Route map through learning, teaching and assessment

Course: Health and Food Technology
Level: Advanced Higher

This route map is intended to assist staff in planning and delivering the overall vision for Curriculum for Excellence. It has been developed to signpost the relevant support materials available to assist staff in the planning of learning, teaching and assessment of Advanced Higher Health and Food Technology.

The vision for the new qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

These support materials are not intended to constrain staff, hence they are neither prescriptive nor exhaustive. They provide suggestions on approaches to learning and teaching that will provide intellectual challenge to learners either in a formal learning environment or through independent learning. Learners will have the opportunity to develop deep learning and acquire high-level skills such as research and analysis through the medium of Advanced Higher Health and Food Technology. Staff are encouraged to draw on these materials, and existing materials, to develop programmes of learning which are appropriate to the needs of learners within their own context.

The link to Education Scotland's support materials can be found below together with other subject-specific links you may find helpful as you develop **programmes of learning** for Advanced Higher Health and Food Technology. These links are followed by a sequential list of the key guidelines, advice and support for Advanced Higher Health and Food Technology **qualifications**. This information is intended to support staff in deciding the most appropriate ways to generate evidence and assess learners.

Useful links for learning and teaching Advanced Higher Health and Food Technology

Education Scotland NQ Course Materials on Glow (log in and password required). Copy and paste the link into the browser to go straight to this page:
http://www.educationscotland.gov.uk/nqcoursematerials/subjects/h/nqresource_tcm4853060.asp

Education Scotland – Key Curriculum Support
A quick guide to finding vital information about Curriculum for Excellence:
http://www.educationscotland.gov.uk/keycfesupport/index.asp

This appears under three headings
- the latest guidance, updates and plans for embedding Curriculum for Excellence
- information on assessment
- information on the new qualifications

SQA Course and Unit Support Notes
These provide advice and guidance on learning and teaching
http://www.sqa.org.uk/files_ccc/AHCUSNHealthFoodTechnology.pdf

Advanced Higher Health and Food Technology course content

The main SQA Health and Food Technology pages are found at
http://www.sqa.org.uk/sqa/45738.html with those specifically related to Advanced Higher at
http://www.sqa.org.uk/sqa/48451.html. Staff should also regularly check the updates and announcements section of this page.

The course specification can be found at:
http://www.sqa.org.uk/files_ccc/AHCourseSpecHealthFoodTechnology.pdf

More detail on course coverage can be found in the Course Support notes.
http://www.sqa.org.uk/files_ccc/AHCUSNHealthFoodTechnology.pdf

Further mandatory information on course coverage is found on pages 7-8 of the Course Assessment Specification.
http://www.sqa.org.uk/files_ccc/AHCASHFoodTech.pdf

A course comparison between National 5, Higher and Advanced Higher highlights **points of change and areas of stability** and can be found at:
http://www.sqa.org.uk/sqa/files_ccc/AH_Health_and_Food_Technology_Course_comparison.pdf

Additional useful information:

- The range of diet-related diseases in the mandatory content better reflect current health concerns
- Functional properties should focus on a range of ingredients in food products and their impact on the food manufacturing process
- Contemporary food issues should focus on environmental and sustainability issues, ethical issues, food packaging and labelling and media and advertising
- The use of food additives should include emulsifiers, preservatives, anti-oxidants, colourings and flavourings
- Market research methods used in the food sector should include qualitative and quantitative approaches
- Research techniques should include primary and secondary approaches to the gathering of information about health or consumer issues.

Course assessment

At Advanced Higher, added value will be assessed in a course assessment. Component one consists of a project worth 60 marks. Component two consists of a question paper and is worth 40 marks. The course will be graded A–D.
http://www.sqa.org.uk/files_ccc/AHCASHFoodTech.pdf

Project – The project is designed to assess the learner's ability to use research skills to analyse, investigate and evaluate an issue relevant to the course. Learners may research any appropriate topic based on a current scientific, sociological or technological food issue.

The project will give learners an opportunity to demonstrate the following skills, knowledge and understanding:
- using research skills to investigate a current food issue
- evaluating, analysing and presenting information

The project will have three stages:
- Project proposal
- Research
- Analysis and evaluation

Question Paper
The purpose of the question paper is to assess the learner's ability to integrate and apply knowledge and understanding from across the units

The question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:
- analysing the relationships between food and health, and the importance of these relationships
- demonstrating knowledge and understanding of food science
- analysing contemporary issues affecting consumer food choices
- demonstrating knowledge and understanding of commercial food manufacturing

A specimen question paper and marking instructions can be found at:
http://www.sqa.org.uk/files_ccc/HealthandFoodTechnologySQPAH.pdf

Guidance on the use of past paper questions can be found at:
http://www.sqa.org.uk/files_ccc/HFTSQPAHPPGuidance.pdf

Unit assessment

Units are mandatory when taken as part of the Advanced Higher Health and Food Technology course but they can be taken independently. Unit support notes follow on from the course support notes.
http://www.sqa.org.uk/files_ccc/AHCUSNHealthFoodTechnology.pdf

There are two units. Each individual unit has an Advanced Higher unit specification which gives details of the outcomes and assessment standards.

Food for Health:
http://www.sqa.org.uk/files_ccc/AHUnitHFTFoodforHealth.pdf

Food Science, Production and Manufacturing:
http://www.sqa.org.uk/files_ccc/AHUnitHFTFoodSciProdMan.pdf

Learners must meet all the outcomes and assessment standards, and staff should read the documentation carefully. Evidence should be generated through learning and teaching. Assessment evidence can be drawn from a variety of activities and presented in a variety of formats. All of the evidence does not have to be generated from one activity but can be from several tasks and assessments carried out throughout the course. Learners should have access to resources to complete the assessment task and no time restrictions should be imposed. Staff should use their professional judgment when looking at the assessment evidence and ensure that minimum competency is met. They should undertake quality assurance regularly.

Three different ways of gathering evidence have been suggested by SQA. The most traditional approach is unit by unit. A combined approach links knowledge and understanding from two or more units together. Many staff will move towards the portfolio approach as their confidence grows. Here evidence is gathered from everyday learning using key classroom tasks. Unit assessment support is kept on the SQA Secure website.

Verification
http://www.sqa.org.uk/sqa/58448.html

The verification process is meant to be supportive and not onerous. Internal verification is the process of ensuring standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools and carried out by SQA.

Prior Verification
http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf

Staff who devise their own assessments can send them to SQA for prior verification, free of charge. This is only necessary where significant changes have been made to the unit assessment provided by SQA. It gives staff confidence that their proposed assessment is fit for purpose and meets national standards.

Internal Verification
http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf

As a matter of course, staff should be quality assuring their assessments by carrying out activities that they have used previously, for example double marking and blind marking. Samples of learners' work should be marked by more than one staff member in a department or in single-person departments an arrangement should be made with another school.

External Verification

http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf
SQA intend that every school will be verified over the first few years. Verification will take place at various points in the year. Twelve samples will be asked for.

Schools must retain the evidence until 31 July of each academic year.
http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf

Key messages from verification will be put up on the SQA website.

Results Services

http://www.sqa.org.uk/sqa/65427.html

SQA offers two services:
- Exceptional Circumstances Consideration Service (details to be provided to SQA within ten days of the learner sitting the external assessment)
- Post Results Service - this consists of a clerical check and/or a marking review if the centre has concerns about the results of an individual or group.