



Advanced Higher  
Unit Specification



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## Health and Food Technology: Food Science, Production and Manufacturing (Advanced Higher) Unit

**SCQF:** level 7 (16 SCQF credit points)

**Unit code:** H7WC 77

### Unit outline

This Unit allows learners to develop detailed knowledge and understanding of the underpinning science and functional properties of food, and use this information to develop specifications for food products. Learners will carry out research into the commercial food manufacturing process, and explore and analyse trends in food purchasing and consumption.

Learners who complete this Unit will be able to:

- 1 Investigate the application of food science in commercial manufacturing
- 2 Apply knowledge and understanding to develop food product specifications to meet current food trends

This Unit is a mandatory Unit of the Advanced Higher Health and Food Technology Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the Advanced Higher Health and Food Technology Course gives further mandatory information on Course coverage for learners, taking this Unit as part of the Advanced Higher Health and Food Technology Course.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Higher Health and Food Technology Course or relevant component Units

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### **1 Investigate the application of food science in commercial manufacturing by:**

- 1.1 Analysing the application of food science in relation to commercial food manufacturing
- 1.2 Evaluating the impact of functional properties of ingredients on consumer acceptability of foods

### Outcome 2

The learner will:

#### **2 Apply knowledge and understanding to develop food product specifications to meet current food trends by:**

- 2.1 Evaluating market research methods used in the food sector
- 2.2 Carrying out an investigation to identify a trend in food purchasing and/or consumption
- 2.3 Creating a specification for a food product idea for an identified trend
- 2.4 Evaluating stakeholder acceptability of a food product idea

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by combining assessment in a single event. If the latter approach is used, it must be clear how the evidence covers each Outcome, and additional evidence must be provided for any Assessment Standard which has not been assessed.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## **Development of skills for learning, skills for life and skills for work**

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

### **2 Numeracy**

2.3 Information handling

### **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

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**Published:** April 2015 (version 2.0)

**Superclass:** NH

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Unit outline reworded to reflect minor change to Outcome 2.  Changes to the wording of all Assessment Standards to clarify what is required.	Qualifications Development Manager	April 2015

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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