



**Home Economics: Health and Food Technology
Access 3**

Valid from August 2008

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National Course Specification

Home Economics: Health and Food Technology (Access 3)

COURSE CODE C254 09

COURSE STRUCTURE

This Course has three mandatory Units.

The mandatory Units are:

F399 09	<i>Healthy Cooking (Access 3)</i>	<i>1 credit (40 hours)</i>
D9NV 09	<i>Food Product Development (Access 3)</i>	<i>1 credit (40 hours)</i>
F39A 09	<i>Technology in the Kitchen (Access 3)</i>	<i>1 credit (40 hours)</i>

To achieve the Course award the candidate must achieve all of the Units which make up the Course.

This Course includes 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning.

RECOMMENDED ENTRY

While entry is at the discretion of the centre and the Course is suitable for candidates with no previous experience, a basic competence in food preparation techniques and cookery processes would be beneficial.

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Intermediate 1 Home Economics: Health and Food Technology or its Units
- ◆ Intermediate 1 Hospitality: Practical Cookery or its Units

Administrative Information

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National Course Specification: (cont)

COURSE Home Economics: Health and Food Technology (Access 3)

CREDIT VALUE

The Access 3 Course in Home Economics: Health and Food Technology is allocated 18 SCQF credit points at SCQF level 3*.

**SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

Achievement of this Course gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3 Planning and Organising at SCQF level 3

National Course Specification: Course details (cont)

COURSE Home Economics: Health and Food Technology (Access 3)

RATIONALE

The Access 3 Home Economics: Health and Food Technology Course has been designed to give all candidates the opportunity to undertake an achievable Home Economics Course from S3 onwards.

Achieving this Home Economics Course can help to raise self-esteem and self-belief, and may enable candidates to progress to Courses at higher levels and to develop essential life skills.

This Course will help to develop a candidate's personal effectiveness in the use and management of resources. The candidate-centred approach to learning should enable the development of transferable skills that will be valuable throughout life. These experiences may also help to prepare candidates for further study or employment. In addition, the Course will encourage, through practical activity, the integration of understanding and skills in a variety of ways. For example:

- ◆ linking an understanding of healthy foods to their nutritional requirements
- ◆ making choices about appropriate, healthy cooking methods for identified foods
- ◆ carrying out a practical task which combines practical skills in the production of food items
- ◆ following a logical sequence of work in food preparation and cooking
- ◆ showing some creativity in the production of items

The aims of the Access 3 Home Economics: Health and Food Technology Course are to:

- ◆ build candidates' confidence in their ability to prepare food
- ◆ offer opportunities to practise the safe and correct use of equipment
- ◆ offer opportunities for the development of personal and interpersonal skills such as:
 - using own initiative
 - taking responsibility
 - co-operating with others
 - adapting to changing circumstances
- ◆ encourage candidates to apply their knowledge and understanding of nutrition and dietary targets to food choices and food preparation
- ◆ develop an awareness that food hygiene and safety procedures must be followed in all practical situations
- ◆ prepare candidates for further study and learning opportunities within Home Economics

By encouraging candidates to consider basic nutrition and healthy eating guidelines and to apply these in practical cookery situations, this Course can assist with meeting the Scottish Government's aims of:

- ◆ increasing the demand for healthy food
- ◆ supplying that demand for healthy food
- ◆ providing support, education and skill development to allow people to act on this information to make healthy choices

In addition, it emphasises the importance of selecting healthy ingredients and preparing and cooking them in ways which promote the retention of nutrients.

National Course Specification: Course details (cont)

COURSE Home Economics: Health and Food Technology (Access 3)

Another important part of health and food technology is to develop standards in relation to a safe working environment. Candidates are therefore encouraged to take responsibility for health and safety in the use of products and equipment which carry potential risks. These standards are also necessary at home and in the workplace to prevent accidents and food poisoning and are, therefore, transferable.

The knowledge and understanding gained, combined with the practical skills that candidates develop from completing Access 3 Home Economics: Health and Food Technology, contribute to meeting these aims. In particular this Course will help to develop:

Successful learners who are able to:

- ◆ learn independently and as part of a group

Confident individuals who are able to:

- ◆ relate to others and manage themselves
- ◆ pursue a healthy lifestyle
- ◆ achieve success in different areas of activity

Responsible citizens who are able to:

- ◆ make informed choices and decisions

Effective contributors who are able to:

- ◆ create and develop a healthy food product
- ◆ solve problems

National Course Specification: Course details (cont)

COURSE Home Economics: Health and Food Technology (Access 3)

COURSE CONTENT

This Course has three mandatory 40-hour Units.

The Access 3 Home Economics: Health and Food Technology Course focuses on the development of a food product, food preparation skills and the use of technology in food preparation. It also addresses some basic generic skills related to:

- ◆ Confidence
- ◆ Literacy
- ◆ Problem solving and decision making
- ◆ Independent working and cooperating with others
- ◆ Following instructions
- ◆ Planning and organisational skills
- ◆ Evaluating
- ◆ Developing attitudes and values essential for employability and for making useful contributions to society

Summary of Unit content

Healthy Cooking (Access 3) (1 credit)

This Unit is designed as an introduction to healthy cooking. On completion of this Unit candidates will have a basic understanding of the functions and sources of the main nutrients and will be able to apply current healthy eating guidelines to food preparation.

Food Product Development (Access 3) (1 credit)

This Unit is designed as an introduction to food product development. On completion of this Unit, candidates will have an understanding of food sources and their categories. Candidates will also have knowledge of hygiene and safety rules and be able to apply these when preparing dishes using a variety of ingredients.

Technology in the Kitchen (Access 3) (1 credit)

This Unit introduces candidates to a range of storage facilities and technological kitchen equipment focusing on practical applications. This will include demonstrating an understanding of the use of the equipment in food storage, food preparation and cooking with due regard to the safe and hygienic storage and handling of food.

National Course Specification: Course details (cont)

COURSE Home Economics: Health and Food Technology (Access 3)

ASSESSMENT

To achieve the Course award the candidate must pass the three Units which make up the Course.

Candidates should be aware of the assessment criteria.

Assessment across the Units of the Course will allow candidates to demonstrate:

- ◆ a knowledge and understanding of the functions and uses of nutrients
- ◆ a knowledge of healthy eating guidelines and the ability to apply this knowledge in food preparation
- ◆ a knowledge of food sources and their categories
- ◆ a knowledge of the main uses of a range of kitchen equipment
- ◆ that they can use a range of kitchen equipment in food preparation
- ◆ that they can work safely and hygienically in all practical cookery sessions
- ◆ that they are able to follow a brief to produce a food product
- ◆ that they can evaluate a finished product

Assessment for this Course is through performance of practical activities supported by assessor observation checklists, and written/oral evidence.

Unit assessment

Healthy Cooking (Access 3)

(1 credit)

Performance and written/oral evidence is required for this Unit.

- ◆ Practical activities for this assessment should be carried out under supervision in an appropriate environment such as a classroom/training kitchen and should provide opportunities to demonstrate good working practice.
- ◆ Written/oral evidence is required which demonstrates knowledge and understanding of nutrition and current dietary advice.

Food Product Development (Access 3)

(1 credit)

Performance and written/oral evidence is required for this Unit.

- ◆ Practical activities for this assessment should be carried out under supervision in an appropriate environment such as a classroom/training kitchen and should provide opportunities to demonstrate good working practice.
- ◆ Written/oral evidence is required which demonstrates that food sources and their categories have been investigated and that the candidate has selected ingredients to meet the needs of a brief and has produced a logical plan of work.

National Course Specification: Course details (cont)

COURSE Home Economics: Health and Food Technology (Access 3)

Technology in the Kitchen (Access 3)

(1 credit)

Performance and written/oral evidence is required for this Unit.

- ◆ Practical activities for this assessment should be carried out under supervision in an appropriate environment such as a classroom/training kitchen and should provide opportunities to demonstrate safe and hygienic practices.
- ◆ Written/oral evidence is required which demonstrates knowledge and understanding of storage facilities and a range of technological equipment to carry out food preparation and cooking activities.

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

QUALITY ASSURANCE

The Units of all National Courses are subject to internal verification and may also be chosen for external verification by SQA. This is to ensure that national standards are being applied across all subjects.

To assist centres, Senior Verifier reports are published on SQA's website www.sqa.org.uk

National Course Specification: Course details (cont)

COURSE Home Economics: Health and Food Technology (Access 3)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

Centres should ensure that an induction to the Course is given which will enable candidates to understand fully what is expected of them.

Approaches to learning and teaching should provide opportunities for candidates of varying needs and abilities to acquire the knowledge and develop the skills for the Course. The Course has been designed to ensure that candidates learn through practical experience. It is important to ensure that candidates are provided with advice and guidance for working in practical food preparation situations. Candidates must be given clear information with regard to protective clothing, safe and hygienic practices and how they are expected to interact with their peers.

As well as carrying out practical tasks, candidates will learn from theory lessons about food sources and their categories, uses of kitchen equipment, and nutrition and healthy eating guidelines. Each part of teaching/learning should incorporate both theory and practice. Candidates will therefore understand the relevance of the knowledge and understanding more easily as they experience its practical application. Candidate centred classroom activity will allow them to contribute to the planning of work and to demonstrate initiative and independence when planning meals or following the briefs in the Units *Food Product Development* and *Healthy Cooking*. Candidates should participate in a variety of activities such as individual, small group and whole class tasks to ensure that each assessment is fully prepared for.

Throughout the Course the teacher/lecturer should offer support and encouragement to candidates and give due recognition and praise for effort and achievement. By working through a brief in the Units *Food Product Development* and *Healthy Cooking* with the class, the teacher/lecturer will encourage independent working as well as helping candidates to develop the interpersonal skills necessary for working cooperatively.

Teaching and learning approaches will also include demonstrations of, for example, food preparation skills as well as the correct use of kitchen equipment. These demonstrations will prove invaluable to the candidate's learning experience and should be followed by practical sessions in which the candidate practises the skill and/or uses the piece of equipment demonstrated. Candidates will learn that there are correct and incorrect ways of using kitchen equipment, and the importance to self and others of following instructions.

When delivering the Course, it would be useful to take account of any prior knowledge that candidates may have. While the sequence of delivery is for individual centres to decide, a suggested approach would be to introduce the Unit *Technology in the Kitchen* early in the Course in order that the practical skills of using kitchen equipment in food preparation while demonstrating safe and hygienic practices can be built upon during the delivery of the remaining Units.

Technology in the Kitchen could be integrated with the other two Units in the Course. For example, when candidates are producing balanced two-course meals in *Healthy Cooking* they can demonstrate the use of the items of kitchen equipment that have been investigated in *Technology in the Kitchen*, and use ingredients they are investigating in *Food Product Development*. This will provide centres with the opportunity to gather assessment evidence throughout the Course.

Candidates will require supervision during practical work — both on a skills level and for health and safety reasons. Centres must ensure that a safe working environment is maintained at all times.

National Course Specification: Course details (cont)

COURSE Home Economics: Health and Food Technology (Access 3)

The time required to complete an activity should be adjusted to allow for and encourage candidate achievement.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for this Course. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).



National Unit Specification: general information

UNIT Healthy Cooking (Access 3)

CODE F399 09

COURSE Home Economics: Health and Food Technology (Access 3)

SUMMARY

This Unit is a mandatory Unit in the Access 3 Home Economics: Health and Food Technology Course, but may also be taken as a free-standing Unit. This Unit is designed as an introduction to healthy cooking. On completion of this Unit candidates will have a basic understanding of the functions and sources of the main nutrients and be will able to apply healthy eating guidelines to food preparation.

OUTCOMES

- 1 Identify the functions and food sources of the main nutrients in food.
- 2 Identify how a specified two-course meal meets current advice on diet and healthy eating.
- 3 Produce a balanced two-course meal to meet a given brief.
- 4 Carry out a sensory evaluation on a specified dish and identify its nutrients

RECOMMENDED ENTRY

While entry is at the discretion of the centre and the Unit is suitable for candidates with no previous experience, a basic competence in food preparation techniques and cookery processes would be beneficial.

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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National Unit Specification: general information (cont)

UNIT Healthy Cooking (Access 3)

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill None

Core Skill component(s) Critical Thinking at SCQF level 3

National Unit Specification: statement of standards

UNIT Healthy Cooking (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Identify the functions and food sources of the main nutrients in food.

Performance Criteria

- (a) Identify a function for each of the main nutrients.
- (b) Identify a food source for each of the main nutrients.

OUTCOME 2

Identify how a specified two-course meal meets current advice on diet and healthy eating.

Performance Criteria

- (a) Identify preparation techniques and cooking methods which promote the retention of nutrients in the specified meal.
- (b) Identify how the specified meal meets current advice on diet and healthy eating.

OUTCOME 3

Produce a balanced two-course meal to meet a given brief.

Performance Criteria

- (a) Food preparation techniques and cooking methods are used which promote the retention of nutrients.
- (b) The completed dishes meet the given brief.
- (c) The completed dishes are edible and attractively presented.
- (d) Safe and hygienic practices are demonstrated in food production.

OUTCOME 4

Carry out a sensory evaluation on a specified dish and identify its nutrients.

Performance Criteria

- (a) Evaluate the dish for taste, appearance and texture.
- (b) Identify the main nutrients in the dish.

National Unit Specification: statement of standards (cont)

UNIT Healthy Cooking (Access 3)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that the candidates have achieved all Outcomes and Performance Criteria.

Performance and written/oral evidence is required for this Unit.

- ◆ Practical activities for this assessment should be carried out under supervision in an appropriate environment such as a classroom/training kitchen and should provide opportunities to demonstrate good working practice.
- ◆ Written/oral evidence is required which demonstrates knowledge and understanding of nutrition and healthy eating advice.

Outcomes 1 and 2 — Written/oral Evidence

Evidence is required that the candidate is able to identify:

- ◆ one function of each nutrient
- ◆ one food source of each nutrient
- ◆ preparation techniques and cooking methods that promote the retention of nutrients
- ◆ how the specified meal meets healthy eating advice

Main nutrients:

- ◆ Protein
- ◆ Fats
- ◆ Carbohydrates
- ◆ Vitamins — A, B group, C and D
- ◆ Minerals — calcium and iron

The evidence must be gathered under supervised, open book conditions at appropriate points throughout the Unit.

Outcome 3 — Performance Evidence

The candidates must prepare a two-course meal to a given brief.

Brief

The candidates will be given a brief which will instruct them to:

- ◆ prepare a two-course meal comprising either a starter and main course or main course and dessert
- ◆ select at least five ingredients to prepare a healthy balanced meal
- ◆ use a minimum of one food preparation technique and one cooking method, both of which promote the retention of nutrients

National Unit Specification: statement of standards (cont)

UNIT Healthy Cooking (Access 3)

Candidates will be required to demonstrate by practical activity that they are able to:

- ◆ use food preparation techniques and cooking methods that promote the retention of nutrients
- ◆ produce a balanced two course meal to meet the specified brief
- ◆ produce dishes that are edible and well presented
- ◆ carry out the practical activity using the correct food hygiene and health and safety procedures

The practical activity must be carried out under supervised conditions, and an assessor observation checklist must be retained as evidence.

Outcome 4 — Written/oral Evidence

Candidates will be required to identify the main nutrients in a specified dish. The dish must have been prepared from individual ingredients and must not be a ‘ready meal’, or use pre-packed sauces, etc.

Main nutrients:

- ◆ Protein
- ◆ Fats
- ◆ Carbohydrates
- ◆ Vitamins — A, B group, C and D
- ◆ Minerals — calcium and iron

Candidates will be required to carry out a simple sensory evaluation for:

- ◆ taste, appearance and texture

The evidence should be gathered under supervised, open book conditions at appropriate points throughout the Unit.

The National Assessment Bank (NAB) items for this Unit exemplify the national standard. The NAB includes assessor observation checklists, sensory evaluation sheets, a brief for the two-course meal and nutrition charts. Centres wishing to design their own assessments should refer to the NAB to ensure that they are of a comparable standard.

National Unit Specification: support notes

UNIT Healthy Cooking (Access 3)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit should encourage candidates to consider how nutrition affects their health. The use of nutrition charts, advertising media and audio visual resources could encourage class discussion. Candidates could keep a food diary for three days to enable them to discover if their diet meets healthy eating guidelines. If not, candidates should be encouraged to think about foods that would help to make their diets healthy and balanced. For example; if they do not eat five portions of fruit and vegetables per day, then the functions of vitamins A and C should be discussed and candidates should be encouraged to think of ways of including more sources of vitamins A and C in their diet. Candidates will investigate healthy eating advice and will identify food preparation techniques, and appropriate cooking methods which promote the retention of nutrients, for example:

Food preparation techniques which promote the retention of nutrients:

- ◆ No pre-preparation of vegetables
- ◆ No soaking of vegetables

Cooking methods which promote the retention of nutrients:

- ◆ Grilling
- ◆ Baking
- ◆ Stir-frying
- ◆ Steaming
- ◆ Microwave cooking

Through practical activities the candidates will be given the opportunity to produce healthy dishes. Practical activities should be carried out in an appropriate environment such as a classroom/training kitchen. Good hygiene and safe practices should be emphasised and encouraged throughout food production. Candidates must be provided with appropriate protective clothing. Candidates must use the correct health and safety procedures when using kitchen equipment.

Evaluation of the prepared dishes should take place to assist in the development of the candidates' understanding of the contribution of diet to the maintenance of good health. Candidates should be encouraged to consider the nutritional content of the dish made, how it meets healthy eating advice and what food preparation techniques and cookery methods have been used to promote the retention of nutrients. The attractiveness and palatability of the dish that the candidate has produced should also be discussed. Candidates will also be shown how to complete simple sensory evaluation sheets.

National Unit Specification: support notes (continued)

UNIT Healthy Cooking (Access 3)

For Outcome 3 the practical activities that are carried out to develop food preparation techniques prior to producing the specified, balanced, two-course meal could include the preparation of:

- ◆ Basic soups
- ◆ Pasta dishes
- ◆ Fruit desserts
- ◆ Dishes containing fish, vegetables, fruit or bread as a main ingredient

and the use of healthy cooking techniques such as:

- ◆ Grilling
- ◆ Baking
- ◆ Stir-frying
- ◆ Steaming
- ◆ Microwaving

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The learning and teaching approach should allow Outcomes to be achieved in a candidate-centred, participative and practical manner.

Opportunities should be taken in the practical activities to integrate the required knowledge of food hygiene and health and safety in a real context. The emphasis should always be on the practice of working safely and hygienically. All new preparation techniques, cookery processes and equipment should be demonstrated by the teacher/lecturer prior to the candidate undertaking the practical activity. Candidates should be given clear instructions for each task to ensure they are fully aware of what is expected of them. Candidates should be encouraged to follow standard recipes when carrying out the practical tasks. The development of correct working practices must be emphasised. Candidates should be encouraged to consider the timing and dovetailing of practical activities to make best use of time.

Theoretical nutritional aspects, although initially taught through exercises and class discussion, should be an integral part of each practical exercise and covered by discussion and evaluation of the final results.

Candidates could be encouraged to complete a standard worksheet after each practical activity identifying:

- ◆ nutrients in the dish
- ◆ food preparation techniques and cooking methods used to promote retention of nutrients
- ◆ how the dish meets healthy eating advice
- ◆ a simple sensory evaluation

This would prepare candidates for assessment, helping to build their competence and confidence.

The needs and abilities of each candidate should be taken into consideration in terms of support required, and time should be given to allow candidates to acquire and practice skills before assessment takes place. The time that is required to complete an activity should be adjusted to allow for candidate achievement.

National Unit Specification: support notes (continued)

UNIT Healthy Cooking (Access 3)

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the learning and teaching process. In this Unit, candidates produce a meal to meet a brief. This will provide opportunities to develop aspects of the Core Skill of Problem Solving, ie Critical Thinking,

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

If this Unit is being taken as part of the Home Economics: Health and Food Technology (Access 3) Course, it is suggested that it is integrated with the delivery of the Units *Technology in the Kitchen* (Access 3) and *Food Product Development* (Access 3).

The written/oral evidence for Outcomes 1 and 2 could be generated by short/restricted response questions, or by a “matching” exercise using a combination of words and/or pictures.

Teachers/lecturers may wish to integrate the assessment of Outcomes 3 and 4 by using a dish prepared in Outcome 3 for the nutritional and sensory analysis in Outcome 4.

Assessor observation checklists and candidate written/oral evidence must be retained to provide evidence for internal and external verification.

The National Assessment Bank (NAB) items for this Unit exemplify the national standard. The NAB includes assessor observation checklists, sensory evaluation sheets and nutrition charts. Centres wishing to design their own assessments should refer to the NAB to ensure that they are of a comparable standard.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).



National Unit Specification: general information

UNIT Food Product Development (Access 3)

CODE D9NV 09

COURSE Home Economics: Health and Food Technology (Access 3)

SUMMARY

This Unit is a mandatory Unit in the Access 3 Home Economics: Health and Food Technology Course, but may also be taken as a free-standing Unit. This Unit is designed as an introduction to food product development. On completion of this Unit candidates will have an understanding of food sources and their categories. Candidates will also have knowledge of hygiene and safety rules and will be able to apply these when preparing dishes using a variety of ingredients.

OUTCOMES

- 1 Investigate food sources and their categories.
- 2 Produce a dish using ingredients from different categories.
- 3 Create a healthy food product to meet the needs of a given brief.

RECOMMENDED ENTRY

While entry is at the discretion of the centre and the Unit is suitable for candidates with no previous experience, a basic competence in food preparation techniques and cookery processes would be beneficial.

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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National Unit Specification: general information (cont)

UNIT Food Product Development (Access 3)

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill None

Core Skill component(s) Critical Thinking at SCQF level 3
Planning and Organising at SCQF level 3

National Unit Specification: statement of standards

UNIT Food Product Development (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Investigate food sources and their categories.

Performance Criteria

- (a) Identify food sources and their categories.
- (b) Identify a range of foods in each category.
- (c) Identify how each of the foods can be used in cooking.

OUTCOME 2

Produce a dish using ingredients from different categories.

Performance Criteria

- (a) Prepare raw ingredients for a specific dish.
- (b) Produce an edible, attractively presented dish.
- (c) Safe and hygienic practices are demonstrated in food preparation and storage.

OUTCOME 3

Create a healthy food product to meet the needs of a given brief.

Performance Criteria

- (a) Identify a healthy food product to meet the needs of the brief.
- (b) Develop a work plan to create the food product.
- (c) Select ingredients to create the food product.
- (d) Produce an edible, attractively presented food product.
- (e) Demonstrate safe and hygienic practices in food preparation and storage.

National Unit Specification: statement of standards (cont)

UNIT Food Product Development (Access 3)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Performance and written/oral evidence is required for this Unit.

- ◆ Practical activities for this Unit should be carried out under supervision in an appropriate environment such as a classroom/training kitchen and should provide candidates with the opportunity to demonstrate good working practice.
- ◆ Written/oral evidence is required for Outcome 1.

Outcome 1 — Written/oral Evidence

Candidates are required to produce evidence identifying food sources and their categories.

This must be retained as evidence that the candidate is able to identify:

- ◆ the two food sources and four categories (two categories from each source)
- ◆ two foods from each category identified above
- ◆ one cookery use for each of the foods identified

Evidence should be generated under open book, supervised conditions.

Food sources	Categories
Animal	Meat, poultry, fish, dairy
Plant	Vegetable, fruit, cereal

Outcome 2 — Performance Evidence

Candidates will demonstrate by practical activity that they are able to:

- ◆ prepare a dish using ingredients from a minimum of three of the seven categories listed above
- ◆ produce a dish that is edible and attractively presented
- ◆ carry out the practical activity using the correct health, safety and hygiene procedures
- ◆ demonstrate the correct storage of ingredients

The evidence for Outcome 2 should be obtained under controlled, supervised conditions. An observation checklist must be retained as evidence of performance.

National Unit Specification: statement of standards (cont)

UNIT Food Product Development (Access 3)

Outcome 3 — Performance and Written/oral Evidence

The evidence for Outcome 3 must be obtained under open book, supervised conditions.

The candidate must create a food product to a given brief.

Brief

The candidate will be given a brief which will instruct them to:

- ◆ identify a simple food product through discussion with their teacher/lecturer
- ◆ draft a plan of work
- ◆ produce the selected product
- ◆ adhere to the correct health, safety and hygiene procedures throughout the process

The food product must:

- ◆ promote healthy eating
- ◆ use food from a minimum of two categories (categories as for Outcome 1)
- ◆ use a minimum of four ingredients

Candidates will be required to produce written/oral evidence which demonstrates that they have:

- ◆ identified a healthy food product to meet the needs of the brief
- ◆ selected ingredients to meet the needs of the brief
- ◆ produced a logical plan of work

Candidates must demonstrate by practical activity that they can:

- ◆ produce a food product that is edible and attractively presented and meets the needs of the brief
- ◆ use the correct health, safety and hygiene procedures when producing the product

An observation checklist must be retained as evidence of performance.

The National Assessment Bank (NAB) items for this Unit exemplify the national standard. The NAB includes assessor observation checklists and a food product design brief. Centres wishing to design their own assessments should refer to the NAB to ensure that they are of a comparable standard.

National Unit Specification: support notes

UNIT Food Product Development (Access 3)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The Unit should encourage candidates to consider food sources and their categories and the use of ingredients in food production. Through practical activities the candidate should be given the opportunity to prepare dishes using ingredients from the different categories using a variety of preparation techniques. Practical activities should be carried out in an appropriate environment such as a classroom/training kitchen. Safe and hygienic practices should be adopted throughout food production. Candidates must be provided with appropriate protective clothing. Candidates must use the correct health and safety procedures when using kitchen equipment.

For Outcome 2 the practical activities of this Unit should be based on simple dishes/recipes containing a variety of ingredients such as:

- ◆ Meat and meat products
- ◆ Fish
- ◆ Fruit and vegetables
- ◆ Cereals and cereal products
- ◆ Milk and milk products
- ◆ Eggs
- ◆ Starchy foods, eg pasta, potatoes, rice

The teacher/lecturer will select a suitable dish for the candidates to make, and candidates should be encouraged to consider the cookery uses of the ingredients in the dish. The attractiveness and palatability of the dish that the candidate has produced should also be discussed along with ways of improving it.

For Outcome 3 candidates will be given a brief appropriate to this level and their skills and abilities. Candidates will be given the opportunity to discuss the brief with their teacher/lecturer and will identify a suitable healthy food product and then select ingredients to meet the needs of the brief. Candidates will learn how to produce a logical plan of work for food production. They will be given the opportunity to follow this plan when making the selected food product. Safe and hygienic practices should be adopted throughout food production. Time should be given to allow candidates to acquire and practise these skills either on their own or in a group before they make the food product for Outcome 3. A visit to a local food business could also be beneficial prior to completing Outcome 3.

For Outcome 3 the candidate may be involved in creating a simple food product for example:

- ◆ Pitta pocket
- ◆ Vegetable soup
- ◆ Salad
- ◆ Fruit based dessert

National Unit Specification: support notes (cont)

UNIT Food Product Development (Access 3)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The learning and delivery approach should allow Outcomes to be achieved in a candidate-centred, participative and practical manner.

Theoretical aspects of identifying and categorising ingredients and identifying the cookery uses of different ingredients, although initially taught through class exercises, should be an integral part of each practical exercise. In addition, candidates could investigate ingredients as a class group.

The emphasis should always be on the practice of working safely and hygienically. All new preparation techniques, cookery processes and equipment should be demonstrated by the teacher/lecturer prior to the candidate undertaking the practical activity. Candidates should be given clear instructions for each task to ensure that they are fully aware of what is expected of them and they should be encouraged to follow standard recipes.

Candidates should be given time to practice their organisational and practical skills before they are expected to produce the food product. It is envisaged that the teacher/lecturer would work through the brief with the candidate. The teacher/lecturer will support candidates, enabling them to make decisions, come up with a solution and then make the product. There should be sufficient opportunity for the candidate to become familiar with all the processes required to carry out the design brief before assessment takes place.

The needs and abilities of each candidate should be taken into consideration in terms of support required, and time should be given to allow candidates to acquire and practice skills before assessment takes place. The time that is required to complete an activity should be adjusted to allow for candidate achievement.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the learning and teaching process. In this Unit, candidates identify a solution to a brief and plan how to make a food product. This will provide opportunities to develop aspects of the Core Skill of Problem Solving, ie Critical Thinking, and Planning and Organising.

National Unit Specification: support notes (cont)

UNIT Food Product Development (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

If this Unit is being taken as part of the Home Economics: Health and Food Technology (Access 3) Course, it is suggested that it is integrated with the delivery of *Technology in the Kitchen* and *Healthy Cooking*.

The written/oral evidence for Outcome 1 could be generated by short/restricted response questions, or by a 'matching' exercise using a combination of words and/or pictures.

Assessor observation checklists and candidate written/oral evidence must be retained to provide evidence for internal and external verification.

The National Assessment Bank (NAB) items for this Unit exemplify the national standard. The NAB includes assessor observation checklists and a food product design brief. Centres wishing to design their own assessments should refer to the NAB to ensure that they are of a comparable standard.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).



National Unit Specification: general information

UNIT Technology in the Kitchen (Access 3)

CODE F39A 09

COURSE Home Economics: Health and Food Technology (Access 3)

SUMMARY

This Unit is a mandatory Unit in the Access 3 Home Economics: Health and Food Technology Course, but can also be taken as a free-standing Unit. The Unit introduces candidates to a range of storage facilities and technological kitchen equipment focusing on practical applications. This will include demonstrating an understanding of the use of the equipment in food storage, food preparation and cooking, with due regard to the safe and hygienic storage and handling of food. The Unit also focuses on the health and safety aspects associated with maintaining storage facilities, working with, and maintaining equipment.

OUTCOMES

- 1 Investigate storage facilities required to maintain the quality of a range of foods.
- 2 Explain the use of a range of technological kitchen equipment required to carry out a range of food preparation and cooking activities.
- 3 Use technological kitchen equipment to carry out food preparation and cooking activities in a safe and hygienic way.

RECOMMENDED ENTRY

While entry is at the discretion of the centre and the Unit is suitable for candidates with no previous experience, a basic competence in food preparation techniques and cookery processes would be beneficial.

Administrative Information

Superclass: NA

Publication date: May 2008

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Version: 01

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National Unit Specification: general information (cont)

UNIT Technology in the Kitchen (Access 3)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 3

National Unit Specification: statement of standards

UNIT Technology in the Kitchen (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Investigate storage facilities required to maintain the quality of a range of foods.

Performance Criteria

- (a) Identify a range of food storage facilities.
- (b) Identify the appropriate storage facility for a range of foods.
- (c) Identify the safe storage time for a range of foods.
- (d) Identify ways of ensuring the safe and hygienic maintenance of food storage facilities and their contents.

OUTCOME 2

Explain the use of a range of technological kitchen equipment required to carry out food preparation and cooking activities.

Performance Criteria

- (a) Correctly identify a range of technological kitchen equipment.
- (b) Explain the main use of each piece of equipment.

OUTCOME 3

Use technological kitchen equipment to carry out food preparation and cooking activities in a safe and hygienic way.

Performance Criteria

- (a) Select equipment appropriate to the activity.
- (b) Correctly use the equipment selected.
- (c) Maintain and store the selected equipment correctly.
- (d) Maintain safe and hygienic practices throughout the activities.

National Unit Specification: statement of standards (cont)

UNIT Technology in the Kitchen (Access 3)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

Written/oral evidence and performance evidence, supported by an assessor's observation checklist, is required for this Unit.

- ◆ Written/oral evidence is required which demonstrates a knowledge and understanding of storage facilities, and a range of technological kitchen equipment to carry out food preparation and cooking activities.
- ◆ Practical activities should be carried out under supervision and provide opportunities for the candidate to demonstrate safe and hygienic working practices.

The evidence for this Unit should be gathered by the Assessor at appropriate points during delivery.

Outcome 1 — Written/oral Evidence

Written and/or oral evidence is required which demonstrates that the candidate has achieved Outcome 1 to the standard specified in the Outcome and Performance Criteria. The evidence for this Outcome should be obtained under open-book, supervised conditions with the candidate having access to information relating to the safe and hygienic maintenance of storage facilities and their food content.

Evidence is required that shows that the candidate can:

- ◆ identify the following storage facilities: refrigerator, freezer and dry store cupboard/larder
- ◆ Identify two foods which could be stored in each facility
- ◆ identify the safe storage time of one food for each storage facility
- ◆ identify a minimum of three ways of ensuring the safe and hygienic maintenance of one storage facility and its food content

The assessment will be open-book and the candidate will have access to information relating to the safe and hygienic maintenance of storage facilities and their food content.

Outcome 2 — Written/oral Evidence

Written/oral evidence is required which demonstrates that the candidate has achieved Outcome 2 to the standard specified in the Outcome and Performance Criteria. The evidence for this Outcome should be obtained under open-book, supervised conditions.

Evidence is required that shows that the candidate can:

- ◆ identify six items of technological kitchen equipment (minimum of three from each of food preparation and cooking)
- ◆ explain the use of each one

National Unit Specification: statement of standards (cont)

UNIT Technology in the Kitchen (Access 3)

Outcome 3 — Performance Evidence

Candidates will be required to demonstrate their ability to safely and hygienically use one piece of kitchen equipment from each of the categories of food preparation and storage.

Candidates will be required to demonstrate by practical activity that they are able to:

- ◆ select one piece of equipment for food preparation and one for cooking
- ◆ select equipment appropriate to the activity
- ◆ correctly use the equipment selected
- ◆ correctly maintain and store the equipment selected
- ◆ maintain safe and hygienic practices throughout the activity

Each activity will be carried out under supervised conditions and an observation checklist must be retained as evidence.

The National Assessment Bank (NAB) items for this Unit exemplify the national standard. The NAB includes assessor observation checklists. Centres wishing to design their own assessments should refer to the NAB to ensure that they are of a comparable standard.

National Unit Specification: support notes

UNIT Technology in the Kitchen (Access 3)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The content will allow candidates to learn about a range of storage facilities and kitchen equipment while undertaking a variety of practical tasks under the supervision of the teacher/lecturer.

This Unit should be delivered at a pace in keeping with the candidate's needs. The use of each piece of equipment should be demonstrated, discussed and practiced at an appropriate level.

Outcome 1

Candidates should be given the opportunity to identify a range of storage facilities. Through discussion candidates should be encouraged to group foods according to the categories of chilled, frozen and store cupboard foods.

Storage facilities

- ◆ Refrigerator
- ◆ Freezer
- ◆ Store cupboard/larder

The importance of safe and hygienic maintenance of all storage facilities and their contents must be emphasised by the teacher/lecturer as being essential to the daily routine of food hygiene. Teaching should include:

- ◆ correct handling/transportation of food after purchasing
- ◆ correct positioning of the food/containers, where appropriate, within the storage facility
- ◆ appropriate containers and packaging materials used to cover/store food
- ◆ correct organisation and management of the storage facility and its contents
- ◆ awareness of the correct temperature for each storage facility
- ◆ care, cleanliness and correct maintenance of each storage facility
- ◆ safe handling and defrosting of foods from the freezer
- ◆ correct application of food hygiene rules when dealing with leftover food to be placed in an appropriate storage facility

Reference may be made to a range of websites.

Outcome 2

As each piece of equipment is identified and used, candidates should be encouraged to discuss the range of functions which each piece of equipment could perform. Its suitability for various processes should be demonstrated to enable candidates to select the most appropriate piece of equipment to carry out a given practical task. Any operation required for the safe and hygienic use of the equipment should be demonstrated.

National Unit Specification: support notes (cont)

UNIT Technology in the Kitchen (Access 3)

Suggested range of technological kitchen equipment.

Food preparation equipment

Hand blender
Liquidiser
Food processor
Hand mixer
Kettle
Electric knife
Electric can opener

Cooking equipment

Gas hob
Electric hob
Microwave oven
Deep fat fryer
Bread maker
Gas oven
Electric oven

The above list is neither prescriptive nor exhaustive, but merely offered as an example of the variety of kitchen equipment which could be used. Resources within each centre will influence the list of kitchen equipment available to the candidate.

Outcome 3

Candidates should select the most appropriate piece of kitchen equipment from a given range, corresponding to the pieces of equipment held within the centre, to carry out the activities. Demonstrations of the use of each piece of kitchen equipment should feature during each practical session as new skills are developed. The correct use and where appropriate assembly of each piece of equipment should be taught at a pace in keeping with the candidate's ability, before the candidates carry out the activity.

The development of safe and hygienic standards in all aspects of the activity should be emphasised by the teacher/lecturer as essential skills to be practised at all times. Teaching should include:

- ◆ safe use of gas and electric appliances
- ◆ accurate timing and control of the functions of each piece of equipment
- ◆ programming of equipment where appropriate
- ◆ correct choice of cooking containers/dishes to ensure safe and efficient use of the equipment
- ◆ the safe handling of hot equipment and food
- ◆ appropriate preparation of food for each piece of equipment to be used
- ◆ correct handling and timing of convenience foods cooked straight from the freezer
- ◆ an awareness of the safety rules specific to each piece of equipment
- ◆ care, cleanliness and the correct storage of each item of equipment
- ◆ the maintenance of high standards of personal, kitchen and food hygiene

Candidates should be given clear specifications for each task to ensure that they are fully aware of what is expected of them. They should be encouraged to follow basic step-by-step instructions.

Activities for this Unit should be appropriate to the level and allow for working independently.

National Unit Specification: support notes (cont)

UNIT Technology in the Kitchen (Access 3)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred, participative and practical manner. Theoretical aspects should be an integral part of each practical exercise and covered by discussion and evaluation of the final result. Safety, hygienic practices and the care and use of equipment, should also be an integral part of all activities.

Candidates must be given time to practice and become familiar with the items of kitchen equipment before assessment takes place. The needs and abilities of each candidate should be taken into consideration in terms of support and equipment needed. The time that is required to complete an activity should be adjusted to allow for candidate achievement.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the learning and teaching process. In this Unit, candidates identify storage facilities and identify and select equipment and explore how they are used safely and correctly. This will provide opportunities to develop aspects of the Core Skill of Problem Solving, ie Critical Thinking.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

If this Unit is being taken as part of the Home Economics: Health and Food Technology (Access 3) Course, it is suggested that its learning, teaching and assessment are integrated with the Units *Healthy Cooking* (Access 3) and *Food Product Development* (Access 3).

Aspects of theory relating to the safe, hygienic and appropriate use of a range of storage facilities and kitchen equipment should be covered prior to the practical exercises.

Candidates should be encouraged through discussion to identify the range of and use of equipment.

Assessment for Outcome 3 should be recorded by means of an observation checklist modelled upon Performance Criteria (a)–(d).

Assessor observation checklists and candidate written/oral evidence must be retained to provide evidence for internal and external verification.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

National Unit Specification: support notes (cont)

UNIT Technology in the Kitchen (Access 3)

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).