Route map through learning, teaching and assessment

Course: Health and Food Technology   Level: 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 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.

Education Scotland has published support materials to help staff develop programmes of learning drawn from three sources: course materials commissioned by Education Scotland, other support materials produced by staff seconded to Education Scotland and course materials provided by staff through their education authorities. Further materials will be added as they become available.

These support materials are not intended to constrain staff, hence are neither prescriptive nor exhaustive. They provide suggestions on approaches to learning and teaching that will promote development of the necessary knowledge, understanding and skills for Higher Health and Food Technology. Staff are encouraged to draw on these materials, and existing materials, to develop their own 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 a number of other subject-specific links staff may find helpful as they develop **programmes of learning** for Higher Health and Food Technology. These links are followed by a sequential list of the key guidelines, advice and support for the Higher Health and Food Technology **qualification**. This information is intended to support staff in deciding the most appropriate ways to generate evidence and assess learners.

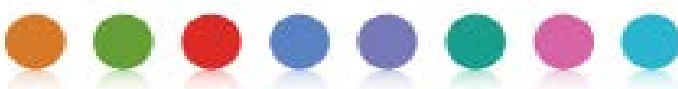### Useful links for learning and teaching Higher Health and Food Technology

Education Scotland NQ Course Materials site accessed via Glow (login and password required)
A wide range of learning and teaching resources to help staff develop programmes of learning.
http://www.educationscotland.gov.uk/nqcoursematerials/subjects/healthandfood/index.asp (copy and paste this link into your browser)

SQA Course and Unit Support notes providing advice and guidance on learning and teaching
http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_HealthandWellbeing_HealthFoodTechnology.pdf

National Assessment Resource site via Glow (login and password required)
Materials that inform planning for learning, teaching, moderation and assessment.
https://www.narscotland.org.uk/

Key Curriculum for Excellence support
A quick guide to finding vital information about Curriculum for Excellence under the following headings:

- the latest guidance, updates and plans for embedding Curriculum for Excellence
- information on assessment
- information on the new qualifications.

http://www.educationscotland.gov.uk/keycfesupport/index.asp

British Nutrition Foundation
Food and farming in relation to the environment, food safety and traceability and its impact.
http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=22&sectionId=119&contentId=699

Institute of Food Research
The latest news on contemporary food issues.
http://www.ifr.ac.uk/
Twitter: @IFRScience

BBC
The Knowledge and Learning Beta site includes class clips on contemporary food issues, food for health and food product development.
http://www.bbc.co.uk/education/subjects/zjw2n39

Higher Health and Food Technology course content

The main SQA health and food technology page is found at http://www.sqa.org.uk/sqa/45738.html. Pages specifically relating to Higher are at http://www.sqa.org.uk/sqa/47899.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/CfE_CourseSpecification_Higher_HealthandWellbeing_HealthFoodTechnology.pdf.

Staff may also find a course comparison of help as this details points of change and areas of stability across National 5 and the new Higher.
http://www.sqa.org.uk/sqa/files_ccc/H_Health_and_Food_Technology_Course_comparison.pdf

There are three units: Food for Health, Food Product Development and Contemporary Food Issues. These units have five broad and inter-related aims which allow learners to:

- analyse the relationships between health, nutrition and food
- develop and apply understanding and skills 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.

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

Further mandatory information on course coverage is found on page 8 of the course assessment specification. This provides a list of the mandatory skills, knowledge and understanding for the units of the course and all questions for Component 1, the question paper, will be drawn from this content.
http://www.sqa.org.uk/files_ccc/CfE_CourseAssessSpec_Higher_HealthandWellbeing_HealthandFoodTechnology.pdf

Unit assessment

Units are mandatory when taken as part of the 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/CfE_CourseUnitSupportNotes_Higher_HealthandWellbeing_HealthFoodTechnology.pdf

Each unit specification gives details of the outcomes and assessment standards.

Health and Food Technology: Food for Health
http://www.sqa.org.uk/files_ccc/CfE_Unit_H_HealthandFoodTechnology_FoodforHealth.pdf

Health and Food Technology: Food Product Development
http://www.sqa.org.uk/files_ccc/CfE_Unit_H_HealthandFoodTechnology_FoodProductDevelopment.pdf

Health and Food Technology: Contemporary Food Issues
http://www.sqa.org.uk/files_ccc/CfE_Unit_H_HealthandFoodTechnology_ContemporaryFoodIssues.pdf

Learners must meet all the outcomes and assessment standards with evidence generated through learning and teaching. Assessment evidence can be drawn from a variety of activities and presented in a variety of formats. 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. Details of minimum competency can be found in the Unit Assessment Support packs in column 3 of the Judging Evidence table – making assessment judgements. Staff should undertake internal verification regularly.

Three different ways of gathering evidence have been suggested by the SQA: a unit-by-unit approach, a combined approach and a portfolio approach. Initially, the more traditional unit-by-unit approach may be more prevalent as staff familiarise themselves with outcomes and assessment standards. However, it is likely that there will be a move towards a combined and/or portfolio approach as the confidence of staff grows, thus reducing the burden of assessment. Unit assessment support is available on the SQA Secure website.

Course assessment

The purpose of the course assessment is to assess added value as well as confirming attainment in the course and providing a grade. In this course assessment, added value will focus on:
- 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.

The course assessment comprises two components: a question paper and an assignment. The course will be graded A–D.
http://www.sqa.org.uk/files_ccc/CfE_CourseAssessSpec_Higher_HealthandWellbeing_HealthandFoodTechnology.pdf

Component 1 – Question paper
The purpose of the question paper is to assess the learner's ability to integrate and apply knowledge, understanding and skills from across the units. All four questions are mandatory.

The question paper will give learners an opportunity to demonstrate the following knowledge, understanding and skills:

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

50 marks are available for the question paper.

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

The following document contains general assessment information to help prepare learners for the assignment component of the Higher Health and Food Technology course assessment. It must be read in conjunction with the specific assessment tasks for this component of course assessment.
http://www.sqa.org.uk/files_ccc/GAInfoHigherHealthandFoodTechnology.pdf

Component 2 – Assignment
The assignment is designed to allow learners to carry out a product development task to demonstrate skills, knowledge and understanding based on the requirements of a brief. It requires learners to carry out a food product development activity based on their chosen brief to demonstrate their ability to plan, research and analyse information to develop a food product prototype.

A range of briefs will be provided by SQA – they will have a health or contemporary food issue focus. Briefs will be sufficiently open to allow for personalisation and choice, and will have a minimum of two key themes.

Marks will be awarded in the assignment for:

- Section 1 – Planning
- Section 2 – The food product
- Section 3 – Product testing
- Section 4 – Evaluation

50 marks are available for the assignment

Verification

The verification process is designed 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 is carried out by SQA. Information on quality assurance can be found at http://www.sqa.org.uk/sqa/58448.html.

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. It gives departments 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 internally verifying their assessments by carrying out the types of activities they have used previously, for example a sample of learners' work should be marked by more than one staff member in a department, and in single-person departments an arrangement should be made with another local authority school.

External verification

www.sqa.org.uk/sqa/66847.html
SQA intend that every school will be verified over the first few years. Verification will take place in November, February and May.
http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf
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/files_ccc/FA6669_SQA_Results_Services_A5_8pp_brochure_web.pdf
http://www.sqa.org.uk/sqa/65427.html

SQA offer two services to replace the appeals service:

- 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.