



# Advanced Higher Health and Food Technology

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## 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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## Course outline

**Course title:** Advanced Higher Health and Food Technology

**SCQF:** level 7 (32 SCQF credit points)

**Course code:** to be advised

### Mandatory Units

<b>Health and Food Technology: Food for Health (Advanced Higher)</b>	<b>8 SCQF credit points</b>
<b>Health and Food Technology: Food Science, Production and Manufacturing (Advanced Higher)</b>	<b>16 SCQF credit points</b>

**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.

### 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:

- ◆ Higher Health and Food Technology Course

### Progression

This Course or its Units may provide progression to:

- ◆ Higher National Diplomas in areas such as food science and food technology
- ◆ degrees in areas such as food science and technology, food product design, human nutrition and dietetics or food, nutrition and health
- ◆ further study, employment and/or training such as health promotion or food testing

Other progression pathways are also possible, including progression to other qualifications at the same or different levels.

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*.

## **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 Course focuses on the influence of food and its nutritional properties and the dietary needs of individuals and wider society. The relevance, influence and use of technology in food production and processing are embedded throughout the Course.

The Course develops learners' ability to analyse food production, processing and consumer food issues. 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 not only provides a practical dimension to product development, but allows learners to engage in analysing and interpreting complex information relating to the food industry.

The investigative and critical thinking skills developed throughout this Course give 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.

The Course provides progression from Higher Health and Food Technology. The insights gained from the Course will enable learners to progress confidently onto further study, employment or training.

## **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 the health of the individual and 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, 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 nutrition, food and health, and the importance of these relationships
- ◆ develop detailed knowledge and understanding of the science and sensory testing of food
- ◆ apply knowledge and understanding of the functional properties of food to prepare food prototypes
- ◆ develop in-depth 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

The 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, global, cultural and media influences as well as technological innovations.

Flexibility of choices to pursue personal interests within this Course encourages motivation and development of study 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 high-order thinking skills, and to apply these to continued study of health and food technology.

The 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 Advanced Higher Health and Food Technology 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 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 or engage in training or employment. Some learners may wish to pursue further study and/or career options related to health and food technology. Opportunities may be possible in the fields of health promotion; food science and technology; food product design; nutrition and dietetics; food, nutrition and health; sports nutrition; purchasing; logistics and food distribution.

## **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 examines the effects food can have on the health and wellbeing of individuals and society. It 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 detailed knowledge and understanding of the underpinning science and functional properties of food and its uses in creating food prototypes. Learners will research, analyse and evaluate food products in terms of functional properties, technological processes, sensory properties and consumer choices.

Learners will demonstrate an understanding of food production, product development and manufacturing systems, in particular the role of marketing and market research, consumer pressure, psychology of food, global issues, emerging food markets and technological change in manufacturing and production techniques. Learners will develop in-depth 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 National 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.

## Skills, knowledge and understanding

Further information on the assessment of skills, knowledge and understanding for the Course is given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

These cover:

- ◆ analysing the relationships between food and health, and the importance of these relationships
- ◆ developing detailed knowledge and understanding of the science of food
- ◆ analysing and applying understanding of the functional properties of food to prepare food prototypes
- ◆ analysing contemporary issues affecting consumer food choices
- ◆ developing skills of independent enquiry, critical thinking, and analysis and evaluation
- ◆ developing in-depth knowledge and understanding of food systems in production and processing, and the importance of safe and hygienic practices
- ◆ applying a range of practical skills and techniques to prepare food prototypes

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](http://www.sqa.org.uk/scqf)).

## Assessment

Information about assessment 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.

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

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

This Unit requires learners to provide evidence of their 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 also produce food prototypes for specified needs and sensory test the food in relation to texture, flavour and taste.

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

Learners must demonstrate knowledge and understanding of the underpinning science and functional properties of food, and use this information to create food prototypes. Learners will research, analyse and evaluate food products in terms of functional properties, technological processes, sensory properties and consumer choices.

Evidence must be provided of learners' 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. Research and analytical evidence is required to demonstrate learners' understanding of the role of government, the media, food lobby groups and other agencies that have an involvement in developing food and health policy. This knowledge will be integrated with the understanding of the science and functional properties of food as learners demonstrate their understanding of the product development process.

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](#)<sup>1</sup>. 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 Advanced Higher Health and Food Technology Course, added value will focus on:

- ◆ application
- ◆ challenge

The learner will be assessed by a [project](#)<sup>2</sup> and a [question paper](#)<sup>3</sup>. The project will require application of skills, knowledge and understanding from across the Units. Learners will develop a product or products to meet a given brief. The project will be sufficiently open and flexible to allow for personalisation and choice.

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

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<sup>1</sup> Definitions can be found here: [www.sqa.org.uk/sqa/45528.html](http://www.sqa.org.uk/sqa/45528.html)

<sup>2</sup> See link above for definitions.

<sup>3</sup> See link above for definitions.

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

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.

### **2 Numeracy**

2.3 Information handling

### **3 Health and wellbeing**

3.3 Physical wellbeing

### **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

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

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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