



Health and Food Technology (National 5)

Draft National Course Specification



Valid from August 2013

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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 5)

SCQF: level 5 (24 SCQF credit points)

Course code: to be advised

Mandatory Units

Health and Food Technology: Food for Health (National 5) **6 SCQF credit points**

Health and Food Technology: Food Product Development (National 5) **6 SCQF credit points**

Health and Food Technology: Lifestyle and Consumer Choices (National 5) **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 and knowledge required by the following or by equivalent qualifications and/or experience:

- ◆ Health and Food Technology (National 4) 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 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 safe, hygienic and informed practices in food preparation. It develops learners' understanding of the importance of a balanced diet and healthy lifestyle. It also allows learners to develop the knowledge, understanding and skills to become an informed consumer.

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

Purpose and aims of the Course

The purpose of this Course is to allow learners to develop and apply practical and technological skills and to 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 knowledge and understanding 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 and apply 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 and understanding. 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.

This Course develops a range of skills which 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: technological skills related to food production; organisational skills; problem solving skills; and 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 4, Higher and Advanced Higher.

The understanding and range of skills developed in the Course prepare learners for complex 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.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

There are three mandatory Units in this Course.

Health and Food Technology: Food for Health (National 5)

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

Health and Food Technology: Food Product Development (National 5)

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

Health and Food Technology: Lifestyle and Consumer Choices (National 5)

This Unit allows learners to participate in a range of activities to develop knowledge and understanding of current factors affecting food, lifestyle and wider consumer choices and the skills to apply that knowledge in practical contexts.

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 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 and understanding of the relationship between health, food, nutrition, lifestyle and consumer choices and applying it in practical contexts
- ◆ development of a range of practical food preparation skills and techniques using appropriate tools and equipment
- ◆ demonstration and understanding of safe, hygienic practices
- ◆ development of a range of technological skills related to food production
- ◆ development of organisational skills necessary to research, plan, prepare and evaluate products and processes
- ◆ knowledge and understanding of the practical properties and functions of food
- ◆ solving of problems related to a range of health, food, nutrition, lifestyle and consumer needs
- ◆ understanding current consumer issues and how to make informed consumer decisions

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 5)

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

Health and Food Technology: Food Product Development (National 5)

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

Health and Food Technology: Lifestyle and Consumer Choices (National 5)

This Unit requires learners to demonstrate the ability to make informed choices by drawing on knowledge and understanding of current factors affecting food, lifestyle and consumer choices in practical relevant 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](#).¹ 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 this Course, added value will focus on:

- ◆ application
- ◆ challenge

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

successful learner, confident individual, responsible citizen, effective contributor

The Course will be assessed by an [assignment](#)² and a [question paper](#)³. The assignment will require application of knowledge, understanding and skills from across the Units in which learners will develop a product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

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

³ See link above for definition.

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 well-being

4 Thinking skills

5.2 Understanding

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

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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