaming, decorating, garnishing. • Demonstrates competence when pinning, tacking and using a sewing machine, for example, can measure accurately, place pins at correct measurement, tack neatly and sew a straight line and curve on a sewing machine, following marked lines. • Uses a variety of practical skills to create a personalised item. • Uses a range of strategies to investigate a design brief and create a specification. • Identifies and demonstrates creative and innovative ways to solve the design brief. • Researches materials and resources available. • Designs and makes new product. • Evaluates the product against own specification and identifies how it could be improved.

Fourth Level

Experiences and Outcomes	Benchmarks
I can explore the properties and functionality of ingredients, textiles and equipment to establish their suitability for a task at home or in the world of work. TCH 4-04a I can confidently apply preparation techniques and processes to make food and textile items using specialist skills, materials, equipment in my place of learning, at home or in the world of work. TCH 4-04b Showing creativity and innovation I can design, plan and produce increasingly complex food or textile items which satisfy the needs of the user, at home or in the world of work. TCH 4-04c I can apply skills of critical thinking when evaluating the quality and effectiveness of my own or others' products. TCH 4-04d	• Demonstrates an understanding of functional properties of food, for example, adding air, binding, glazing, thickening through preparing a variety of foods. • Selects appropriate fabrics, taking into consideration fabric properties, to meet the needs of a task. • Independently carries out a range of techniques and processes to make food and textile items for example: • Food; whisking, folding, sauce making, testing for readiness, blend • Textiles; seam finishes – pinking, zig zag, hems, casing, simple applique, simple pocket, fastenings such as Velcro • Uses a range of strategies to provide a detailed investigation of a more complex design brief. • Creates a detailed specification to meet the brief. • Identifies and justifies potential solutions for the brief. • Researches and selects appropriate materials and resources. • Designs and makes item to meet the needs of the brief. • Evaluates the quality and effectiveness of the item in relation to the specification. • Justifies improvements to own and others' products.

Food and Textile Early Level



Food and Textile Early Level

Experiences and Outcomes	Benchmarks
I enjoy exploring and working with foods in different contexts. TCH 0-04a I enjoy experimenting with a range of textiles. TCH 0-04b I can share my thoughts with others to help further develop ideas and solve problems. TCH 0-04c	• Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading. • Demonstrates simple techniques with textiles, for example, threading cards, selecting materials, gluing. • Explores and identifies at least two ideas by using given resources to solve the problem. • Selects an appropriate solution.

What the learning may look like in Fife	Glossary of terms
• Engaging in food-based activities in social situations e.g. preparing snacks. • Developing hand washing routines. • See HWB Food and Health to link learning. • Developing a basic understanding of where food comes from – Learning for Sustainability links. • See Craft, Design, Graphics and Engineering to link learning. • See Cultivating and Capturing Creativity Pathway to support the development of creativity skills. • Link with Literacy for following and writing instructions/recipes. • Link with Numeracy for measuring and weighing. • Link with Expressive Arts – Art and Design. • For ideas from RAiSE for TCH 0-04abc: https://drive.google.com/drive/folders/1hj6gTx0Z4WIK1Ora049-Nm7cCUr3YF6i	• Cut - divide into pieces with a knife/scissors or other sharp implement • Mix – to combine or put together to form one substance or mass • Peel – to remove the outer covering or skin from (a fruit or vegetable) • Recipe - a set of instructions for preparing a particular dish, including a list of the ingredients required • Slice - to cut something with a knife • Spread – to cover another food with a substance e.g. spreading jam on bread • Textile - are all the different types of cloth or fabric that we use e.g. wool, cotton, ribbon, thread • Whisk – to beat or stir a substance with light, rapid movement

Food and Textile Early Level

See HWB Food and Health to develop knowledge and understanding around the food experience, hygiene and keeping safe when preparing food.

See Cultivating and Capturing Creativity Pathway to support the development of creativity skills.

See Craft, Design, Engineering and Graphics Pathway to link learning.

Selects an appropriate solution.

Begins to use words associated with food preparation and textiles i.e. mash, whisk, mix, weigh, recipe, soft, shiny, fabric.

Explores and identifies at least two ideas by using given resources to solve the problem.

Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading.

Demonstrates simple techniques with textiles, for example, threading cards, selecting materials, gluing.

Discusses thoughts and ideas about how different foods or textiles can be used to make a new item/ product.

Selects the correct equipment and/or materials necessary when working with food and textiles.

Describes and identifies the use of equipment when working with food and textiles, i.e knife/scissors to cut/ chop, spoon to mix/ stir, fork to whisk/ stir etc.

Practices fine motor skills when working with a range of foods or managing textiles.

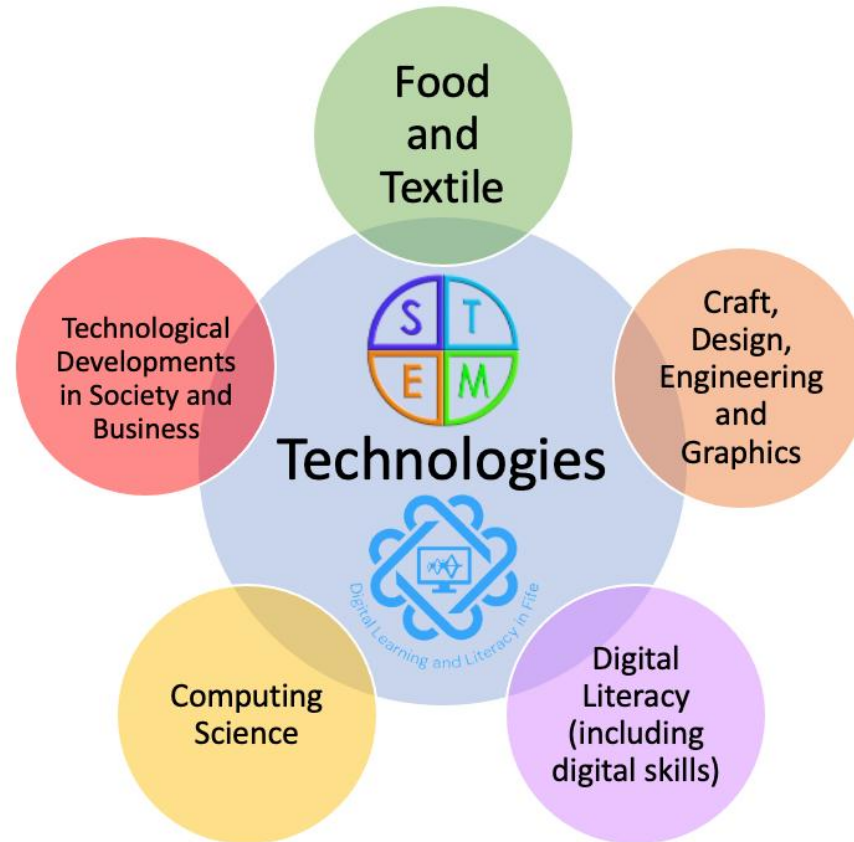
Follows a set of simple pictorial instructions with support to prepare food or make a textile item.

Explores different equipment to see what works best when preparing a food item or experimenting to construct textiles.

Tinkers (plays and investigates) with food and textile objects to become familiar with different textures and tastes and how this relates to an item.

Creating rich play environments in your setting will support learners to explore, investigate and talk about food and textile.

Food and Textile First Level



Food and Textile First Level

Experiences and Outcomes	Benchmarks
I can use a range of simple food preparation techniques when working with food. TCH 1-04a I can use a range of tools and equipment when working with textiles. TCH 1-04b I am developing and using problem solving strategies to meet challenges with a food or textile focus. TCH 1-04c I can adapt and improve ideas and can express my own thinking in different ways. TCH 1-04d	• Demonstrates a range of practical skills when preparing foods for example washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold). • Uses a range of equipment when working with textiles, for example, scissors, rulers/tape measures, bodkin and wool. • Investigates a simple problem /challenge which includes given criteria. • Explores and identifies a range of ideas to solve the challenge / problem. • Selects and uses resources to make the solution/solve the problem. • Assesses solution against original criteria.

What the learning may look like in Fife	Glossary of terms
• Experiencing a range of opportunities to prepare food and work with textiles. • See Craft, Design, Graphics and Engineering to link learning. • See Cultivating and Capturing Creativity Pathway to support the development of creativity skills. • Link with Learning for Sustainability to explore where produce and materials come from. • Link with Literacy for following and writing instructions/recipes. • Link with Numeracy for measuring and weighing. • Link with Expressive Arts – Art and Design. • For ideas from RAiSE for TCH 1-04abcd: https://drive.google.com/drive/folders/1tfa-CS6sCW8JIZmTyRH8pOV_inqlfK96	• Bridge hold - a technique used when chopping food. The thumb and index finger are placed either side of the food item to hold it and form a bridge shape. The knife is placed on the food item inside this 'bridge' to ensure a safe cutting technique • Bodkin - a thick needle with no point • Claw grip - a technique used for ingredients that are harder to cut. Technique involves holding the knife in your strongest hand and the ingredient in the other, with your fingers and thumb tucked away. Slice the food moving your hand backwards away from the knife as you chop • Food processing - when one type of food is used to make other foods • Grate - to shred food into fine pieces • Juicer - an appliance for extracting juice from food, typically fruit and vegetables • Peeler - a piece of equipment used to remove the outer covering of a piece of food • Wool - the fine, soft curly or wavy hair forming the coat of a sheep, goat, or similar animal, and is used in making cloth or yarn

Food and Textile First Level

See HWB Food and Health to develop knowledge and understanding around the food experience, hygiene and keeping safe when preparing food.

See Cultivating and Capturing Creativity Pathway to support the development of creativity skills.

See Craft, Design, Engineering and Graphics Pathway to link learning.

Follows a simple set of written instructions with visual prompts and support to prepare food or make a textile item.

Demonstrates a range of practical skills when preparing foods for example washing, using a peeler, juicing, grating, cutting, simple knife skills (claw grip/bridge hold).

Uses a range of equipment when working with textiles, for example, scissors, rulers/tape measures, bodkin and wool.

Practices with an increased level of dexterity using more complex pieces of food equipment or managing a range of new textiles.

Demonstrates understanding of routines in readiness for preparing a food item or working with a range of textiles.

Uses appropriate vocabulary to name and describe the use of an extended range of food preparation equipment or textile tools, i.e chopping board, juicer, peeler, measuring tape, thimble etc.

Recognises new textile tools / food equipment and demonstrates an increased understanding of their use.

Shares and discusses findings from investigations to make improvement to ideas.

Assesses solution against original criteria.

Conducts a simple investigation to test out potential solutions.

Explores and identifies a range of ideas to solve the challenge / problem.

Discusses what a successful solution might look like .

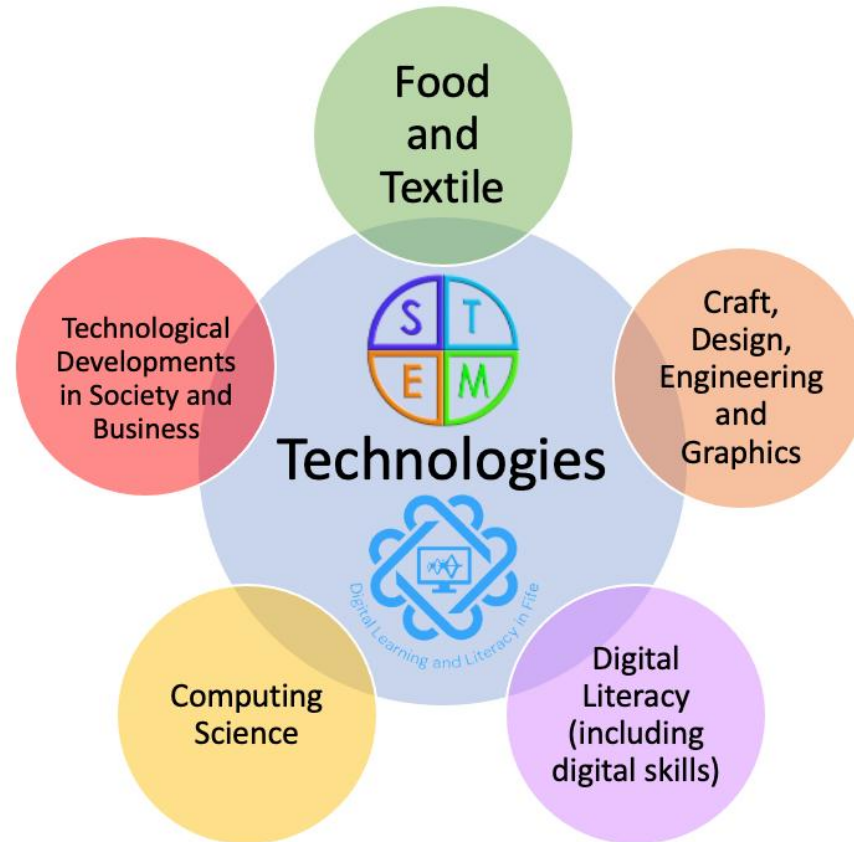
Follows a simple design brief to find solutions that meet set criteria.

Selects and uses resources to make the solution/solve the problem.

Investigates a simple problem /challenge which includes given criteria.

Explores familiar textiles or food problems and the different potential solutions.

Food and Textile Second Level



Food and Textile Second Level

Experiences and Outcomes	Benchmarks
I am developing dexterity, creativity and confidence when preparing and cooking food. TCH 2-04a I am developing dexterity, creativity and confidence when working with textiles. TCH 2-04b I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textile focus. TCH 2-04c I can discuss, debate and improve my ideas with increasing confidence and clear explanations. TCH 2-04d	• Demonstrates an increasing range of practical skills and cooking techniques for example accurate weighing and measuring, kneading, chopping, baking, grilling. • Demonstrates manual dexterity, for example, cutting more intricate shapes, manipulating fabrics and embellishments to create designs on fabric, using a needle and thread, attaching designs onto fabric. • Investigates a challenge / problem. • Identifies and demonstrates ways to solve the challenge / problem. • Identifies and selects appropriate resources to solve the challenge/problem. • Plans and makes the solution. • Assesses solution against own criteria. • Identifies at least one possible improvement.

What the learning may look like in Fife	Glossary of terms
• See Craft, Design, Graphics and Engineering to link learning. • See Cultivating and Capturing Creativity Pathway to support the development of creativity skills. • Link with Learning for Sustainability to explore where produce and materials come from. • Link with Literacy for following and writing instructions/recipes. • Link with Numeracy for measuring and weighing. • Link with Expressive Arts – Art and Design. • For ideas from RAiSE for TCH 2-04abcd: https://drive.google.com/drive/folders/1YmWcNY5wkW8u-Pm4RIY1ismB95F-B6KW	• Bake - to cook (food) by dry heat without direct exposure to a flame, typically in an oven. • Chop - cut (something) into smaller pieces with repeated movements of a knife or sharp implement • Grill - to cook (food) by dry heat with direct exposure to a heat source, typically in a grill oven or barbeque • Knead - the process of working and manipulating ingredients with the hands to form a dough or paste • Measure - to ascertain the size or amount of something by using an instrument or device marked in standard units. • Natural textiles - made from natural materials such as animal products (leather, wool, fur) and plant fibres (cotton, linen) • Synthetic textiles - human-made materials, made from fossil fuels, mainly oil including nylon, polyester, acrylic and spandex • Weigh - to find out how heavy something is, typically using scales

Food and Textile Second Level

See HWB Food and Health to develop knowledge and understanding around the food experience, hygiene and keeping safe when preparing food.

See Cultivating and Capturing Creativity Pathway to support the development of creativity skills.

See Craft, Design, Engineering and Graphics Pathway to link learning.

Creates food or textile items with increasing complexity.

Demonstrates manual dexterity, for example, cutting more intricate shapes, manipulating fabrics and embellishments to create designs on fabric, using a needle and thread, attaching designs onto fabric.

Demonstrates an increasing range of practical skills and cooking techniques for example accurate weighing and measuring, kneading, chopping, baking, grilling.

Assesses and manages risk effectively when using hot or sharp/dangerous equipment.

Demonstrates an awareness of safety e.g claw grip, bridge grip when cutting.

Follows instructions to develop a range of practical skills and cooking techniques.

Uses appropriate vocabulary to name and describe practical skills and cooking techniques.

Assesses solution against own criteria.

Compares and contrasts different solutions to a problem.

Identifies at least one possible improvement.

Reflects on mistakes/ learning to consider adaptations.

Plans and makes the solution.

Explores different ways to find solutions e.g online, videos, recipe books.

Sets realistic goals to help remain on task.

Investigates a challenge / problem.

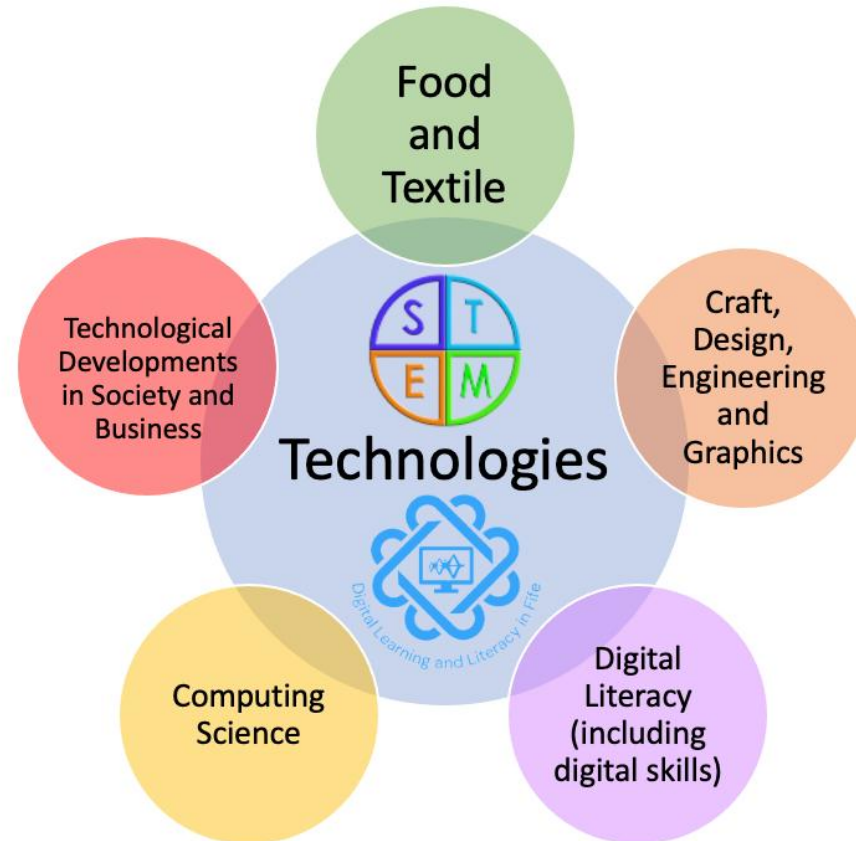
Explores different roles within a challenge / problem.

Demonstrates ability to work individually or as part of a team.

Identifies and selects appropriate resources to solve the challenge/problem.

Identifies and demonstrates ways to solve the challenge / problem.

Food and Textile Third Level



Food and Textile Third Level

Experiences and Outcomes	Benchmarks
I am gaining confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food. TCH 3-04a I can use textile skills in practical and creative situations in my place of learning, at home or in the world of work. TCH 3-04b By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, make and evaluate food or textile items which meet needs at home or in the world of work. TCH 3-04c	• Selects from and uses a wider range of ingredients and a more complex range of skills and equipment, for example, rubbing-in, shaping, simmering, creaming, decorating, garnishing. • Demonstrates competence when pinning, tacking and using a sewing machine, for example, can measure accurately, place pins at correct measurement, tack neatly and sew a straight line and curve on a sewing machine, following marked lines. • Uses a variety of practical skills to create a personalised item. • Uses a range of strategies to investigate a design brief and create a specification. • Identifies and demonstrates creative and innovative ways to solve the design brief. • Researches materials and resources available. • Designs and makes new product. • Evaluates the product against own specification and identifies how it could be improved.

What the learning may look like in Fife	Glossary of terms
• Researching a range of recipes and ingredients/ textiles suitable for a range of needs e.g. dietary, sustainability, ethical, religious etc. • Link with design challenges related to the world of work. • See Craft, Design, Graphics and Engineering to link learning. • See Cultivating and Capturing Creativity Pathway to support the development of creativity skills. • Link with Literacy for researching, evaluating and sharing findings. • Link with Numeracy for measurement and money. • Link with Expressive Arts – Art and Design. • Review the availability and use of locally sourced produce and materials considering sustainability and impact on the environment.	• Bake blind - to bake (pastry, pie shell or flan case) before adding a filling • Cream - to work (two or more ingredients, typically butter and sugar) together to form a creamy paste • Decorate - to add decorative items to food making it more visually appealing • Fold - a technique used to gently combine a light, airy ingredient (such as beaten egg whites) with a heavier one (such as whipped cream or cake mix) often using a figure of eight technique • Garnish – to add an embellishment to a food to enhance its appearance or taste • Pinning – to attach or fasten with a pin or pins • Rubbing-in - to coat flour grains with fat by gently rubbing between the fingertips and thumbs, continuing until the mixture resembles coarse breadcrumbs • Shape - to mold food (mainly dough mixtures) into a specific shape • Simmer - to cook a liquid just below the boiling point • Tacking - to fasten or fix in place with tacks or a long, loose, temporary stitch to hold material in place

Food and Textile Third Level

See HWB Food and Health to develop knowledge and understanding around the food experience, hygiene and keeping safe when preparing food.

See Cultivating and Capturing Creativity Pathway to support the development of creativity skills.

See Craft, Design, Engineering and Graphics Pathway to link learning.

Evaluates the product against own specification and identifies how it could be improved.

Designs and makes new product.

Uses a variety of practical skills to create a personalised item.

Selects from and uses a wider range of ingredients and a more complex range of skills and equipment, for example, rubbing-in, shaping, simmering, creaming, decorating, garnishing.

Demonstrates competence when pinning, tacking and using a sewing machine, for example, can measure accurately, place pins at correct measurement, tack neatly and sew a straight line and curve on a sewing machine, following marked lines.

Practices using a sewing machine/ new food preparation equipment showing increasing accuracy and skill.

Researches materials and resources available.

Identifies different materials and resources suitable to fulfill a range of needs and requirements e.g. dietary, cost.

Explores ideas for personalising a product which show creativity and include a range of items/ materials in a cohesive way.

Identifies and demonstrates creative and innovative ways to solve the design brief.

Uses a range of strategies to investigate a design brief and create a specification.

Identifies a range of sources to inform research strategy.