

National Added Value Unit Specification



Unit title: Health and Food Technology Portfolio (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

This is the Added Value Unit in the Health and Food Technology (National 4) Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the Health and Food Technology (National 4) Course through the successful completion of a portfolio which will allow the learner to demonstrate breadth and application.

Learners who complete this Unit will be able to:

- 1 Investigate a piece of current dietary advice/contemporary food issue or lifestyle issue and an associated food product development process

This Unit is a mandatory Unit of the Health and Food Technology (National 4) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course Support Notes* which provide advice and guidance on delivery and assessment approaches. Exemplification of the assessment in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. It is recommended that the learner should be in the process of completing, or have completed, the following Units in the Health and Food Technology (National 4) Course:

- ◆ Health and Food Technology: Food for Health (National 4)
- ◆ Health and Food Technology: Food Product Development (National 4)
- ◆ Health and Food Technology: Contemporary Food Issues (National 4)

Equality and inclusion

This Unit 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*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Investigate a piece of current dietary advice/contemporary food issue or lifestyle issue and an associated food product development process by:**
 - 1.1 Identifying and outlining a piece of current dietary advice/contemporary food or lifestyle issue
 - 1.2 Investigating products currently available which address the advice/issue
 - 1.3 Generating ideas for the development of food product(s) which address the advice/issue
 - 1.4 Selecting appropriate ideas for food products which address the advice/issue
 - 1.5 Explaining ways in which the product(s) address(es) the advice/issue
 - 1.6 Reflecting on what they have learned from investigating the advice/issue and the related process of food product development

Evidence Requirements for the Unit

This Added Value Unit is assessed internally by the teacher/lecturer.

Evidence for this Unit will be generated through a portfolio in which the learner will draw on and apply skills and knowledge from across the Course. Learners will present the results of an investigation into a current food, diet or lifestyle issue. The portfolio will be sufficiently open and flexible to allow for personalisation and choice when selecting and presenting evidence.

- ◆ All learners should be provided with a clear outline of the assessment, including when and how they will be assessed. The teacher/lecturer should offer the learner guidance on an appropriate choice of topic, including questions/tasks/prompts which will lead learners through the assignment in clear stages. This should involve advice which assists the learner to describe and explain the key features of their topic.
- ◆ While the learner should choose the topic, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and has resources available to enable the learner to successfully meet the assessment standards.

For *Assessment Standard 1.1*, learners may make use of official sources of consumer and dietary advice, such as the Food Standards Agency or Citizens' Advice Bureau, and/or information in the media about dietary advice or a consumer or lifestyle issue. The description of the advice or issue must include a brief summary of the key feature(s) in the learner's own words.

For *Assessment Standard 1.2*, learners must outline and describe a range of currently available products which address the advice or issue identified in *Assessment Standard 1.1* or describe a current lack of provision.

For *Assessment Standard 1.3* and *Assessment Standard 1.4*, learners must produce ideas for the development of relevant food product(s). This could involve ideas about the

adaptation of current products or recipes, or the creation of new product(s), or a combination of both. Evidence will involve a consideration of at least two of the following:

- ◆ the nutritional content and/or consumer/lifestyle basis of the product(s), as appropriate
- ◆ the links between the product(s) and the advice or issue
- ◆ the technological processes and equipment which would be required to produce the product(s)
- ◆ potential advertising or marketing ideas
- ◆ any testing techniques they could use to evaluate the food product(s)

For *Assessment Standard 1.5*, learners should reflect on the advice or issue they have identified and investigated and its importance to the food product development process. Learners should consider the strengths and weaknesses of their food product ideas against the identified advice or issue and suggest any alterations they would make.

For *Assessment Standard 1.6*, learners must include a brief description of how advice and issues can influence the food product development process.

The portfolio could include written comments and photographic evidence or electronic/recorded material. It could include examples and information about the advice or issue, and current products gathered from, for example, learner commentary on information gathered from the web, leaflets, the media, etc.

The reflective requirement of the portfolio may be done as an ongoing exercise and could be written or recorded in the portfolio as undertaken or included as a recorded oral appendix. It may also be included as a final section in the portfolio.

Steps must be taken by the assessor to ensure the portfolio is the learner's own work. This could include questioning the learner during the process of the development of the portfolio.

Further information is provided in the exemplification of assessment in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Course Support Notes*.

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

Please refer to the Course Specification for information about skills for learning, skills for life and skills for work.

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Further mandatory information on Course coverage for the Health and Food Technology (National 4) Course

The following gives details of mandatory skills, knowledge and understanding for the Health and Food Technology (National 4) Course. Assessment of this Added Value Unit will involve selecting appropriate skills, knowledge and understanding from those listed below, in line with the Evidence Requirements above. This list of skills, knowledge and understanding also provides the basis for the assessment of all the Units in the Course.

Skills:

- ◆ decision making skills
- ◆ money, time and measurement skills
- ◆ food preparation methods
- ◆ safe hygienic practice
- ◆ evaluation skills

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Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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