



Health and Food Technology (National 4)

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: Health and Food Technology (National 4)

SCQF: level 4 (24 SCQF credit points)

Course code: to be advised

Mandatory Units

Health and Food Technology: Food for Health (National 4) 6 SCQF credit points

Health and Food Technology: Food Product Development (National 4) 6 SCQF credit points

Health and Food Technology: Lifestyle and Consumer Choices (National 4) 6 SCQF credit points

Added Value Unit 6 SCQF credit points

Health and Food Technology: Assignment (National 4)

This Course includes six SCQF credit points for the assessment of added value in the Added Value Unit. Further information on this Unit 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 and knowledge required by the following or by equivalent qualifications and/or experience:

- ◆ Health and Food Technology (Access 3) Course or relevant component Units

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:

- ◆ other SQA qualifications in health and food technology, hospitality or related areas
- ◆ further study, employment 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

This Course builds on the experiences and outcomes of the health and wellbeing curriculum area and the technologies curriculum area.

The Course focuses on health and the nutritional properties of food as well as developing safe, hygienic and informed practices in food preparation. It raises learners' awareness of the importance of a balanced diet and healthy lifestyle. The Course also develops learners' knowledge and skills so they can become informed consumers.

Practical, experiential learning and assessment activities allow learners to develop knowledge and understanding, confidence, independence and self-awareness.

Purpose and aims of the Course

The purpose of this Course is to allow learners to develop practical and technological skills and make informed food, lifestyle and consumer choices which will have a positive effect on their own health and that of others.

The Course has five broad and inter-related aims:

- ◆ to allow learners to develop basic knowledge of the relationships between health, nutrition and the functional properties of food
- ◆ to enable learners to make informed food, lifestyle and consumer choices
- ◆ to allow learners to develop the skills to apply their knowledge in practical contexts
- ◆ to allow learners to develop safe and hygienic practices in practical food preparation
- ◆ to develop learners' organisational and technological skills to contribute to their own and others' health and nutritional needs

The Course uses an experiential, practical and problem solving approach to learning and to develop knowledge, understanding and practical skills. The Course uses real life situations taking 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 health, food, lifestyle and consumer issues. It will also appeal to learners with relevant prior learning gained through life experience. It will particularly appeal to learners who enjoy learning through practical activity and have an ability to link theory to practice. The flexible context and breadth of learning experiences offered should be attractive to a variety of learners.

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

An understanding of dietary needs and awareness of consumer choice and rights encourages individuals to develop positive attitudes and values towards factors which can impact on learners' own and others' health, food and lifestyle choices.

The skills developed in this Course allow learners to work both independently and collaboratively. Learners should be able to transfer these skills to learning, life and work on completion of the Course.

Skills developed throughout the Course include: basic technological skills related to food production; organisational skills; problem solving skills and basic food preparation skills.

Course structure and conditions of award

Course structure

This Course has been constructed to facilitate a hierarchical arrangement with Health and Food Technology Access 3, National 5, Higher and Advanced Higher.

The Course includes development of practical and cognitive skills. Practical, experiential learning in relevant contexts is used as the vehicle for development of knowledge, understanding and skills.

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 (National 4)

This Unit develops basic knowledge of health, nutrition, dietary needs and advice, as well as lifestyle choices and their impact on health. Through experiential learning, it develops practical skills and basic knowledge in food preparation techniques and safe, hygienic practices in a straightforward context.

Health and Food Technology: Food Product Development (National 4)

This Unit allows learners to participate in practical activities that demonstrate the functional properties of food and its uses. Learners plan, make and reflect on food product solutions to meet specified needs.

Health and Food Technology: Lifestyle and Consumer Choices (National 4)

This Unit allows learners to participate in activities to develop an awareness of current factors affecting food, lifestyle and wider consumer choices. They will also develop the skills to apply that knowledge in practical straightforward contexts.

Added Value Unit: Health and Food Technology: Assignment (National 4)

This Unit adds value by introducing integration, challenge and application. Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed through an assignment in which learners will produce a solution to an appropriately challenging problem.

The task will be sufficiently open and flexible to allow for personalisation and choice.

Conditions of award

To achieve the Health and Food Technology (National 4) Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section.

National 4 Courses are not graded.

Skills and knowledge

Full skills and knowledge 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 includes:

- ◆ knowledge of the basic relationship between health, food, nutrition, lifestyle and consumer choices and application of knowledge in straightforward practical contexts
- ◆ development of basic practical food preparation skills and techniques using appropriate tools and equipment
- ◆ demonstration of safe, hygienic practices
- ◆ development of basic technological skills related to food production
- ◆ development of skills necessary to plan, prepare and reflect on products and processes
- ◆ knowledge of the basic practical properties and functions of food
- ◆ solving of straightforward problems related to a range of health, food, nutrition, lifestyle and consumer needs
- ◆ understanding of current consumer issues

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 (National 4)

This Unit requires learners to demonstrate evidence of basic knowledge of health, food, nutrition, dietary needs and advice, as well as lifestyle choices and their impact on health.

Health and Food Technology: Food Product Development (National 4)

This Unit requires learners to demonstrate through practical activities basic knowledge and understanding of the functional properties of food and its uses.

Health and Food Technology: Lifestyle and Consumer Choices (National 4)

This Unit requires learners to demonstrate knowledge of current factors affecting food, lifestyle and consumer choices in straightforward contexts.

Added Value Unit

Courses from National 4 to Advanced Higher include assessment of [added value](#)¹. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit will 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 this Course, the Added Value Unit will focus on:

- ◆ application
- ◆ challenge

The learner will be assessed by an [assignment](#). The assignment will require application of knowledge and skills from across the Units. Learners will develop a product(s) with support to meet a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

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

¹ See link above for definition.

successful learner, confident individual, responsible citizen, effective contributor

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

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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 also develop broad, generic skills through this Course. The skills that are likely to be appropriate for this 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

5 Thinking skills

5.1 Remembering

5.3 Applying

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

Published: April 2011 (version 1.0)

Superclass: to be advised

History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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