Course Support Notes

National 3 Health and Food Technology Course Support Notes

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

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance to support approaches to the learning, teaching and assessment of the National 3 Health and Food Technology Course. They are intended for teachers and lecturers who are teaching the Course and its Units. They should be read in conjunction with the *Course Specification* and the *Unit Specifications* for the Units in the Course.

The Course is made up of three Units.

- Health and Food Technology: Food for Health (National 3)
- Health and Food Technology: Food Product Development (National 3)
- Health and Food Technology: Contemporary Food Issues (National 3)

General guidance on the Course

Aims

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 interrelated aims that enable 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

The knowledge and skills that learners acquire by successfully completing the Course will be valuable for learning, life and work.

Progression into this Course

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 2 Food, Health and Wellbeing Course or relevant component Units

This Course is particularly suitable for learners with an interest 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.

Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course. The National 3 Health and Food Technology Course develops skills, knowledge and understanding as stated in the *Course Specification*. These may be developed in each of the Course Units; however greater emphasis will be given to developing some of these in particular Units as shown in the table below:

Table 1 Skills, knowledge and understanding that will be developed in the Course

✓✓✓ Plenty of opportunities within the Unit
✓✓ Some opportunities within the Unit
✓ Limited opportunities within the Unit

Skills, knowledge and understanding	Food for Health	Food Product Development	Contemporary Food Issues
describing the relationship between health, food and nutrition	✓✓✓	✓✓	✓
solving basic problems related to health, food, nutrition and consumer needs	✓✓	✓✓✓	✓✓
awareness of issues affecting consumer food choices	✓✓✓	✓✓	✓✓✓
awareness of the functional properties of food	✓	✓	✓✓✓
basic practical food preparation skills and techniques using appropriate tools and equipment	✓✓✓	✓✓	✓
application of safe and hygienic food practices during food preparation	✓✓	✓✓✓	✓
basic organisational skills	✓✓	✓✓	✓

To enrich the delivery of the National 3 Health and Food Technology Course it is also recommended that learners engage in learning activities where they consider and are encouraged to understand the interrelationships between cultural, social, ethical and moral issues surrounding food. This will enable learners to make informed decisions which not only promote a sustained healthy lifestyle, but also stimulate consideration of global citizenship.

Progression from this Course

This Course or its components may provide progression to:

- National 4 Health and Food Technology Course or relevant component Units
- Wellbeing Award (SCQF level 4)
- National 4 Hospitality: Practical Cookery Course
- further study, employment and/or training

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

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. It is important to offer new and different contexts for learning to maintain learners' motivation and interest in the Courses. This is for centres to manage.

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 have the same titles and structures to allow differentiated learning and teaching but the level of demand is progressive. This means that the Units follow similar Outcomes and Assessment Standards but differ in the degree of difficulty and complexity. Learners undertaking the Health and Food Technology Courses at National 3, National 4, National 5 and Higher within the same centre will undertake similar Outcomes simultaneously, with learners given recognition for their best achievements.

A differentiated approach may assist teachers/lecturers to plan activities and experiences. Activities covering the National 3 Health and Food Technology Course could be covered, with extension work for National 4 learners. Learners should be supported and encouraged to take an active role in their learning. Teaching of mixed groups may happen more effectively where Course activities permit progress in an independent manner. Differentiation between levels could also be evident via support provided.

Centres must be aware, however, that although the mandatory knowledge and skill set is similar across the Units, there are differences in the depth and range of underpinning knowledge and understanding and the complexity of the skills to be demonstrated.

Centres should take care to ensure that learners progressing from one level to the next are exposed to different contexts for learning and assessment to avoid repetition. This can be achieved by focusing on different product development

briefs or different contemporary food issues and exposing learners to an increasing range of practical food preparation skills and contexts.

Approaches to learning and teaching

Experiential learning in relevant contexts and supported investigation techniques should be used as the vehicle for developing knowledge, understanding and skills. The Course includes development of thinking and practical skills through problem-solving activities. Well-planned learning and teaching activities will provide a framework which considers and meets the different learning styles of individual learners. We know that active learning often has a greater impact than passive learning; therefore the guidance provided here will focus on the learner and approaches to learning.

The subject matter of the National 3 Health and Food Technology Courses provides an ideal platform for adopting a variety of learning and teaching opportunities.

Suggested learning and teaching opportunities
There are three Units in the National 3 Health and Food Technology Course. The level of demand in each Unit corresponds with the Scottish Credit and Qualifications Framework at level 3.

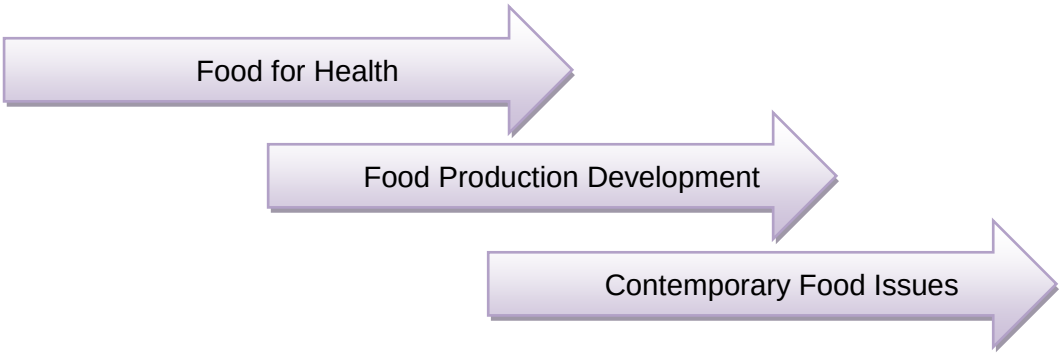
The three Units in the Course are:

Health and Food Technology: Food for Health (National 3)
(6 SCQF credit points)
Health and Food Technology: Food Product Development (National 3)
(6 SCQF credit points)
Health and Food Technology: Contemporary Food Issues (National 3)
(6 SCQF credit points)

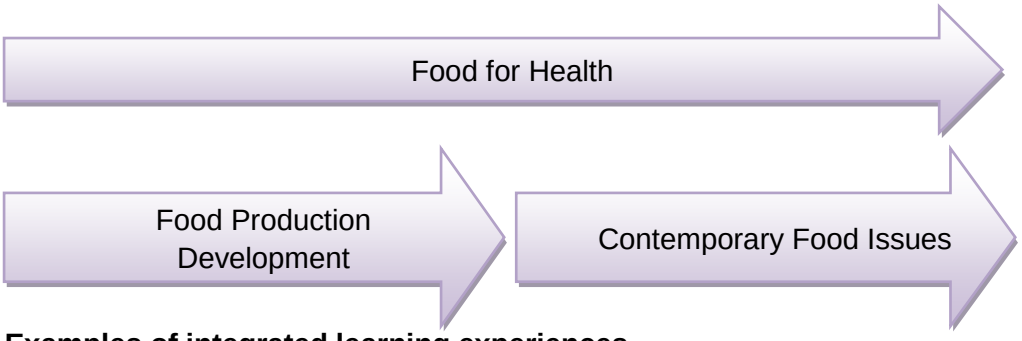
The learning and teaching for the Units could be approached in a variety of ways. However it is more likely to produce a better learning experience for learners if they are taught using an integrated approach. The following diagrams illustrate some alternative approaches to the learning and teaching of the Units. These are not the only ways of delivering the Course.

Example 1
In this example, the learning and teaching for Units may allow a more integrated approach to the Course if all three Units are delivered together. Common themes or topics may be identified across Units and learning and teaching structured to accommodate this. Such an approach may lead to the production of more naturally occurring evidence.

Example 2
In this example, the learning and teaching is staggered for each Unit, allowing for more consolidation and focus on an individual Unit before a new Unit is introduced.



Example 3
In this third example, the learning and teaching for the *Food for Health* Unit is delivered across the duration of the Course, with the other two Units running back to back. This may allow for integration of the Units through common themes whilst staggering assessment.



Examples of integrated learning experiences
The subject matter of the Health and Food Technology Course provides an ideal platform for adopting a variety of learning and teaching methods. The integration of theory with practical activities reinforces and applies knowledge, understanding

and skills in meaningful contexts. Care should be taken during each learning activity to ensure learners are aware of what they have learned and are encouraged to consider other applications for these skills, knowledge and understanding in learning, life and work.

Safe and hygiene practices should permeate all food handling activities and, in order to be meaningful, should be integrated within all practical food activities.

In order to encourage personalisation and choice, teachers/lecturers could allow learners to choose from different case studies, scenarios, methods of conducting research and ways of presenting results.

Case studies or scenarios could be devised which incorporate experiences, knowledge, understanding and skills from two or three of the Units.

Guidance on learning and teaching opportunities
The integration of knowledge and understanding within practical activities reinforces skills, knowledge and understanding in meaningful contexts. Care should be taken during each learning activity to ensure learners are aware of what they have learned and encouraged to consider other applications for these skills, knowledge and understanding in their life, learning and work.

Some aspects of learning in Health and Food Technology may be better taught formally, particularly when introducing health and safety techniques and practices, or new processes. However, independence in learning can only be achieved if staged handover of responsibility for learning takes place.

Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, practical approaches to learning and teaching which provide opportunities for personalisation and choice will help to motivate and challenge learners.

The practical, skills-based focus of this Course at National 3 readily lends itself to a variety of delivery methods, including:

- practical skills development during food preparation and cooking
- learner-centred problem-solving where learners are faced with basic practical problems
- pair and group work to share ideas
- discussion and debate to appreciate the views of others
- interviews and questionnaires to identify the needs of others
- visiting speakers and visits
- online activities or research to develop knowledge and understanding

The range of practical skills which may be relevant at this level could include:

- weighing and measuring
- peeling, slicing, dicing, chopping and grating
- beating, mixing, whisking, creaming, rubbing in, kneading, rolling/cutting out, blending and piping
- boiling, stewing, poaching, steaming, baking, grilling and stir-frying

Throughout this Course, local contexts could be used as a basis for learning and teaching. Other stimulus materials such as visual aids, digital/electronic images and visits to local or national food events may also help to motivate and encourage learners.

Further information about possible approaches to learning and teaching for each Unit can be found in the *Unit Support Notes.*

The table below gives some examples of possible learning activities within the Course. It also provides the opportunity for teachers/lecturers to consider where learning and assessment activities may be integrated within and between Course Units.

Please note these are examples only and the learning and teaching may be approached in a range of ways.

Possible learning activities			
Aims of the Course	**Food for Health**	**Food Product Development**	**Contemporary Food Issues**
Basic knowledge of the relationships between health, food and nutrition	Mind mapping prior knowledge Completing basic relationship diagrams Carrying out practical food activities linked to dietary needs of individuals or health issues Case studies or scenarios linked to health issues or dietary needs Visiting speakers, eg health promotion specialists Visiting food preparation or catering facilities Using ICT — video clip or searching websites Using nutrition calculation software Conducting basic surveys or questionnaires Completing displays, mood boards or collages of headlines linked to diet and health issues	Mind mapping prior knowledge of food products which promote an aspect of health. Visiting food production or catering facilities to investigate the production of food products. Visiting local and/or national shows or events which promote new food products. Practical food activities linked to devising a food product to meet dietary needs of individuals or address a health issue. Using ICT or online research of supermarkets to establish the current range of health promotion food products.	Carrying out surveys or online searches of supermarkets to establish the range of food products that meet food, health and nutrition issues Surveying factors affecting food choices in relation to health Group tasks, presentations and research linked to food issues Case studies or scenarios linked to food issues Visits from speakers linked to food issues, or example supermarket managers or farmers Investigating food labelling providing health-related information or information relating to food or consumer issues Carrying out surveys or online searches of supermarkets to establish the technological

	Devising posters or leaflets, using ICT where appropriate, to promote or provide information on a given health issue Contributing to the planning and delivery of an activity for a younger year group or nursery class		developments used in the manufacture of food products and their packaging. Devising and producing 60-second news segments linked to food issues
Basic knowledge of the functional properties of food		Mind mapping prior knowledge Conducting practical investigations into the functional properties of food Investigating the functional properties of a range of ingredients used in commercial food products	
Knowledge of basic contemporary food issues affecting consumer food choices		Carrying out online research to establish the range of food products that take account of contemporary food issues Case studies or scenarios of food product development linked to a contemporary food issue Completing an e-portfolio of evidence and experiences	Researching and creating a slogan, poster or leaflet linked to a food issue Using TeacherTube extracts to introduce topics and stimulate discussion Completing an e-portfolio of evidence and experiences

Skills to apply their knowledge in practical contexts Basic food products with support Safe and hygienic practices in the preparation of food products	Practical food activities linked to dietary needs of individuals or health issues should be carried out taking account of safe and hygienic working practices Completing e-portfolio of evidence and experiences	Conducting practical investigations into the functional properties of food Practical food activities linked to devising a food product to meet dietary needs of individuals or address a health issue Visiting food production or catering facilities to investigate the production of food products and safe and hygienic practices in industry	Investigating 'food scares' in relation to food safety and hygiene Completing case studies or scenarios linked to food hygiene and safety Devising a new food product which meets the needs of, for example, a seasonal food market, a celebration or event or is influenced by an environmental issue

Individual learning needs

These may include the following:

- support in the practical classroom to assist with food preparation
- food preparation equipment/aids could be used to assist in food preparation tasks
- support for an individual learner or group of learners to bring them up to speed in a particular skill (for example, assistance in research/ICT skills or working with others)
- an additional measure agreed with the learner(s) (for example, spending extra time working at home)

E-learning can play an important role in the design and delivery of the new National Courses by supporting integration and learners' personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, learners may use ICT in working towards their assessment.

Learners can benefit from a wide range of online resources to enable them to use ICT in presenting information for assessment purposes. They may develop a blog or contribute to a teacher/lecturer-led discussion forum which can be used for naturally occurring evidence.

Where appropriate, teachers/lecturers could use technology not only to support learning and teaching but also to generate naturally occurring evidence from learning and teaching activities. For example, online testing could be used to reinforce the acquisition of the underpinning knowledge and for the purposes of assessment preparation. Learners should be encouraged to carry out web-based research, for example into food products available to address diet-related health problems, establish the current range of food products, and acquire understanding about functional properties of ingredients or contemporary food issues.

Learners could also use blogs, intranets and VLEs to reflect on their learning and share their achievements with others. Those same means could then be used by teachers/lecturers to contribute to authenticating any investigations which learners carry out in their own time.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

Below are some learning activities where these Skills for Learning, Skills for Life and Skills for Work may be developed. Many of the learning activities exemplified offer opportunities to develop more than one skill for learning, life and work.

Skills for learning, skills for life and skills for work	**Suggested learning and teaching activities**
1 Literacy 1.3 Listening and talking	Learners could take part in group or paired discussion around aspects of the Course. They could also produce posters and present these to the class.
2 Numeracy 2.2 Money, time and measurement	Weighing and measuring of ingredients for food preparation activities is a good way to develop skills in measurement. Costing exercises and planning food preparation activities within time limits may support development of money and time skills.
3 Health and wellbeing 3.3 Physical wellbeing	Learners will explore what makes a healthy and balanced diet for a range of individuals and groups in this Course. They could be encouraged to reflect on their own daily intake of food and consider the impact of their diet on their physical wellbeing. Learners could also develop knowledge of healthy food products and be encouraged to use this knowledge when making food choices for themselves.
5 Thinking skills 5.1 Remembering 5.3 Applying	Learners could be encouraged to remember a range of facts about food, health and nutrition. They could also be encouraged to remember aspects of safe and hygienic practice when preparing and cooking food. Learners could develop skills in applying through developing ideas for food products to meet specified needs. In this way, learners would apply their knowledge of food, health and nutrition in practical contexts.

Learning and teaching approaches should support Curriculum for Excellence's four capacities to enable each learner to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.

Approaches to assessment

The publication, Building the Curriculum 5 sets out a framework for assessment which offers guidance on approaches to recognising achievement, profiling and reporting. A shared understanding of Assessment Standards and expectations is essential. Research in assessment suggests that learners learn best, and attainment improves, when they:

- understand clearly what they are trying to learn, and what is expected of them
- are given feedback about the quality of their work, and what they can do to make it better
- are given advice about how to go about making improvements
- are fully involved in deciding what needs to be done next, and who can give them help if they need it

(Ref: http://scotland.gov.uk/Publications/2005/09/20105413/54156)

A holistic approach to assessment is recommended where possible. This will enrich the assessment process for the learner, avoid duplication of assessment and provide more time for learning and teaching. Additionally it will allow Centres to manage the assessment process more efficiently.

Where naturally occurring evidence can be generated from the learning activities this is true assessment of learning. However prior planning of how to capture and retain the evidence for verification purposes should be considered.

Learners can benefit from a wide range of online resources to enable them to use ICT in presenting information for assessment purposes. They may develop a blog or online diary or contribute to a teacher/lecturer-led discussion forum which can be used for naturally-occurring evidence. E-portfolios may enable learners to select relevant evidence to meet the Assessment Standards and encourage reflection, personalisation and choice.

Where appropriate and easy to access, teachers/lecturers should use technology to support not only learning and teaching but also differentiated assessment of their learners.

Assessment practice tasks could be used as a valuable learning tool, not only to prepare learners for the mode of assessment required for Unit assessment, but also to reinforce learning and inform remediation of less secure learning.

Peer assessment is a good, active example of assessment as well as giving valuable experience of making value judgements.

Whatever the assessment approach used, it is important that the approach to assessment encourages personalisation and choice. Any reporting back method can be done in a manner suitable for the learner — text-based, audio/electronic presentation or video evidence. There are many sources of assistive technology software available to ease text-based tasks such as reading.

Assessment should meet the varying needs of all learners and, at this level, be practically based. It is important that learners receive regular feedback.

Authenticity
There are a number of techniques and strategies for ensuring that learners' work presented is their own. For more information, please refer to SQA's *Guide to Assessment.*

Combining assessment across Units

Any pattern of integrated assessment can mirror that for integrated learning and teaching opportunities, illustrated in the 'Approaches to learning and teaching' section.

Where the Units are offered on a stand-alone basis, teachers/lecturers will have more flexibility in developing assessment approaches because there will be no requirement to relate these to the Course assessment. When, on the other hand, the Units are delivered as part of the Course, their assessment can be combined. The pattern of such integrated assessment can mirror that for integrated delivery illustrated in the 'Approaches to learning and teaching' section above.

Where possible, using an integrated approach to assessment is recommended because it will:

- enrich the assessment process for both learners and teachers/lecturers by bringing together elements of different Units
- make more sense to learners and avoid duplication of assessment
- ensure greater rigor in assessment
- allow for evidence for both Units to be drawn from a range of activities, thus making it easier to cover aspects which may not occur in a one-off assessment
- use assessment opportunities efficiently and reduce over-assessment
- be cost effective

An integrated approach to learning and teaching across the component Units of National 3 Health and Food Technology Course may be possible. Potential links between Outcomes of Units may be established, which will provide opportunities for learners to develop skills and use knowledge within one activity. A holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and thus allow more emphasis on learning and teaching. Care must be taken to ensure that combined assessments provide appropriate evidence for all Outcomes which they assess.

Integrating assessment will also minimise repetition, allow more time for learning and allow centres to manage the assessment process more efficiently. When integrating assessment across Units, teachers/lecturers could use e-assessment where ever possible. Portfolios, both electronically managed and written, diaries and recording sheets may be updated by learners and may enable learners to select relevant evidence to meet Assessment Standards and encourage reflection, personalisation and choice.

Assessment evidence for individual learners should be retained for individual Outcomes as well as Units and Course assessments.

Equality and inclusion

This Course has been designed to ensure that there are no unnecessary barriers to learning or assessment. The Course takes into account the needs of all learners in that it recognises that young people achieve in different ways and at a different pace. Neither the mode nor the period of delivery is prescribed, and centres will be free to use a range of teaching methods and to draw on a range of mechanisms supporting delivery. Equality and inclusion will also be promoted by the use of a range of activities and assessment techniques which suit particular learning styles, learners' needs and prior experiences.

The following guidance should ensure that any issues relating to equality and inclusion in a health and food technology context are addressed:

- Centres must take into account the needs of all learners who undertake the Course, perhaps by using meat-free, vegan, high-protein or low-fat food products.
- There should be no gender, social, cultural or physical barrier for any learner embarking on studying this Course and its individual Units.

Teachers/lecturers should consider the needs and characteristics of their learners when selecting food preparation or prototype development tasks, cooking methods, ingredients and recipe selection. The selection of a suitable recipe or prototype may mitigate any adverse effects on learners.

Learners could also access a wide range of food preparation equipment such as food processors or blenders, or cooking equipment such as microwaves, to allow learners to make suitable food products to meet the Outcomes. In addition, learners could make use of pre-prepared ingredients, such as chopped onions or diced carrots, or prepared components, such as sauces, to assemble food products.

The following are reasonable responses to adapting assessments:

- additional time allocation
- scribe or reader
- audio evidence
- classroom assistant available to assist with food preparation skills
- assistive technology
- adapted equipment (suction bowls, motorised can openers, food processers)

There are many sources of assistive technology software available to ease text-based tasks, such as reading text or internet searching.

Increased flexibility in relation to how centres gather evidence should allow for more freedom for centres to best meet the needs of their specific learners — thus, for example, oral evidence for a learner who is unable to write responses is acceptable, providing evidence is retained for verification purposes.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must satisfy SQA that the integrity of the assessment is maintained and that any alternative approach to assessment will in fact generate the necessary evidence of achievement.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners and those with additional support needs when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the 'Assessment arrangements' section of SQA's website: www.sqa.org.uk/sqa//14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- Building the Curriculum 3: A framework for learning and teaching
- Building the Curriculum 4: Skills for learning, skills for life and skills for work
- Building the Curriculum 5: A framework for assessment
- Course Specification
- Design Principles for National Courses
- *Guide to Assessment*
- Principles and practice papers for curriculum areas
- *SCQF Handbook: User Guide* and SCQF level descriptors
- *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
- *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
- *Coursework Authenticity: A Guide for Teachers and Lecturers*

Administrative information

Published: May 2015 (version 1.1)

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date
	1.1	Minor additional information inserted in Possible learning activities table for further clarity of requirements. Minor amendments to wording in Combining assessment across Units section. Wording amended to provide clarity of the requirements for levels and additional text added to table columns in Approaches to learning and teaching section.	Qualifications Manager	May 2015

Unit Support Notes

Unit Support Notes — Health and Food Technology: Food for Health (National 3)

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

Introduction

These support notes are not mandatory. They provide advice and guidance to support the *Health and Food Technology: Food for Health* (National 3) Unit. They are intended for teachers and lecturers who are delivering the Unit. They should be read in conjunction with:

- Health and Food Technology: Food for Health (National 3) *Unit Specification*
- National 3 Health and Food Technology *Course Specification*
- National 3 Health and Food Technology *Course Support Notes*

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

This Unit is a mandatory Unit of the National 3 Health and Food Technology Course. The Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

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.

Learners who complete this Unit will be able to:

1. Describe the relationship between health, food and nutrition.
2. Make a basic food product to meet basic dietary and health needs.

Progression into this Unit

Entry into 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 the following or an equivalent qualification and/or experience:

- National 2 Health and Food Technology Course or relevant component Units

An interest in food, health and nutrition may support progression into this Unit. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences.

Skills, knowledge and understanding covered in the Unit

Information about skills, knowledge and understanding is given in the National 3 Health and Food Technology *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Examples of suitable contexts in which the skills, knowledge and understanding for this Unit could be developed are detailed in the 'Approaches to learning and teaching' and 'Approaches to assessment' sections.

Progression from this Unit

Progression pathways from this Unit might include:

- National 4 Health and Food Technology Course or relevant component Units
- Wellbeing Award (SCQF level 4)
- National 4 Hospitality: Practical Cookery Course
- Hospitality Skills for Work (SCQF level 4)

The practical skills within this Unit have applications to other subject areas as well as life and work.

Approaches to learning and teaching

This section of the *Unit Support Notes* provides advice and guidance and suggestions for approaches suitable to deliver this Unit. This Unit is designed to provide flexibility and choice for both the learner and centre.

Approaches to learning and teaching enhance opportunities for learners of all abilities to achieve their full potential, whether working in a whole-class, small group or supported self-study situation. It is good practice to use a variety of methods so that learners' interest and motivation are maintained and individual preferences for different learning styles are considered.

When teaching the Unit content, account should be taken of the prior knowledge that learners may have.

Teachers and lecturers will need to ensure an appropriate balance between teacher-directed approaches and learner-centred activities. For example, it may be more appropriate to use a teacher- or lecturer-directed approach when introducing a new concept.

Discussion groups and personal investigation and research are excellent ways of promoting some independence in learning. Visits and guest speakers bring commerce and employment experiences to the Course learning and teaching approaches.

Learning and teaching approaches should allow the Outcomes to be achieved through use of practical active-learning techniques. Tasks should be open to allow for personalisation and choice as well as enabling learners to work at a suitable pace with appropriate support.

Learners need to experience food preparation and production skills through a variety of practical tasks in different contexts which should be linked to dietary issues. This will enable them to demonstrate competence in the Unit and allow them to link relevant knowledge and skills in an integrated way.

ICT can play an important role in the design and delivery of the new National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, learners may use ICT in working towards their assessment.

Where resources are available, use may be made of relevant websites to allow learners to research topics and undertake work on presenting their learning.

More guidance and advice on learning, teaching and the sequencing of Units can be found in the appropriate sections of the National 3 Health and Food Technology *Course Support Notes*.

Some examples of possible approaches to learning and teaching activities are given in the table which follows.

Please note: these are examples only. The learning and teaching for this Unit may be approached in different ways.

Outcome	Possible learning and teaching approaches
1. Describe the relationship between food, health and nutrition	For this Outcome, learners could mind-map any prior knowledge of a balanced and varied diet. As a group, learners could be encouraged to share ideas about the potential health benefits of a balanced and varied diet. Learners could be encouraged to keep a food and activity diary to support discussion about the need to balance 'energy in' and 'energy out' or to contribute to discussions about the 'eat well plate'. Learners could take part in a range of practical activities to put their learning into context. They could prepare a range of basic healthy food products and be encouraged to comment on their suitability for particular health or dietary needs. Learners could be introduced to dietary advice through websites, news clips or adverts. These could be used to stimulate discussion about the purpose of the advice and who it might be targeted to. Learners could be provided with existing recipes and encouraged to suggest adaptations to better meet the recommendations of current dietary advice. They could make a range of basic food products and reflect on how these might meet, or not, dietary advice. When discussing the main nutrients, learners could consider, for example: protein; fat; carbohydrate; vitamins A, B group, C and D; calcium; iron plus water; and dietary fibre. Learners could engage in matching activities, linking nutrients to both their sources and their functions. Learners could produce a range of food products which are a source of these nutrients and be encouraged to describe where the nutrient is sourced from and its effects on health. Learners could be encouraged to share, as a group, any knowledge they may have about diet-related conditions or diseases. Sources such as news clips or TV adverts might provide a context for this discussion and learners could consider diseases or conditions such as obesity, heart disease and high blood pressure. Learners could be encouraged to explore the causes of these diseases or conditions and their long-term effects on health.
2. Make a basic food product, with support, to meet dietary and	Learning and teaching for this Outcome gives good opportunities for teachers/lecturers to set up learning activities which enable learners to develop and practise practical and problem-solving skills and extend their knowledge base. Practical work should allow learners to develop and demonstrate related knowledge. When choosing food products to make, learners could be given opportunities to use their creative skills and build on

health needs	particular strengths. This enhances opportunities for personalisation, choice and inclusion. This could help put the learning into a local and familiar context for learners. Where possible, it is useful to provide opportunities for learning outside the classroom. For example, with visits to a local nursery or care home, or in contributing to a suitable school event. Learners should be encouraged to reflect on their strengths and areas for improvement following feedback which could include peer assessment. When identifying dietary and health needs of specified individuals or groups of individuals, it may be useful to provide learners with prompt cards and illustrations. Learners could then take part in matching exercises and share their findings with the group. Learners could listen to visiting speakers such as a pregnant woman, a worker in a care home or a community dietician and be encouraged to share their own experiences of how the health and dietary needs of individuals and groups can differ. Groups that could be considered include babies, children, teenagers, adults, the elderly or women during pregnancy and lactation. When making basic food products to meet specified needs, learners could be presented with a range of simple case studies and existing products. These could allow learners to pick out the key points for the individual or group and consider how these might be addressed in the food products. Learners could be encouraged to suggest possible adaptations to the products to better meet the identified needs. Learners could also use case studies and identify key points to address in their own food products. Learners could be presented with a range of possible ingredients and cooking methods and tasked with selecting appropriate ingredients and cooking methods to make food products to address the needs identified. They could be encouraged to describe why they have selected particular ingredients or methods and to link these to the needs identified. Learners should be made aware of the importance of safe and hygienic practice during practical activities. Learners could work in groups to identify possible safety or hygiene hazards in the work room and produce safety and hygiene awareness posters to display. These might be about the handling of foodstuffs such as eggs or raw meat, how to prevent bacteria growth through adequate storage and cooking, or standards of personal hygiene in the kitchen.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

Learners should be aware of the generic skills they are learning. Below are some learning activities where these skills for learning, skills for life and skills for work may be developed in this Course. Many of the activities exemplified offer opportunities to develop more than one skill.

Skills for learning, skills for life and skills for work	**Suggested learning and teaching opportunities**
1 Literacy 1.3 Listening and talking	Learners could discuss aspects of food, health and nutrition (such as a balanced and varied diet) in pairs, groups or as a class. Learners could give presentations on specific aspects of food, health and nutrition (such as a piece of dietary advice) or listen to visiting speakers.
2 Numeracy 2.2 Money, time and measurement	Learners could take part in a range of practical activities to understand the importance of accurate weighing and measuring, portion control and timing of practical work. Learners could be encouraged to plan their time, with support, by producing a logical sequence of work.
3 Health and wellbeing 3.3 Physical wellbeing	Learners could have the opportunity to take part in activities to explore the links between diet and maintaining good physical health. Learners could consider the dietary and health needs of a range of individuals or groups and how food contributes to their physical wellbeing. Aspects of food, health and nutrition, such as dietary advice, and effects of cooking on nutrients could be considered. Learning in this Unit could support learners making informed food choices to promote their own, and others', physical wellbeing.

5 Thinking skills	Learners could develop their application skills by working to develop suitable food products for particular needs. This will allow learners to make decisions and undertake practical work based on knowledge.

Approaches to assessment

All of the Outcomes and Assessment Standards in a Unit must be covered in the assessment of a Unit.

Approaches to the assessment of Units when they form part of a Course may differ from approaches to assessing the same Unit when delivered free-standing. Where Units are delivered on a stand-alone basis, teachers/lecturers will have more flexibility to develop approaches to delivering and assessing Units which are not related to Course assessment.

Evidence may be gathered in a variety of forms that best suit the needs of the learner and individual centres. It is recommended that assessors use their judgement to determine the most appropriate way to generate evidence.

Authenticity
There are a number of techniques and strategies for ensuring that learners present work which is their own. For more information, please refer to SQA's *Guide to Assessment*.

Some examples of possible approaches to assessment and evidence gathering are given in the table below. Please note: these are examples only. The assessment and evidence for this Unit may be generated and gathered in different ways.

Outcome	Possible approaches to assessment
1. Describe the relationship between food, health and nutrition	Approaches to assessment and evidence gathering could take a variety of forms to meet the needs of a range of learners and centres. For this Outcome, learners may provide evidence in a range of ways, including recorded oral and written responses, which could be electronic, perhaps in a blog or wiki. Another way to collate and present information may be in the form of a poster or leaflet. Here, learners could incorporate images and written sections and make clear links between the Assessment Standards in this Outcome. Learners could then communicate their findings by giving a short presentation or talk about their poster.
2. Make a basic food product, with support, to meet dietary and health needs	Evidence for this Outcome could be gathered in a range of ways including video footage, written reports, the completion of pro formas, observational checklists or photographic evidence. Teachers/lecturers could provide a basic case study or scenario for learners to work to for this Outcome. This would allow them to compile a portfolio of evidence covering the Assessment Standards. They could identify the individual or group's dietary and health needs; select, with support, an appropriate food product to make which addresses these needs; and, with support, choose and use appropriate ingredients and cooking methods. The product should be made using safe and hygienic practices.

Combining assessment within Units

All Units are internally assessed against the requirements shown in the *Unit Specification*. Each Unit can be assessed on an individual Unit-by-Unit basis or via the use of a combined assessment.

Potential links between the Outcomes of this Unit may be established, which will provide opportunities for learners to demonstrate skills and use knowledge within one assessment activity. A holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and thus allow more emphasis on learning and teaching. Care must be taken to ensure that combined assessments provide appropriate evidence for all Outcomes which they claim to assess.

Centres may opt to assess naturally occurring activities, but they must still provide evidence, eg video footage or an observational checklist.

Evidence should be able to be generated and held in a variety of formats that best suit the needs of the learner and centre. Appropriate ICT systems could be used as a mechanism for recording attainment, in particular the elements of the Course that lend themselves to written work. Assessors must choose an assessment format which takes into account the needs of all learners and they must implement the assessment at an appropriate stage in the Unit.

Equality and inclusion

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning. The nature of learners' needs should be taken into account when planning learning activities and to provide alternative provision or support where necessary. This will ensure the inclusion of all learners and support them in the learning process.

Increased flexibility in relation to how centres gather evidence should allow for more freedom for centres to best meet the needs of their specific learners — thus, for example, oral evidence for a learner who is unable to write responses is acceptable, providing evidence is retained for verification purposes.

The following are reasonable responses to adapting assessments:

- additional time allocation
- a scribe or reader
- audio evidence
- assistive technology
- adapted equipment

Learners could access a wide range of food preparation equipment, such as food processors or blenders, or cooking equipment, such as microwaves, to allow them to produce suitable products to meet the Outcomes. In addition, learners could make use of pre-prepared ingredients such as chopped onions or diced carrots, or prepared components such as sauces, to assemble food products.

There is more advice and guidance about these issues in the 'Equality and inclusion' section in the Higher Health and Food Technology *Course Support Notes.*

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approaches to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- Building the Curriculum 3: A framework for learning and teaching
- Building the Curriculum 4: Skills for learning, skills for life and skills for work
- Building the Curriculum 5: A framework for assessment
- Course Specification
- Design Principles for National Courses
- *Guide to Assessment*
- *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- Principles and practice papers for curriculum areas
- *SCQF Handbook: User Guide* and SCQF level descriptors
- *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
- *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
- *Coursework Authenticity: A Guide for Teachers and Lecturers*
- *SQA Guidelines on e-assessment for Schools*
- *SQA Guidelines on Online Assessment for Further Education*
- SQA e-assessment web page

Administrative information

Published: May 2015 (version 1.1)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	General guidance on the Unit section and Possible learning and teaching approaches table amended to read 'a basic food product' – removed plural. Possible approaches to assessment table amended due to minor word corrections for Outcome 1 and removed plural in Outcome 2. Combining assessment within Units section has minor word corrections/addition.	Qualifications Manager	May 2015

Unit Support Notes

Unit Support Notes — Health and Food Technology: Food Product Development (National 3)

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

Introduction

These support notes are not mandatory. They provide advice and guidance to support the *Health and Food Technology: Food Product Development* (National 3) Unit. They are intended for teachers and lecturers who are teaching the Unit. They should be read in conjunction with:

- Health and Food Technology: Food Product Development (National 3) *Unit Specification*
- National 3 Health and Food Technology *Course Specification*
- National 3 Health and Food Technology *Course Support Notes*

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The *Food Product Development* Unit is a mandatory Unit in the National 3 Health and Food Technology Course. The Unit is also available as a free standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

This Unit provides learners with the opportunity to develop knowledge of the stages involved in developing food products and an 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.

Learners who complete this Unit will be able to:

1. Outline how food products are developed
2. Develop a basic food product, with support, to meet specified needs

Progression into this Unit

Entry into 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 the following or an equivalent qualification and/or experience:

- National 2 Health and Food Technology Course or relevant component Units

An interest in food, nutrition, health and wellbeing or prior experience of developing practical cookery skills would be an advantage.

Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences.

Skills, knowledge and understanding covered in the Unit

Information about skills, knowledge and understanding is given in the National 3 Health and Food Technology *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Examples of suitable contexts in which the skills, knowledge and understanding for this Unit could be developed are detailed in the 'Approaches to learning and teaching' and 'Approaches to assessment' sections.

Progression from this Unit

Achievement in this Unit could lead to progression to:

- National 4 Health and Food Technology Course or relevant component Units
- Wellbeing Award (SCQF level 4)
- further education or training

The practical skills within this Unit have applications to other subject areas as well as life and work.

Approaches to learning and teaching

This Unit is designed to provide flexibility and choice for both the learner and the delivering centre. Approaches to learning and teaching should enhance opportunities for all learners to achieve their full potential, whether working in a whole-class, small group or supported self-study situation.

It is good practice to use a variety of methods so that learners' interest and motivation are maintained and individual preferences for different learning styles are promoted. When delivering the Unit content, account should be taken of the prior knowledge that learners may have.

Teachers/lecturers will need to ensure an appropriate balance between teacher-directed approaches and learner-centred activities. At National 3 level, it would be advantageous to learners if teacher demonstrations were followed by practical sessions to allow learners to practice and reinforce skills.

Discussion groups and personal investigation and research are excellent ways of promoting some independence in learning. Visits and guest speakers bring commerce and employment experiences to the Course.

Learning and teaching approaches should allow the Outcomes to be achieved through use of practical, active learning techniques. Tasks should be open to allow for personalisation and choice as well as enabling learners to work at a suitable pace with appropriate support.

Learners need to be able to practice skills through a variety of practical tasks in different contexts to allow them to link relevant knowledge and skills in an integrated way.

Centres should set varied practical tasks to allow learners to experience challenge and enjoyment in a range of practical food contexts. The range of food preparation/cooking equipment used could include:

- food processor
- pressure cooker
- steamer
- electric whisk
- microwave
- health grill
- bread maker
- blender/juicer

Some examples of possible learning activities are given in the table which follows. Please note: these are examples only and learning and teaching for this Unit can be approached in other ways.

Outcome	Possible approaches to learning and teaching
1. Outline how food products are developed	In this Unit, practical activities may be used to explore and exemplify the functional properties of ingredients in food. Learners could make basic food products to demonstrate the functional properties of ingredients and experiment with different ingredients or by changing quantities or ratios. They could then discuss the effects of these changes on the food products. For example, learners could consider the functional properties of eggs, which may include: aeration (used in meringues, whisked sponges and creamed sponge), emulsifying (used in mayonnaise), binding (used in cake-making), coagulation (used in egg custard), and coating (used in breadcrumbs and batter). Learners could explore the range of food products which make use of the functional properties of eggs by making products or examining existing products. Learners could be introduced to the stages of food product development and encouraged to undertake some basic investigative work into the stages. They could work in pairs or small groups to explore a stage of development then share their findings with the rest of the class. They could work with prompt cards about the stages of development and be encouraged to put them into the correct order and briefly describe the purpose of each stage in making food products. An activity could focus on the commercial production of one food product, taking learners through each stage of product development. Learners may also benefit from visiting a food manufacturer or listening to guest speakers to put their learning into a real-life context.
2. Develop a basic food product, with support, to meet specified needs	In the learning and teaching for this Outcome, there are good opportunities for learners to undertake some basic investigative work. Learners could consider the range of existing food products which address specific needs, such as health foods or gluten-free ranges. They could generate a range of ideas for their own food products and display their work using story-boards or mood-boards. Teachers/lecturers could provide support to learners when gathering information, selecting appropriate ideas for products and presenting their findings. Learners could choose an idea to take forward to practical testing. They would establish the recipe and resources required to make the final product. They could produce a sketch of the proposed solution and a food order and plan of work to complete the production of the proposed solution.

	Learners could also work to given briefs to develop food products and comment on the finished products against key points in the briefs. They could be encouraged to examine existing products and comment on their suitability for specific needs. Learners could take part in sensory testing activities. The importance of food safety and hygiene should be emphasised and learners could produce leaflets or posters about a particular issue and display these.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

Learners should be aware of the generic skills they are learning. Below are some learning activities where these skills for learning, skills for life and skills for work may be developed in this Course. Many of the activities exemplified offer opportunities to develop more than one skill.

Skills for learning, skills for life and skills for work	**Suggested learning and teaching activities**
1 Literacy 1.3 Listening and talking	Learners could discuss aspects of food product development (such as the functional properties of ingredients in food) in pairs, groups or as a class. They could give presentations on specific aspects of food product development (such as a stage of the development process) or listen to visiting speakers.
2 Numeracy 2.2 Money, time and measurement	Learners could take part in a range of practical activities to understand the importance of accurate weighing and measuring, portion control and timing of practical work. Learners could be encouraged to use relevant units and suitable instruments to appropriate degrees of accuracy. Learners could develop the skills to plan their time by producing a logical sequence of work, with support.
3 Health and wellbeing 3.3 Physical wellbeing	Learners could have the opportunity to take part in activities to explore the links between diet and maintaining good physical health. Learners could consider the dietary and health needs of a range of individuals or groups and how food contributes to their physical wellbeing. Learners may explore how manufacturers produce different products, and their links to a healthy, balanced diet. Learning in this Unit could support learners making informed food choices to promote their own, and others', physical wellbeing.

5 Thinking skills 5.3 Applying	Learners could develop their application skills by working to develop suitable food products for particular needs. This will allow learners to make decisions and undertake practical work based on knowledge.

Approaches to assessment

All of the Outcomes and Assessment Standards in a Unit must be covered in the assessment of a Unit.

Approaches to the assessment of Units when they form part of a Course may differ from approaches to assessing the same Unit when delivered free-standing. Where Units are delivered on a stand-alone basis, teachers/lecturers will have more flexibility to develop approaches to delivering and assessing Units which are not related to Course assessment.

Evidence may be gathered in a variety of forms that best suit the needs of the learner and individual centres. It is recommended that assessors use their judgement to determine the most appropriate way to generate evidence.

Authenticity
There are a number of techniques and strategies for ensuring that learners present work which is their own. For more information, please refer to SQA's *Guide to Assessment*.

Opportunities for assessment and gathering evidence in this Unit

Outcome	Possible approaches to assessment
1. Outline how food products are developed	Evidence may be gathered in a variety of forms that best suit the needs of the learner and individual centres. It is recommended that assessors use their judgement to determine the most appropriate way to generate evidence. Learners could describe, briefly, a range of different functional properties of food such as: ♦ adding air ♦ binding ♦ glazing ♦ thickening Learners may describe the functional properties via verbal feedback, a written report, completion of a pro forma, short/restricted response questions, or delivering a presentation to the class. Learners could provide evidence of their ability to outline the stages of food product development through, for example, a short question paper or a poster. Stages described could include: ♦ concept generation ♦ concept screening ♦ prototype production ♦ product testing ♦ first production run ♦ marketing plan ♦ product launch

2. Develop a basic food product, with support, to meet specified needs	Teachers/lecturers could provide learners with a simple brief for this Outcome. Allowing learners to select from a range of briefs will allow for personalisation and choice. Learners could present their ideas for food products on a story-board or mood-board, or produce a leaflet. Safe and hygienic practice should be evident during all food preparation and cooking activities. Evidence could be collated via video footage, a written report, completion of a pro forma, a power point presentation, teacher observational checklist or photographic evidence. At National 3 level, comments could take the form of a star rating, or oral or written feedback, possibly via completion of a pro forma.

Combining assessment within Units

All Units are internally assessed against the requirements shown in the *Unit Specification*. Each Unit can be assessed on an individual Unit-by-Unit basis or via the use of a combined assessment. At National 3 level, the Unit will be assessed on a pass/fail basis.

Potential links between Outcomes of Units may be established, which will provide opportunities for learners to demonstrate skills and use knowledge within one assessment activity. A holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and thus allow more emphasis on learning and teaching. Care must be taken to ensure that combined assessments provide appropriate evidence for all Outcomes which they claim to assess.

Centres may opt to assess naturally occurring activities, but they must still provide evidence, eg video footage or an observational checklist.

Equality and inclusion

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning. The nature of learners' needs should be taken into account when planning learning activities and to provide alternative provision or support where necessary. This will ensure the inclusion of all learners and support them in the learning process.

Increased flexibility in relation to how centres gather evidence should allow for more freedom for centres to best meet the needs of their specific learners — thus, for example, oral evidence for a learner who is unable to write responses is acceptable, providing evidence is retained for verification purposes.

The following are reasonable responses to adapting assessments:

- additional time allocation
- a scribe or reader
- audio evidence
- assistive technology
- adapted equipment

Learners could access a wide range of food preparation equipment, such as food processors or blenders, or cooking equipment such as microwaves, to allow learners to produce suitable products to meet the Outcomes. In addition, learners could make use of pre-prepared ingredients such as chopped onions or diced carrots, or prepared components such as sauces, to assemble food products.

There is more advice and guidance about these issues in the 'Equality and inclusion' section in the National 3 Health and Food Technology *Course Support Notes.*

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- Building the Curriculum 3: A framework for learning and teaching
- Building the Curriculum 4: Skills for learning, skills for life and skills for work
- Building the Curriculum 5: A framework for assessment
- Course Specification
- Design Principles for National Courses
- *Guide to Assessment*
- *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- Principles and practice papers for curriculum areas
- *SCQF Handbook: User Guide* and SCQF level descriptors
- *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
- *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
- *Coursework Authenticity: A Guide for Teachers and Lecturers*
- *SQA Guidelines on e-assessment for Schools*
- *SQA Guidelines on Online Assessment for Further Education*
- SQA e-assessment web page

Administrative information

Published: May 2015 (version 1.1)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	General guidance on the Unit section and Possible learning and teaching approaches table amended to read 'a basic food product' – removed plural. Possible approaches to assessment table amended due to minor word corrections for Outcome 1 and removed plural in Outcome 2. Combining assessment within Units section has minor word corrections/addition.	Qualifications Manager	May 2015

Unit Support Notes

Unit Support Notes — Health and Food Technology: Contemporary Food Issues (National 3)

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

Introduction

These support notes are not mandatory. They provide advice and guidance to support the *Health and Food Technology: Contemporary Food Issues* (National 3) Unit. They are intended for teachers and lecturers who are teaching the Unit. They should be read in conjunction with:

- Health and Food Technology: Contemporary Food Issues (National 3) *Unit Specification*
- National 3 Health and Food Technology *Course Specification*
- National 3 Health and Food Technology *Course Support Notes*

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The *Contemporary Food Issues* Unit is a mandatory Unit of the National 3 Health and Food Technology Course. The Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

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 who complete this Unit will be able to:

1. Describe consumer food choices

Progression into this Unit

Entry into 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 the following or an equivalent qualification and/or experience:

- National 2 Food, Health and Wellbeing Course or relevant component Units

An interest in food, nutrition, health, wellbeing and consumer issues, as well as prior experience of developing practical cookery skills would be an advantage. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a diagnostic review of prior life and work experiences.

Skills, knowledge and understanding covered in the Unit

Information about skills, knowledge and understanding is given in the National 3 Health and Food Technology *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Examples of suitable contexts in which the skills, knowledge and understanding for this Unit could be developed are detailed in the 'Approaches to learning and teaching' and 'Approaches to assessment' sections.

Progression from this Unit

Achievement in this Unit could lead to progression to:

- National 4 Health and Food Technology Course or relevant component Units
- Wellbeing Award (SCQF level 4)
- further education or training

The practical skills within this Unit have applications to other subject areas as well as life and work.

Approaches to learning and teaching

This Unit is designed to provide flexibility and choice for both the learner and the centre.

Approaches to learning and teaching enhance opportunities for learners of all abilities to achieve their full potential, whether working in a whole-class, small group, or supported self-study situation. It is good practice to use a variety of methods so that learners' interest and motivation are maintained and individual preferences for different learning styles are considered. When delivering the Course content, account should be taken of the prior knowledge that learners may have.

Teachers/lecturers will need to ensure an appropriate balance between teacher-directed approaches and learner-centred activities. At National 3 level it would be advantageous to learners if teacher demonstrations were followed by practical sessions to allow learners to practice and reinforce skills. Visits and guest speakers bring commerce and employment experiences to the Course learning and teaching opportunities.

Learning and teaching approaches should allow the Outcome to be achieved through use of practical, active learning techniques.

Tasks should be open to allow for personalisation and choice as well as enabling learners to work at a suitable pace with appropriate support.

Learners need to be able to practise skills through a variety of practical tasks in different contexts, linked to contemporary food issues, to enable them to demonstrate competence in the Unit and allow them to link relevant knowledge and skills in an integrated way.

Learners could develop an awareness of, and contribute to discussions about, current food issues. For example, they could explore:

- fair trade
- food co-operatives
- allotments/grow-your-own initiatives
- air miles
- seasonality
- sustainability
- food aid/world hunger
- food advertising
- food labelling

This list is not exclusive; there are other issues which may also be explored.

Centres should set varied practical tasks to allow learners to experience challenge and enjoyment in a range of practical food contexts. The range of food preparation/cooking equipment used could include:

- food processor
- pressure cooker
- steamer
- electric whisk
- microwave
- health grill
- bread maker
- blender/juicer

Some examples of possible learning and teaching activities are given in the table below. Please note, these are examples only and the learning and teaching for this Unit can be approached in different ways.

Outcome	Possible approaches to learning and teaching
1. Describe consumer food choices	In this Unit, there are many opportunities to develop knowledge and skills in local contexts and real-life situations. Teachers/lecturers should ensure an appropriate balance between teacher/lecturer-directed approaches and learner-centred activities. For example, it may be more appropriate to use a teacher/lecturer-directed approach to introduce a new concept or demonstrate new skills. Practical activities may be used to reinforce concepts relating to consumer food choices. Examples of activities to consider include: ♦ experimenting with fresh foods versus convenience foods — this could generate discussion on factors such as time to prepare and cook, taste, cost, nutritional value and shelf life ♦ exploring the cost, quality and nutritional value of food grown locally and in season compared to imported products Learners could, as a group, discuss and mind-map their prior knowledge of factors or issues which affect consumer food choices. Examples of possible factors which may affect choice of food could include: ♦ budget ♦ lifestyle ♦ online shopping ♦ working hours or shift patterns ♦ nutritional knowledge ♦ special dietary needs ♦ allergies ♦ foreign travel and knowledge of world cuisine ♦ likes and dislikes ♦ advertising and the media

	Learners could work in pairs and undertake some basic investigative work into a chosen factor. The possible effects the factor has on consumer food choices and the existing range of food products addressing the factor could be explored and presented on a mood-board or story-board. Contemporary food issues could include: ♦ factory farming ♦ genetic modification (GM) ♦ fair trade ♦ organic produce ♦ farmers' markets/allotments ♦ food labeling ♦ food miles ♦ sustainability ♦ seasonality ♦ pollution ♦ packaging ♦ recycling ♦ food aid/world hunger Learners could be introduced to the role of consumer organisations such as: ♦ Advertising Standards Authority ♦ Environmental Health Department ♦ Trading Standards Department ♦ Food Standards Agency ♦ Which? Learners could explore the websites of these agencies and collate key information. Speakers from local organisations could visit and give real-life examples of the work carried out by these agencies.

	As an activity, learners could identify the statutory and voluntary labelling information on food labels. In pairs, they could produce a leaflet or a poster which explains: ♦ 'traffic lights' ♦ recycling symbols ♦ animal welfare symbols Learners could explore current information on food labels such as: ♦ name/description of product ♦ list of ingredients ♦ date marking ♦ recycling ♦ name and address of manufacturer ♦ weight or volume of the product ♦ country of origin ♦ storage instructions ♦ instructions for use/cooking Learners could undertake practical activities such as designing suitable packaging for a food product and identifying and designing the labelling that should be included on the food product.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

Learners should be aware of the generic skills they are learning. Below are some learning activities where these skills for learning, skills for life and skills for work may be developed in this Course Many of the activities exemplified offer opportunities to develop more than one skill.

Skills for learning, skills for life and skills for work	**Suggested learning and teaching activities**
1 Literacy 1.3 Listening and talking	Learners could discuss factors and issues affecting consumer food choices in pairs, groups or as a class. They could give short presentations on specific factors or issues or listen to visiting speakers from: ♦ trading standards departments ♦ environmental health departments ♦ international food trade
2 Numeracy 2.2 Money, time and measurement	Learners could take part in a range of practical activities to understand the importance of accurate weighing and measuring, portion control and timing. Learners could be encouraged to plan their time, with support, by producing a logical sequence of work.
3 Health and Wellbeing 3.3 Physical wellbeing	Learners will develop an understanding of the relationship between health, food and nutrition. They could also develop an awareness of organisations which inform and protect food consumers. This will support their ability to make informed food and health choices, contributing to physical wellbeing.
4 Employability, enterprise and citizenship Citizenship	Learners could be encouraged to consider the source and origin of the foods they consume and how their choices impact on wider society. This knowledge could support learners in making informed food and consumer choices.
5 Thinking skills 5.3 Applying 5.4 Analysing and evaluating	Learners will develop knowledge of factors and issues affecting consumer food choices. They could apply this knowledge, using information on food labels to suggest suitable food choices for different consumer groups.

Approaches to assessment

All of the Outcomes and Assessment Standards in a Unit must be covered in the assessment of a Unit.

Approaches to the assessment of Units when they form part of a Course may differ from approaches to assessing the same Unit when delivered free-standing. Where Units are delivered on a stand-alone basis, teachers/lecturers will have more flexibility to develop approaches to delivering and assessing Units which are not related to Course assessment.

Evidence may be gathered in a variety of forms that best suit the needs of the learner and individual centres. It is recommended that assessors use their own judgement to determine the most appropriate way to generate evidence.

Authenticity
There are a number of techniques and strategies for ensuring that learners present work which is their own. For more information, please refer to SQA's *Guide to Assessment*.

Opportunities for assessment and gathering evidence in this Unit

Outcome	Possible approaches to assessment
1. Describe consumer food choices	Approaches to assessment and evidence gathering could take a variety of forms to meet the needs of a range of learners and centres. For this Outcome, learners may provide evidence in a range of ways, including recorded oral responses, written responses or electronically, perhaps in a blog or wiki. Another way to collate and present information may be in the form of a poster or leaflet. Here, learners could incorporate images and written sections and make clear links between the Assessment Standards in this Outcome. Learners could then communicate their findings by giving a short presentation or talk about their poster.

Combining assessment within Units

All Units are internally assessed against the requirements shown in the *Unit Specification*. Each Unit can be assessed on an individual Unit-by-Unit basis or via the use of a combined assessment.

Potential links between the Assessment Standards of this Unit may be established, which will provide opportunities for learners to demonstrate skills and use knowledge within one assessment activity. A holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and thus allow more emphasis on learning and teaching. Care must be taken to ensure that combined assessments provide appropriate evidence for all Outcomes which they claim to assess.

Centres may opt to assess naturally occurring activities, but they must still provide evidence, eg video footage or an observational checklist.

Evidence should be able to be generated and held in a variety of formats that best suit the needs of the learner and centre. Appropriate ICT systems could be used as a mechanism for recording attainment, in particular the elements of the Course that lend themselves to written work. Assessors must choose an assessment format which takes into account the needs of all learners, and implement the assessment at an appropriate stage in the Unit.

Equality and inclusion

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning. The nature of learners' needs should be taken into account when planning learning activities and to provide alternative provision or support where necessary. This will ensure the inclusion of all learners and support them in the learning process.

Increased flexibility in relation to how centres gather evidence should allow for more freedom for centres to best meet the needs of their specific learners — thus, for example, oral evidence for a learner who is unable to write responses is acceptable, providing evidence is retained for verification purposes.

The following are reasonable responses to adapting assessments:

- additional time allocation
- a scribe or reader
- audio evidence
- assistive technology
- adapted equipment

There is more advice and guidance about these issues in the 'Equality and inclusion' section in the National 3 Health and Food Technology *Course Support Notes.*

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- Building the Curriculum 3: A framework for learning and teaching
- Building the Curriculum 4: Skills for learning, skills for life and skills for work
- Building the Curriculum 5: A framework for assessment
- Course Specification
- Design Principles for National Courses
- *Guide to Assessment*
- *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- Principles and practice papers for curriculum areas
- *SCQF Handbook: User Guide* and SCQF level descriptors
- *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
- *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
- *Coursework Authenticity: A Guide for Teachers and Lecturers*
- *SQA Guidelines on e-assessment for Schools*
- *SQA Guidelines on Online Assessment for Further Education*
- SQA e-assessment web page

Administrative information

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History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
1.1	General guidance on the Unit section and Possible learning and teaching approaches table amended to read 'a basic food product' — removed plural. Possible approaches to assessment table amended due to minor word corrections for Outcome 1 and removed plural in Outcome 2. Combining assessment within Units section has minor word corrections/addition.	Qualifications Manager	May 2015
2.0	Amendments to content to correspond with the removal of Outcome 2 from the Unit Specification.	Qualifications Manager	September 2016