

**HOME ECONOMICS:  
HEALTH AND FOOD TECHNOLOGY  
Higher**

**Eighth edition – published September 2006**

**NOTE OF CHANGES TO ARRANGEMENTS  
EIGHTH EDITION PUBLISHED SEPTEMBER 2006**

**COURSE TITLE** Home Economics: Health and Food Technology (Higher)

**COURSE NUMBER:** C118 12

**National Course Specification:** Amendments made to ‘The Scottish Diet’ references.  
‘Scottish Dietary Targets 2005’ amended to Scottish Dietary Targets.  
Entry on role and responsibilities of Food Standards Agency (FSA) in the Content and Elaboration table replaced with amended version. Entry also added on the Meat Hygiene Service and SEERAD  
Entry on Food Hygiene Scotland in the Content and Elaboration table replaced with amended version. Entry also added on the Meat Hygiene Service and SEERAD  
Food Standards Agency (FSA) web address amended to [www.food.gov.uk](http://www.food.gov.uk). FSA consumer information and advice site also added: [www.eatwell.co.uk](http://www.eatwell.co.uk)  
Format updated to fit with SQA guidelines.

**National Unit Specification:** No change to text. Format updated to fit with SQA guidelines.

## National Course Specification

### HOME ECONOMICS: HEALTH AND FOOD TECHNOLOGY (HIGHER)

**COURSE NUMBER** C118 12

#### COURSE STRUCTURE

The course has two mandatory units as follows:

<i>D271 12</i>	<i>Health and Food Technology: Resource Management (H)</i>	<i>2 credits (80 hours)</i>
<i>D269 12</i>	<i>Health and Food Technology: Consumer Studies (H)</i>	<i>1 credit (40 hours)</i>

In common with all Courses, this Course includes 40 hours over and above the 120 hours for the component Units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the Course and advice on its use is included in the Course details.

It is recommended that units be taught concurrently and advice on this approach can be found in the section Approaches to learning and teaching.

#### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- Standard Grade at Credit level in Home Economics
  - Intermediate 2 Home Economics or its component Units
- or
- a Course or Units at Intermediate 2 or Standard Grade at Credit level in a related subject area.

The Course is also suitable for 'new starts' and adult returners.

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#### Administrative Information

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## **National Course Specification (cont)**

**COURSE** Home Economics: Health and Food Technology (Higher)

### **CORE SKILLS**

Achievement of this Course gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF Level 6 Working with Others at SCQF Level 6
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Core Skill component(s)	None
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## National Course Specification: course details

### COURSE Home Economics: Health and Food Technology (Higher)

#### RATIONALE

Home Economics is concerned with using and managing resources for the benefit of individuals, the family and society. The Course aims to develop candidates' personal effectiveness in using and managing resources in the context of Health and Food Technology, adding to the dimensions of self, family and community a range of challenging experiences relating to the food industry. These experiences will enhance their future opportunities for further study or employment.

Health and Food Technology involves the study of a specialist area of knowledge and the development of a range of skills and abilities. The skills can be defined as: cognitive; scientific; technological; aesthetic; creative and social; those relating to management. Health and Food Technology requires integrated application of these skills to solve technological problems. Candidates are encouraged to respond effectively to social, economic and technological change by the systematic application of appropriate skills and knowledge. This is achieved by placing emphasis on the development of transferable skills through a candidate-centred approach to learning. The acquisition of knowledge and the development of skills are integrated through the delivery of the course content within the component units of Health and Food Technology: Resource Management (H) and Health and Food Technology: Consumer Studies (H).

Study of Health and Food Technology enables candidates to focus on the physical, chemical, nutritional, biological and sensory properties of food, and on ways in which these properties can be manipulated when manufacturers design and make food products. These products have a specified shelf life and are required to meet the needs of many categories of consumer. Some focus is also placed on food preparation for immediate consumption, where consumers' cultural, social and nutritional needs and economic status are known.

The requirement to identify and respond to needs promotes the development of technological capability. In its report *A Framework for Technology Education in Scottish Schools: A Statement of Position*, the Scottish Consultative Council on the Curriculum (SCCC, 1996) states:

'A broadly-based technological component in the curriculum does do much to "privilege the practical" and to redress the imbalance in many young people's educational experience between the acquisition of knowledge, skills and attitudes and their application to meeting and solving practical problems. Including technology in the curriculum improves the status and attractiveness of the practical and commercial activities which are the heart of industry and business, and helps all young people to recognise the personal satisfaction and enjoyment that can be derived from active participation.'

Home Economics in the context of Health and Food Technology provides opportunities 'to identify and address people's needs and wants for food and health care' (SCCC), through practical activities which provide realistic insights to applications in the home, community and hospitality industry.

The Course in Home Economics provides learning experiences for the development of the four aspects of technological capability. For example, candidates develop: technological perspective by showing appreciation of the factors which contribute to the success of a well designed product; technological confidence by questioning the designs and products of others, and by becoming proficient in applying knowledge and skills to solve problems; technological sensitivity by demonstrating appreciation that technological developments have consequences for others and the

world in general; technological creativity by solving problems which require the use of a range of resources in the development of feasible and imaginative approaches to the creation of products and systems.

## National Course Specification: course details (cont)

### COURSE Home Economics: Health and Food Technology (Higher)

Specialist craft skills and management skills are fundamental to Health and Food Technology. The craft skills include the process and manipulative skills concerned with:

- food preparation
- food production.

Management skills include the effective use of time and resources in the creation of products and systems. These skills enable candidates to participate effectively in technological activity.

“The publication of the *Scottish Diet Action Plan in 1996* highlighted that "home economics programmes have a particularly vital role to play in promoting healthy eating among young people and in the prevention of diet-related disease". While the need for practical meal making and food shopping skills is highlighted once more in *Eating for Health: Meeting the Challenge* (Scottish Executive, 2004). Health and Food Technology provides an opportunity to develop candidates' practical food skills as well as promoting an awareness of diet-related health issues."

An important part of Health and Food Technology is to develop standards in relation to a safe working environment. For example, candidates are encouraged to take responsibility for health and safety in the use of products and equipment which carry potential risks. This is particularly relevant if considering the possibilities of food contamination and food poisoning. These standards are also applied in industry and are, therefore, transferable.

Through the study of Health and Food Technology candidates will have the opportunity to: acquire knowledge and experiences which will influence the quality of their lives; further develop and use specialist craft skills and management skills; develop skills of enquiry, analysis and evaluation and use these to make reasoned decisions; develop a capacity to solve problems using a range of technological and other resources. The Course contributes to personal development as it facilitates the opportunity to experience a range of study skills, and encourages a structured approach to independent learning, culminating in a technological project. This form of learning not only develops skills necessary for living today, but also prepares candidates for further study and employment opportunities.

## National Course Specification: course details (cont)

### **COURSE** Home Economics: Health and Food Technology (Higher)

#### **AIMS**

- 1 To provide opportunities for the acquisition of specialist knowledge and understanding of the factors which influence some of the choices and decisions made by individuals, families\* and society.
- 2 To apply skills of analysis and evaluation through the study of materials and resources necessary for the identification of, and response to, the physical and social needs of individuals and families\*.
- 3 To develop the management skills necessary for the effective use of materials and resources and to provide opportunities for the application of these skills.
- 4 To offer opportunities to use specialist craft skills for creative purposes as well as for investigatory and problem solving activities.
- 5 To develop a critical approach when responding positively to social and technological change and environmental issues.
- 6 To offer opportunities for the achievement of technological capability in the four aspects of technological perspective, confidence, sensitivity and creativity.
- 7 To offer opportunities for the development of personal and interpersonal skills in the areas of initiative, responsibility, co-operation, and adaptability and to encourage a positive attitude to independent learning.
- 8 To foster vocational links and an awareness of the food industry.

\* Families can be defined as a unit made up of more than one person, contributing to the well-being of its individual members



**National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology - Higher Course

**COURSE CONTENT**

*Health and Food Technology: Resource Management*

CONTENT	ELABORATION
Functions and sources of nutrients	protein, fats, trans fatty acids, carbohydrates, vitamins - A, B complex, C, D, E, minerals - calcium, phosphorous, iron, sodium.
Functions and sources of:	water
Factors which assist calcium absorption:	fibre(dietary)/non starch polysaccharides (NSP) vitamin D lactose protein
Factors which hinder calcium absorption:	lack of vitamin D phytic acid fibre(dietary)/NSP fats oxalic acid
Factors which assist iron absorption:	vitamin C
Factors which hinder iron absorption:	lack of vitamin C fibre(dietary)/NSP phytic acid
Inter-relationship of:	calcium, phosphorous and vitamin D ACE vitamins iron, vitamin C and folic acid vitamin B complex and carbohydrates iron, fibre(dietary)/NSP and phytic acid water and fibre(dietary)/ NSP

**National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology - Higher Course

**COURSE CONTENT**

*Health and Food Technology: Resource Management*

CONTENT	ELABORATION
Effects of storage on nutrients:	deterioration and rancidity of fats when exposed to air deterioration and oxidation of vitamins suitable storage methods to reduce loss of nutrients
Effects of preparation on nutrients:	loss of vitamin B complex in milling process preparation of fats to assist digestion effects of preparation methods on vitamin C
Effects of cooking on nutrients:	coagulation of protein breakdown of fatty acids and glycerol effects of dry heat on starch - dextrinisation effects of moist heat on starch/solubility effects of heat on sugar - caramelisation effects of heat and water on vitamins B complex and C effects of alkaline solutions on vitamins B complex and C
Prevention of dietary diseases	anaemia coronary heart disease (CHD) dental caries diverticulitis hypertension obesity osteomalacia osteoporosis

**National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology - Higher Course

**COURSE CONTENT**

*Health and Food Technology: Resource Management*

CONTENT	ELABORATION
<p>The use of dietary reference values (DRV)</p> <p>The use of dietary reference values &amp; an awareness of their dietary needs for</p>	<p>low reference nutrient intake (LRNI)                      estimated average requirements (EAR)                      reference nutrient intake (RNI)                      safe intake</p> <p>relating to the intake of energy, protein, fats and fatty acids, starches and sugars, fibre(dietary)/NSP, vitamins A, B<sub>1</sub>, B<sub>2</sub>, Folic acid, C, D, E</p> <p>linking to:                      age, physical activity (PAL), gender, basal metabolism, special circumstances:</p> <ul style="list-style-type: none"> <li>● pregnancy and lactation</li> <li>▪ convalescents</li> <li>● weight reduction</li> <li>● vegetarians.</li> </ul> <p>specified groups:</p> <ul style="list-style-type: none"> <li>● infants/young children</li> <li>● teenagers</li> <li>● adults</li> <li>● elderly</li> </ul> <p>(for assessment purposes the reference values will be provided)</p>
<p>Current Dietary Advice</p> <p>The Scottish Dietary Targets</p> <p>Students should have an awareness of the main issues from:</p> <p>(i) The Scottish Diet Action Plan</p> <p>(ii) Hungry for Success<sup>1</sup></p>	<p>practical ways of meeting the dietary targets</p> <ul style="list-style-type: none"> <li>● the use of the dietary targets to influence the proportions of ingredients</li> <li>● adaptation of products to meet dietary targets</li> <li>● the contribution of the dietary targets to good health</li> <li>● acknowledgement of the contribution food manufacturers make to dietary targets by producing pre-packed foods which will help consumers to meet the targets</li> <li>● cooking methods to promote the dietary targets</li> </ul>

**National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology - Higher Course

**COURSE CONTENT**

*Health and Food Technology: Resource Management*

CONTENT	ELABORATION
Causes of food poisoning	bacterial food poisoning, spores, toxins  conditions for growth of bacteria: <ul style="list-style-type: none"> <li>• warmth, food, moisture, time, oxygen (aerobic and anaerobic), pH levels.</li> </ul> Sources, symptoms and control measures for the following: <u>Food poisoning:</u> <ul style="list-style-type: none"> <li>salmonella</li> <li>staphylococcus aureus</li> <li>clostridium perfringens</li> <li>bacillus cereus</li> </ul> <u>Food borne disease:</u> <ul style="list-style-type: none"> <li>campylobacter enteritis</li> <li>listeriosis</li> <li>Ecoli 0157</li> </ul> viral food poisoning chemical food poisoning vegetable food poisoning reasons for the increase in food poisoning
Causes of contamination and cross-contamination	definition, causes and preventative measures in terms of: <ul style="list-style-type: none"> <li>• physical contamination</li> <li>• personal hygiene</li> <li>• kitchen hygiene</li> <li>• preparation of food</li> <li>• correct temperature for heating and re-heating of food (Please consult REHIS <sup>2</sup> handbook)</li> <li>• storage of food</li> </ul>

**National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology - Higher Course

**COURSE CONTENT**

*Health and Food Technology: Resource Management*

CONTENT	ELABORATION
Product development strategy Identifying needs and developing concepts for products	concept generation concept screening prototype production product testing information and advertising materials designed for packaging first production run marketing plan launch  investigation of existing products by disassembly
Market Research	reasons why manufacturers use market research benefits of market research to manufacturer/retailer types of market research <ul style="list-style-type: none"> <li>• direct and indirect</li> <li>• qualitative and quantitative</li> </ul>
Sensory testing	reasons for manufacturers carrying out sensory testing  sensory tests: <b>preference tests:</b> rating test/ranking test <b>discrimination tests:</b> <ul style="list-style-type: none"> <li>• paired comparison test</li> <li>• duo-trio test</li> <li>• triangle test</li> <li>• taste threshold test</li> <li>• profiling test</li> </ul> conducting sensory tests to determine the effects of range and proportion of ingredients on appearance, texture, flavour, aroma, overall acceptability, quality and preference

**National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology - Higher Course

**COURSE CONTENT**

*Health and Food Technology: Resource Management*

CONTENT	ELABORATION
Functional properties of food <sup>3</sup>	aeration <ul style="list-style-type: none"> <li>• mechanical</li> </ul> binding coagulation crystallisation emulsifying fermentation gelatinisation hydrogenating preserving <ul style="list-style-type: none"> <li>• salt</li> <li>• sugar</li> <li>• pH</li> <li>• dehydrating</li> <li>• use of temperature</li> </ul> shortening sweetening <ul style="list-style-type: none"> <li>• fresh/dried fruits (intrinsic sugars)</li> <li>• sugar (non-milk extrinsic sugar (NMES))</li> <li>• sugar substitutes</li> </ul>
Factors affecting finished products	ingredients proportion of ingredients processing of ingredients cooking time and temperature effect of: <ul style="list-style-type: none"> <li>• light</li> <li>• heat</li> <li>• pH</li> </ul>

**National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology - Higher Course

**COURSE CONTENT**

*Health and Food Technology: Consumer Studies*

CONTENT	ELABORATION
The consumer within the European dimension	definition of a European Directive examples of legislation covered by European Directives: 'e' mark on pre-packed foods food labelling including additives identified by 'E' numbers
Food politics	use of food additives genetically modified foods (GM) organic foods irradiated foods 'fair trade' <sup>TM</sup> products <sup>4</sup>
Factors which influence consumer choice of food	advertising/marketing/promotional techniques available income climatic conditions cultural and religious influences lifestyle nutritional knowledge environmental issues: organic produce, energy saving, cruelty free, packaging to reduce pollution <sup>5</sup> foreign travel geographical location/access to shops health peer pressure personal taste preparation and cooking equipment available preparation and cooking skills priorities range of retail outlets selling food shift patterns/working hours technological innovations: <ul style="list-style-type: none"> <li>• shopping - online shopping,</li> </ul> time available for preparation/cooking/eating

**National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology - Higher Course

**COURSE CONTENT**

*Health and Food Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
The impact of technological developments on consumer choice of food	chilling/cook-chill products extrusion cooking fat replacers freezing freeze drying functional foods hydroponics modified atmosphere packaging (MAP) myco-proteins sugar substitutes textured vegetable proteins (TVP) Ultra High Temperature/Ultra Heat Treated (UHT) products vacuum packaging



**National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology - Higher Course

**COURSE CONTENT**

*Health and Food Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
Current statutory food labelling requirements	relating to: <ul style="list-style-type: none"> <li>• information on food labels</li> </ul> Please check the Food Standards Agency website on a regular basis for updates
Current voluntary food labelling	nutritional information bar codes customer care information environmental information
Role and responsibilities of Department for Environment, Food and Rural Affairs (DEFRA) And SEERAD (Scottish Executive Environment and Rural Affairs Department)	<ul style="list-style-type: none"> <li>• composition of food</li> <li>• negotiation with the E.U. on the Common Agricultural Policy</li> <li>• new product processes</li> <li>• promoting better use of natural resources</li> <li>• providing guidance and information for food producers</li> <li>• radiation contaminants</li> </ul> General overview and information on protection of wildlife and countryside Information and guidance on environmental protection
Roles and responsibilities of SEERAD	Performs regulatory function regarding all public and private water supplies (in Scotland).
Role and responsibilities of Environmental Health Departments (EHD)	enforcing the Food Safety Act 1990 visiting food businesses, identifying potential hazards, carrying out risk assessments issuing of improvement notices taking samples of food to be tested closing down of premises giving of advice/training/support

**National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology - Higher Course

**COURSE CONTENT**

*Health and Food Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
Role and responsibilities of Food Standard Agency (FSA)	protection of public health in relation to food hygiene and food safety approval of meat plants and policy and legislation relating to meat hygiene and TSEs regulator for novel and genetically modified foods policy and legislation relating to animal feedingstuffs licensing and inspection of food irradiation facilities monitoring the use of food additives policy, legislation and guidance on food labelling advice about the nutrient content of foods and dietary issues controls of composition and sale of natural mineral water, spring water, bottled water
Role and Responsibilities of the Meat Hygiene Service (MHS)	Enforcement of official controls in approved meat plants
Role and Responsibilities of SEERAD	Performs regulatory function regarding all public and private water supplies (in Scotland).
Role and responsibilities of Trading Standards Departments/Consumer Protection Departments (TSD)	enforcing the Food Safety Act 1990 where it deals with the labelling of food enforcing the Weights and Measures Act 1963/Weights and Measures Act 1995 enforcing the Trade Descriptions Act 1968 responsible for ensuring that all foods are sold in metric weights testing samples of food and drink for safety and quality
The difference between civil and criminal law	Civil law: <ul style="list-style-type: none"> <li>• deals with the rights of one individual to another</li> </ul> Criminal Law: <ul style="list-style-type: none"> <li>• concerns with protecting the community as a whole</li> </ul>
Trade Descriptions Act 1968	It is a criminal offence to: <ul style="list-style-type: none"> <li>• falsely describe goods</li> <li>• mislead consumers about services</li> </ul>

Trade Descriptions Act (Place of Production) (Marking) order 1988	If food is presented in such a way as to give a misleading impression of where it was manufactured or produced it must be clearly labelled showing its country of origin or production.
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**National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology - Higher Course

**COURSE CONTENT**

*Health and Food Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
Food Safety Act 1990	<p>covers four main areas:</p> <ul style="list-style-type: none"><li>• labelling</li><li>• additives and contaminants</li><li>• composition (or content)</li><li>• public health and hygiene</li></ul> <p>It is a criminal offence to:</p> <ul style="list-style-type: none"><li>• sell, or possess for sale, food which does not comply with food safety requirements;</li><li>• render food injurious to health</li><li>• sell food which is not of the nature or substance or quality demanded;</li><li>• falsely or misleadingly describe or present food.</li></ul> <p>food premises must be registered with the Local Authority all food handlers must be trained/wear suitable clothing improvement notices can be issued to premises failing to comply with the law defence of 'due diligence'</p>

**National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology - Higher Course

**COURSE CONTENT**

*Health and Food Technology: Consumer Studies*

<b>CONTENT</b>	<b>ELABORATION</b>
The Food Hygiene(Scotland) Regulations 2005	<p>The Regulations cover three main areas:</p> <ul style="list-style-type: none"> <li>• Hazard analysis and risk assessment(HACCP)</li> <li>• General food hygiene</li> <li>• Temperature control of food likely to support the growth of harmful bacteria</li> </ul> <p>HACCP</p> <ol style="list-style-type: none"> <li>1. conduct a hazard analysis</li> <li>2. decide on the Critical Control Points</li> <li>3. establish a tolerance level</li> <li>4. establish a monitoring system</li> <li>5. establish what action should be taken to correct the hazard if it occurs</li> <li>6. establish procedures to check that the H.A.C.C.P. system works effectively</li> <li>7. record keeping and review of procedures</li> </ol>
Sale and Supply of Goods Act 1994	<p>There is a contract of sale between the seller and the buyer.</p> <ul style="list-style-type: none"> <li>• Goods must be of a ‘satisfactory quality’</li> <li>• Goods must ‘fit the description given’</li> <li>• Goods must ‘be fit for their purpose’ as made known to the seller</li> <li>• Consumers have a reasonable period of time to accept the goods or reject them.</li> </ul>

## Web addresses for new course content - Higher Health & Food Technology

Hungry for Success <sup>1</sup>

[www.scotland.gov.uk/library5/education/hfs-00.asp](http://www.scotland.gov.uk/library5/education/hfs-00.asp)

Royal Environmental Health Institute of Scotland <sup>2</sup>

[www.rehis.org](http://www.rehis.org)

Functional properties of food <sup>3</sup>

[www.nutrition.org.uk](http://www.nutrition.org.uk)

Fair trade products <sup>4</sup>

<http://www.fairtradefederation.com/memcof.html>

<http://www.fairtrade.org.uk/products.htm>

[www.fairtrade.org.uk](http://www.fairtrade.org.uk)

Packaging to prevent pollution <sup>5</sup>

[www.edie.net/news/Archive/5953.cfm](http://www.edie.net/news/Archive/5953.cfm)

[www.bioplast.org.uk](http://www.bioplast.org.uk)

[www.defra.gov.uk/environment/waste/topics/plastics.htm](http://www.defra.gov.uk/environment/waste/topics/plastics.htm)

[www.firstscience.com/site/articles/sykes.asp](http://www.firstscience.com/site/articles/sykes.asp)

[www.packagingmagazine.co.uk](http://www.packagingmagazine.co.uk)

[www.foodanddrinkeurope.com/news/news-NG.asp?id=53969](http://www.foodanddrinkeurope.com/news/news-NG.asp?id=53969)

Functional foods <sup>6</sup>

[www.nutrition.org.uk](http://www.nutrition.org.uk)

Food Standards Agency

[www.food.gov.uk](http://www.food.gov.uk)

[www.eatwell.co.uk](http://www.eatwell.co.uk)

## National Course Specification: course details (cont)

### **COURSE** Home Economics: Health and Food Technology (Higher)

The benefit of taking component Units as part of a Course award is that it allows integration of teaching which can be achieved in a variety of imaginative ways. Classroom activities chosen to deliver Course content should match the needs and abilities of candidates, and enable them to:

- develop and practise the skills identified in the rationale
- develop the transferable skills of enquiry, analysis and evaluation
- extend their knowledge base.

Such activities will prepare candidates for external assessment by enabling them to achieve at levels beyond that required to demonstrate competency for each of the Unit outcomes, leading them towards technological capability demonstrated within the externally assessed assignment. For, example, candidates could be asked to consider a problem from a number of different perspectives, or in unfamiliar situations. Teachers/lecturers should make candidates aware of the integration between the knowledge and skills of the component Units.

The Course provides scope for high levels of achievement in the four aspects of technological capability. Candidates also have opportunities to develop management skills in a range of contexts and independence as learners.

### **ASSESSMENT**

To gain the award of the Course, the candidate must achieve all the component Units of the Course as well as the external assessment. External assessment will provide the basis for grading attainment in the Course award.

When Units are taken as component parts of a Course, candidates will have the opportunity to achieve a level beyond that required to attain each of the Unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards Course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment are provided in the paper *Assessment* (HSDU, 1996) and in *Managing Assessment* (HSDU, 1998).

## **National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology (Higher)

### **DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT**

Course assessment will be external and will sample across the outcomes of the component Units.

Course assessment will consist of a question paper and a technological project.

The question paper will be of 2 hours duration and total 80 marks.

The question paper will consist of two sections: Section A and Section B.

Section A is a compulsory section worth 20 marks and consisting of short answer and restricted response type questions. All questions in this section are compulsory.

Section B contains four questions each worth 20 marks and consisting of extended response type questions. Question 1 in this section is compulsory and the content for this question will be derived from a specified area of content. Candidates will then complete two questions from the remaining three questions in this section.

The question paper will assess the candidate's ability to:

- select and apply knowledge to a range of problems and situations
- make critical appraisals and reasoned decisions, which involve using skills of analysis and evaluation.

Candidates will be required to submit a technological project worth 70 marks. The project will enable candidates to demonstrate integration of knowledge and skills across the component units in order to realise a solution and demonstrate technological capability. The project will be carried out within the centre. Two project briefs will be issued by the Scottish Qualifications Authority on an annual basis. One of these will be selected by the candidate and completed within 20 hours. The technological project will be wholly externally assessed. Appropriate proforma and guidance can be found on the SQA website: [www.sqa.org.uk](http://www.sqa.org.uk).

Teacher/lecturer guidance will be provided which set out conditions and arrangements for external assessment.

Teachers/lecturers may offer guidance by giving:

- advice on source information, persons, agencies or establishments that may be able to help
- assistance with planning for deadlines
- advice on the suitability and practicability of the strategy produced by the candidate.

(See Technological Project specification.)

The overall course award will be based on the combined total marks from the question papers and the technological project.

Candidates may carry out research and investigation in their own time, but the assignment must be completed under supervision in the centre.



## National Course Specification: course details (cont)

**COURSE** Home Economics: Health and Food Technology (Higher)

### GRADE DESCRIPTIONS

Assessment will be external and will sample across the outcomes of the component Units. The grade descriptions for Course assessment relate to performance criteria for internal assessment but also place additional demands on candidates by testing their ability to: integrate knowledge and skills acquired across the component Units; retain knowledge and skill levels over a longer period of time; apply knowledge and skills in more challenging ways, for example in less familiar contexts. The grade descriptions on their own are unlikely to provide a tool for making judgements. They will require to be augmented in due course by exemplar assessment materials and detailed assessment schemes.

GRADE C	GRADE A
<p>Candidates can:</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding by: recalling some of the facts, terminology, concepts and principles as defined in the content, and selecting and applying knowledge to a range of problems and situations providing basic but accurate explanations and argument.</li> </ul>	<p>Candidates can:</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding by: recalling most of the facts, terminology, concepts and principles as defined in the content, and selecting and applying knowledge to a range of problems and situations providing detailed, accurate explanations and argument.</li> </ul>
<ul style="list-style-type: none"> <li>Devise and implement a strategy to provide a solution to a complex technological problem using appropriate techniques and procedures accurately to obtain some reliable data.</li> </ul>	<ul style="list-style-type: none"> <li>Devise and implement a strategy to provide a solution to a complex technological problem, using a range of appropriate techniques and procedures accurately to consistently obtain reliable data.</li> </ul>
<ul style="list-style-type: none"> <li>Apply decision making skills by: identifying some feasible options or solutions as a result of interpreting source information with some accuracy; selecting, with limited justification, the most appropriate choice taking account of defined criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Apply decision making skills by: identifying some feasible options or solutions as a result of interpreting source information accurately; selecting, with detailed justification, the most appropriate choice taking account of defined criteria.</li> </ul>
<ul style="list-style-type: none"> <li>Manufacture a solution to a complex technological problem, with occasional lapses in the deployment of time and resources to select, prepare and present the solution to meet specified criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Manufacture a solution to a complex technological problem, consistently demonstrating effective deployment of time and resources to select, prepare and present the solution to meet specified criteria.</li> </ul>
<ul style="list-style-type: none"> <li>Make an evaluation of an outcome, strategy or solution against defined criteria providing accurate explanation, some of which is detailed. Some modification/adaptation to the strategy may be evident with limited justification for it.</li> </ul>	<ul style="list-style-type: none"> <li>Make an evaluation of an outcome, strategy or solution against defined criteria, providing detailed and accurate explanations. Modification/adaptation to the strategy may be evident with detailed justification for it.</li> </ul>

## **National Course Specification: course details**

### **COURSE** Home Economics: Health and Food Technology (Higher)

#### **APPROACHES TO LEARNING AND TEACHING**

Approaches to learning and teaching should provide opportunities for candidates of varying needs and abilities to acquire the knowledge and develop the skills of the Course. Approaches should be chosen which will enhance learning experiences so that candidates achieve their full potential whether working in a whole-class, small group or supported self-study situation. Account should be taken of prior knowledge that candidates may have when delivering the Course content. An integrated approach to learning and teaching across the component Units of Health and Food Technology: Resource Management and Health and Food Technology: Consumer Studies is recommended.

It is good practice to use a variety of methods so that candidates' interest and motivation are maintained and individual preferences for different learning styles are considered. Teachers/lecturers will need to ensure an appropriate balance between teacher or lecturer-directed approaches and candidate-centred activities. For example, it may be more appropriate to use a teacher/lecturer-directed approach to introduce a new concept.

Knowledge and understanding of facts, terminology, concepts and principles will be developed through a process-based approach to learning, making full use of available resources. The use of specialist craft skills is recommended for a range of purposes, such as investigation, illustration or presentation of knowledge, or for the manufacture of a product. Teacher/lecturer-led discussion should provide opportunities for candidates to communicate ideas and put forward arguments about issues within a particular area of study related to Health and Food Technology. These suggested approaches will encourage consolidation of knowledge and understanding.

Candidates will be required to develop the skills of analysis, enquiry and evaluation within technological activities, using the systematic application of skills and knowledge to solve practical problems or address relevant issues. There should be opportunities for candidates to extend their skills and knowledge beyond that required for achievement of Unit outcomes.

A suitable approach for skills development and for the integration of knowledge, understanding and skills would be a case study, an assignment, a project, or an investigation.

Teachers/lecturers must ensure that there is a balance between the development of the transferable skills and the specialist craft skills within Health and Food Technology. It is important that candidates make practical use of food as part of their studies.

The relationship between the learning experience and applications in industry should be emphasised to provide real contexts for learning and realistic problems to solve. These opportunities will increase self-esteem, confidence and motivation for candidates and improve their insight into the needs of industry and the skills required for those entering the job market. An industrial link is an excellent way of promoting understanding of how industry works and the standards which apply, in particular the very high standards of hygiene required in food preparation and production work. This understanding can then be mirrored in classroom activity by candidates displaying a responsible attitude to health and safety. Entrepreneurial activities provide exciting and challenging opportunity for learning, and these are greatly enhanced when they are linked with industry.

It will be important to ensure from the outset that candidates are familiar with Unit outcomes and Course grade descriptions.

## National Course Specification: course details (cont)

### COURSE Home Economics: Health and Food Technology (Higher)

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning. The nature of candidates' special needs should be taken into account when planning learning activities and to provide alternative provision or support where necessary. This will ensure the inclusion of all candidates and support them in the learning process. For new starts and adult returners, arrangements should be made to ensure the appropriate acquisition of knowledge required at Higher level. This is particularly important in terms of the following Course content areas: principles of design; product development and a knowledge of nutrients (their functions and sources).

#### **Integration of the additional 40 hours into the overall 160 hours for the Course**

The additional 40 hours of flexible time should be integrated into the Course design for use at important stages of delivery:

<i>Stage</i>	<i>Explanation</i>
Candidate induction	Familiarisation with the aims and design of the Course.
	Familiarisation with the requirements of internal assessment for the Units and external assessment of the Course.
	Setting target deadlines for the Units, Course and assessment.
	Presentation of work, for example, the requirement for tabulation and bullet points to reduce extensive text when answering examination questions.
	Candidate commitment to meet the demands and deadlines of the course.
Technological Project	Time to complete the technological project will be taken from the additional 40 hours and from time available within the component Units. For example, a number of outcomes in the component Units can be achieved when candidates undertake the technological project, thus reducing the demands and time required for internal Unit assessment.
Preparation for external assessment	External Course assessment will place additional demands on candidates, requiring them to: <ul style="list-style-type: none"><li>• demonstrate the ability to integrate knowledge, understanding and skills acquired in component Units</li><li>• retain knowledge and skill levels over a longer period of time</li><li>• apply knowledge and skills in less familiar or more complex contexts.</li></ul>
	Candidates, therefore, will require time and appropriate experiences to permit them to develop and demonstrate these additional requirements. These experiences should include: <ul style="list-style-type: none"><li>• consolidation and revision of knowledge and skills identified in the rationale</li><li>• practice in external assessment examination techniques</li><li>• opportunities to achieve at levels beyond that required to demonstrate competence in each of the Unit outcomes.</li></ul>

## **National Course Specification: course details (cont)**

**COURSE** Home Economics: Health and Food Technology (Higher)

### **SPECIAL NEEDS**

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Health and Food Technology: Resource Management (Higher)
<b>NUMBER</b>	D271 12
<b>COURSE</b>	Home Economics: Health and Food Technology (Higher)

### SUMMARY

At the end of this Unit, candidates will be able to use management skills necessary for the effective use of materials and resources. Candidates will demonstrate technological capability to solve problems and apply knowledge and understanding of Health and Food Technology to a range of situations.

### OUTCOMES

- 1 Plan, organise and complete a practical activity to meet given needs.
- 2 Develop ideas for solutions to a given brief.
- 3 Review and evaluate a problem solving activity.
- 4 Apply specialist knowledge and understanding to address a problem or situation.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- Standard Grade Home Economics at Credit level
- Intermediate 2 Home Economics or its component Units
- Intermediate 2 or Credit level in a related subject.

This unit is also suitable for 'new starts' and adult returners.

### CREDIT VALUE

2 credits at Higher.

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### Administrative Information

<b>Superclass:</b>	NH
<b>Publication date:</b>	September 2006
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	05

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## **National Unit Specification: general information (cont)**

**UNIT** Health and Food Technology:  
Resource Management (Higher)

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF Level6

Core Skill component(s) None

## **National Unit Specification: statement of standards**

### **UNIT**                      Health and Food Technology: Resource Management (Higher)

#### **OUTCOME 1**

Plan, organise and complete a practical activity to meet given needs.

##### **Performance criteria**

- a) The needs to be addressed are identified from the task and explained.
- b) A logical sequence of work is planned, which takes account of time constraints and shows informed choice of resources.
- c) The practical activity is carried out efficiently.
- d) A conclusion is drawn which relates to the original needs of the task.

##### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a practical exercise, which may be part of a design activity. Attainment should be recorded by the use of an observational checklist.

Specific advice:

- a) The needs of the task must be considered, and brief reasoned comment given, to show that the candidate has understood the task.
- b) The sequence of work shows clear evidence of: time management, requisitioning of resources and equipment; sensible sequencing of the stages taking account of preparation, manufacture time and skill level; use of labour saving equipment, where appropriate, to make the best use of time.
- c) Product(s) are prepared with accuracy according to instructions, taking account of the correct techniques and procedures for preparation, efficient use of resources and time, and safe, hygienic practices. Equipment should be used to save time and give consistent results.
- d) The conclusion includes comment on how well the products chosen and produced meet the needs of the task.

#### **OUTCOME 2**

Develop ideas for solutions to a given brief.

##### **Performance criteria**

- a) Analysis of the brief identifies the key points and explains the needs arising.
- b) Criteria for a specification are identified and are valid.
- c) Investigations are clear in purpose, appropriate for the criteria identified in the specification, and justified.
- d) Results recorded are concise, easy to interpret and reach conclusions.
- e) One idea for a solution is proposed, generated from the results and conclusions of investigation.

## National Unit Specification: statement of standards (cont)

### UNIT Health and Food Technology: Resource Management (Higher)

#### Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a design activity. The conditions which apply to the activity are: teacher/lecturer support should there be malfunction of equipment; negotiation of a time limit for the design activity. The recorded evidence should be produced as defined in performance criteria (a) — (e) using pro-forma. Attainment could be assessed by the use of a marking scheme and recorded by observational checklist.

Specific advice:

- a) The key points can be defined by breaking down the brief into the main parts. Explanation of the needs arising from these key points will relate to the brief and include comment on appropriate principles of design, eg function, safety, value for money/cost, aesthetics, durability.
- b) The solution should be able to be measured against the specification: that is, it should be possible to test and evaluate the solution against the specification. It should allow for a range of solutions, contain more detail than the brief and be able to be tested.
- c) Evidence of search and investigation techniques could include: investigation to gain background information, eg a list of questions to be addressed; technical information, eg looking at existing products that meet the needs of the brief and identifying their characteristics; investigation into availability of resources; time.
- d) The recording of results should be concise. A list of bullet points with brief conclusions would be suitable. The procedures used for research are not required for the purpose of assessment.
- e) Presentation of an idea for a solution may include one or more of the following: design sketches; brief notes; diagrams; and story boards.

### OUTCOME 3

Review and evaluate a problem solving activity.

#### Performance criteria

- a) Appropriate, measurable criteria for reviewing and evaluating are identified.
- b) The effectiveness of the overall plan is explained accurately taking account of the criteria.
- c) A conclusion is drawn which is justified, suggesting relevant recommendations.

#### Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. Candidates could achieve this outcome as part of a design activity. Attainment should be assessed by using a marking scheme which takes account of the criteria.

Specific advice:

- a) The criteria are devised by the candidate or adopted/adapted from a set of criteria used by another organisation. Criteria may include time, resources, skills, abilities, results of investigation, appropriateness in meeting specified needs/purpose
- b) The evaluation will be based on evidence gathered during the problem solving activity. All evidence which relates to the effectiveness of the overall plan should be considered and based on work carried out including amendments/modifications made to the overall plan during implementation
- c) A full conclusion should be drawn to make recommendations. The recommendations can include: suggestions for improvements to a product/process/system or event; further work required; more investigations; additional evidence gathering; an alternative strategy required.



## **National Unit Specification: statement of standards (cont)**

**UNIT** Health and Food Technology:  
Resource Management (Higher)

### **OUTCOME 4**

Apply specialist knowledge and understanding to address a problem or situation.

#### **Performance criteria**

- a) Knowledge is applied in order to give accurate explanation and reasoned argument to address a problem or situation.

#### **Evidence requirements**

Recorded evidence must be provided to show that the performance criterion has been met on one occasion. The proposed instrument is a question paper which requires a range of short and restricted responses. The questions will sample the content. Attainment could be assessed by the use of a marking schedule.

## **National Unit Specification: support notes**

### **UNIT**                      Health and Food Technology: Resource Management (Higher)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The content on which this Unit is based is listed in the Course details for Home Economics: Health and Food Technology (H).

The Unit is set in the context of Health and Food Technology. Candidates will be required to demonstrate knowledge and understanding of the content, by using it as a focus for related practical application. Knowledge and understanding of the content can be acquired or consolidated through practical application.

The context for the Unit requires candidates to understand the importance of combining several activities in a systematic way, to make effective use of time and resources for both commercial and domestic purposes/situations.

Development of planning and organisational skills, and the completion of practical activities can be integrated with the delivery of the other component Units, when they are part of the Course in Health and Food Technology.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Learning and teaching approaches for this should match the Unit outcomes.

##### ***Outcome 1***

A group or candidate-centred approach to learning is recommended in the initial stages. Individuals should be encouraged to make contributions to ideas for planning, carrying out and drawing conclusions about practical activities as part of a group experience. It is important that candidates understand:

- why the planning stages are important to the activity
- how the end results can be affected by inefficient use of time and resources
- how the activity will be reviewed
- why it should be evaluated.

A workshop arrangement will promote candidate motivation and allow for opportunities to exchange ideas and views. Review and evaluation should be ongoing throughout the Unit as well as teacher/lecturer intervention to support candidates when required.

## National Unit Specification: support notes (cont)

### UNIT Health and Food Technology: Resource Management (Higher)

#### *Outcomes 2 and 3*

A group or candidate-centred approach to learning is recommended in the initial stages of Unit delivery. Individuals should be encouraged to make contributions to ideas for product development as part of a group experience. This approach will help to develop candidates' confidence for working independently. Communication skills will be developed through shared ideas and experiences, and through the opportunity to offer opinions, comment and constructive criticism on the ideas of others. To encourage candidate participation and motivation, the pace of work, level of challenge and prior knowledge and experiences of candidates should be considered.

Candidates' skills of evaluation can be developed by encouraging them to look at commercial products. Open discussion and brainstorming can stimulate ideas which may lead to the group formulating opinions about: the product specification; the target group; the raw materials used; how successful the product has been. Food sensory evaluation of existing products is another way of developing evaluation skills. By looking at the designs of others, candidates will develop aspects of technological capability. Candidates will be given design activities which will encourage analysis, investigation and evaluation.

Candidates should be shown how to devise criteria for reviewing and evaluating a design activity. Proposals for improving or modifying future activities should be negotiated and agreed by the group.

Sources of information, such as video material on commercial food preparation, publications on product development, outside speakers and visits to manufacturing plants, will act as a motivating influence. A selection of commercially manufactured food products and their packaging should be available for candidates to analyse, make use of and evaluate.

It is important that candidates are aware of food safety and hygienic practices in food production. The microbiological safety and risk assessment procedure used in industry should be explained and the benefits to the end user highlighted. Visits by Environmental Health Officers will provide an added stimulus to learning experiences, as will participation in setting their own HACCP system.

An integrated approach to delivery of the content is recommended, whereby several aspects may be covered during practical application.

#### *Outcome 4*

Candidates should be able to access a range of source information which relates to the content, eg video, text, food commodities, commercial packages. A stations approach could be used as a method for acquiring reinforcing knowledge and understanding, by using different approaches to learning at each station. Outside speakers such as dieticians, EHOs, Home Economists, Food Technologist and Trading Standards Officers could contribute to candidate learning.

## National Unit Specification: support notes (cont)

### UNIT Health and Food Technology: Resource Management (Higher)

The teacher/lecturer can pre-test knowledge and understanding of the content by using oral questioning techniques during practical activities. When using a group approach, candidates may demonstrate knowledge and understanding by presenting a short talk after a practical activity. It is necessary to cover the entire content of the Unit for the benefit of the overall candidate experience.

It is recommended that candidates are given opportunities to demonstrate knowledge and understanding through more formal methods, as well as through practical application. The teacher/lecturer will want to monitor progress throughout the delivery of the Unit by using a variety of techniques, for example, direct questioning, short and structured response.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Whilst it is possible to devise test instruments for each of the Unit outcomes, it is preferable to use ones which encompass more than one outcome. This approach will reduce the demands of assessment on candidates and leave more time for learning and teaching. The evidence requirements fall into two categories:

- practical activity
- demonstration of knowledge and understanding which underpins the practical activity.

While attainment of outcomes 1- 4 need only be demonstrated on one occasion, it is unlikely that candidates would be ready for assessment until the later stages of delivery. Assessment could take place as an end-of-unit test. However, it is possible for evidence to be gathered when candidates are carrying out practical exercises throughout the Unit.

In the interests of confidentiality and national standards, it would be more appropriate for all candidates to carry out this assessment at the same time within any one class.

Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this Unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instruction and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Health and Food Technology: Consumer Studies (Higher)
<b>NUMBER</b>	D269 12
<b>COURSE</b>	Home Economics: Health and Food Technology (Higher)

### SUMMARY

At the end of this Unit, candidates will have acquired knowledge and understanding about consumer choice of goods and services. They will also have gained an insight into the manufacturers'/providers' perspective on a range of consumer issues. Candidates will be able to appraise the design of products and consider the consequences that technological developments in the food industry have on others. They will acquire a range of investigative skills enabling them to draw conclusions from information sources and make reasoned choices which are a requirement for the discerning consumer.

### OUTCOMES

- 1 Use a range of investigative techniques to obtain information relevant to consumer issues.
- 2 Apply decision making skills as a result of interpreting consumer information.
- 3 Apply specialist knowledge and understanding to address a problem or situation.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- Standard Grade Home Economics at Credit level
- Intermediate 2 Home Economics or its component Units
- Intermediate 2 or Credit value in a related subject.

The Unit is also suitable for 'new starts' and adult returners with appropriate prior experience.

### CREDIT VALUE

1 credit at Higher.

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### Administrative Information

<b>Superclass:</b>	BA
<b>Publication date:</b>	September 2006
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<b>Version:</b>	05

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## **National Unit Specification: general information (cont)**

**UNIT**        Health and Food Technology:  
                  Consumer Studies (Higher)

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill                Working with Others at SCQF Level6

Core Skill component(s)        None

## **National Unit Specification: statement of standards**

### **UNIT**        Health and Food Technology:                   Consumer Studies (Higher)

#### **OUTCOME 1**

Use a range of investigative techniques to obtain information relevant to consumer issues.

##### **Performance criteria**

- a) The information required is relevant and accurate, and established through appropriate research techniques.
- b) Results and data collected are produced accurately and presented concisely.
- c) Conclusions drawn are accurate and based on analysis of the findings.

##### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is an investigation, which may form part of a design activity. The investigation could be completed on pro-forma. Attainment should be assessed by the use of a marking scheme and recorded by the use of an observational checklist.

Specific advice:

- a) Appropriate research techniques would include at least two of the following: survey by questionnaire; survey by mail; interviews; literature search; scientific experiments or investigations; sensory evaluation; comparison testing. The techniques chosen must reflect appreciation of purpose.
- b) Methods used to present data should facilitate ease of interpretation, for example, accurately produced graphs.
- c) Evidence must reflect the candidate's ability to use results and draw conclusions showing appreciation of purpose.

#### **OUTCOME 2**

Apply decision making skills as a result of interpreting consumer information.

##### **Performance criteria**

- a) Explanation of the information interpreted is accurate and appropriate to the task given.
- b) An option or solution is selected with justification for the decision made.

##### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a report which may form part of a design activity. Attainment should be assessed by the use of a marking scheme.

Specific advice:

- a) Explanation should demonstrate how understanding of the information interpreted can be used to make a decision.
- b) Justification should include reasoned decisions which meet the requirements of the task/problem given.

## **National Unit Specification: statement of standards (cont)**

**UNIT**        Health and Food Technology:  
                  Consumer Studies (Higher)

### **OUTCOME 3**

Apply specialist knowledge and understanding to address a problem or situation.

#### **Performance criteria**

- a) Knowledge is applied in order to give accurate explanation and reasoned argument to address a problem or situation.

#### **Evidence requirements**

Recorded evidence must be provided to show that the performance criterion has been met on one occasion. The proposed instrument of assessment is a question paper which requires a range of short and restricted responses. The questions will sample the content. Attainment should be assessed by the use of a marking schedule.



## **National Unit Specification: support notes**

### **UNIT       Health and Food Technology:               Consumer Studies (Higher)**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The content on which this Unit is based is listed in the course details for *Home Economics: Health and Food Technology (H)*.

#### **GUIDANCE ON THE LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Learning and teaching approaches for this should match the Unit outcomes. The knowledge and understanding of the content for the Unit, can be acquired or consolidated through practical activities which focus on the specific area of content.

##### ***Outcomes 1 and 2***

A candidate-centred approach to learning is recommended. There should be access to source materials such as commercial products and packaging, as well as videos, magazines and catalogues. The shared experiences of the candidates can be a stimulus to learning, for example, home experiences or experience of the workplace. Brainstorming and group discussion should be used in the initial stages to motivate candidates and develop confidence.

Candidates should be given opportunities to identify the main features of commercially prepared food products and to use these features as a basis for comparison. Candidates could set up a range of testing activities to appraise food products, eg for their aesthetic appeal, nutritional value, versatility, or cost. Interpretation of the results should be used to make decisions about consumer choices. It is important that the teacher/lecturer provides examples of the procedures for setting up investigations, testing and presenting results. The procedures must be clear, so that candidates can replicate the processes for a variety of tasks.

Candidates should be encouraged to communicate and use discussion skills with each other and the teacher/lecturer, so that conclusions drawn can be exchanged during group activity.

##### ***Outcome 3***

The underpinning knowledge and understanding should be reinforced by using a more traditional teacher-centred approach. This will ensure coverage of all the content of the Unit. Arrangements for visits and outside speakers should be made to make learning more interesting for the candidate, and give a real-life perspective.

The teacher/lecturer can pre-test knowledge and understanding of the content by using oral questioning techniques during practical activities. When using a group approach, candidates may demonstrate knowledge and understanding by presenting a short talk after a practical activity. It is necessary to cover the entire content of the Unit for the benefit of the overall candidate experience.

The use of information technology is recommended to enhance the generation of evidence, and access to appropriate software is important.

## National Unit Specification: support notes (cont)

UNIT           Health and Food Technology:  
                  Consumer Studies (Higher)

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT.**

Whilst it is possible to devise test instruments for each of the Unit outcomes, it is preferable to use ones which encompass more than one outcome. This approach will reduce the demands of assessment on candidates and leave more time for learning and teaching. The evidence requirements fall into two categories:

- practical activities - investigation
- demonstration of knowledge and understanding which underpins the practical activity.

#### ***Outcomes 1 and 2***

While attainment of outcomes 1 and 2 need only be demonstrated on one occasion, it is unlikely that candidates would be ready for assessment until the latter stages of delivery. Assessment could take place as an end-of-unit test. However, it is possible for evidence to be gathered when candidates are carrying out investigations throughout the Unit.

The evidence requirements demand that the candidate can use investigative techniques to carry out a range of testing for products and can present results that are clear to the reader. The investigation could be targeted on a particular range of products and candidates should have some choice in the methods and techniques to be used.

For Outcome 2 the report should be structured and concise and contain a conclusion.

#### ***Outcome 3***

In the interests of confidentiality and national standards it would be more appropriate for all candidates to carry out this assessment item at the same time within any one class.

Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this Unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instruction and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).