

National 5 Skills for Work in Food and Drink Manufacturing Industry Course Support Notes



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

Contents

Course Support Notes

Introduction	1
General guidance on the Course	2
Approaches to learning and teaching	5
Developing skills for learning, skills for life and skills for work	5
Approaches to assessment	7
Equality and inclusion	8
Appendix 1: Reference documents	9

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 5 Skills for Work in Food and Drink Manufacturing Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification*.

General guidance on the Course

Aims

This Course is designed to provide an introductory qualification into the Food and Drink Manufacturing industry. The Course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with the employability skills and attitudes needed to work in the Food and Drink Manufacturing industry.

The general aims of the Course are to:

- ◆ provide learners with a broad introduction to the food and drink manufacturing industry
- ◆ allow learners to experience a range of activities related to working in the food and drink manufacturing industry
- ◆ encourage learners to develop skills for learning, life and work
- ◆ build learners' confidence
- ◆ encourage learners to take responsibility for their own learning
- ◆ prepare learners for progression to further education, Employment and/or training.

The specific aims of the Course are to:

- ◆ introduce learners to the scope of job roles within the food and drink manufacturing industry
- ◆ develop knowledge of the journey taken by food and drink products from field to table
- ◆ develop learners to become effective job seekers and employees in the food and drink manufacturing industry
- ◆ develop a positive and responsible attitude to work and understanding of the need for legal compliance in the food and drink manufacturing industry
- ◆ develop communication and team-working skills
- ◆ develop practical skills used in the food and drink manufacturing industry

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, knowledge and understanding required by one or more of the following or equivalent qualifications and/or relevant experience.

- ◆ National 4 Health and Food Technology Course or relevant component Units
- ◆ National 4 Hospitality: Practical Cookery Course or relevant component Units
- ◆ National 4 Biology Course or relevant component Units

There may also be progression from National 4 Chemistry, National 4 Environmental Science, National 4 Physics or National 4 Science Courses.

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

Experiences and Outcomes

New National Courses have been designed to draw on and build on curriculum experiences and Outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 5 and the curriculum level 5 are broadly equivalent in terms of level of demand although qualifications at SCQF level 5 will be more specific to allow for more specialist study of subjects.

Learners who have completed Curriculum for Excellence experiences and Outcomes will find these an appropriate basis for doing the Course.

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.

There are four Units in this Course.

An Introduction to the Food and Drink Manufacturing Industry (National 5)

This Unit was created to encourage learners to explore potential career options and been designed to enable them to develop skills to become effective job seekers and employees in the Food and Drink Manufacturing industry. Learners will be introduced to the various stages within the manufacturing process. They will gain an understanding of the routes that food and drink products take from field to table. They will investigate the different roles played by employees and how they relate to one another. They will identify the skills required for initial employment, progression and promotion.

Safety requirements of the Food and Drink Manufacturing Industry (National 5)

This Unit was created to give learners a general overview of the legislation governing the manufacture of food and drink. Identification of hazards and means of control will be investigated and the concept of 'Hazard Analysis Critical Control Point' introduced.

Learners will develop an appreciation of the need for compliance with legislation with particular reference to food safety and health and safety when manufacturing food and drink. They will gain an understanding that this is essential for employment in the industry.

Food Science and Technology in the Food and Drink Manufacturing Industry (National 5)

This Unit was created to give learners an overview of the practical skills and procedures needed to ensure consistent quality and safety of food and drink products. Practical skills will be developed in the measuring, recording and use of statistics. Knowledge of how food and drink spoils will be acquired and the methods used to extend shelf life analysed. Investigation of the means of reducing waste and recycling will be carried out.

Product Concept to Launch in the Food and Drink Manufacturing Industry (National 5)

This Unit was created to give learners an overview of the various stages and factors that need to be considered when a new food or drink product is being developed and launched. They will accumulate knowledge on the drivers for change such as market research, reformulation and cost. They will investigate the stages involved leading to the launch of a new product.

Progression from this Course

There are opportunities to progress from this Course onto further SQA qualifications at this or the next SCQF level. The Course is designed to provide the learner with an awareness of the types of jobs available in the Food and Drink Manufacturing Industry and the skills required to fulfil them. The learner may also progress directly to employment and further training.

Approaches to learning and teaching

Where possible, learning should occur through interaction with others, undertaking activities and through the building of a portfolio of Outcomes and evaluations.

Learners may benefit from:

- ◆ working in small research groups
- ◆ presenting their findings to the class, either individually or as a group
- ◆ class discussion of findings
- ◆ working individually to produce portfolios
- ◆ research activities to locate and analyse information online
- ◆ going on trips to food and/or drink manufacturing businesses to experience the work environment
- ◆ visits/talks from those involved in the food and drink manufacturing industry (eg manufacturing professionals, environmental health officers, food producers.)

It is recommended that evidence of practical skills demonstrated and tasks completed is gathered in individual learner portfolios. These may include outputs from group work but the majority of the evidence should be produced by each individual learner.

It may be useful for centres to take a partnership approach and work closely with food and drink manufacturing industry representatives to deliver work experience or work shadowing opportunities.

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

In addition to the agreed employability skills it is expected that learners will also develop broad, generic skills. These should be built into the Course where appropriate. For this Course, it is expected that the following skills for learning, skills for life and skills for work will be significantly developed.

Literacy

Learners can develop the skills to effectively communicate key concepts, make informed/reasoned decisions and describe/analyse/evaluate clearly issues in written media. Learners will have the opportunities to communicate knowledge and understanding with an emphasis on applications to industry and environmental/ social impacts. Learners will also have opportunities to develop listening and reading skills when gathering and processing information.

Numeracy

Learners will have the opportunity to develop the ability to use numbers in order to solve problems by counting, doing calculations, measuring, and understanding graphs and charts. Learners will also have opportunities to extract, process and interpret information presented in numerous formats including tabular and graphical. Practical work will provide opportunities to develop measurement and recording skills. Information handling in the form of interpretation of data and considering its reliability in making reasoned deductions and informed decisions will also be promoted.

Health and Wellbeing

The significance of personal appearance and presentation could be covered in relation to compliance with employment in the food and drink industry. Self-directed study and research into the structure of the Food and Drink Manufacturing industry, processes and new product development and how these allow the industry to produce food and drink that is of a consistent quality and a safe standard will give learners the opportunity to broaden their personal learning and could give them the chance to make choices and changes in regard to their future job prospects.

Employability, enterprise and citizenship

The purpose of this Course is to introduce learners to the practical skills and qualities required by the food and drink manufacturing industry in its employees. The use of ICT will be encouraged for research, presentation and assessment. Team working will be promoted throughout as it is vital attribute when working in the Food and Drink Manufacturing industry.

Thinking skills

The Course will allow learners to develop skills of remembering, understanding, applying, analysing and evaluating. Learners can analyse and evaluate practical work and research data by reviewing the process, identifying issues and forming valid conclusions. They can demonstrate understanding and application of concepts and explain and interpret information and data.

Approaches to assessment

There are different approaches to assessment and teachers/lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives. As with learning and teaching, approaches to assessment should encourage personalisation and choice. Teachers/lecturers should give learners accurate and regular feedback about their learning and ensure that they are actively involved in the assessment process.

The following is a list of possible methods which could be used for assessment and gathering evidence.

- ◆ questioning — written, oral
- ◆ observation of learners carrying out practical activities
- ◆ presentations
- ◆ group discussions
- ◆ peer/self -assessment
- ◆ various forms of e-assessment
- ◆ working logs/portfolios of evidence
- ◆ photographic or video evidence may also be used where appropriate

A range of activities which could be used for gathering evidence for each Unit can be found in the sections on Approaches to Learning, Teaching and Assessment in the Unit Support Notes.

Combining assessment across Units

There is an opportunity to combine assessment for three of the Units in this Course; An introduction to the Food and Drink Manufacturing, Product Concept to Launch and Safety Requirements in the Food and Drink Manufacturing Industry. The evidence required for all Outcomes in each of these Units could be presented in a portfolio based on a specific food or drink manufacturing facility selected by the learner and agreed by the tutor.

E-assessment

E-assessment can play an important role in the design and delivery of 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, it may be that learners may be using ICT in working towards their assessment.

Centres, where appropriate, could encourage the use of ICT to both gather and present information required to cover the assessment standards. Web-based research could be used to gather information and raise awareness of job roles available and the skills and responsibilities required for work within the Food and Drink Manufacturing industry.

Evidence may be produced in a variety of formats such as:

- ◆ Recording of interviews
- ◆ On line testing
- ◆ Photographs
- ◆ Log books
- ◆ E-mails
- ◆ Podcasts/videos
- ◆ E-portfolio
- ◆ Blogs
- ◆ Electronic presentations

Equality and inclusion

There should be no barriers to learning within this Course. Assessments can be carried out in a variety of ways e.g use of ICT, production of e portfolios, so that all learners can achieve the assessment at this level. Alternative approaches to Unit assessments 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 the 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 series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

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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 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*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*](#)

Administrative information

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History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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