



National 4  
Course  
Specification



---

# National 4 Health and Food Technology Course Specification (C736 74)

**Valid from August 2013**

First edition: April 2012  
Revised: September 2014, version 1.2

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Course Specification can be downloaded from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

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

© Scottish Qualifications Authority 2014

## Course outline

**Course title:** National 4 Health and Food Technology

**SCQF:** level 4 (24 SCQF credit points)

**Course code:** C736 74

### Mandatory Units

**H1YT 74 Health and Food Technology: Food for Health (National 4) 6 SCQF credit points**

and

**H1YX 74 Health and Food Technology: Food Product Development (National 4) 6 SCQF credit points**

and either

**H200 74 Health and Food Technology: Contemporary Food Issues (National 4) 6 SCQF credit points**

or

**H6NA 74 Health and Food Technology: Contemporary Food Issues with a Scottish Context (National 4)\* 6 SCQF credit points**

And

### Added Value Unit

**H203 74 Health and Food Technology Assignment (National 4) 6 SCQF credit points**

This Course includes six SCQF credit points for the assessment of added value in the Added Value Unit. Further information on this Unit is provided in the Assessment section.

\*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 and knowledge required by the following or by equivalent qualifications and/or experience:

- ◆ National 3 Health and Food Technology 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. Further information on relevant experiences and outcomes is given in the *Course Support Notes*.

## **Progression**

This Course or its Units may provide progression to:

- ◆ National 5 Health and Food Technology Course or relevant component Units
- ◆ other SQA qualifications in health and food technology, hospitality or related areas
- ◆ further study, employment 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*.

## **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**

This Course builds on the experiences and outcomes of the health and wellbeing curriculum area and the technologies curriculum area.

The Course focuses on health and the nutritional properties of food as well as developing safe, hygienic and informed practices in food preparation. It raises learners' awareness of the importance of a balanced diet and healthy lifestyle. The Course also develops learners' knowledge and skills so they can become informed food consumers.

Practical, experiential learning and assessment activities allow learners to develop knowledge and understanding, confidence, independence and self-awareness.

## **Purpose and aims of the Course**

The purpose of this Course is to allow learners to develop practical and technological skills and knowledge and understanding to make informed food and consumer choices.

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

- ◆ develop knowledge of the relationships between health, food and nutrition
- ◆ develop knowledge 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 safe and hygienic practices in practical food preparation

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

## **Information about typical learners who might do the Course**

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 awareness 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.

Progression from this Course includes opportunities for progression to National 5 Health and Food Technology Course, Awards and other SQA qualifications in related fields.

# Course structure and conditions of award

## Course structure

The Course encourages the development of practical 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 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 4)**

The general aim of this Unit is to develop learners' knowledge of the relationship between food, health and nutrition. Learners will develop knowledge of dietary needs of individuals at various stages of life and describe current dietary advice. Through practical activities, the learner will produce food products which meet individual needs.

### **Health and Food Technology: Food Product Development (National 4)**

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 a basic understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will make a food product to meet specified needs. Learners will develop and apply a basic knowledge and understanding of safe and hygienic food practices and techniques.

### **Health and Food Technology: Contemporary Food Issues (National 4)**

In this Unit, learners will develop knowledge of consumer food choices. They will consider factors which may affect food choices and develop knowledge of contemporary food issues. They will consider technological developments in food 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 apply knowledge and skills in practical contexts.

### **Added Value Unit: Health and Food Technology Assignment (National 4)**

The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Health and Food Technology Course through the successful completion of an assignment which will allow the learner to demonstrate application and challenge.

Learners will draw on, extend and apply the skills they have learned during the Course. This will be assessed through an assignment. The task will be sufficiently open and flexible to allow for personalisation and choice.

## Conditions of award

To achieve the National 4 Health and Food Technology Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section.

National 4 Courses are not graded.

## Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course may be given in the *Added Value Unit Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course includes:

- ◆ describing the relationship between health, food, nutrition and consumer choices and application of knowledge in straightforward practical contexts
- ◆ describing the functional properties of food
- ◆ knowing about consumer issues and how to make informed consumer decisions
- ◆ practical food preparation skills and techniques using appropriate tools and equipment
- ◆ application of safe and hygienic practices during food preparation
- ◆ technological skills related to food production
- ◆ organisational skills necessary to plan, prepare and reflect on products and processes
- ◆ solving straightforward problems related to a range of health, food, nutrition and consumer needs

# Assessment

Further information about assessment for the Course is included in the *Course Support Notes* and the *Added Value Unit Specification*.

## 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 4)**

This Unit requires learners to describe the relationship between food, health and nutrition. Learners will demonstrate knowledge of dietary needs of individuals at various stages of life and describe current dietary advice. Through practical activities, the learner will make food products which meet individual needs.

### **Health and Food Technology: Food Product Development (National 4)**

This Unit requires learners to provide evidence of knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will demonstrate a basic understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will make a food product to meet specified needs. Learners will apply a basic knowledge and understanding of safe and hygienic food practices and techniques.

### **Health and Food Technology: Contemporary Food Issues (National 4)**

This Unit requires learners to demonstrate knowledge of consumer food choices. They will describe factors which may affect food choices and develop knowledge of contemporary food issues. They will consider technological developments in food 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 apply knowledge and skills in practical contexts.

## Added Value Unit

Courses from National 4 to Advanced Higher include assessment of [added value](#)<sup>1</sup>. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge and application.

In the National 4 Health and Food Technology Course, the Added Value Unit will focus on:

- ◆ application
- ◆ challenge

The learner will be assessed by an [assignment](#)<sup>2</sup>. The assignment will require application of knowledge and skills from across the Units. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

---

<sup>1</sup> Definitions can be found here: [www.sqa.org.uk/sqa/58409.html](http://www.sqa.org.uk/sqa/58409.html)

<sup>1</sup> See link above for definition.

<sup>2</sup> Definitions can be found here: [www.sqa.org.uk/sqa/58409html](http://www.sqa.org.uk/sqa/58409html)

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

It is expected that learners will also 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. Course structure 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

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this specification can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.

© Scottish Qualifications Authority 2014