National 5 Course Specification

National 5 Health and Food Technology

Course code:	C836 75
Course assessment code:	X836 75
SCQF:	level 5 (24 SCQF credit points)
Valid from:	session 2017–18

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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Contents

Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	60	1 hour and 50 minutes
Component 2: assignment	60	See course assessment section

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the fourth curriculum level or the National 4 Health and Food Technology course or equivalent qualifications and/or experience prior to starting this course.	♦ Higher Health and Food Technology course or relevant component Units ♦ SQA qualifications in health and food technology or related areas ♦ further study, employment or training

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

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.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject 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 candidates' understanding of the importance of a balanced diet and healthy lifestyle. It also allows candidates to develop the knowledge, understanding and skills to become informed food consumers.

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

Purpose and aims

The purpose of this course is to allow candidates to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices.

The course has six broad and inter-related aims which allow candidates to:

- develop knowledge and understanding of the relationships between health, food and nutrition
- develop knowledge and understanding of the functional properties of food
- make informed food and consumer choices
- develop the skills to apply their knowledge in practical contexts
- develop organisational and technological skills to make food products
- develop and apply safe and hygienic practices in practical food preparation

The course uses an experiential, practical and problem-solving approach to learning, which develops knowledge and understanding, and practical skills. The course uses real-life situations taking account of local, cultural and media influences and technological innovations.

Who is this course for?

The course will attract learners who have an interest in health, food 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 knowledge and skills developed in the course prepare learners for decisions required in learning, life and work. Learners undertaking the course will focus on health, food and consumer issues and develop practical skills that are transferable to a range of contexts, including employment.

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

Course content

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

This course has been constructed to facilitate a hierarchical arrangement with Health and Food Technology at National 3, National 4, Higher and Advanced Higher.

Candidates develop knowledge and understanding of the relationship between food, health and nutrition. Candidates will also develop knowledge and understanding of dietary needs for individuals and groups at various stages of life and explain current dietary advice. Through practical activities, the candidate will produce and reflect on food products which meet individual needs.

Candidates develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products. Candidates will develop an understanding of the stages involved in developing food products and, through a problem-solving approach, produce a food product to meet specified needs. Candidates will also develop and apply knowledge and understanding of safe and hygienic food practices.

Candidates develop knowledge and understanding of consumer food choices. They will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge and understanding of food labelling and how it helps consumers make informed food choices.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- explaining the relationship between health, food and nutrition and application of understanding in practical contexts
- explaining the functional properties of food
- understanding current consumer issues and how to make informed consumer decisions
- a range of technological skills related to food production
- organisational skills necessary to plan, prepare and evaluate products and processes
- solving problems related to a range of health, food, nutrition and consumer needs

There are also opportunities within the course for candidates to develop:

- a range of practical food preparation skills and techniques using appropriate tools and equipment
- an understanding of safe and hygienic practices

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment.

Candidates must be able to:

- understand the functions, the effects on health and sources of the following nutrients:
  - protein, fat, carbohydrate, vitamin A, vitamin B group, vitamin C, vitamin D, vitamin E, calcium, iron, sodium
- understand the functions and the effects on health of:
  - water, dietary fibre and energy
- explain dietary needs of the following individuals and groups:
  - babies and toddlers
  - children
  - teenagers
  - adults
  - elderly
  - pregnant women
  - vegetarians
- demonstrate knowledge and understanding of current dietary advice and the effect on the health of individuals of following the identified advice
- explain the effects of the following diet-related diseases or conditions on health:
  - obesity, dental caries, coronary heart disease, bowel disease, anaemia, high blood pressure, osteoporosis
- describe the benefits to health of a balanced and varied diet
- explain appropriate standards of hygiene and safety necessary when carrying out food production tasks
- explain the following stages of the food product development process:
  - concept generation, concept screening, prototype production, product testing, first production run, marketing plan, product launch
- explain a range of the functional properties of the following ingredients in a range of food products:
  - eggs, flour, sugar, fat, milk
- explain how the following range of factors and contemporary food issues affect a consumer's choice of foods:
  - budget
  - lifestyle
  - advertising and the media
  - nutritional knowledge
  - health/allergies
  - environmental and ethical issues (food miles, organic produce, sustainability, seasonality, Fair Trade, recycling/packaging)
  - food labelling

- describe how the following technological developments are used in food production:
  - food additives, cook-chill products, modified atmosphere packed products, Ultra Heat Treated products
- describe how the following consumer organisations protect the consumer:
  - Environmental Health Department
  - Trading Standards Department
  - Food Standards Scotland
  - Consumers Association
  - Citizens' Advice Bureau
- identify and use appropriate techniques from the following range to use to investigate health and consumer issues:
  - questionnaire, survey, interview, sensory testing, literary/internet search

Skills, knowledge and understanding included in the course are 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.scqf.org.uk).

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and draw from the following main skills areas:

1 Literacy

1.3 Listening and talking

2 Numeracy

2.2 Money, time and measurement

3 Health and wellbeing

3.3 Physical wellbeing

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying
5.4 Analysing and evaluating

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- breadth — drawing on knowledge and skills from across the course
- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- integrate and apply knowledge, understanding and skills from across the course
- apply the knowledge, understanding and skills from across the course through a problem-solving approach

The candidate will be assessed by a combination of a question paper and assignment. Together they will add breadth, challenge and application to the course as the candidate will integrate, extend and apply the skills, knowledge and understanding they have learned during the course.

Course assessment structure: question paper

Question paper 60 marks

The purpose of this question paper is to assess the candidate's ability to integrate and apply breadth, knowledge, understanding and skills from across the course. There are six questions, each worth 10 marks. Questions are broken down into parts. Course content and skills are sampled across questions.

This question paper gives candidates an opportunity to demonstrate the following knowledge, understanding and skills:

- explaining and evaluating the relationship between health, food and nutrition
- explaining the food product development process
- understanding current consumer issues and how to make informed consumer decisions

The question paper will have 60 marks out of a total of 120 marks. This is 50% of the overall marks for the course assessment.

Setting, conducting and marking the question paper

This question paper is set and marked by SQA and conducted in centres under conditions specified for external examinations by SQA. Candidates will complete the question paper in 1 hour and 50 minutes.

Specimen question papers for National 5 courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment

Assignment 60 marks

The purpose of this assignment is to assess the application of knowledge, understanding and skills from across the course through a technological approach to problem-solving based on a brief. Briefs will have a food and health or a consumer focus and candidates will use skills to investigate the issue and develop a food product to meet the needs of the brief.

This assignment will give candidates an opportunity to demonstrate the following knowledge, understanding and skills:

- a range of technological skills related to the production of a food product to meet specified health and/or consumer needs
- research skills
- organisational and management skills
- evaluation skills

The assignment will have 60 marks out of a total of 120 marks. This is 50% of the overall marks for the course assessment.

The assignment has four sections:

Section 1: planning
A maximum of 27 of the marks available for the assignment will be awarded for this section:

- identifying and explaining key issues associated with the brief
- undertaking investigations into the key issues, using appropriate techniques
- generating ideas for a food product based on the results of investigation

Section 2: the product
A maximum of 10 of the marks available for the assignment will be awarded for this section:

- providing an idea for a food product based on the results of investigation
- providing information about the product, based on the results of investigation and linked to the needs of the brief

Section 3: product testing
A maximum of 11 of the marks available for the assignment will be awarded for this section:

- providing evidence of carrying out sensory testing on the food product

Section 4: evaluation
A maximum of 12 of the marks available for the assignment will be awarded for this section:

- evaluating the food product based on the results of investigations, sensory testing and suitability for the brief and target group

Advice and guidance
The range of advice and guidance the teacher or lecturer may give candidates could include:

- how to structure the assignment
- recommendations regarding time spent on each section of the assignment
- the level of detail required for each stage
- appropriateness of food product choice

While candidates may be provided with feedback as they move onto the next stage of the assignment, they must not be re-assessed on stages already completed.

Coursework overview

This assignment is designed to allow candidates to carry out a food product development task to demonstrate skills, knowledge and understanding based on the requirements of a brief.

Briefs at National 5 level have three issues for the candidate to investigate.

Candidates must complete their assignment in the candidate workbook provided. In the workbook, there is space for each section of the assignment and candidates must attach their work to the appropriate pages of the workbook. There are prompts in the workbook to guide candidates and assessors to include the correct information. The completed workbook must be able to be printed off and submitted to SQA for marking.

For the purposes of this assessment, candidates are required to develop a single food product, although the product could have more than one component. Candidates should not produce a food product with a range of variations and accompaniments are not required.

Briefs suitable for National 5 level will contain reference to three key issues relevant to the scenario in the brief which could impact on the food product developed by the candidate. The issues will reflect knowledge and understanding from across the course and will have a health or a contemporary food issue focus.

Examples of the types of briefs which may be issued by SQA are:

Develop a dessert product high in vitamin C suitable for children.

The three issues are: the product must be a dessert, must be high in vitamin C and must be suitable for children.

Develop an oily fish dish to be included in a healthy eating range for a supermarket.

The three issues are: the product must contain oily fish, must be suitable for a healthy eating range and must be suitable for a supermarket.

Develop a savoury dish for the school canteen which uses organic ingredients.

The three issues are: the product must be a savoury dish, must be suitable for a school canteen and must use organic ingredients.

The assignment has four sections.

Section 1: Planning

a Exploring the brief (6 marks)
The candidate must identify three key issues and explain why each issue is important for the brief.

b Research (21 marks)
The candidate must:

- use different research techniques to gather relevant information about each key issue identified from the brief. The sources of the information gathered should be clearly identified.
- present and summarise the information gathered
- use the information gathered to generate a range of appropriate ideas for food products which could address the needs of the brief, and comment on the suitability of each idea

Section 2: The product

a Product idea (10 marks)
The candidate must develop a food product to meet the requirements of the brief based on the ideas generated from the research.

The candidate must:

- identify an appropriate food product to develop
- provide a recipe for the food product
- provide information about the ingredients, cooking method(s) and features of the product, based on the results of investigations and linked to the needs of the brief

Section 3: Product testing
Candidates must make the product they have developed in order to carry out the required sensory testing and evaluation.

a Sensory testing (11 marks)

The candidate must undertake an appropriate sensory test on their food product and include:

- a description of the test to be carried out
- reasons for choosing that testing method
- a record of the results of the sensory testing
- conclusions about the food product based on the results of the sensory test

Section 4: Evaluation

a Evaluating the food product (12 marks)

The candidate must evaluate the food product in respect of:

- the suitability of the food product based on the results of research
- the suitability of the food product based on the results of sensory testing
- adaptations, improvements or variations which could be made to the product
- the overall suitability of the food product based on the needs of the brief

This table gives an overview of how marks are allocated in the assignment:

Section	Item		Mark allocation	Total marks for section
1 Planning	a	Exploring the brief	6	27
	b	Research	21	
2 The product	a	Product idea	10	10
3 Product testing	a	Sensory testing	11	11
4 Evaluation	a	Evaluating the food product	12	12
TOTAL			60 marks	

Setting, conducting and marking the assignment

This assignment is set by SQA and conducted under some supervision and control.

All evidence is submitted to SQA for external marking.

All marking is quality assured by SQA.

The briefs for the assignment are set by SQA. Candidates will use these as a focus for the generation of evidence to be assessed.

The assignment is conducted under some supervision and control and will be:

- completed independently by the candidate
- undertaken when the candidate is ready
- completed in time to meet the submission date set by SQA

Assessment conditions

Time

This assessment is a single assessment event. The assignment has four sections: planning; the product; product testing; and evaluation. Candidates should undertake the assessment at an appropriate point in the course.

The four sections of the assignment should be completed in sequence. Candidates should complete each section before undertaking the next.

Candidates should be given sufficient time to carry out their investigations and research. It is recommended that presentation of research and the reporting of information be completed within a notional time period of up to 4 hours.

Supervision, control and authentication

Teachers and lecturers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

During sections 1, 2 and 3, teachers and lecturers should put in place mechanisms to authenticate candidates' work and ensure that plagiarism has not taken place. For example:

- regular spot checks/interim progress meetings with candidates
- questioning
- candidates' record of activity/progress
- teacher or lecturer observation

Resources

There are no restrictions on the resources to which candidates may have access when completing sections 1, 2 and 3.

Reasonable assistance

Candidates must undertake the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class group but may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of what the candidate has already produced or demonstrated, there is a danger it becomes support for assessment and assessors need to be aware that this may be going beyond reasonable assistance.

Sections 1, 2 and 3 will be conducted under some supervision and control. Candidates may carry out investigations and research out with the learning and teaching setting.

During these stages of the assignment, reasonable assistance may include:

- directing candidates to the instructions for candidates
- clarifying instructions/requirements of the task
- advising candidates on the choice of brief
- advising candidates on possible sources of information
- arranging visits to enable gathering of evidence
- answering questions from candidates about the availability of ingredients or equipment
- interim progress checks

Reasonable assistance does not include:

- directing candidates to, or providing candidates with, specific resources to be used
- providing model answers
- providing detailed feedback on drafts, including marking

Candidates will complete the candidate workbook and present the results of research, conduct the sensory evaluation and evaluate the food product independently under the supervision of the teacher or lecturer.

Section 4: Evaluation will be conducted under a high degree of supervision. Candidates should have access to their completed candidate workbook while completing this section.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- completed candidate workbook

Candidates must complete their assignment in the candidate workbook provided. In the workbook, there is space for each section of the assignment and candidates must attach their work to the appropriate pages of the workbook. There are prompts in the workbook to guide candidates and assessors to include the correct information. The completed workbook must be submitted to SQA for marking.

Volume

There is no word count.

Grading

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements

Further information

The following reference documents provide useful information and background.

- National 5 Health and Food Technology subject page
- Assessment arrangements web page
- Building the Curriculum 3–5
- Design Principles for National Courses
- Guide to Assessment
- SCQF Framework and SCQF level descriptors
- SCQF Handbook
- SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work
- Coursework Authenticity: A Guide for Teachers and Lecturers
- Educational Research Reports
- SQA Guidelines on e-assessment for Schools
- SQA e-assessment web page

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. They should be read in conjunction with this course specification and the specimen question paper and coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the course. Teachers and lecturers should refer to this course specification for the skills, knowledge and understanding for the course assessment. Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their candidates, offering both breadth and depth.

Information about mandatory skills, knowledge and understanding is given in this course specification.

To enrich the delivery of the Health and Food Technology course, it is also recommended that candidates engage in learning activities where they consider and are encouraged to understand the interrelationships between cultural, social, ethical and moral issues surrounding food. This will enable candidates to make informed decisions which not only promote a sustained healthy lifestyle, but also stimulate consideration of global citizenship.

The 'suggested approaches to learning and teaching' table also provides suggested experiences and activities that teachers and lecturers can build into their delivery.

Approaches to learning and teaching

The subject matter of health and food technology provides an ideal platform for adopting a variety of learning and teaching methods. The integration of knowledge with practical activities reinforces and applies knowledge, understanding and skills in meaningful contexts. Care should be taken during each learning activity to ensure candidates are aware of what they have learned and are encouraged to consider other uses for these skills, knowledge and understanding in learning, life and work.

Well-planned learning and teaching activities will provide a framework which considers and meets the different learning styles of individual candidates. Active learning often has a greater impact than passive learning so the guidance provided in this document will focus on the candidate and practical approaches to learning.

Effective learning and teaching draws on a variety of approaches to enrich the experience of candidates. In particular, practical approaches to learning and teaching which provide opportunities for personalisation and choice will help to motivate and challenge candidates. Throughout this course, local contexts could be used as a basis for learning and teaching. Other stimulus materials such as visual aids, digital or electronic images, and visits to local or national food events, may also help to motivate and encourage candidates.

Safe and hygienic practices must permeate all food handling work and, in order to be meaningful, should be integrated within all practical food activities.

Case studies or scenarios could be devised which incorporate experiences, knowledge, understanding and skills from different areas of the course. In order to encourage personalisation and choice, teachers and lecturers should allow candidates to choose their own case studies, scenarios, methods of conducting research and ways of presenting results.

Some aspects of learning in health and food technology may be better taught formally, particularly when introducing health and safety techniques and practices, or new processes. However, independence in learning can only be achieved if a staged handover of responsibility for learning takes place.

It may be necessary to offer additional support to some candidates. The following strategies could be considered, depending on individual needs:

- providing additional support in the practical classroom to assist with food preparation
- appropriate food preparation equipment/aids could be used to assist in food preparation tasks
- support can be offered to an individual learner or group of candidates to bring them up to speed in a particular skill (for example, assisting them with research or ICT skills and working with others)

The table overleaf provides examples of different learning activities related to the course aims. The activities can be selected to suit particular learning styles.

Course aims	Suggested approaches to learning and teaching
Develop knowledge and understanding of the relationships between health, food and nutrition. Develop the skills to apply their knowledge in practical contexts. Develop organisational and technological skills to make food products. Make informed food and consumer choices.	Mind mapping prior knowledge. Carrying out practical food activities linked to dietary needs of individuals or health issues. Using case studies or scenarios linked to health issues and/or dietary needs to develop practical solutions. Listening to visiting speakers, eg health promotion specialists/food specialists/food producers. Visiting food preparation or catering facilities. Using ICT — eg watching videos or searching websites when carrying out research. Using nutrition calculation software. Conducting surveys or questionnaires. Devising posters or leaflets, including the use of ICT if appropriate, to promote or provide information on a given health issue. Visiting local and national shows or events which promote new food products. Investigating ingredients and food products that address current dietary advice. Carrying out surveys or online searches of supermarkets to establish the range of food products that meet food, health or nutrition issues. Carrying out surveys to determine factors affecting food choices in relation to health and/or lifestyle.

	Participating in group tasks, research, and presentations linked to food issues. Using case studies or scenarios linked to contemporary food issues to develop knowledge of specific issues. Investigating food labelling providing health-related information or information relating to food or consumer issues. Carrying out surveys or online searches of supermarkets to identify the range of food products that use technological developments in their manufacture and/or packaging. Devising and producing 60-second news segments linked to food issues. Carrying out research about organisations which support the consumer, and presenting this information in posters or in a PowerPoint presentation.
Develop knowledge and understanding of the functional properties of food. Develop and apply safe and hygienic practices in practical food preparation. Develop the skills to apply their knowledge in practical contexts.	Mind mapping prior knowledge. Participating in a range of practical food activities linked to healthier methods of cooking. Participating in practical food activities which promote safe and hygienic practices. Visiting food production or catering facilities to investigate stages in the food product development process. Visiting local and/or national food events or shows which promote new food products. Watching videos linked to food product development. Listening to visiting speakers, such as environmental health officers or food hygiene and safety specialists who work in the food industry. Investigating the stages of food product development in relation to various food products using videos or social network sites.

	Participating in practical food activities linked to devising food products which take account of the functional properties of food. Participating in practical food activities linked to devising food products for a specific market. Carrying out sensory testing of food products. Peer-evaluation and self-evaluation of developed food products. Devising a new food product which meets the needs of, for example, a seasonal food market, a celebration or event or is influenced by environmental issues. Costing exercises for new food product.

Preparing for course assessment

Each course has additional time which may be used at the discretion of the teacher or lecturer to enable candidates to prepare for the course assessment. This time may be used near the start of the course and at various points throughout for consolidation and support. It may also be used towards the end of the course, for revision and preparation for the course assessment.

To prepare for the assignment, candidates could be provided with opportunities to:

- analyse briefs
- use investigative techniques to generate ideas for food items
- produce solutions based on the findings from the investigations
- carry out sensory testing on food products
- evaluate food products with reference to the brief and results of investigations and testing

To prepare for the question paper, candidates could be provided with opportunities to:

- develop 'flash' cards to be used for revision of knowledge
- develop mnemonics (or similar) to support retention of knowledge
- revise the functions of nutrients or functional properties of ingredients by carrying out 'fill in the blanks' or 'pairing' exercises
- make a list of bullet points to be considered when choosing food for a given target group
- practise unseen short-answer questions
- practise unseen timed questions

Developing skills for learning, skills for life and skills for work

Course planners should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

Candidates should be aware of the generic skills they are learning. Below are some learning activities where these skills for learning, skills for life and skills for work may be developed concurrently with subject-specific skills. Many of the sample learning activities offer opportunities to develop more than one skill for learning, life and work.

Skills for learning, skills for life and skills for work		Learning and teaching opportunities for development
1	**Literacy**	
1.3	Listening and talking	Candidates could take part in group discussion and debate on aspects of the course. They could also produce posters or leaflets and present these to the class. Candidates may have the opportunity to listen to visiting speakers and could be encouraged to take notes.
2	**Numeracy**	
2.2	Money, time and measurement	Weighing and measuring ingredients for food preparation activities is a good way to develop skills in measurement. Costing exercises and planning food preparation activities within time limits may support development of money and time skills.
3	**Health and wellbeing**	
3.3	Physical wellbeing	Candidates will explore what makes a healthy and balanced diet for a range of individuals and groups in this course. They could be encouraged to reflect on their own daily intake of food and consider the impact of their diet on their physical wellbeing. Candidates could also develop knowledge of healthy food products and be encouraged to use this knowledge when making food choices for themselves.
4	**Employability, enterprise and citizenship**	
4.6	Citizenship	Candidates could develop knowledge and understanding of the different dietary customs and beliefs between cultures. Ethical and moral issues surrounding food production may also be explored.
5	**Thinking skills**	
5.3	Applying	Candidates could develop skills in applying by developing ideas for food products to meet specified needs. In this way, candidates would apply their knowledge of food, health and nutrition in practical contexts. Candidates will also apply a range of research and investigation skills to consider contemporary food issues.
5.4	Analysing and evaluating	Candidates could develop their analytical skills through working with briefs and case studies. Candidates will analyse the key points in the brief and consider how to address these. Candidates will also have a range of opportunities to evaluate both the products they produce, such as sensory testing, and the processes carried out.

Appendix 2: suggested resources

Name of organisation/source	Possible resources available
Food Standards Scotland	Food hygiene and safety information.
British Nutrition Foundation	Information on nutrition, healthy eating, lifestyles, dietary diseases, nutritional analysis programme, sensory testing, podcasts, cooking videos, downloadable resources and more.
Royal Environmental Institute of Scotland (REHIS)	Food hygiene and food for health information and courses.
Royal Highland Education Trust	Information on farming/countryside/commodities.
BBC Good Food	Information relating to functional properties/recipes/food ingredient information.
Soil Association	Information relating to organic farming/sustainable farming methods.
Fair Trade Foundation	Videos relating to Fair Trade products/methods and communities.
BBC Bitesize	Information on nutritional properties, functional properties, food product development, social and environmental issues and more.
Citizens Advice Scotland Citizens Advice Bureaux	Provides practical advice and support on consumer issues and good and services.
Supermarket websites	Provide information on the availability of food products and current prices.
Trading Standards	Information on fair trading, illegal trading, product safety weights and measure and underage sales.
Consumers Association	Helps consumers make informed choices on consumer goods and services.

Appendix 3: guidance on investigative techniques

This table provides an indication of the type of investigative technique and the complexity of investigation appropriate for candidates at National 5 level. The list is for guidance only and is not definitive. Candidates may choose to use other methods of investigation.

Investigative technique	Guidance on carrying out the investigation to allow sufficient relevant data to be collected	Guidance on presenting results
Questionnaire	♦ include a minimum of 10 respondents ♦ choose respondents who are appropriate to the focus of the research ♦ ask 4–7 pertinent questions	♦ identify the target group of respondents ♦ display all questions and all possible answers ♦ display all responses including nil responses ♦ consider displaying results in table format
Survey	♦ use at least one suitable source of information ♦ use source(s) of information that will provide data relevant to the focus of the research ♦ sources could include supermarket websites, books, magazines/periodicals, trade publications, retailers or a mixture of these	♦ identify the source(s) of information ♦ identify the information gathered from each source ♦ display the information gathered under appropriate headings
Interviews	♦ use an interviewee whose expertise is appropriate to the focus of the research ♦ ask 4–7 pertinent questions ♦ construct questions to allow the interviewee to provide extended answers	♦ identify the position/job title of the interviewee ♦ display all questions and the information

Internet/literary search	♦ use at least one suitable source of information ♦ use source(s) of information that will provide data relevant to the focus of the research ♦ information could be gathered from a mixture of literary/web-based sources ♦ select the relevant information from each source	♦ give details of the source(s) of information ♦ identify the information gathered from each source ♦ display the relevant information gathered under appropriate headings ♦ include graphics where relevant
Costing	♦ use current cost data ♦ include the cost of all ingredients ♦ include 'like for like' data in comparative costing	♦ include sources of cost data ♦ include details of quantities and/or unit costs where appropriate ♦ display the information gathered under appropriate headings
Nutritional analysis	♦ include all nutrients relevant to the focus of the investigation ♦ include all ingredients in the food product	♦ include the source of the data ♦ display the raw data gathered under appropriate headings ♦ include totals for each nutrient in the food product
Sensory testing	♦ use testers whose expertise is appropriate to the focus of the research ♦ use a minimum of five testers ♦ ask for 3–4 responses based on the sensory characteristics of the food product ♦ ask appropriate questions potential improvements/modifications to the food product	♦ include details of all potential solutions ♦ display all questions and all possible answers ♦ display all responses including nil responses ♦ display the key used for the testing ♦ consider displaying results in table format as this can make the data easier to read

Administrative information

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History of changes to course specification

Version	Description of change	Date
2.0	Course support notes added as appendix.	August 2017