



Access 3 Health and Food Technology

Draft National Course Specification



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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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Contents

Course outline	1
Recommended entry	1
Progression	1
Equality and inclusion	1
Rationale	2
Relationship between the Course and Curriculum for Excellence values, purposes and principles	2
Purpose and aims of the Course	2
Information about typical learners who might do the Course	3
Course structure and conditions of award	4
Course structure	4
Conditions of award	4
Skills, knowledge and understanding	4
Assessment	6
Unit assessment	6
Development of skills for learning, skills for life and skills for work	7
Administrative information	8

Course outline

Course title: Access 3 Health and Food Technology

SCQF: level 3 (18 SCQF credit points)

Course code: to be advised

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

Recommended entry

Entry to this Course 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:

- ◆ Access 2 Food, Health and Wellbeing Course or relevant component Units
- ◆ Access 2 Personal Development Award

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

Progression

This Course or its components may provide progression to:

- ◆ Health and Food Technology (National 4) Course
- ◆ other qualifications in related areas
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

Equality and inclusion

This Course 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 *Course Support Notes* and the *Course Assessment Specification*.

Rationale

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 encourages learners to make informed decisions about food, nutrition and dietary needs and to experience challenge and enjoyment in a range of practical food and consumer contexts.

This 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 these skills through practical learning and assessment activities, learners are able to develop confidence, routine 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 develop the necessary knowledge to make informed food, lifestyle and consumer choices which may have a positive effect on their own health.

The aims of the Course are to enable learners to:

- ◆ develop basic knowledge about the relationships between nutrition, food and health
- ◆ develop a basic understanding of healthy eating approaches
- ◆ explore basic issues affecting consumer food choices
- ◆ develop basic food products with support
- ◆ develop safe and hygienic practices in the preparation of food products

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

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 informed choices that can positively impact on their own lives.

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

Information about typical learners who might do the Course

This Course is suitable for all learners who are interested in food, nutrition, cooking and issues related to food choices. 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. An awareness of dietary needs and the choices available to consumers encourages the learner to think about their own lifestyle and choices.

Through practical contexts and reflective activities, learners are provided with opportunities to experience challenge and enjoyment and to develop confidence, resilience and responsibility.

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

Progression from this Course includes opportunities for vertical and lateral progression to National Courses, Awards and other SQA qualifications in related fields.

Course structure and conditions of award

Course structure

The Course enables learners to develop problem solving skills and knowledge about food, nutrition and dietary needs. Practical learning activities related to food and issues surrounding food are used to develop knowledge and skills and to raise awareness of the importance of a balanced diet.

Experiential learning activities will enable learners to prepare healthy food using safe and hygienic practices in the storage, preparation and cooking of food. These skills give learners the opportunity to make informed food and consumer choices to contribute to a healthy lifestyle.

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 (Access 3)

This Unit encourages learners to develop awareness and basic knowledge of the link between food and nutrition, dietary needs and how they affect health and wellbeing. Through experiential learning, it develops 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 food products. Learners will, with support, develop knowledge of the stages and skills involved in developing a new food product. Supported by a problem-solving approach, learners will make a food product to meet specified needs. Learners will develop and apply a basic knowledge of safe and hygienic food practices and techniques.

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

This Unit introduces learners to issues surrounding food, health and consumer choices. Learners will develop an awareness of, and contribute to discussion about, current food issues. Learners will be enabled, with support, to use knowledge gained in practical contexts which assist in making informed choices.

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

Conditions of award

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.

Skills, knowledge and understanding

Full skills and knowledge for the Course will be given in the *Course Assessment Specification*. A broad overview of the subject skills, knowledge and understanding that will be covered in the Course includes:

- ◆ basic knowledge of the relationship between health, food, nutrition and consumer choices
- ◆ development of organisational skills
- ◆ solving problems related to health, food, nutrition and consumer needs
- ◆ awareness of issues affecting consumer food choices
- ◆ awareness of properties and functions of food
- ◆ application of knowledge and safe and hygienic food preparation skills in straightforward practical contexts

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Assessment

Further information about assessment for the Course will be included in the *Course Support Notes*.

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.

The assessment of the Units in this Course will be as follows:

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

This Unit requires learners to provide evidence of basic knowledge of the links between food, health and nutrition. Learners will identify how choices related to food and its preparation can have an influence on health. They will demonstrate basic practical skills, using safe and hygienic practices, in preparing healthy food products.

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

This Unit requires learners to make a food product, with support, in response to a brief. Learners will also reflect on their food product and comment on its suitability as a solution to the brief.

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

This Unit requires learners to describe an issue surrounding food, health and consumer choices. Learners will identify food consumer issues and describe how choices can positively impact on their own lives.

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

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

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course 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 Course where there are appropriate opportunities.

1 Literacy

1.3 Listening and talking

2 Numeracy

2.2 Money, time and measurement

3 Health and wellbeing

3.3 Physical wellbeing

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.1 Remembering

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

Administrative information

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Superclass: to be advised

History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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