Group Award Specification for:

Professional Development Award (PDA) in Food Technology

Group Award Code: GP9H 47

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Contents

1 Introduction

The purpose of this document is to:

- assist centres to implement, deliver and manage the qualification.
- provide a guide for new staff involved in offering the qualification.
- inform course managers, teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification.
- provide details of the range of learners the qualification is suitable for and progression opportunities.

Representatives from centres, industry, higher education, Royal Environment Health Institute of Scotland (REHIS), and SQA designed the PDA in Food Technology. It will prepare learners for employment in a scientific capacity in the food and drink industry. It will provide them with the scientific skills required by the food and drink industry and give them relevant background knowledge and understanding to help them make the best use of these skills in a commercial environment.

2 Qualification structure

Learners require 4 SQA credits (24 SCQF points) in total to achieve the PDA in Food Technology, 3 mandatory SQA credits and a further 1 SQA credit from the options section.

2.1 Structure

Unit title	Unit code	SQA credit value	SCQF level
Mandatory — 3 SQA credits required			
Food Industry Principles: An Introduction	F6VF 34	1	7
Food Industry Practices: An Introduction	F6VE 34	1	7
Fundamentals of Quality	DV9T 34	1	7
Optional — 1 SQA credit required			
Food Composition	F6VD 34	1	7
Food Hygiene Intermediate	F4TL 34	1	7
Hazard Analysis and Critical Control Points (HACCP)	J2EE 34	1	7

3 Aims of the qualification

The principal aim of the PDA is to provide a qualification that supports the upskilling and continuing development for employment in a technical capacity in the food and drink industry.

3.1 General aims of the qualification

1 Provide recognition of existing skills.
2 Develop problem solving skills.
3 Develop planning and analysis skills.
4 Develop the ability to be flexible and to work co-operatively within a team structure.
5 Enhance career progression.
6 Enable progression to other qualifications with the SCQF.

3.2 Specific aims of the qualification

7 Enable learners to develop a knowledge and understanding of the principles of food safety.
8 Develop practical skills in the technology of food processing.
9 Develop technical skills required by the food and drink industry.
10 Gain relevant background and understanding to help make the best use of these skills in a commercial environment.
11 Give learners, through optional units, the chance to develop skills, knowledge and understanding in areas that are of particular interest or relevance to them.
12 Provide the opportunity for learners to apply their existing general skills, knowledge and understanding of food processing to the technology of specific sectors of the food industry.
13 Enable learners to build on their knowledge and understanding of food processing techniques, and to relate these to the post manufacturing supply chain and food quality management in the food and drink industry.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification is for guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following:

- Current or prior experience working in the food and drink industry
- Relevant SVQ at SCQF level 5 or above
- National Progression Award in Food Manufacture
- Foundation Apprenticeship in Food and Drink Technologies
- Different combinations of relevant national or vocational qualifications and/or equivalent qualifications from other awarding bodies

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Learners must maintain details of their practical work, and can use written evidence to demonstrate knowledge. Learners may deliver presentations of their evidence orally.
Numeracy	4	Learners are expected to undertake calculations using scientific formulae and, using the outcome of these calculations, draw conclusions about the results of their practical work. This will involve quantitative data over a range and learners will be required to decide what numerical operations are to be carried out and the order in which to do them.
Information and Communication Technology (ICT)	4	Learners may use *ICT* when they prepare for and take part in the practical activities included in the units, and to evidence their written work.
Problem Solving	4	Aspects can be developed whilst undertaking the Science for the Food Industry unit. The Critical Thinking component of *Problem Solving* at SCQF level 5 is embedded in the *HACCP* unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.
Working with Others	4	Learners must take the opportunity to develop this core skill whilst carrying out practical work.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

Code	Unit title	Aims												
		1	2	3	4	5	6	7	8	9	10	11	12	13
F6VF 34	Food Industry Principles: An Introduction	x	x	x	x	x	x	x	x	x	x	x	x	x
F6VE 34	Food Industry Practices: An Introduction	x	x	x	x	x	x	x	x	x	x	x	x	x
DV9T 34	Fundamentals of Quality	x	x	x	x	x	x	x	x	x	x	x	x	x
F6VD 34	Food Composition	x	x	x	x	x	x	x	x	x	x	x	x	x
F4TL 34	Food Hygiene Intermediate	x	x	x	x	x	x	x						
J2EE 34	Hazard Analysis and Critical Control Points (HACCP)	x	x	x	x	x	x	x	x	x	x	x	x	x

5.2 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
F6VF 34	Food Industry Principles: An Introduction	x	x	x								x	
F6VE 34	Food Industry Practices: An Introduction		x	x	x	x		x	x		x	x	
DV9T 34	Fundamentals of Quality	x	x	x	x	x						x	
F6VD 34	Food Composition	x	x	x				x		x		x	
F4TL 34	Food Hygiene Intermediate	x			x	x	x		x				
J2EE 34	Hazard Analysis and Critical Control Points (HACCP)								S	x			

S = signposted

X = opportunities to develop

5.4 Assessment strategy for the qualification

Unit	Assessment
Food Industry Principles: An Introduction	Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can explain relevant examples of information relating to the food industry.
Food Industry Practices: An Introduction	Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can explain relevant examples of information relating to processing methods. Explanations should cover three different food processing contexts, each of which makes use of a different method. The evidence would be accompanied by observation checklists for the practical work.
Fundamentals of Quality	Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can explain relevant examples of information relating to quality management.
Food Composition	This unit can be assessed holistically. Learners could be given a brief to help them concentrate on the key factors in each case. The choice of brief should reflect a number of different factors to enable learners to recognise the significance of the chemical composition of food components to food processing. Assessment can be undertaken as learners progress through the unit.
Food Hygiene Intermediate	Each outcome can be assessed individually by means of closed-book questioning or it may be possible to combine outcomes.
Hazard Analysis and Critical Control Points (HACCP)	This unit will be assessed by means of closed-book, short answer questions, carried out under controlled conditions.

6 Guidance on approaches to delivery and assessment

There is no prescribed order in which the units must be delivered, centres may develop their delivery plans to meet the need of learners. Approaches should be adapted to reflect the needs of learners and take account of their previous or current experience in the sector. Examples of the order in which units could be delivered are given in Section 6.1.

F6VF 34 — Food Industry Principles: An Introduction 1 (SCQF level 7)

Delivery guidelines for the unit

The unit should be delivered in a practical context, where learners are encouraged to apply knowledge and understanding to contexts in the food industry. Throughout, learners should consider the position of food manufacturers, and the factors that influence the decisions they make about food processing.

For Outcome 1, learners can be encouraged to research businesses, eg food producers, retailers in the food industry, and work out how they fit into the structure and the factors which affect the way they operate.

Alternatively, learners can be asked to draw the food supply chain of manufactured food products and to work out how challenges along the supply chain can influence the manufacturing process.

Learners can visit food manufacturing businesses to learn how they fit in the food industry landscape and see how external factors impact on their operations.

For Outcome 2, learners could visit food manufacturing businesses to see preliminary operations for themselves. There may also be opportunities for learners to undertake practical work. It may be possible to combine the two approaches, learners could undertake research on an organisation in which they are then able to visit or make contact with.

Evidence can be generated using different types of assessment. The following are suggestions, there may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessment guidelines

Outcome 1

This outcome could be assessed in a variety of ways. For example, learners could be asked to research the food industry and provide a report on it. They could be given a brief outlining a template for the evidence. About one third of the evidence can be devoted to conclusions on the way in which the structure impacts on the food industry.

Outcome 2

This outcome could be assessed in a variety of ways. For example, learners could be asked to provide a report on food processing operations in different contexts. They could be given contexts, and asked to research the preservation techniques/preliminary operations involved. The evidence can refer to the principles of food storage that apply in each context.

It would be possible to ask learners to complete a single report covering both outcomes. The report may however have two distinct parts.

The assessment for Outcome 1 can be based on research undertaken by learners. A considerable amount of information on businesses involved in the food industry is available on the internet, and learners can make use of this. However, learners should be critical of the validity of the internet sources used.

Outcome 2 could be assessed in a variety of ways. For example, learners could be asked to provide a report of food processing operations in different contexts. They could be given contexts, and asked to research the preservation techniques/preliminary operations involved.

The evidence can refer to the principles of food storage that apply in each context. This unit could be assessed in a variety of ways, eg for both outcomes, learners could produce a report. Learners may provide two separate reports or combine their work into a single report. They can be given guidance or a template on the layout and structure of the evidence. The evidence should include referencing where appropriate.

F6VE 33 — Food Industry Practices: An Introduction (SCQF level 6)

Delivery guidelines for the unit

The unit should be delivered in a practical context. Learners will be expected to develop knowledge and understanding of the different methods of food processing and relate this to the day-to-day activities of the food industry.

Learners should be encouraged to consider the practical implications of the unit content, such as the different methods of food processing that are used, and the reasons why a method may be used in a particular situation. They should also consider the advantages and disadvantages of the different methods.

Learners should get the opportunity to undertake practical work experience, eg in pilot scale operations. They may be able to work together to undertake the practical work. They can also visit food manufacturing organisations to see for themselves the methods of food processing and equipment used in them.

Formative and summative assessment should enable learners to analyse food processing operations, and to assess the circumstances in which particular methods of processing are used.

Evidence can be generated using different types of assessment. The following are suggestions only, there may be other methods that would be more suitable to learners. Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to working in industry or further/higher education.

This unit could be assessed in a variety of ways. For example, learners could be asked to provide a report on processing methods used in different industries. The evidence would explain the reasons for the choice of processing method, an explanation of what the processing method involves, and a discussion of the advantages and disadvantages of the method in the particular case.

Observation checklists for the practical work would accompany the evidence. Learners could refer to lessons from the practical work in their evidence, but material should be sought outside of lecture material.

Assessment guidelines for the unit

Evidence can be generated using different types of assessment. The following are suggestions only, there may be other methods that would be more suitable to learners. Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to working in industry or further/higher education.

This unit could be assessed in a variety of ways. For example, learners could be asked to provide a report on processing methods used in different industries. The evidence would explain the reasons for the choice of processing method, an explanation of what the processing method involves, and a discussion of the advantages and disadvantages of the method in the particular case.

Observation checklists for the practical work would accompany the evidence. Learners could refer to lessons from the practical work in their evidence, but material should be sought outside of lecture material.

DV9T 34 — Fundamentals of Quality (SCQF level 7)

Delivery guidelines for the unit

Outcome 1

Definitions of quality may be explored by viewing quality through the lenses of different theorists over the years. Reference to the ISO standards should also be made.

The fundamental principles of quality as provided in the ISO standards provides a good base for consideration and learners should be encouraged to look at these within the context of a variety of organisations.

The core components of quality planning, control, assurance and improvement should be explored within different organisational settings and learners should have an understanding of each of the components.

Outcome 2

Learners may need to develop their knowledge of different organisation types (eg profit and non-profit; public v private), structures (traditional, virtual), stakeholders and customer types before exploring the role of quality function.

An understanding of the stages in the process models, as highlighted in the current version of the ISO 9000 family of standards, would be beneficial for the learner to develop an understanding of the concepts of quality and quality management.

There are numerous models, systems and philosophies on the related concepts of quality management activities such as planning, implementation, control, evaluation, motivation, preventative or corrective action. A basic understanding of these management principles would be beneficial to the learner.

Outcome 3

The role of the quality function or department, in relation to the aims and objectives of an organisation, can be demonstrated by actual case study of the learners own organisation and/or pre-selected organisation. A broad understanding of the role of other functions or departments, out with the quality function or department, would be beneficial, eg marketing, design and development, purchasing, production, finance, sales and after sales.

Areas of commonality, eg health and safety, environmental policies and procedures may be explored to help develop an understanding of the basic principles and common elements between these areas. However, it may also be useful to explore areas of tensions within organisations such as those highlighted by the Volkswagen emission scandal, Thalidomide and others.

It is envisaged that this unit will be delivered through lecturer/learner discussion and reference to appropriate text, support material, experience and case study. The appropriate use of examples, case studies and learners own experience can help maintain relevance to learners and their workplace.

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

While each outcome may be assessed individually through a series of short answer questions, the unit is best served by a single open book case study assessment. The case study assignment may be an organisation with which the learner is familiar or may be one set by the centre. The case study should be supported by questions which direct the learner to respond to the evidence requirements for all three outcomes in the context of the given organisation. It is anticipated that the overall word length should be 1,200–1,500 words, excluding appendices.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessment guidelines for the unit

While each outcome may be assessed individually through a series of short answer questions, the unit is best served by a single open book case study assessment. The case study assignment may be an organisation with which the learner is familiar, or may be one set by the centre. The case study should be supported by questions which direct the learner to respond to the evidence requirements for all three outcomes in the context of the given organisation. It is anticipated that the overall word length should be 1,200–1,500 words, excluding appendices.

F6VD 34 — Food Composition (SCQF level 7)

Delivery guidelines for the unit

This unit is an applied unit that also includes significant underpinning theoretical knowledge and understanding of chemistry related to the food industry. The purpose of the unit is to enable learners to become aware of the significance of chemical structure and properties to all aspects of the food industry (including handling, storage, food processing and consumption).

The delivery of the unit should keep this purpose firmly in mind and encourage learners to see how the material can be applied to the day-to-day operations and activities of food suppliers and consumers.

Learners are not expected to undertake practical laboratory work. Field trips to the food manufacturing industry, eg abattoirs, factories, bakeries, etc will enable students to relate chemical properties of food components to food processing.

Participation in class group work, engaging students in the deconstruction of complex foods, will enable them to relate chemical structures to chemical properties, and how these relate to food manufacturing and consumption.

Assessment guidelines for the unit

Assessment for this unit focuses on the application of the knowledge and understanding of chemical structures and chemical properties. Learners are given examples of food components, and asked not only to explain their structure and properties, but also to investigate how the component affects the food industry.

Learners have to do this for a number of different components. This means, if desired, learners can carry out assessment work during the delivery of the unit. Alternatively, learners can be given a research brief towards the end of the delivery period, and asked to apply the knowledge that they have gained during their study of the unit. It would be possible, and may be desirable, to give different examples to different learners.

Learners can be encouraged to do their own research to support their investigation of the application of theoretical concepts and principles from chemistry appropriate referenced sources of information.

Learners can present their explanations for assessment in a number of ways. They could provide a report, perhaps structured around some questions that they have been given in advance. They could do a poster presentation or make use of presentation software.

F4TL 34 — Food Hygiene Intermediate (SCQF level 7)

Delivery guidelines for the unit

Teachers/lecturers responsible for the delivery of this unit should be suitably qualified, preferably with a Diploma in Advanced Food Hygiene and with knowledge of *HACCP*. Current REHIS approved text books and web based materials, or that from other recognised companies, will help with the delivery. Guest speakers may be considered, eg an Environmental Health Officer for input into legislation.

This unit is likely to form part of a group award, one in which the learners are provided with the skills and competences necessary to become Supervisors/Managers/Middle managers. This unit is vital in order to provide them with the knowledge necessary to be responsible for food hygiene in a practical situation, including having an awareness of *HACCP* as the basis on which food safety management systems need to be designed. Learners should be encouraged to apply their knowledge in other areas of their course (where appropriate) particularly if they are to be assessed in units that involve practical cookery. The achievement of this unit will allow learners to apply to REHIS for their Intermediate Food Hygiene certificate, giving them dual certification.

Teachers/lecturers responsible for the delivery of this unit should be suitably qualified, and have a good working knowledge of *HACCP* and its evolution over the years. Current textbooks will help with the delivery. Guest speakers may be considered, eg an Environmental Health Officer for input to legislation or technical managers from local producers who are responsible for *HACCP* in their organisation.

Assessment guidelines for the unit

This unit will be assessed by means of closed book short answer questions, carried out under controlled conditions. The assessment for all outcomes could be combined, and it is envisaged that an assessment covering all five outcomes would last approximately 2.5 hours.

J2EE 34 — Hazard Analysis and Critical Control Points (HACCP) (SCQF level 7)

Delivery guidelines for the unit

This unit is likely to form part of a group award, one in which learners are provided with the skills and competencies to allow them to work towards becoming a Quality/Technical Supervisor/Middle manager. This unit is vital in order to provide them with the knowledge necessary to be responsible for conducting a *HACCP* study and implementing a food safety management system within a food related business.

Learners should be encouraged to apply their knowledge in other areas of a course (where appropriate) particularly if they are to be assessed in units that involve practical solutions within a food facility.

Assessment guidelines for the unit

Evidence can be generated using different types of assessment. The following is a suggestion only:

Product of work — reflective account of how you would set up a *HACCP* system for a business of your choice. Practical evidence would include:

- identification of potential food hazards within the food business
- identification of critical control points, critical limits
- how you would establish a monitoring system
- how could you verify your system
- examples of pre-requisite programmes to support the study

6.1 Sequencing/integration of units

As suggested in the section above, there are instances where delivering units concurrently, or integrated, may be possible, eg *Food Industry Principles: An Introduction* is closely associated with the *Food Composition*. If learners are taking both units, it may be appropriate to integrate the way in which they are delivered. Learners could for example complete *Food Composition* and then move directly into *Food Industry Principles: An Introduction.*

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- Where there are specific health and safety requirements
- Where there are regulatory, professional or other statutory requirements
- Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

The units that make up this PDA also contribute to the HNC and HND in Food Science.

6.3 Opportunities for e-assessment

It is anticipated that evidence of assessment will come from a mix of directly observed performance in practical activities within a hospitality environment and assessment of underpinning knowledge. Therefore, there is scope to use online portfolio building tools as a means for learners to gather evidence for some assessments, such as their planning for and evaluation of the practical activities they will be involved in. In addition, testing of some areas of underpinning knowledge would lend themselves to online testing, for example knowledge of the role of a supervisor and the structure of the hospitality industry.

The most up to date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

6.4 Support materials

A list of existing ASPs related to the units is available to view on SQA's secure website.

6.5 Resource requirements

Centres will need to be able to provide appropriate facilities, and opportunities for learners to witness at first hand industrial settings, by way of field trips to related businesses, eg bakeries, abattoirs, factories, etc.

Tutors responsible for the *Food Hygiene* unit should be suitably qualified, preferably with a Diploma in Advanced Food Hygiene and with knowledge of *HACCP.*

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk/GuideToAssessment)**.

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- learners may not be entered for the group award
- the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- the group award will be deleted from the relevant catalogue
- the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- no new centres may be approved to offer the group award
- centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- No new centres may be approved to offer the unit which has been revised.
- Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The PDA in Food Technology is suitable for:

- Experienced team leaders and supervisors in the food and drink manufacturing industry who have no formal qualifications.
- Those who have some experience of working in the food and drink manufacturing industry and want to develop knowledge and skills in new areas to help with career progression.
- Anyone who has completed a relevant food and drink qualification and wants to develop themselves for a career in the industry.

The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification is for guidance only. You would benefit from having attained the skills, knowledge and understanding in one or more of the following:

- Current or prior experience working in the food and drink industry
- A relevant SVQ at SCQF level 5 or above
- National Progression Award in Food Manufacture
- Foundation Apprenticeship in Food and Drink Technologies
- Different combinations of relevant national or vocational qualifications and/or equivalent qualifications from other awarding bodies

To achieve the PDA in Food Technology, you will need to successfully complete the following three mandatory units:

- *Food Industry Principles: An Introduction*
- *Food Industry Practices: An Introduction*
- *Fundamentals of Quality*

You will also have to successfully complete one optional unit from the following list:

- *Food Composition*
- *Food Hygiene Intermediate*
- *Hazard Analysis and Critical Control Points (HACCP)*

Assessment of the units in this PDA will involve you carrying out practical activities to demonstrate your competence in the required skills and techniques and collating a portfolio of evidence and/or answering questions to demonstrate your knowledge and understanding.

While undertaking this PDA you will have the opportunity to develop the following Core Skills:

- *Communication*
- *Numeracy*
- *Information and Communication Technology (ICT)*
- *Problem Solving*
- *Working with Others*

This qualification could be undertaken as a full time, part-time or on a day release basis in a college, or in the workplace, or a combination of both.

Successful completion of this PDA could help you find employment in the food and drink manufacturing industry. The units that make up this PDA also contribute to the HNC/HND in Food Science.