



Higher 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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Course outline

Course title: Higher Health and Food Technology

SCQF: level 6 (24 SCQF credit points)

Course code: to be advised

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.

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:

- ◆ Health and Food Technology (National 5) Course or relevant component Units
- ◆ Literacy (SCQF level 5)
- ◆ Numeracy (SCQF level 5)

Progression

This Course or its components may provide progression to Health and Food Technology at Advanced Higher, National Progression Awards, Higher National Certificates or other further education provision and employment opportunities.

Other progression pathways are also possible including progression to other qualifications, such as Hospitality, 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* and the *Course Assessment Specification*.

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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

This Course builds on the principles and practice for the health and wellbeing curriculum area and the technologies curriculum area¹. The Health and Food Technology Course enables learners to understand the relevance, influence and use of technology in food production, processing and consumption and its contribution to, and impact on, individual and societal wellbeing.

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

The Course develops understanding of the properties of food in relation to food production, processing and the development of food products. Issues that influence consumption of food are investigated to allow the consumer to make an informed decision in relation to choice of food. 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 industry.

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

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

Purpose and aims of the Course

The purpose of this Course is to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation in order to make, or provide advice to others on, informed food and dietary 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 inter-related aims that enable learners to:

- ◆ apply understanding of the relationships between health, food and food technology in both food production and product design to promote health
- ◆ develop an understanding of food systems in processing and production within the food industry
- ◆ develop an understanding of contemporary issues affecting food and consumer choice
- ◆ use research, management and technological skills to design, plan, create and evaluate food solutions to a range of dietary and lifestyle needs
- ◆ develop and apply understanding and skills related to the functional properties of food and prepare food using safe and hygienic practices to meet specific needs

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 where appropriate, takes account of local, cultural and media influences and technological innovations.

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 should 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, 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, nutrition research, dietetics, teaching and the food production industry.

Analysing dietary needs and gaining understanding of contemporary food issues and consumer choice encourages critical thinking and develops positive attitudes and values towards factors which can impact on learners' own and others' health, food and consumer choices. The range of skills developed allows learners to

successful learner, confident individual, responsible citizen, effective contributor

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 nutrition, food production and contemporary food issues; organisational and management skills; research skills; food preparation and processing skills; and problem solving skills.

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Course structure and conditions of award

Course structure

The understanding and range of skills developed in this Course prepare learners for complex decisions required in learning, life and work. Learners will focus on health, food, and contemporary food and consumer issues and develop skills that are transferable to a range of contexts including employment.

Learners will use research to develop their understanding of a range of food and health related issues. This will encourage them to develop positive attitudes and values towards factors which can impact on their own and others' health and food choices.

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 (Higher)

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

Health and Food Technology: Food Product Development (Higher)

This Unit allows learners to participate in a range of 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 wellbeing, 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 Health and Food Technology at Access 3, National 4, National 5 and Advanced Higher.

Conditions of award

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.

Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course will be 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.

- ◆ Use detailed knowledge and understanding to analyse the relationship between health, food, nutrition, dietary needs and current dietary advice, and their impact on health in a variety of contexts.
- ◆ Understand the practical application of the functional properties of food.
- ◆ Understand a range of contemporary factors influencing food choice and the impact of these on food and nutrition.
- ◆ Solve problems related to designing, creating, analysing and evaluating food product solutions to meet specified needs.
- ◆ Develop investigation and research skills with limited support.
- ◆ Develop organisational and management skills necessary to research, plan, prepare and evaluate products and processes.
- ◆ Develop a range of practical food preparation skills and techniques to address a variety of challenging contexts.
- ◆ Apply a range of technological skills related to food production.
- ◆ Select and use of appropriate tools and equipment.
- ◆ Apply safe hygienic practices.

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

Information about assessment 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 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 (Higher)

This Unit requires learners to analyse the relationship between health, food, nutrition, and dietary needs and current dietary advice, and explain their impact on health for specific people/groups at various stages of life in various contexts. Learners will identify and explain the choice of ingredients, cooking methods, as well as the food preparation techniques, when proposing and then preparing food solutions to meet the needs of specified individuals. Practical work will be carried out with due regard to safe and hygienic food practices.

Health and Food Technology: Food Product Development (Higher)

This Unit requires learners to analyse the functional properties of food and demonstrate its uses by designing, creating, analysing and evaluating food product solutions to meet specified needs.

Health and Food Technology: Contemporary Food Issues (Higher)

This Unit requires learners to demonstrate the ability to make well-informed choices by analysing and evaluating contemporary factors affecting food and nutrition, health, and consumer choices and applying to a challenging practical context or contexts.

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.

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

In this Course, added value will focus on:

- ◆ application
- ◆ challenge

The learner will be assessed by a [project](#) and a [question paper](#)³. 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 project 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 related to food, nutrition, diet, food product development, and contemporary food issues that affect consumer choice, and their impact on health.

³ See link above for definitions.

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

1.1 Writing

2 Numeracy

2.2 Money, time and measurement

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

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) to ensure you are using the most up-to-date version of the Course Specification.