



Access 3 Health and Food Technology — draft Course rationale and summary

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Course rationale

Background

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

The Access 3 Health and Food Technology Course builds on the health and wellbeing and technology experiences and outcomes¹. This Course encourages learners to make informed decisions about food, nutrition and dietary needs; experience challenge and enjoyment in a range of practical food and consumer contexts; and establish a pattern of health and wellbeing which will sustain them in future life.

The Course enables learners to develop knowledge and understanding, skills, capabilities and attributes which are needed for mental, emotional, social and physical wellbeing.

The Health and Food Technology Course contributes to personal development by teaching learners safe and hygienic practices in food preparation and raising awareness of the importance of a balanced diet and healthy lifestyle. By developing this knowledge and skills through practical learning and assessment activities learners are able to develop confidence, simple organisation skills and the ability to make appropriate consumer choices.

The Course will allow learners to continue to acquire the attributes and capabilities of the four capacities and will encourage increasing independence for life, learning and work.

Purpose and aims of the Course

The purpose of this Course is to allow learners to further develop the necessary knowledge to make appropriate food, lifestyle and consumer choices which will have a positive effect on their own health and that of others.

The aims of the Course are to enable learners to:

- ◆ develop basic knowledge about the relationships between nutrition, food and health
- ◆ develop understanding of healthy eating approaches in order to make informed choices which support a well-balanced diet
- ◆ make simple food products with support
- ◆ develop safe and hygienic practices in simple food preparation
- ◆ explore basic issues affecting food choices for individuals and families

¹ Experiences and outcomes

www.ltscotland.org.uk/understandingthecurriculum/howisthecurriculumstructured/experiencesandoutcomes/index.asp

This Course enables learners to develop simple problem solving skills through a practical and experiential approach to learning and assessment. Within the Units, practical cooking and simple food preparation are used to develop knowledge and skills related to nutrition and health related food topics.

The Course uses real-life situations and supports learners to consider everyday issues that influence consumer's choice of food. It contributes to personal development by encouraging learners to reflect on food choices. It also helps them make appropriate choices that can positively impact on their own lives and the lives of others.

The design of the Course contributes to the development of numeracy, by working with money and measuring for food preparation.

Information about typical learners who might do the Course

This practical Course is suitable for all learners who are interested in food, nutrition and issues related to food which influence consumer choice. It is particularly appropriate for learners who enjoy learning through practical activity. The flexible context and breadth of learning experiences offered should be attractive to a variety of learners.

The skills developed in the Course prepare learners for decisions required in learning, life and work. It offers learners the opportunity to broaden their learning experience and gain knowledge and skills which can contribute to their own health and wellbeing and that of others. An awareness of dietary needs and choices available to consumers encourages the learner to think about their own lifestyle and choices and provides opportunities to learners to work with increasing confidence.

Skills developed throughout the Course include basic organisational skills; basic problem solving skills; simple food preparation skills; and simple food production skills.

The learner will also develop confidence, resilience and responsibility.

Progression from this Course includes opportunities for vertical and lateral progression to:

- ◆ Health and Food Technology (National 4) Course
- ◆ Hospitality: Practical Cookery (National 4) Course
- ◆ Hospitality Skills for Work at SCQF level 4
- ◆ employment in the food/hospitality industry

Course summary

Course title: Access 3 Health and Food Technology

SCQF level 3 (18 SCQF credit points)

Course outline

Mandatory Units

Health and Food Technology: Food for Health (Access 3)	(6 SCQF credit points)
Health and Food Technology: Food Product Development (Access 3)	(6 SCQF credit points)
Health and Food Technology: Contemporary Food Issues (Access 3)	(6 SCQF credit points)

Course structure and conditions of award

The Course enables learners to develop practical and thinking skills. Experiential learning in food-related activities is used to develop knowledge and skills. It will enable learners to prepare healthy meals using safe and hygienic practices in the storage, preparation and cooking of food. It also gives them the skills to make informed food and consumer choices.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

Health and Food Technology: Food for Health (Access 3)

This Unit introduces learners to the link between food and nutrition, dietary needs and how they affect health and wellbeing. Through experiential learning, it develops simple practical skills for preparing healthy food products using safe and hygienic practices.

Health and Food Technology: Food Product Development (Access 3)

This Unit provides learners with the opportunity to develop simple food products. Learners will work with support to the simple brief provided and use the provided plan to make, and reflect on, simple food products.

Health and Food Technology: Contemporary Food Issues (Access 3)

This Unit introduces learners to issues surrounding food, health and consumer choices. It will raise awareness of current food issues and encourage discussion about these issues. Learners will be enabled, with support, to use the knowledge they have gained to make simple consumer decisions.

successful learner, confident individual, responsible citizen, effective contributor

The Course has been constructed to facilitate a hierarchical arrangement with Health and Food Technology at National 4, National 5, Higher and Advanced Higher.

To achieve the Access 3 Health and Food Technology Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

Access 3 Courses are not graded.

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Assessment

All Units are internally assessed against the requirements shown in Unit specifications.

They will be assessed pass/fail within centres.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

Exemplification of possible assessment approaches for Units will be provided in the *National Assessment Resource*.

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