Higher
Course
Specification

Higher Health and Food Technology

Course code:	C836 76
Course assessment code:	X836 76
SCQF:	level 6 (24 SCQF credit points)
Valid from:	session 2018–19

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

This edition: June 2018 (version 2.0)

Contents

Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	60	2 hours
Component 2: assignment	60	see 'Course assessment' section

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the National 5 Health and Food Technology course or equivalent qualifications and/or experience prior to starting this course.	♦ Advanced Higher Health and Food Technology course ♦ National Progression Awards ♦ other qualifications in hospitality or related areas at the same or different levels ♦ Higher National Certificates or other further education provision ♦ further study, employment and/or training

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course focuses on health, the influence of food and its nutritional properties, the dietary needs of individuals, and applying safe, hygienic and informed practices in food preparation.

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

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

Purpose and aims

The course allows candidates to develop and apply the knowledge and skills of research, analysis and evaluation in order to make informed food and dietary choices. Candidates develop their understanding of the properties of food in relation to food production, processing and the development of food products.

The course uses an experiential, practical and problem-solving learning approach and promotes independence in learning. It uses real-life situations, and where appropriate, takes account of local, cultural, and media influences and technological innovations.

The course has five broad and inter-related aims that enable candidates to:

- analyse the relationships between health, nutrition and food
- develop and apply skills, knowledge and understanding related to the functional properties of food
- investigate contemporary issues affecting food and consumer choice
- use research, management and technological skills to plan, make and evaluate food products for a range of dietary and lifestyle needs
- prepare food using safe and hygienic practices to meet specific needs

Who is this course for?

The course is suitable for candidates who have an interest in developing skills, knowledge and understanding about the relationships between food, nutrition, diet, health, and contemporary food issues that affect consumer choice. They should enjoy learning through practical activity and have the ability to work and research independently. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice.

Course content

Practical, experiential learning in relevant contexts encourages candidates to develop thinking and practical skills.

Candidates:

- develop and apply knowledge and understanding of the relationship between health, food and nutrition
- research a range of issues which affect consumer choice of food
- develop knowledge and understanding of the stages involved in developing a food product
- develop knowledge and understanding of the functional properties of a range of ingredients in food, and their use in developing food products

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

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

There are also opportunities within the course for candidates to develop:

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

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

- understanding the functions of the following nutrients and analysing their impact on health:
  - protein, fat, carbohydrate, vitamin A, vitamin B complex, vitamin C, vitamin D, vitamin E, folic acid, calcium, phosphorus, iron, sodium
- understanding the inter-relationship between the following nutrients and analysing their impact on health:
  - vitamins A, C and E; vitamin C and iron; calcium, phosphorus and vitamin D
- understanding the functions, and the effects on health, of water, dietary fibre and energy
- explaining and analysing dietary needs of the following:
  - babies and toddlers, children, teenagers, adults, elderly
  - lacto–ovo vegetarians and vegans
  - females during pregnancy and lactation
- demonstrating accurate knowledge of specific current dietary advice and explaining the effect on health of individuals of following the identified advice
- explaining the effects of the following diet-related diseases or conditions on health:
  - obesity, dental caries, coronary heart disease, bowel disease, anaemia, high blood pressure, stroke, osteoporosis, type 2 diabetes
- explaining the benefits to health of a balanced and varied diet
- demonstrating knowledge of food contamination sources and conditions for bacterial growth and applying this knowledge to food production
- explaining, in detail, the following stages of the food product development process:
  - concept generation, concept screening, prototype production, product testing, first production run, marketing plan, product launch
- explaining the following functional properties of a range of ingredients in food products and the impact of these on the food product development process:
  - aeration, binding, caramelisation, coagulation, dextrinisation, emulsification, gelatinisation, shortening, sweetener
- explaining how the following factors and contemporary food issues affect consumers' choice of foods:
  - budget, lifestyle, advertising and the media, nutritional knowledge, health/allergies, environmental and ethical issues (food miles, organic produce, sustainability, seasonality, Fair Trade, recycling/packaging, genetically modified food)
- explaining how the use of the following technological developments in food production affects consumers' choice of foods:
  - food additives, functional foods, cook-chill products, modified atmosphere packed products, Ultra Heat Treated products, alternative proteins
- explaining how the following organisations protect consumers in relation to food issues:
  - Environmental Health
  - Trading Standards
  - Food Standards Scotland

- Consumers' Association
- Citizens Advice
- Advertising Standards Authority

♦ selecting appropriate techniques from the following range to research health or consumer issues:
- questionnaire, survey, interview, sensory testing, literary/internet search, nutritional analysis, cost analysis

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and can be found on the SCQF website.

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and draw from the following main skills areas:

1 Literacy

1.3 Listening and talking

2 Numeracy

2.2 Money, time and measurement
2.3 Information handling

3 Health and wellbeing

3.3 Physical wellbeing

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying
5.4 Analysing and evaluating

You must build these skills into the course at an appropriate level, where there are suitable opportunities.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- breadth — drawing on knowledge and skills from across the course
- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- integrate, extend and apply the skills, knowledge and understanding they have learned during the course. The combination of an assignment and question paper adds breadth, challenge and application to the course.

Course assessment structure: question paper

Question paper 60 marks

The question paper assesses candidates' ability to integrate and apply skills, knowledge and understanding from across the course.

The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- analysing the relationship between health, food and nutrition
- understanding practical applications of the functional properties of ingredients
- understanding a range of contemporary issues influencing food choice
- applying understanding of the food product development process

The question paper has 60 marks out of a total of 120 marks for the course assessment.

Setting, conducting and marking the question paper

The question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 2 hours to complete the question paper.

Specimen question papers for Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment

Assignment 60 marks

The assignment assesses the application of skills, knowledge and understanding from across the course through a problem-solving approach. Candidates use skills to research and analyse information regarding a food or consumer issue, and make a food product(s).

The assignment gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- applying a range of technological skills related to the production of a food product to meet specified health and/or consumer needs
- investigative and research skills
- organisational and management skills
- evaluation skills

The assignment has 60 marks out of a total of 120 marks for the course assessment.

The assignment has four sections.

Section 1: Planning	30 marks
Section 2: The product	12 marks
Section 3: Product testing	8 marks
Section 4: Evaluation	10 marks

Assignment overview

The assignment gives candidates the opportunity to demonstrate their ability to plan, research and analyse information by developing a food product prototype.

Candidates must develop a single food product, although the product could have more than one component. They must not produce a food product with a range of variations. Accompaniments are not required.

Candidates have a choice of briefs. Briefs have a minimum of three relevant key issues which could impact on the food product developed. The issues reflect knowledge and understanding from across the course and have a health or a contemporary food issue theme.

Candidates must complete their assignment in the candidate workbook provided by SQA. The workbook has space for each section of the assignment. The completed workbook must be printed off and submitted to SQA for marking.

Example briefs:

Develop a dessert product high in vitamin C suitable for children.
The three issues are: the product must be a dessert, must be high in vitamin C, and must be suitable for children.

Develop an oily fish dish to be included in a healthy eating range for a supermarket.
The three issues are: the product must contain oily fish, must be suitable for a healthy eating range, and must be suitable for a supermarket.

Develop a savoury dish for the school canteen which uses organic ingredients.
The three issues are: the product must be a savoury dish, must be suitable for a school canteen, and must use organic ingredients.

Section 1: Planning
Exploring the brief: candidates must identify and justify four key issues arising from the brief. Note: not all of these issues necessarily come directly from the wording of the brief.

During their research, candidates must:

- carry out three investigations using at least two different research techniques to gather relevant information about each key issue identified from the brief
- clearly identify the sources of the information
- present the information
- identify the important points to develop the product from the information gathered

Section 2: The product
Based on their research, candidates develop a food product to meet the requirements of the brief. They must:

- describe the food product
- identify and explain features, ingredients and cooking methods to be used in the food product

Section 3: Product testing
Candidates make and evaluate the product they have developed, using safe and hygienic practices.

Candidates must provide evidence of carrying out two appropriate tests, including one sensory test and one other test. Their evidence must include:

- methods of testing including the source(s) of the information
- clearly presented results
- key information from the results of testing which can be used for evaluation

Section 4: Evaluation
Candidates evaluate the suitability of the food product against the brief. Candidates must provide:

- evaluative comments on the suitability of the food product based on the results of testing
- suggestions for adaptations, improvements or further developments, supported by:
  - experience of the development process, and/or
  - the results of sensory testing

Setting, conducting and marking the assignment

SQA provides a range of briefs that are sufficiently open and flexible to allow personalisation and choice in both the technological process and the food product made.

The assignment is set by SQA and conducted under some supervision and control.

Evidence is submitted to SQA for external marking.

All marking is quality assured by SQA.

Assessment conditions

Time

The assignment is a single assessment event. Candidates should undertake the assessment once most of the course content has been delivered.

The following table gives an overview of the requirements of each section in the assignment:

Section	Item
1: Planning	a exploring the brief b research
2: The product	a describing the product b justification
3: Product testing	testing
4: Evaluation	a evaluation b adaptations

Candidates must complete the four assignment sections in sequence — completing each section before moving on to the next.

Candidates should be given sufficient time to carry out research in section 1. Writing up of research should be completed in a time period of 4 hours.

Candidates must complete the evaluation section in 1 hour. They should have access to their completed work during this time.

Supervision, control and authentication

Teachers and lecturers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Sections 1, 2 and 3 are conducted under some supervision and control. Candidates may carry out investigations and research outwith the learning and teaching setting.

During these stages, teachers and lecturers should put in place mechanisms to authenticate candidates' work and ensure that plagiarism has not taken place. For example:

- regular spot checks/interim progress meetings with candidates
- questioning
- candidates' record of activity/progress
- observation

Section 4: Evaluation is conducted under the direct supervision of the teacher or lecturer.

Resources

There are no restrictions on the resources available to candidates.

Reasonable assistance

Candidates must complete the assignment independently. However, reasonable assistance may be provided as outlined below. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much help.

Reasonable assistance may be given on a generic basis to a class group and to individual candidates. When support is given on a one-to-one basis in the context of evidence that has already been produced or demonstrated, there is a danger it becomes support for assessment and teachers and lecturers need to be aware that this may be going beyond reasonable assistance.

During the assignment, reasonable assistance may include:

- directing candidates to the instructions for candidates in the coursework assessment task
- clarifying instructions/requirements of the task
- recommendations regarding time spent on each section of the assignment
- advising candidates on their choice of brief
- advising candidates on possible sources of information
- arranging visits to enable gathering of evidence
- answering questions from candidates about the availability of ingredients or equipment
- interim progress checks

Reasonable assistance does not include:

- directing candidates to, or providing candidates with, specific resources to be used
- providing model answers
- providing detailed feedback on drafts, including marking

Evidence to be gathered

The following candidate evidence is required for this assessment:

- completed candidate workbook

There are prompts in the coursework assessment task and in the candidate workbook to guide candidates and teachers/lecturers to include the correct information to meet the requirements of the assessment. The completed workbook must be printed and submitted to SQA for marking.

Volume

There is no word count.

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

- Higher Health and Food Technology subject page
- Assessment arrangements web page
- Building the Curriculum 3–5
- Guide to Assessment
- Guidance on conditions of assessment for coursework
- SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work
- Coursework Authenticity: A Guide for Teachers and Lecturers
- Educational Research Reports
- SQA Guidelines on e-assessment for Schools
- SQA e-assessment web page

The SCQF framework, level descriptors and handbook are available on the SCQF website.

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. You should read these in conjunction with this course specification, the specimen question paper and coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that you could include in the course. You have considerable flexibility to select contexts that will stimulate and challenge candidates, offering both breadth and depth.

To enrich the delivery of the course, you should use learning activities that encourage candidates to consider and to understand the interrelationship between cultural, social, ethical and moral issues surrounding food. This enables candidates to make informed decisions which not only promote a sustained healthy lifestyle, but also stimulate consideration of global citizenship.

The 'suggested approaches to learning and teaching' table provides suggested experiences and activities that you can build into your delivery.

Approaches to learning and teaching

You could use experiential learning, in relevant contexts, and supported investigation techniques to develop skills, knowledge and understanding. The course includes developing thinking and practical skills through problem-solving activities.

Well-planned learning and teaching activities provide a framework to meet the different learning styles of individual candidates. The subject matter provides an ideal platform for a variety of learning and teaching methods. Integrating theory with practical activities reinforces and applies skills, knowledge and understanding in meaningful contexts.

When delivering the course content, you should take account of candidates' prior knowledge. During each learning activity you should make candidates aware of what they have learned and encourage them to consider other applications for these skills, knowledge and understanding.

In order to encourage personalisation and choice, you should allow candidates a choice of different case studies and scenarios, and encourage different methods of conducting research and testing and ways of presenting results. You could devise case studies or scenarios to help develop candidates' skills, knowledge and understanding.

Examples of integrated learning activities:

- investigating factors affecting the food choices of a chosen group and then developing a suitable food product to meet the dietary and health needs of the group
- developing a new vegetarian food product which takes account of the dietary and health needs of a target group, for example adolescents

Guidance on learning and teaching activities
It may be better to teach some aspects of the course formally, particularly when introducing new skills or new processes. However, candidates can only achieve independence in learning if a staged handover of responsibility for learning takes place.

Effective learning and teaching draws on a variety of approaches to enrich the experience of candidates. In particular, practical approaches to learning and teaching which provide opportunities for personalisation and choice will help to motivate and challenge candidates. Safe, hygienic practices should permeate all practical activities and, in order to be meaningful, should be integrated within all practical skills teaching.

Throughout this course, local contexts can be used as a basis for learning and teaching. Other stimulus materials such as visual aids, digital or electronic images, visits to local food producers or retailers, visits to local or national food events, and visiting speakers may also help to motivate and encourage candidates.

Examples of resources you could use to deliver this course can be found in Appendix 2.

The table on the next page provides examples of different learning activities related to the course aims and required skills, knowledge and understanding. The activities can be selected to suit particular learning styles.

Course aims	Suggested approaches to learning and teaching
Analysing the relationships between health, food and nutrition Contemporary issues influencing food choice	Mind mapping prior knowledge of food products which promote an aspect of health. Completing relationship diagrams. Carrying out practical food activities linked to dietary needs of individuals or health issues or a contemporary food issue. Carrying out case studies or scenarios linked to health issues or dietary needs. Undertaking practical food activities linked to healthier methods of cooking. Listening to visiting speakers, for example dietician, health promotion specialists. Visiting food preparation, catering facilities or local farms to investigate the production of food products. Using ICT — video clips, digital media or searching websites. Using nutrition calculation software. Conducting research such as surveys or questionnaires. Completing displays, mood boards or a collage of headlines linked to diet and health issues. Using ICT to devise posters, leaflets or digital presentation 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 primary or nursery class. Visiting local and national shows or events which promote new food products.

Course aims	Suggested approaches to learning and teaching
	Conducting sensory testing or evaluation of food products. Completing peer-evaluation or self-evaluation of developed food products. Using ICT or online research of supermarkets to establish the current range of health-promoting food products. Carrying out surveys or online searches of supermarkets to establish the range of food products that help address contemporary food issues. Surveying factors affecting food choices in relation to health. Participating in group tasks, research, and creating presentations linked to food issues. Completing case studies or scenarios linked to food issues. Listening to visiting speakers linked to food issues such as supermarket managers or farmers. Investigating food labelling providing health-related information or information relating to food or consumer issues. Identifying current food issues such as factory farming, genetic modification (GM), food miles and organic farming. Carrying out online research to establish the range of food products that take account of contemporary food issues. Completing an electronic portfolio of evidence and experiences.

Course aims	Suggested approaches to learning and teaching
Investigation and research skills Use technological skills to develop food products for a range of dietary and consumer needs	Mind mapping prior knowledge. Surveying or carrying out online searches of supermarkets to establish the range of food products that promote health. Investigating ingredients and food products that address current dietary advice. Visiting food production or catering facilities to investigate the stages in the development of a new food product. Visiting local and national food events or shows which promote new food products. Watching video or internet clips linked to food product development. Listening to visiting speakers, such as environmental health officers or food hygiene and safety specialists who work in the food industry. Investigating the stages of food product development in relation to various food products using videos or social network sites. Carrying out: ♦ practical food activities linked to devising or amending food products to take account of the functional properties of ingredients ♦ practical food activities linked to devising food products for a specific market ♦ case studies or scenarios linked to food product development opportunities ♦ case studies or scenarios of food product development linked to a contemporary food issue ♦ sensory testing of food products Completing peer-evaluation and self-evaluation of developed food products.

Course aims	Suggested approaches to learning and teaching
	Devising a new food product which meets the needs of a seasonal food market, a celebration or event or is influenced by another country. Completing costing exercises for a new food product. Viewing and contributing to online discussion forums. Completing case studies or scenarios linked to food product development. Interviewing health professionals to identify key health issues. Completing case studies or scenarios linked to health issues or dietary needs. Conducting online research to establish current ranges of food products in the market. Conducting sensory testing of foods to compare standard with healthy food options. Completing peer-evaluation and self-evaluation of developed food products. Using ICT to complete nutritional analyses of proposed products and evaluate against Dietary Reference Values. Interviewing health professionals to identify food products which address key problem areas or health issues. Conducting online recipe searches to establish possible recipes that can be used or adapted for specific purposes. Conducting sensory testing of healthy food options. Planning the development of new food products. Completing evaluations of food products in relation to specifications and identified needs.

Course aims	Suggested approaches to learning and teaching
	Conducting, collating and drawing conclusions from results of survey on factors affecting food choices. Creating a 60-second sound bite for online broadcasting on given food issues. Conducting cost comparison and sensory testing on product ranges such as Fair Trade or organic food products. Investigating, through online research, the range of food products available which address moral food issues, such as vegetarianism. Investigating and evaluating the information on food packaging and food labels. Completing an electronic portfolio of evidence and experiences. See Appendix 3 for more information about research techniques and presenting results.
Applying understanding of the functional properties of ingredients in practical applications Applying safe and hygienic practices during food preparation	Mind mapping prior knowledge. Conducting sensory testing of healthy food options. Carrying out practical food activities linked to dietary needs of individuals or health issues. This must incorporate safe and hygienic working practices. Conducting practical investigations into the functional properties of ingredients in a range of foods. Investigating the functional properties of a range of ingredients used in commercial food products. Conducting a risk assessment of a food product to be manufactured. Devising posters or leaflets to promote hygiene during food preparation. Completing case studies focused on the role of various consumer organisations in relation to food hygiene and safety.

Course aims	Suggested approaches to learning and teaching
	Investigating ‘food scares’ related to ingredients or methods of food production. Completing case studies or scenarios linked to food hygiene and safety. Completing an electronic portfolio of evidence and experiences.

Preparing for course assessment

Each course has additional time which may be used at the discretion of the teacher or lecturer to enable candidates to prepare for the course assessment. This time may be used near the start of the course and at various points throughout for consolidation and support. It may also be used towards the end of the course, for revision and preparation for the course assessment.

To prepare for the assignment, you could provide candidates with opportunities to:

- analyse briefs
- use investigative techniques to generate ideas for food items
- produce solutions based on the findings from the investigations
- carry out sensory testing on food products
- evaluate food products with reference to the brief and results of investigations and testing

To prepare for the question paper, you could provide candidates with opportunities to:

- develop flash cards to be used for revision of knowledge
- develop mnemonics (or similar) to support retention of knowledge
- revise the functions of nutrients or functional properties of ingredients by using mind maps
- make a list of bullet points to be considered when choosing food for a given target group
- practise unseen short-answer questions
- practise diet analysis questions based on a range of individuals and dietary groups
- practise unseen timed questions

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

You should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and you can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

This course specification lists the skills for learning, skills for life and skills for work that candidates 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.

Candidates can develop these skills concurrently with subject-specific skills. Below are some suggested example learning activities; many of them 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	Candidates could discuss contemporary food issues in pairs, groups or as a class. Candidates could give presentations on specific contemporary food issues or listen to visiting speakers, for example: ♦ Trading Standards officers ♦ Environmental Health officers ♦ Dieticians
2 Numeracy 2.2 Money, time and measurement 2.3 Information handling	Candidates could work with data obtained from surveying shops and local food retailers or supermarkets, looking at availability, origin and popularity of produce. They could then analyse the data they have created to draw conclusions about particular food or consumer issues. Working with food labelling could also give candidates experience of information handling.
3 Health and wellbeing 3.3 Physical wellbeing	Candidates could develop knowledge of the nutritional requirements of specific groups and carry out practical food activities linked to these. This will support their ability to make informed food and health choices, contributing to physical wellbeing.
4 Employability, enterprise and citizenship 4.6 Citizenship	Candidates could explore a range of contemporary food issues, for example, Fair Trade or organic foods, and consider the source and origin of the foods they consume and how their choices impact on wider society.

5 Thinking skills 5.3 Applying 5.4 Analysing and evaluating	Candidates could use information on food labels to suggest suitable food choices for different groups of consumers. Candidates could take part in problem-solving activities or work with case studies based on consumer needs and make choices to develop their analytical skills. Candidates could work with basic data sets and other information to analyse and evaluate the impact of food choices on health.

Appendix 2: suggested resources

Name of organisation/source	Possible resources available
Food Standards Scotland	Food hygiene and safety information.
British Nutrition Foundation	Information on nutrition, healthy eating, lifestyles, dietary diseases, nutritional analysis programme, sensory testing, podcasts, cooking videos, downloadable resources and more.
BBC Bitesize	Information on nutritional properties, functional properties, food product development, social and environmental issues, and more.
Royal Environmental Health Institute of Scotland (REHIS)	Food hygiene and food for health information and courses.
Royal Highland Education Trust	Information on farming, countryside and commodities.
BBC Good Food	Information relating to functional properties, recipes and food ingredient information.
Soil Association	Information relating to organic farming and sustainable farming methods.
Fair Trade Foundation	Videos relating to Fair Trade products, methods and communities.
Citizens Advice	Provides practical advice and support on consumer issues and goods and services.
Supermarket websites	Provides information on the availability of food products and current prices.
Trading Standards	Information on fair trading, illegal trading, product safety weights and measures and underage sales.
Consumers Association	Helps consumers make informed choices on consumer goods and services.

Appendix 3: guidance on research techniques

The table below provides an indication of the type of research technique and the complexity of research appropriate for candidates at Higher level. The table is for guidance only and is not definitive. Candidates may choose to use other methods of research. It is anticipated that candidates may choose to use these techniques for the purposes of investigation or testing.

Research technique	Guidance on carrying out the research to allow sufficient relevant data to be collected	Guidance on presenting results
Questionnaire	♦ include a minimum of 20 respondents ♦ choose respondents who are appropriate to the focus of the research ♦ ask **5–8** pertinent questions	♦ identify the target group of respondents ♦ display all questions and all possible answers ♦ display all responses including nil responses ♦ consider displaying results in table format as this can make the data easier to read
Survey	♦ use at least two sources of information ♦ use sources of information that will provide data relevant to the focus of the research ♦ sources could include: supermarket websites, books, magazines, periodicals, trade publications, retailers, or a mixture of these	♦ identify the sources of information ♦ identify the information gathered from each source ♦ display the information gathered under appropriate headings
Interviews	♦ use an interviewee whose expertise is appropriate to the focus of the research ♦ ask **5–8** pertinent questions ♦ construct questions to allow the interviewee to provide extended answers	♦ identify the position and/or job title of the interviewee ♦ display all questions and the information gathered from the responses
Internet or literary search	♦ use at least two sources of information ♦ use sources of information that will provide data relevant to the focus of the research	♦ give details of the sources of information ♦ identify the information gathered from each source ♦ display the relevant information gathered under appropriate headings

	♦ information could be gathered from a mixture of literary and web-based sources ♦ select the relevant information from each source	♦ include graphics where relevant
Costing	♦ use current cost data ♦ include the cost of all ingredients ♦ include 'like for like' data in comparative costing	♦ include sources of cost data ♦ include date that data was accessed ♦ include details of quantities and/or unit costs where appropriate ♦ display the information gathered under appropriate headings
Nutritional analysis	♦ include all nutrients relevant to the focus of the investigation ♦ include all ingredients in the food product	♦ include the source of the data ♦ display the raw data gathered under appropriate headings ♦ include totals for each nutrient in the food product ♦ compare and analyse the nutritional data to ensure that the results are relevant and reflect the key issues in the brief
Sensory testing	♦ use testers whose expertise is appropriate to the focus of the research ♦ use a minimum of five testers ♦ ask appropriate questions to elicit potential improvements or modifications to the food product	♦ include details of all potential solutions ♦ display all questions and all possible answers ♦ display all responses including nil responses ♦ display the key used for the testing ♦ consider displaying results in table format as this can make the data easier to read
Focus group	♦ choose respondents who are appropriate to the focus of the research ♦ use a minimum of five respondents ♦ ask appropriate questions to elicit potential improvements or modifications to the food product ♦ ask **5–8** appropriate questions	♦ identify the target group of focus group members ♦ include all questions and all possible answers ♦ display all responses clearly to include nil responses

Administrative information

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History of changes

Version	Description of change	Date
2.0	Course support notes added as appendix.	June 2018

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.