



Health and Food Technology: Food Product Development (Higher) Unit

SCQF: level 6 (6 SCQF credit points)

Unit code: H1YX 76

Unit outline

The general aim of this Unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop an understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will produce food products to meet a range of consumer needs. They will also apply knowledge and understanding of safe and hygienic food practices and techniques.

Learners who complete this Unit will be able to:

- 1 Explain the food product development process
- 2 Develop a food product to meet specified needs

This Unit is a mandatory Unit of the Higher Health and Food Technology Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the Higher Health and Food Technology Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Health and Food Technology Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 5 Health and Food Technology Course or relevant component Units

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Explain the food product development process by:

- 1.1 Explaining the impact of the functional properties of ingredients in food products on the food product development process
- 1.2 Explaining in detail the stages of food product development

Outcome 2

The learner will:

2 Develop a food product to meet specified needs by:

- 2.1 Researching a trend influencing food product development
- 2.2 Using the results of the research to develop an idea for a food product
- 2.3 Making a prototype of a food product, using safe and hygienic practices
- 2.4 Evaluating the prototype and explaining how the prototype meets the specified needs

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For Outcome 2, learners may make one or more food product prototypes.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by combining assessment. If the latter approach is used, it must be clear how the evidence covers each Outcome and additional evidence must be provided for any standard which has not been assessed.

Exemplification of assessment is provided in *Unit Assessment Support*.

Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Numeracy

2.3 Information handling

2 Health and wellbeing

2.3 Physical wellbeing

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: April 2015 (version 1.2)

Superclass: NH

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Changes from 'Analyse' to 'Explain' in Unit outline and Outcome 1, and Outcome 2 changed to reflect a single product. Order of Assessment Standards in Outcome 1 has been reversed: AS 1.1 – 'analysing' changed to 'explaining' and wording amended for clarification. All Assessment Standards in Outcome 2 have been amended to reflect a single product.	Qualifications Development Manager	April 2014
1.2	Page 3 — heading inserted above Outcome 2.	Qualifications Manager	April 2015

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.

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