



DESIGN TECHNOLOGY

CONFIDENCE & CAPABILITY AUDIT

Name

Role in School

This audit is a self evaluation tool for the school to assess the confidence and capability of staff in teaching or supporting learning in Design Technology. It is an assessment of your knowledge and skills in delivering the Design Technology scheme of work and your knowledge and skills in this subject. Results of the audit will be used to prioritise training and development needs in Design Technology over the coming months.

Section 1 Confidence in teaching the key strands of learning in Design Technology

How confident are you about your knowledge and skills in the following strands of learning in Design Technology?	Not confident and capable	Limited confidence and capability	Confident and capable	Highly confident and capable
Cooking & Nutrition				
Textiles & Sheet Materials				
Structures				
Mechanical Systems				
Electrical Systems				
Program Systems				

Section 2 Key Themes and Ideas in Design Technology

How would you assess your knowledge and understanding of these key themes and ideas in Design Technology?	No knowledge or understanding	Limited knowledge or understanding	Broad knowledge or understanding	Extensive knowledge or understanding
The iterative process of designing, making and evaluating				
Helping children to generate ideas when starting a project				
Using drawings as part of the design process				
Using models and prototypes when designing and refining products				
Ensuring that children work in a way that is healthy, hygienic and safe				
Having a clear plan of action to aid the making process				
Different techniques to join and combine a range of materials				
Knowing which tools to use when using different materials				
Evaluating a product to see whether it can be recycled, reused or repurposed				
Using design criteria when evaluating products				
Using control systems in design technology				

Section 3
Technical Knowledge & Practical Knowledge in Design Technology

How confident and capable do you feel in teaching and/or supporting learners in developing the following techniques:		Not confident and capable	Limited confidence and capability	Confident and capable	Highly confident and capable
Cooking & Nutrition	Preparing ingredients by measuring, weighing, cutting, peeling, slicing, grating etc.				
Cooking & Nutrition	Following a cookery recipe				
Cooking & Nutrition	Writing a cookery recipe				
Cooking & Nutrition	Food hygiene and safety routines				
Cooking & Nutrition	Following a recipe that involves controlling temperature (hob or oven) and timings				
Cooking & Nutrition	What constitutes a healthy diet? (food groups / five a day)				
Cooking & Nutrition	How and where different food comes from and the concept of seasonal food				
Cooking & Nutrition	Concept of fair trade				
Cooking & Nutrition	How to make bread using yeast / the importance of micro-organisms in cooking				
Textiles	Different techniques & methods of joining textiles together				
Textiles	Using templates and patterns to create textile shapes and 3D fabric products				
Textiles	Different ways of colouring textiles				
Textiles	Different ways of decorating textiles				
Materials	Using a range of tools to cut, shape and join different materials				
Materials	How to accurately cut a range of materials, sometimes using a template as a guide				
Materials	Different techniques & methods of joining materials				
Construction	Create 3D structures by joining and combining materials				
Construction	Creating frame structures using the Jinks method				
Construction	Different methods of strengthening materials				
Mechanical Systems	The different types of movement (rotary, oscillating, reciprocating and linear)				
Mechanical Systems	Using levers as a mechanism to create movement				
Mechanical Systems	Using wheels and axels to create movement				
Mechanical Systems	Using pulley systems to create movement				
Mechanical Systems	How gears can change the speed and direction of movement				
Mechanical Systems	How cams work in changing the direction of movement				

Section 3 Technical Knowledge & Practical Knowledge in Design Technology

How confident and capable do you feel in teaching and/or supporting learners in developing the following techniques:		Not confident and capable	Limited confidence and capability	Confident and capable	Highly confident and capable
Electrical Systems	Creating simple series electrical circuits				
Electrical Systems	Creating series and parallel electrical circuits				
Electrical Systems	Including electronic components such as LED lights into a product				
Program Systems	Use control software to monitor products				
Program Systems	Use control software to control products				
Program Systems	Write computer code to monitor and control products				

Section 4 Other areas of Design Technology

How would you assess your confidence and capability in these areas of Design Technology?		Not confident and capable	Limited confidence and capability	Confident and capable	Highly confident and capable
	Food safety and Hygiene				
	Creating and following risk assessment guidance				
	Safety procedures when using tools to cut, join and shape materials				
	Creating 3D drawings with annotations				
	Creating cross-sectional drawing				
	Creating exploded diagrams				

Section 5 Professional development focus areas in Design Technology

This section gives you the opportunity to list areas for professional development over the next 36 months. (These can be from the answers above or other areas that you think are a priority in Design Technology)