



Advanced Higher 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

This Course focuses on the influence of food and its nutritional properties as well as the dietary needs of individuals and wider society. The relevance, influence and use of technology in food production, processing and consumption is embedded throughout the Course.

The Course develops learners' ability to analyse food production, processing and consumption. It also allows learners to develop the knowledge required to become informed food consumers and responsible citizens. Through development of technological skills, the Course allows learners to contribute towards meeting their own and others' health and nutritional needs, as well as understanding the food product development needs of the food manufacturing industry.

The Course provides not only a practical dimension to product development but also allows learners to engage intellectually to analyse and interpret complex information relating to the food industry.

The investigative and critical thinking skills developed throughout this Course gives learners important experience of independent working. Learners will acquire attributes important for learning, life and work, such as motivation and the ability to work on their own initiative with minimal supervision. The emphasis on skills of analysis and evaluation, and the opportunities for investigative work, will help develop learners' high-order thinking skills and contribute to the development of successful learners and effective contributors.

Purpose and aims of the Course

The purpose of this Course is to allow learners to develop the required knowledge and skills of research, analysis and evaluation in order to make informed choices, or provide informed advice to others, about dietary, nutritional and consumer food issues. It does this by raising awareness of food choices and habits and the effects of these on individual health and the health of the wider community. The Course also promotes the development of knowledge and understanding of the science of food.

The Course also addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, legislation, sustainability of sources, psychology of food trends, food production and development, and their effects on consumer choices.

Development of research and investigative skills, alongside the ability to draw on a range of sources of information, are central to this Course.

The Course has six broad and interrelated aims that enable learners to:

- ◆ develop skills of independent enquiry, critical thinking and analysis and evaluation
- ◆ research and apply knowledge and understanding of the relationships between food, health, and the importance of these relationships
- ◆ develop knowledge and understanding of the science of food in relation to its structure and properties
- ◆ apply knowledge and understanding of the functional properties of food to prepare food prototypes
- ◆ develop knowledge and understanding of food systems in production, processing and consumption and the importance of safe and hygienic practices
- ◆ analyse contemporary issues affecting consumer food choices

This Course uses an investigative and problem-solving approach to develop knowledge, understanding and skills and promote independence in learning. It uses real-life situations, and takes account of local, cultural and media influences as well as technological innovations.

Flexibility of choices to pursue personal interests within this Course encourages motivation and development of organisational skills and so develops independent and self-directed learners.

Information about typical learners who might do the Course

Learners progressing from the Higher Health and Food Technology Course, or equivalent qualifications, will find the Advanced Higher Course provides opportunities to further develop their knowledge, understanding and higher order thinking skills and apply these to continued study of health and food technology.

This Course will attract learners who have an interest in developing skills, knowledge and understanding about the relationships between food, nutrition, diet, health, and contemporary food issues that affect consumer food choices.

It will appeal to learners who desire to have more independence and responsibility for their learning. Learners undertaking this Course should be able to demonstrate a mature approach to learning and have the ability to work on their own initiative. The flexible context and breadth of learning experiences offered within the Course will be attractive to a variety of learners.

The Course encourages the development of positive attitudes and values which can impact on learners' own and others' health and consumer food choices. Other transferable skills developed throughout the Course include: organisational and management skills; problem solving skills; food preparation, production and

successful learner, confident individual, responsible citizen, effective contributor

processing skills; and research skills. The development of critical thinking, the ability to develop informed opinions and the range of high-level skills developed in the Course prepare learners for complex and challenging decisions required in learning, life and work.

On successful completion of the Course, learners will be equipped to undertake further or higher education courses, and engage in training or employment. Some learners may wish to pursue further study or career options related to health and food technology such as health promotion, dietetics, food product design and development, sports nutrition and food science, purchasing, logistics and food distribution.

Draft

Course summary

Course title: Advanced Higher Health and Food Technology

SCQF level 7 (32 SCQF credit points)

Course outline

Mandatory Units

The Course comprises the following mandatory Units:

Health and Food Technology:

Food for Health (Advanced Higher) 8SCQF credit points

Health and Food Technology: Food Science, Production and Manufacturing (Advanced Higher) 8 SCQF credit points

Course assessment 8 SCQF credit points

This Course includes eight SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

Course structure and conditions of award

Course structure

The Course includes development of thinking skills by providing opportunities for investigative and independent learning. Relevant contexts are used as the vehicles for the development of critical thinking and the application of knowledge, understanding and skills.

Each Unit of the Course helps the learner develop skills and knowledge which will be integrated and holistically applied in the Course assessment.

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

Health and Food Technology: Food for Health (Advanced Higher)

This Unit develops learners' ability to evaluate the inter-relationships between health, food, nutrition, and dietary needs and advice, and their impact on health for a wide range of groups at various stages of life. Learners will investigate the dietary and health needs of these groups and apply knowledge, understanding and practical skills in a range of contexts.

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

This Unit allows learners to develop knowledge and understanding of the underpinning science and functional properties of food and its uses in creating new food products. Learners will research, analyse and evaluate food products in terms of functional properties, technological processes and consumer choices.

Learners will demonstrate an understanding of food production and manufacturing systems, in particular, the role of marketing and market research, consumer pressure, psychology of food, emerging food markets and technological change in manufacturing and production techniques. Learners will further develop an understanding of the role of government, the media, food lobby groups and other agencies in the development of food and health policy and habits.

The Health and Food Technology Courses have been constructed to facilitate a hierarchical arrangement from Access 3 to Advanced Higher levels. They provide progression and articulation throughout the levels.

Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Assessment

Information about assessment standards for the Course is included in the *Course Assessment Specification*, which provides full details including advice on how a learner's overall attainment for the Course will be determined.

Unit assessment

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

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

Exemplification of possible assessment approaches for these Units is provided in the *National Assessment Resource*.

Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)¹. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge and application.

In the Advanced Higher Health and Food Technology Course, added value will focus on:

- ◆ application
- ◆ challenge

The learner will be assessed by a [project](#)² and a [question paper](#)³. The project will require application of research, investigation, analysis, evaluation skills to present findings and conclusions on a topic/issue. The project will be sufficiently open and flexible to allow for personalisation and choice.

The question paper will require demonstration and application of knowledge and understanding and skills from across the Units.

¹ Definitions can be found here: www.sqa.org.uk/sqa/45528.html

² See link above for definition.

³ See link above for definition.