



National 4  
Unit  
Specification



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

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

**Unit code:** H1YX 74

### Unit outline

The general aim of this Unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop a basic understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will make a food product to meet specified needs. Learners will develop and apply a basic knowledge and understanding of safe and hygienic food practices and techniques.

Learners who complete this Unit will be able to:

- 1 Describe how food products are developed
- 2 Develop a food product to meet specified needs

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 *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Added Value Unit Specification* for the National 4 Health and Food Technology Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 4 Health and Food Technology Course.

## **Recommended entry**

Entry to 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 one or more of the following or equivalent qualifications and/or experience:

- ◆ National 3 Health and Food Technology Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

## **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 *Unit Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

- 1 Describe how food products are developed by:**
  - 1.1 Describing the functional properties of different ingredients in food products
  - 1.2 Describing the stages of food product development

### Outcome 2

The learner will:

- 2 Develop a food product to meet specified needs by:**
  - 2.1 Generating ideas for food products that meet a specified need
  - 2.2 Making a food product using safe and hygienic practices
  - 2.3 Conducting basic sensory evaluations of the food product
  - 2.4 Reflecting on how the food product meets the specified needs

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment. If the latter approach is used, it must be clear how the evidence covers each Outcome and additional evidence must be provided for any standard which has not been assessed.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.1 Listening and talking

## **2 Numeracy**

2.2 Money, time and measurement

## **3 Health and wellbeing**

3.3 Physical wellbeing

## **5 Thinking skills**

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

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**Published:** June 2013 (version 1.1)

**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: Unit outline; Outcome 1; Outcome 2; Assessment Standards 2.1, 2.2, 2.3, 2.4.	Qualifications Development Manager	June 2013

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

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