



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.

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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
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the National 5 Health and Food Technology course or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none">◆ 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.

Administrative information

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History of changes

Version	Description of change	Date

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

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