



National 5  
Course  
Specification



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# National 5 Health and Food Technology Course Specification (C736 75)

**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 5 Health and Food Technology

**SCQF:** level 5 (24 SCQF credit points)

**Course code:** C736 75

### Mandatory Units

**H1YT 75 Health and Food Technology: Food for Health (National 5) 6 SCQF credit points**

and

**H1YX 75 Health and Food Technology: Food Product Development (National 5) 6 SCQF credit points**

And either

**H200 75 Health and Food Technology: Contemporary Food Issues (National 5) 6 SCQF credit points**

or

**H6NA 75 Health and Food Technology: Contemporary Food Issues with a Scottish Context (National 5)\* 6 SCQF credit points**

and

**Course assessment 6 SCQF credit points**

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment 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, knowledge and understanding required by the following or by equivalent qualifications and/or experience:

- ◆ National 4 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.

### Progression

This Course or its Units may provide progression to:

- ◆ Higher Health and Food Technology Course or relevant component Units
- ◆ other SQA qualifications in health and food technology 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 principles and practice papers for 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 safe, hygienic and informed practices in food preparation. It develops learners' understanding of the importance of a balanced diet and healthy lifestyle. It also allows learners to develop the knowledge, understanding and skills to become informed food consumers.

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

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

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

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

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

The Course uses an experiential, practical and problem solving approach to learning and to develop knowledge and 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 knowledge of consumer choice and rights encourages individuals to develop positive attitudes and values towards factors which can impact on learners' own and others' health and food choices.

The skills developed in this Course allow learners to work both independently and collaboratively. Learners should be able to transfer these skills to learning, life and work on completion of the Course.

Progression from this Course includes opportunities for progression to the Higher Health and Food Technology Course and other SQA qualifications in related fields.

# Course structure and conditions of award

## Course structure

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

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

There are three mandatory Units in this Course.

### **Health and Food Technology: Food for Health (National 5)**

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

### **Health and Food Technology: Food Product Development (National 5)**

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

### **Health and Food Technology: Contemporary Food Issues (National 5)**

The general aim of this Unit is for learners to develop knowledge and understanding of consumer food choices. They will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge and understanding of food labelling and how it helps consumers make informed food choices. Learners will apply knowledge and skills in practical contexts.

## Conditions of award

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

## Skills, knowledge and understanding

Further information on the assessment of skills, knowledge and understanding for the Course is given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. This covers:

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

There are also opportunities within the Units of the Course for learners to develop:

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

## Assessment

Information about assessment for the Course is included in the *Course Assessment Specification* which provides full details including advice on how a learner's overall attainment for the Course will be determined.

### 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 5)**

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

#### **Health and Food Technology: Food Product Development (National 5)**

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

#### **Health and Food Technology: Contemporary Food Issues (National 5)**

For this Unit, learners will provide evidence of their knowledge and understanding of consumer food choices. They will explain factors which may affect food choices and contemporary food issues. They will describe technological developments in food and organisations which protect consumer interests. They will also provide evidence of their knowledge and understanding of food labelling and how it helps consumers make informed food choices. Learners will apply knowledge and skills in practical contexts.

### Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#).<sup>1</sup> At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must 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 or application.

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



In the National 5 Health and Food Technology Course, added value will focus on:

- ◆ application
- ◆ challenge

The Course will be assessed by an [assignment](#)<sup>2</sup> and a [question paper](#)<sup>3</sup>. The assignment will require application of knowledge, understanding and skills from across the Units in which learners will develop a food product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

The question paper will require integration of knowledge and understanding from across the Units.

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

<sup>3</sup> See link above for definition.

# 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

5.4 Analysing and evaluating

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

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**Published:** September 2014 (version 1.2)

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Skills, Knowledge and Understanding section amended for clarification. 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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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.

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