



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 builds on the principles and practice for the health and wellbeing curriculum area and the technologies curriculum area¹. The relevance, influence and use of technology in food production, processing and consumption are embedded throughout the Course.

The Course focuses on health, the influence of food and its nutritional properties, and dietary needs. It also focuses on the application of safe, hygienic and informed practices in food preparation.

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

Practical learning and assessment activities allow learners to develop confidence, independence and self-management skills.

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, or provide advice to others on, informed food, dietary and consumer choices which will have a positive effect on their own health and that of others.

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

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

- ◆ research and apply knowledge and understanding of the relationships between food, health, and the personal, social and economic importance of these relationships

¹ Health and wellbeing principles and practice paper

www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/healthandwellbeing/principlesandpractice/index.asp

Technologies principles and practice paper

www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/technologies/principlesandpractice/index.asp

- ◆ develop knowledge and understanding of food systems in production, processing and consumption, and safe and hygienic practices
- ◆ develop knowledge and understanding of contemporary issues affecting consumer choice and responsible food production, processing and consumption
- ◆ develop and apply knowledge and skills to experiment with the functional properties of food and to prepare food using appropriate materials and technology
- ◆ use research, management and technological skills to design, plan, create and evaluate food solutions to a range of dietary needs in a range of practical personal, social and employment contexts

The Course uses an experiential, practical and problem solving learning approach to develop knowledge, understanding and skills and promotes independence in learning. The Course uses real life situations, and takes account of local, cultural and media influences as well as technological innovations where appropriate.

Information about typical learners who might do the Course

The Course will attract learners who have an interest in developing skills and knowledge about the relationships between food, nutrition, diet, health, and contemporary food issues that affect consumer choice. It will also appeal to learners with relevant prior learning gained through life experience and/or those who enjoy learning through practical activity and have the ability to work and research independently. The flexible context and breadth of learning experiences offered will be attractive to a variety of learners.

The improved understanding and wider range of skills developed in the Course prepare learners for complex and challenging decisions required in learning, life and work. Learners will focus on health and food and consumer issues and will develop practical and cognitive skills that are transferable to a range of personal, social and employment contexts. These include employment in health promotion, dietetics and food product design, development, processing and manufacturing.

Analysing dietary needs and gaining understanding of consumer choice and rights encourages critical thinking and develops positive attitudes and values towards factors which can impact on learners' own and others' health and food and consumer choices. The range of skills developed allows learners to work confidently and independently. Learners should be able to transfer these skills to learning, life and work on completion of the Course.

Skills developed throughout the Course include: application of complex technological skills related to food production; organisational and management skills; problem solving skills; food preparation, production and processing skills; and research skills.

Course summary

Course title: Higher Health and Food Technology

SCQF level 6 (24 SCQF credit points)

Course outline

Mandatory Units

Health and Food Technology: Food for Health (Higher) (6 SCQF credit points)

Health and Food Technology: Food Product Development (Higher)
(6 SCQF credit points)

Health and Food Technology: Contemporary Food Issues (Higher)
(6 SCQF credit points)

Course assessment (6 SCQF credit points)

This Course includes six SCQF credit points for 40 additional programmed hours to allow 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

The Course includes development of practical and cognitive skills. Practical experiential learning in relevant contexts is used as the vehicle 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 variety of ways.

Health and Food Technology: Food for Health (Higher)

This Unit develops applied knowledge and understanding, enabling learners to evaluate the relationships between health, food, nutrition, and dietary needs and advice, and their impact on health for specific people/groups at various stages of life in various contexts. Through experiential learning, it develops a range of practical skills and application of food preparation techniques and safe and hygienic practices.

Health and Food Technology: Food Product Development (Higher)

This Unit allows learners to participate in a range of practical, technological food processing activities. These activities demonstrate the science and functional properties of food and its uses in creating new products in a variety of contexts. Learners use knowledge and understanding and apply a range of practical skills and safe and hygienic food preparation techniques to design, create, analyse and evaluate food product solutions to meet specified needs.

Health and Food Technology: Contemporary Food Issues (Higher)

This Unit allows learners to research a range of contemporary factors affecting food and nutrition, health, and consumer choices. Learners will develop an understanding of the national food industry structure, food sourcing and ethics, food choice in a diverse society, and the importance of developing informed and discerning food consumers. Learners will apply their knowledge and understanding in practical contexts to make informed consumer decisions or support others in making informed consumer choices.

The Higher Health and Food Technology Course has been constructed to facilitate a hierarchical arrangement with the Health and Food Technology Courses at Access 3, National 4, National 5 and Advanced Higher levels.

To gain the award of the Course, the learner must pass all 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 will be included in the *Course Assessment Specification* which will provide 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 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 these Units will be provided in the *National Assessment Resource*.

Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)². 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 or application.

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

- ◆ challenge
- ◆ application

The learner will be assessed by a [project](#)³ and a [question paper](#)⁴. The project will require application of research, investigation and problem solving skills and knowledge from across the Units. Learners will develop food product solutions to meet the needs of an unseen brief. The project will be sufficiently open and flexible to allow for personalisation and choice. The question paper will require demonstration of depth of knowledge and understanding from across the Units.

² Definitions can be found here: www.sqa.org.uk/sqa/45528.html

³ See link above for definition.

⁴ See link above for definition.