



Higher  
Course  
Specification



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# Higher Health and Food Technology Course Specification (C736 76)

**Valid from August 2014**

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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:** Higher Health and Food Technology

**SCQF:** level 6 (24 SCQF credit points)

**Course code:** C736 76

### Mandatory Units

**H1YT 76 Health and Food Technology: Food for Health (Higher) 6 SCQF credit points**

and

**H1YX 76 Health and Food Technology: Food Product Development (Higher) 6 SCQF credit points**

and either

**H200 76 Health and Food Technology: Contemporary Food Issues (Higher) 6 SCQF credit points**

Or

**H6NA 76 Health and Food Technology: Contemporary Food Issues with a Scottish Context (Higher) 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 one or more of the following or equivalent qualifications and/or experience:

- ◆ National 5 Health and Food Technology Course or relevant component Units
- ◆ Literacy Unit (National 5)
- ◆ Numeracy Unit (National 5)

### Progression

This Course or its Units may provide progression to Advanced Higher Health and Food Technology Course, National Progression Awards, Higher National Certificates or other further education provision and employment opportunities.

Other progression pathways are also possible including progression to other qualifications, such as Hospitality, at the same or different levels.

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 for the health and wellbeing curriculum area and the technologies curriculum area.

The Course focuses on health, the influence of food and its nutritional properties, and the dietary needs of individuals. It also focuses on the application of safe, hygienic and informed practices in food preparation.

The Course develops understanding of the properties of food in relation to food production, processing and the development of food products. Issues that influence food choices are investigated to allow the consumer to make an informed decision.

Practical learning and assessment activities allow learners to develop confidence, independence and self-management skills.

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

The purpose of this Course is to allow learners to develop and apply the knowledge and skills of research, analysis and evaluation in order to make, informed food and dietary choices.

The Course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices.

The Course has five broad and inter-related aims that enable learners to:

- ◆ analyse the relationships between health, nutrition and food
- ◆ develop and apply understanding and skills related to the functional properties of food

- ◆ investigate contemporary issues affecting food and consumer choice
- ◆ use research, management and technological skills to plan, make and evaluate food products to a range of dietary and lifestyle needs
- ◆ prepare food using safe and hygienic practices to meet specific needs

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

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

This Course will attract learners who have an interest in developing skills and knowledge about the relationships between food, nutrition, diet, health, and contemporary food issues that affect consumer choice. It will also appeal to learners with relevant prior learning gained through life experience and/or those who enjoy learning through practical activity and have the ability to work and research independently. The flexible context and breadth of learning experiences offered should be attractive to a variety of learners.

Analysing dietary needs and gaining understanding of contemporary food issues and consumer choice encourages critical thinking and develops positive attitudes and values towards factors which can impact on learners' own and others' health, food and consumer choices.

The understanding and range of skills developed in this Course prepare learners for learning, life and work. Learners undertaking this Course will focus on health, food, lifestyle and consumer issues and develop practical skills that are transferable to a range of contexts, including employment. These include employment in health promotion, nutrition research, dietetics, teaching and the food production industry.

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

# Course structure and conditions of award

## Course structure

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

This Course encourages the development of thinking and practical skills. Practical, experiential learning in relevant contexts promotes development of knowledge, understanding and skills.

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 (Higher)**

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

### **Health and Food Technology: Food Product Development (Higher)**

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.

### **Health and Food Technology: Contemporary Food Issues (Higher)**

In this Unit, learners will investigate a range of contemporary food issues. They will explain how these issues influence decisions taken by consumers when making food choices. They will communicate their findings in an appropriate way.

## 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.

- ◆ analysing the relationship between health, food and nutrition and the application of understanding in practical contexts
- ◆ understanding the practical application of the functional properties of food
- ◆ explaining a range of contemporary issues influencing food choice
- ◆ applying a range of technological skills related to food production
- ◆ organisational skills necessary to research, plan, prepare and evaluate products and processes
- ◆ investigative and research skills
- ◆ solving problems to make food products to meet specified needs

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

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

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](http://www.sqa.org.uk/scqf)).

## 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 a Unit-by-Unit basis or by combined assessment.

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 (Higher)**

For this Unit, learners will provide evidence of their ability to analyse the relationship between health, food and nutrition. Learners will also analyse dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will make and evaluate food products which meet individual needs.

#### **Health and Food Technology: Food Product Development (Higher)**

For this Unit, learners will provide evidence of their knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will demonstrate 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.

#### **Health and Food Technology: Contemporary Food Issues (Higher)**

For this Unit, learners will provide evidence of their ability to investigate a range of contemporary food issues. They will demonstrate their ability to explain how these issues influence decisions taken by consumers when making food choices. They will communicate their findings in an appropriate way.

### 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: <http://www.sqa.org.uk/jargonbuster>



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

- ◆ application
- ◆ challenge

The learner will be assessed by an assignment and a [question paper](#)<sup>2</sup>. The assignment will require application of skills, knowledge and understanding from across the Units. Learners will develop a product(s) to meet 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: <http://www.sqa.org.uk/jargonbuster>

# 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

2.3 Information handling

## **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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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	'Analyse' changed to 'explain' when referring to Contemporary Food Issues Unit.  Changes to the Skills, knowledge and understanding section to clarify content.	Qualifications Development Manager	April 2014
	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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