Achievement Standard

Subject Reference	Technology 1.2		

Title   Formulate a brief to address a given issue

Level   1   **Credits**   6   **Assessment**   Internal

Subfield   Technology

Domain   Technology - General Education

Status   Registered   **Status date**   18 December 2007

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This achievement standard involves identifying key factors and their implications in relation to a given issue, exploring needs and/or opportunities arising out of the key factors, and formulating a brief for an outcome that addresses a selected need or opportunity.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
• Identify key factors and their main implications in relation to a given issue.	• Prioritise key factors, explaining their implications and main interactions in relation to a given issue.	• Prioritise key factors, explaining their implications and interactions, and justify the prioritisation in relation to a given issue.
• Use key factors to identify possible needs and/or opportunities.	• Use prioritised key factors to identify possible needs and/or opportunities.	• Use prioritised key factors to evaluate possible needs and/or opportunities.
• Formulate a brief that addresses a selected need or opportunity and the main implications of the identified key factors.	• Formulate a brief that addresses a selected need or opportunity and the implications of the prioritised key factors.	• Formulate a brief that clearly states all that is required to resolve the given issue.

Explanatory Notes

1   This achievement standard is derived from *Technology in the New Zealand Curriculum*, Learning Media, Ministry of Education, 1995, Level 6, and *Hangarau i roto i te Marautanga o Aotearoa,* Te Tahuhu o te Matauranga, 1999.

2 Appropriate reference information is available in *Safety and Technology Education: A Guidance Manual for New Zealand Schools,* Learning Media, Ministry of Education, 1998; and The Health and Safety in Employment Act 1992.

3 Further details of definitions listed below can be found at http://www.tki.org.nz/ncea.

4 A *brief* is a clear description of both the desirable features sought and the constraints to be met by a successful outcome. A brief commences with a conceptual statement of the need, issues or opportunity being addressed, but also contains the detailed *specifications* against which the success or otherwise of the outcome can be tested. Ideally, the brief is fully researched and defined in advance of development of the outcome, but often, as the development work proceeds, the knowledge and understanding of the technologist improves and therefore *refinements* (usually improvements) are made to the brief and its specifications.

5 *Formulating a brief* includes all aspects of technological practice including such things as: identification of, and ongoing interactions with, key stakeholders; identifying needs and opportunities; research; identification of key factors and their implications; brief refinement. This encompasses the three interrelated strands of *Technology in the New Zealand Curriculum*.

6 The *given issue* associated with this achievement standard is to be one that is shared by a range of stakeholders, one of which may be the student. Suitable given issues will require students to consider the environment in which the outcome will be developed and situated, including the differing views and opinions of stakeholders.

7 *Key factors* are those that contribute both directly and indirectly to a given issue and include:
- broader factors, such as legal, social, cultural, political, environmental and economic, including consideration of global and future trends, and culture of technological innovation
- stakeholder factors, such as beliefs, ethics, values, ability to access knowledge and skills, and social position
- knowledge
- bases that relate to the given issue.

Quality Assurance

1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.

2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference 0226