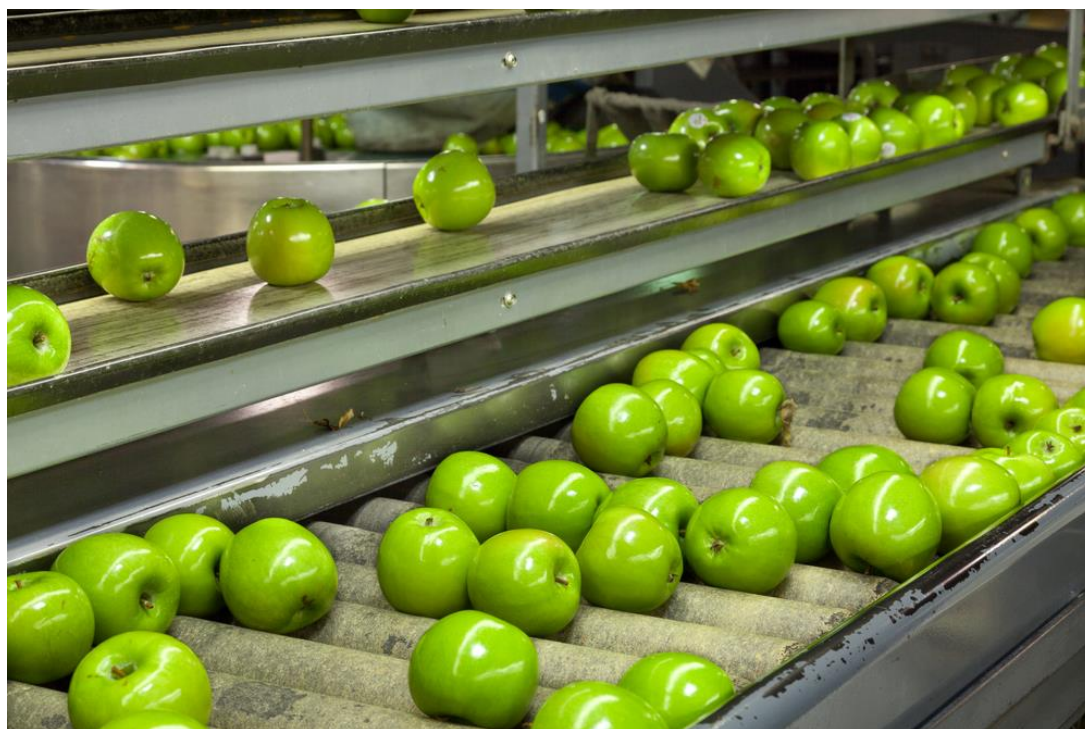


H6CA 75 Unit Support Notes — An Introduction to the Food and Drink Manufacturing Industry (National 5)



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

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the An Introduction to the Food and Drink Manufacturing Industry (National 5) Unit.

They are intended for teachers and lecturers who are delivering this Unit.

They should be read in conjunction with:

- ◆ the National 5 An Introduction to the Food and Drink Manufacturing Industry *Unit Specification*
- ◆ the National 5 Food and Drink Manufacturing Industry *Course Specification*
- ◆ the National 5 Food and Drink Manufacturing Industry *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of the Unit is to provide learners with an introduction to the food and drink manufacturing industry. It will introduce the skill requirements, possible job roles and give an overview of the progression of food from field to table.

This Unit will give learners a general overview of the food and drink manufacturing industry and could be tailored to a specific manufacturer depending on the geographic location.

Learners will gain knowledge of the opportunities available within the sometimes complex hierarchy of departments. This Unit will also highlight the skills that employers are looking for in their workforce.

This Unit is suitable for learners who are S4 and above to give them an insight into the industry and for those hoping to gain employment in the food and drink manufacturing industry. It is also suitable for those who are employed but wish to broaden their knowledge and skills for work in the food and drink manufacturing industry.

It aims to facilitate progression to further study including into National Progression Award in Food Manufacture (SCQF level 6) and then possibly onto Higher National and degree programmes in Food Science and Technology.

Learners who complete this Unit will be able to:

- 1 Give a general overview of the food and drink manufacturing industry from field to table.
- 2 Identify skill requirements for employment in the food and drink manufacturing industry and understand the job roles, progression and promotion opportunities.

Progression into the Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

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

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

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

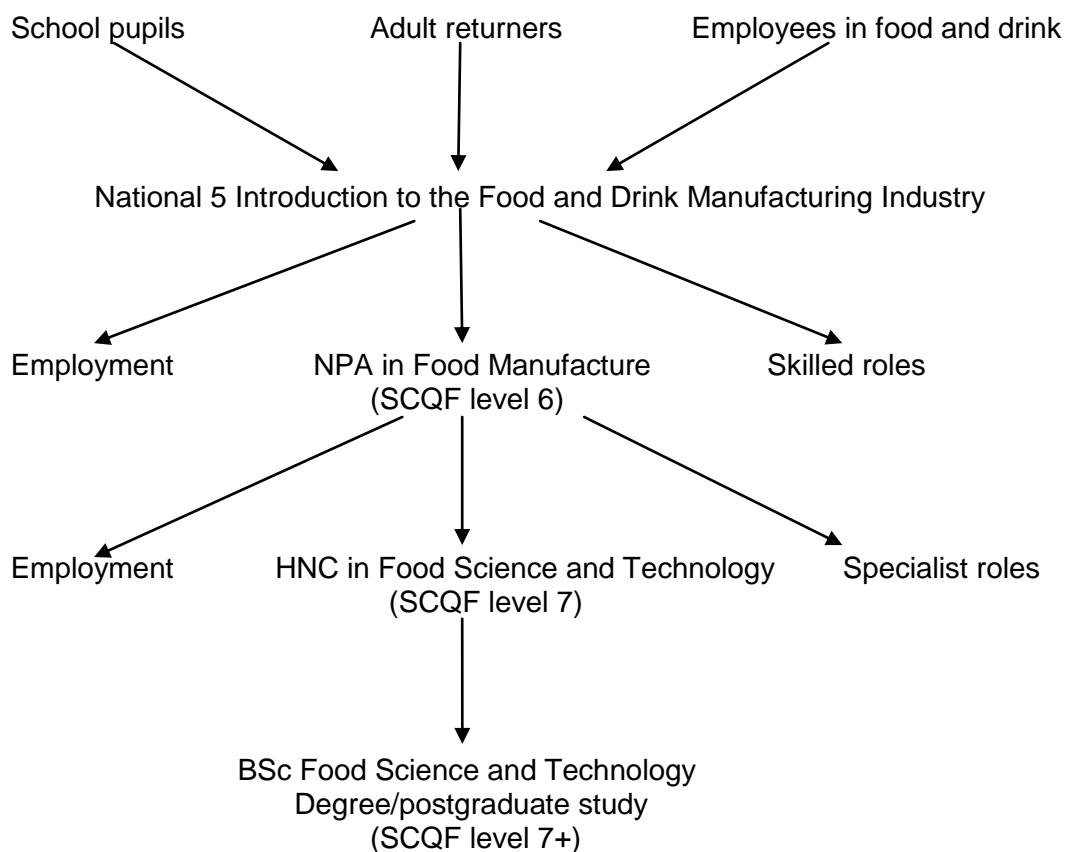
Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Skills for Work Food and Drink Manufacturing Industry *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are the most appropriate for delivery in their centres as well as what is appropriate for the career opportunities of the learners in their area.

Progression from this Unit

Progression opportunities from this Unit onto further study at this or the next SCQF level could include:



Approaches to learning, teaching and assessment

Where possible, learning should occur through interaction with others, undertaking activities and through the building of a portfolio of outcomes and evaluations. Learners may benefit from:

- ◆ working in small research groups
- ◆ basic knowledge of a science-based subject (this is not essential)
- ◆ presenting their findings to the class, either individually or as a group
- ◆ class discussion of findings
- ◆ working individually to produce portfolios
- ◆ research activities to locate and analyse information online
- ◆ going on trips to local factories
- ◆ visits from those involved in the food and drink manufacturing industry (eg manufacturing professionals, environmental health professionals or local producers)

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

If learners have varied food manufacturing interests, opportunities may exist for the areas of study to be tailored to meet individual areas of interest. Alternatively, learners could work on a single theme determined by the centre.

All activities should encourage the development of self-confidence and understanding of others. It is anticipated that discussion of learners' experiences and findings is carried out throughout the Unit and this used as a basis on which to build personal knowledge and experience, as well as to enable comparison with others regarding different food production/manufacturing areas.

Delivery of this Unit should be as practical as possible.

By adopting the learning and teaching approaches highlighted above and in the Outcomes and corresponding Evidence Requirements, this Unit will provide learners with the opportunity to develop the following essential skills for life, learning and work:

- ◆ time management, by meeting assignment deadlines and completion of tasks
- ◆ analytical and interpretative skills, by analysing data and collecting information
- ◆ presentation skills, by producing information to be shared with other learners
- ◆ independent learning, by producing individual reports and portfolios
- ◆ responsibility, by taking charge of their learning and producing the outcomes required
- ◆ confidence, by working and presenting information to classmates as well as meeting individuals from industry
- ◆ citizenship, by making links with industry

Where this Unit is taken as part of the Skills for Work: Food and Drink Manufacturing Industry Course, learners will be able to develop their skills and knowledge further, thus increasing the opportunity for employment/promotion in the sector.

Some examples of learning and teaching activities are given in the following table:

Outcome	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
Outcome 1 Give an overview of the food and drink manufacturing industry from field to table			
1.1 Describing the stages in food and drink manufacture	<p>Learners could be given the opportunity to visit a local food producer or manufacturer to see the stages.</p> <p>Learners could follow a food product on a 'field to table' journey to facilitate their understanding of the stages in food production or manufacture.</p>	Open-book, flexible approach to assessment should be employed. This would allow the diversity of the production or manufacturing industry to be accessed by the learners.	<p>This could be as a portfolio based on research carried out on the various stages of a food or drink production or manufacture.</p> <p>Poster presentation/oral presentation of the information collected would also be acceptable.</p>
1.2 Explaining how the departments within a food or drink manufacturer work together to produce a finished product	Learners could find out how the various departments within a food or drink manufacturing industry work together to produce finished products.	Open-book flexible approach to assessment should be employed. This would allow learners to investigate the collaboration between departments in various industries.	<p>This could be portfolio-based, looking at collaboration between the various departments with a specific food or drink producer/manufacturer.</p> <p>Poster presentation/oral presentation of the information collected would also be acceptable.</p>

Outcome	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
Outcome 2 Identify skill requirements for employment in the food and drink manufacturing industry and understand the job roles, progression and promotion opportunities			
2.1 Outlining the skills required by employees working in the food and drink manufacturing industry	Skill requirements in industry alter greatly depending on the department. Learners could be given an outline of the requirements and carry out self-evaluation.	Open-book, flexible approach to assessment should be employed as job skills can be dependent on the specific industry under investigation.	This could be portfolio-based, looking at the skills required by employers in a named food or drink manufacturer. Poster presentation/oral presentation of the information collected would also be acceptable.
2.2 Identifying job roles and progression opportunities in the food and drink manufacturing industry	Learners could investigate what job roles are available within specific departments within a food and drink manufacturer. This would also highlight the job progression and promotion opportunities.	Open-book, flexible approach that will introduce learners to the idea of various roles available and how different opportunities can arise within specific areas.	This could be portfolio-based, investigating the job roles and how promotion and progression within the departments can offer multiple opportunities. Poster presentation/oral presentation of the information collected would also be acceptable.

An exemplar checklist for use with this Unit is provided as an appendix:

Appendix 2: Exemplar Checklist.

A portfolio that combines Outcomes 1 and 2 in a holistic approach would be beneficial to the delivery of this Unit. This combined approach to assessment would ensure that there will be a minimum of repetition allowing more time for learning.

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

Learners are expected to develop broad generic skills as an integral part of their learning experience.

1 Literacy

- 1.1 Reading
- 1.2 Writing

Skills in reading and writing could be further developed through the learner's research into the departments, skill requirements and the various roles within the food and drink manufacturing industry.

2 Numeracy

- 2.2 Money, time and measurement

Learners will be introduced to aspects of food production and manufacture and this will highlight the numeracy required to ensure that products have a consistent quality and quantity. This will include weights and measures as well as time management and handling of data.

3 Health and wellbeing

- 3.1 Personal learning

Self-directed study to research the various departments within a food or drink manufacturer will give learners the opportunity to broaden their personal learning and could give them the chance to make choices and changes in regard to their future job prospects.

4 Employability, enterprise and citizenship

- 4.1 Employability

The overall purpose of this Unit is to introduce learners to the skills and qualities required by the food and drink manufacturing industry in its employees. Completion of this Unit will give learners transferable skills for employability.

5 Thinking skills

- 5.1 Remembering
- 5.2 Understanding

A knowledge and understanding of a specific food and drink manufacturer will be required to complete this Unit.

E-assessment

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

The following methods could be used to support learning, teaching and assessment:

- ◆ online testing to reinforce learning and for formative assessment
- ◆ web-based research
- ◆ e-portfolios to support personalisation and integration
- ◆ blogs to capture learners' reflections on their learning and to contribute to authenticating any Coursework they carry out in their own time

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference Documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
- ◆ *Building the Curriculum 5: A framework for assessment*
- ◆ Course Specifications
- ◆ Design Principles for National Courses
- ◆ *Guide to Assessment* (June 2008)
- ◆ Overview of Qualification Reports
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ *SCQF Handbook: User Guide* (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
- ◆ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Appendix 2: Exemplar Checklist

Learner's name: _____

Lecturer's name: _____

Date: _____

Assessment Standard	Achieved (✓) Re-assessment (x)	Re-assessment Achieved (✓) Not Achieved (x)	Date
1.1 Describing the stages in food and drink manufacture			
1.2 Explaining how the departments within a food or drink manufacturer work together to produce a finished product			
2.1 Outlining the skills required by employees working in the food and drink processing or manufacturing industry			
2.2 Identify job roles and progression opportunities in the food and drink manufacturing industry			

Comments: _____

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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