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## Health and Food Technology: Assignment (National 4)

**SCQF:** level 4 (6 SCQF credit points)

**Unit code:** H203 74

### Unit outline

This is the Added Value Unit in the National 4 Health and Food Technology Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the National 4 Health and Food Technology Course. The learners will undertake an assignment which will allow learners to demonstrate challenge and application of skills, knowledge and understanding to make a food product in response to a given brief.

Learners who complete this Unit will be able to:

- 1 Produce a food product in response to a given brief

The task will be sufficiently open and flexible to allow for personalisation and choice.

This Unit is a mandatory Unit of the National 4 Health and Food Technology Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course Support Notes* which provide advice and guidance on delivery and assessment approaches. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

### Recommended entry

Entry to this Unit is at the discretion of the centre. It is recommended that the learner should be in the process of completing, or have completed, the following Units in the National 4 Health and Food Technology Course:

- ◆ Health and Food Technology: Food for Health (National 4)
- ◆ Health and Food Technology: Food Product Development (National 4)
- ◆ Health and Food Technology: Contemporary Food Issues (National 4)

## **Equality and inclusion**

This Unit 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*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

- 1 Produce a food product in response to a given brief by:**
  - 1.1 Identifying specification points from the given brief
  - 1.2 Producing an idea for the production of a food product in response to the brief
  - 1.3 Making the food product using safe and hygienic practices
  - 1.4 Reflecting on the completed food product and how it meets the needs of the brief

### Evidence Requirements for the Unit

This Unit will be assessed through controlled assessment which meets the Evidence Requirements below.

The assessment method for this Unit will be an assignment in which the learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

The assignment is:

- ◆ set by centres within the SQA guidelines described below
- ◆ conducted under some supervision and control

Evidence will be internally marked by centre staff in line with SQA guidelines.

All assessment is subject to quality assurance by SQA.

#### Setting the assessment

The assignment will be set by centres within the following guidelines:

- ◆ centres will provide learners with a suitable brief to undertake the assignment

All learners should be provided with a clear outline of the Outcome and Assessment Standards, including when and how they will be assessed.

#### Conducting the assessment

The assignment will be conducted under some supervision and control. While most work will be undertaken under supervision, opportunities can also be provided for learners to undertake independent learning.

The teacher/lecturer should support the learner by offering advice on an appropriate food product. The learner will contribute to this by offering some ideas and/or suggestions. Teachers/lecturers can continue to offer advice and support to learners as they undertake the assignment. This can include providing questions/tasks/prompts that lead learners through the assignment in clear stages.

The assignment need not be seen as an end-of-Course activity. It can be prepared for, carried out and assessed at any point within the National 4 Health and Food Technology Course.

Centres must ensure that appropriate measures are in place to authenticate learners' evidence.

### **Judging the evidence**

Evidence will be internally marked and verified by centre staff in line with SQA guidelines.

All assessment is subject to quality assurance by SQA.

Although learners can present their findings in a variety of ways, teachers/lecturers should ensure credit is given only to the skills, knowledge and understanding required within Assessment Standards, rather than other factors such as IT or communication skills.

Assessment evidence can be gathered in a holistic manner.

Evidence must be retained by centres for verification purposes.

### **Re-assessment**

In relation to Unit assessment, SQA's guidance on re-assessment for Units applies.

Further information is provided in the exemplification of assessment in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Course Support Notes*.

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

Please refer to the *Course Specification* for information about skills for learning, skills for life and skills for work.

## Further mandatory information on Course coverage for the National 4 Health and Food Technology Course

The following gives details of mandatory skills, knowledge and understanding for the National 4 Health and Food Technology Course. Assessment of this Added Value Unit will involve selecting appropriate skills, knowledge and understanding from those listed below, in line with the Evidence Requirements above. This list of skills, knowledge and understanding also provides the basis for the assessment of all the Units in the Course.

<b>Mandatory skills, knowledge and understanding</b>
<p>Learners must know the functions and sources of the following nutrients:</p> <ul style="list-style-type: none"> <li>◆ protein, fat, carbohydrate, vitamin A, vitamin B, vitamin C, vitamin D, calcium, iron,</li> <li>◆ plus water and dietary fibre</li> </ul>
<p>Learners must have knowledge of the dietary needs of individuals at the following stages of life:</p> <ul style="list-style-type: none"> <li>◆ babies and toddlers, children, teenagers, adults, pregnancy</li> </ul>
<p>Learners must be able to identify sources of and describe current dietary advice. They must be able to relate this to dietary guidelines for the health of individuals.</p>
<p>Learners must be able to describe the following diet-related diseases/disorders, examine the links between a range of diet-related diseases and nutritional intake and recognise the implications of such diseases:</p> <ul style="list-style-type: none"> <li>◆ obesity, dental caries, coronary heart disease, high blood pressure, cancers, type 2 diabetes</li> </ul>
<p>Learners must be able to describe, briefly, the benefits to health of a balanced and varied diet.</p>
<p>Learners must apply appropriate standards of personal hygiene and safety standards during food production tasks.</p>
<p>Learners must be able to describe the following key stages of the food product development process:</p> <ul style="list-style-type: none"> <li>◆ concept generation, concept screening, prototype production, product testing, first production run, marketing plan, product launch</li> </ul>
<p>Learners must be able to describe the functional properties of the following ingredients:</p> <ul style="list-style-type: none"> <li>◆ eggs, flour, sugar, fat</li> </ul>
<p>Learners must be able to describe how the following factors affect a consumer's choice of foods:</p> <ul style="list-style-type: none"> <li>◆ budget, lifestyle, nutritional knowledge, allergies, advertising and the media</li> </ul>

Learners must be able to recognise and describe of the following contemporary food issues:

- ◆ food miles, seasonality, organic production, Fair trade, environmental issues, food labelling

Learners must be able to identify the following technological developments in food production and manufacture:

- ◆ food additives, cook-chill products, modified atmosphere packed products, UHT products

Learners must be able to identify the following consumer organisations and sources of food advice and information:

- ◆ Environmental Health Department, Trading Standards Department, Food Standards Agency, Consumer Advice Bureau, Consumer's Association

Learners must be able to select appropriate techniques from the following range to use to investigate health or consumer issues:

- ◆ questionnaire, survey, interview, sensory testing, literary/internet search

## Administrative information

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**Superclass:** NH

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### History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Wording amended for clarification in: Assessment Standards 1.2, 1.3, 1.4; Evidence Requirements; Mandatory information.	Qualifications Development Manager	June 2013

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