



National 3
Course
Specification



National 3 Health and Food Technology Course Specification (C736 73)

Valid from August 2013

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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Course outline

Course title: National 3 Health and Food Technology

SCQF: level 3 (18 SCQF credit points)

Course code: C736 73

Mandatory Units

H1YT 73	Health and Food Technology: Food for Health (National 3)	6 SCQF credit points
and		
H1YX 73	Health and Food Technology: Food Product Development (National 3)	6 SCQF credit points
and either		
H200 73	Health and Food Technology: Contemporary Food Issues (National 3)	6 SCQF credit points
Or		
H6NA 73	Health and Food Technology: Contemporary Food Issues with a Scottish Context (National 3)*	6 SCQF credit points

*Scottish Studies Award contributing Unit: This Course Specification should be read in conjunction with the relevant Scottish Studies Unit Specification on the [Scottish Studies Award web page](#)

Recommended entry

Entry to this Course 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 2 Food, Health and Wellbeing Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

Progression

This Course or its Units may provide progression to:

- ◆ National 4 Health and Food Technology Course or relevant component Units
- ◆ other qualifications in related areas
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

Equality and inclusion

This Course Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or

considering alternative evidence. For further information, please refer to the *Course Support Notes* and the *Course Assessment Specification*.

Rationale

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

The National 3 Health and Food Technology Course encourages learners to make informed decisions about food, nutrition and dietary needs and to experience challenge and enjoyment in a range of practical food and consumer contexts.

This Course contributes to personal development by teaching learners safe and hygienic practices in food preparation and raising awareness of the relationship between a balanced diet and health. By developing this knowledge and these skills through practical learning, learners are able to develop confidence, routine organisation skills and the ability to make appropriate consumer choices.

The Course will allow learners to continue to acquire the attributes and capabilities of the four capacities and will encourage increasing independence for life, learning and work.

Purpose and aims of the Course

The purpose of this Course is to allow learners to develop the necessary knowledge to make informed food, lifestyle and consumer choices which may have a positive effect on their own health.

The Course has six broad and inter-related aims which allow learners to develop:

- ◆ basic knowledge about the relationships between nutrition, food and health
- ◆ basic knowledge of the functional properties of food
- ◆ knowledge of basic contemporary food issues affecting consumer food choices
- ◆ skills to apply their knowledge in practical contexts
- ◆ basic food products with support
- ◆ safe and hygienic practices in the preparation of food products

This Course enables learners to develop routine problem-solving skills through a practical and experiential approach to learning and assessment. Within the Units, practical food preparation is used to develop knowledge and skills related to food, health and nutrition.

The Course uses real-life situations as learners are supported to consider everyday issues that influence consumers' choices of food. It contributes to personal development by encouraging learners to reflect on food choices. It also helps them make informed choices that can positively impact on their own lives.

Information about typical learners who might do the Course

This Course is suitable for all learners who are interested in food, nutrition, cooking and issues related to food choices. It is particularly appropriate for learners who enjoy learning through practical activity. 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. It offers learners the opportunity to broaden their learning experience and gain knowledge and skills which can contribute to their own health and wellbeing. An awareness of dietary needs and the food choices available to consumers encourages the learner to think about their own health and food choices.

Through practical contexts and reflective activities, learners are provided with opportunities to experience challenge and enjoyment and to develop confidence, resilience and responsibility.

Progression from this Course includes opportunities for progression to National 4 Health and Food Technology Course, Awards and other SQA qualifications in related fields.

Course structure and conditions of award

Course structure

This Course enables learners to develop skills and knowledge about food, nutrition and dietary needs. Practical learning activities related to food and issues surrounding food are used to develop knowledge and skills and to raise awareness of the importance of a balanced diet.

Experiential learning activities will enable learners to prepare food using safe and hygienic practices in the storage, preparation and cooking of food. These skills give learners the opportunity to make informed food and consumer choices to contribute to a healthy lifestyle.

The National 3 Health and Food Technology Course has been constructed to facilitate a hierarchical arrangement with Health and Food Technology Courses at National 4, National 5 and Higher.

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

Health and Food Technology: Food for Health (National 3)

The general aim of this Unit is to encourage learners to develop awareness of the relationship between food, health and nutrition. They will develop basic knowledge of dietary needs of individuals at various stages of life and outline current dietary advice. Through practical activities, learners develop practical skills for preparing basic food products, using safe and hygienic practices, which meet individual needs.

Health and Food Technology: Food Product Development (National 3)

This Unit provides learners with the opportunity to develop knowledge of the stages involved in developing food products and understanding of the functional properties of ingredients. Using a problem-solving approach with support, learners will make a food product to meet specified needs. Learners will also develop and apply a basic knowledge of safe and hygienic food practices and techniques.

Health and Food Technology: Contemporary Food Issues (National 3)

In this Unit, learners will develop an awareness of consumer food choices. They will consider factors which may affect food choices and organisations which protect consumer interests. They will also develop knowledge of food labelling and how it helps consumers make informed food choices. Learners will, with support, apply knowledge and skills in practical contexts.

Conditions of award

To achieve the National 3 Health and Food Technology Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

National 3 Courses are not graded.

Skills, knowledge and understanding

Full skills and knowledge for the Course will be given in the *Course Support Notes*. A broad overview of the subject skills, knowledge and understanding that will be covered in the Course is given in this section. This covers:

- ◆ describing the relationship between health, food and nutrition
- ◆ awareness of the functional properties of food
- ◆ awareness of issues affecting consumer food choices
- ◆ basic practical food preparation skills and techniques using appropriate tools and equipment
- ◆ application of safe and hygienic practices during food preparation
- ◆ basic organisational skills
- ◆ solving basic problems related to health, food, nutrition and consumer needs

Skills, knowledge and understanding to be included in the Course will be 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.sqa.org.uk/scqf).

Assessment

Further information about assessment for the Course is included in the *Course Support Notes*.

Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on an individual Unit basis or by using other approaches which combine the assessment for more than one Unit.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

Health and Food Technology: Food for Health (National 3)

This Unit requires learners to demonstrate an awareness of the relationship between food, health and nutrition. They will provide evidence of basic knowledge of dietary needs of individuals at various stages of life and outline current dietary advice. Through practical activities, learners will demonstrate practical skills for preparing basic food products, using safe and hygienic practices, which meet individual needs.

Health and Food Technology: Food Product Development (National 3)

This Unit requires learners to describe briefly the functional properties of basic food products and describe stages of food product development. Learners will also be required to make a food product, with support, and reflect and comment on their suitability for specified needs.

Health and Food Technology: Contemporary Food Issues (National 3)

This Unit requires learners to demonstrate an awareness of consumer food choices. They will identify factors which may affect food choices and organisations which protect consumer interests. They will also demonstrate knowledge of food labelling and how it helps consumers make informed food choices. Learners will, with support, apply knowledge and skills in practical contexts.

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

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

1 Literacy

1.3 Listening and talking

2 Numeracy

2.2 Money, time and measurement

3 Health and wellbeing

3.3 Physical wellbeing

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

Administrative information

Published: September 2014, version 1.2

History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Unit assessment information amended for clarification.	Qualifications Development Manager	June 2013
	1.2	Scottish Studies Award Unit contributing information added. No other changes made to document content.	Qualifications Manager	September 2014

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