

Gleniffer High School Health & Food Technology Department  
Senior Phase Course Rationales

<b>Subject</b>	<b>Early Education and Childcare – Skills For Work</b>
<b>Level</b>	National 4
<b>Course outline</b>	<p>This Course helps pupils begin to prepare for working in the early education and childcare sector and to develop employability skills. The Course is designed as an introduction to early education and childcare and helps candidates begin to understand some of the demands and responsibilities of working in this sector. Within this course pupils will study:</p> <p><b>Child Development</b> The development of children from birth to young adulthood and study a range of factors affecting this development.</p> <p><b>Play in Early Education and Childcare</b> Play and what it means for children in its broader sense. Candidates will become aware of the way in which the different types of play can affect the development of children and will experience play in many forms as they role play or take part in simulation exercises.</p> <p><b>Working in Early Education and Childcare</b> Gives an insight into the early education and childcare provision available for children and gives them an understanding of the requirements placed on the sector from the registration bodies that providers are responsible to. It also gives an introduction to the professional skills of the workplace.</p> <p><b>Parenting</b> Learn about the responsibilities involved in becoming parents and the issues at each stage of development of the child e.g. baby, toddler, pre-school, school age and adolescence. They will also learn about sources of support available for parents.</p> <p>A key feature of this Course is the emphasis on <i>experiential learning</i>. This means learning through practical experience and learning by reflecting on experience.</p> <p>Education and Childcare courses are designed to help candidates to develop:  skills and attitudes for employability  positive attitudes to learning  an understanding of the workplace  skills and knowledge in a broad vocational area  core skills</p>
<b>Assessment</b>	<p>Folio of work:</p> <p>A variety of assessment strategies are used to enable pupils to achieve this. Some of the evidence is generated by the pupil</p>

	<p>working on their own; other evidence is generated by the pupil working as part of a group.</p> <p>Pupils can record their evidence using a variety of formats, e.g. written, oral, using digital photography, using IT, using video diaries and audio tapes.</p>
<b>Progression from S4 to S5</b>	<p>Early Education &amp; Childhood National 5</p> <p>Health and Social Care National 5</p>

<b>Subject</b>	<b>Early Education and Childcare – Skills For Work</b>
<b>Level</b>	National 5
<b>Course outline</b>	<p>This Course helps pupils begin to prepare for working in the early education and childcare sector and to develop employability skills. They will develop the basic knowledge and skills required in this vocational area.</p> <p>The Course is designed as an introduction to early education and childcare and helps candidates begin to understand some of the demands and responsibilities of working in this sector.</p> <p>Within this course pupils will study:</p> <p><b>Child Development and Health</b> Pupils will study issues related to the health and development of children aged 0–12 years. They will discover what is meant by the terms ‘health’ and ‘development’ and the role of the adult supporting them in childcare settings. Candidates will be able to identify the factors that influence the health and development of children and young people.</p> <p><b>Play in Early Education and Childcare</b> Pupils will learn how play can benefit the child. They will also learn how to plan, set up and review play experiences either in a real or simulated environment.</p> <p><b>Working in Early Education and Childcare</b> Pupils will learn about working within the early education and childcare sector. Different career options will be considered and candidates will develop some of the skills, qualities and attitudes needed to work with children and young people.</p> <p><b>Parenting</b> Pupils will develop an understanding of the role of the parent. Working in a group they will investigate the support that is available to parents from the family and community.</p> <p>A key feature of this Course is the emphasis on <i>experiential learning</i>. This means learning through practical experience and learning by reflecting on experience.</p> <p>Education and Childcare courses are designed to help candidates to develop: skills and attitudes for employability positive attitudes to learning</p>

	<p>an understanding of the workplace skills and knowledge in a broad vocational area core skills</p> <p>Where possible pupils will carry out a relevant work placement as well as visits to a range of suitable organisations such as nurseries and after school clubs. Visiting speakers from the sector will also add to the candidate's understanding of the workplace.</p>
<b>Assessment</b>	<p><b>Child Development and Health</b> Assessment of this Unit will be by means of a restricted response test covering the principles of child development from 0-12 years and an investigation of ways in which the health needs of children can be met by adults. The investigation also covers the different health factors which affect child development.</p> <p><b>Play in Early Education and Childcare</b> Assessment of this Unit will be by means of case study with a number of related questions, and a folio. The case study will cover knowledge and understanding of the benefits of play experiences for children. The folio will contain evidence of the pupil's planning, preparation and evaluation of play experiences.</p> <p><b>Working in Early Education and Childcare</b> Assessment of this Unit will be by means of a folio of evidence which will be gathered throughout the Unit. The folio will contain evidence that the candidate has: contributed to a group investigation of childcare provision; evaluated the skills, qualities and attitudes needed in the early education and childcare sector; investigated and planned career options in the sector.</p> <p><b>Parenting</b> Assessment of this Unit will be by means of a case study with a number of related questions and a folio. The case study will cover knowledge and understanding of the roles of a parent of a child from 0-12 years and how different family structures, cultural factors and experiences can influence parenting. The folio will contain evidence of participation in practical parenting experiences and of the pupil's contribution to a group investigation into the support available to parents.</p>
<b>Progression from S4 to S5</b>	<p>Early Education &amp; Childhood National Higher</p> <p>Health and Social Care National 5/Higher</p>

<b>Subject</b>	<b>Care</b>
<b>Level</b>	Higher, National 5
<b>Recommended Entry</b>	Pupils are recommended to have an A or a B in National 5 Care to progress into the Higher course.
<b>Course Aims and Purpose</b>	The main purpose of this Course is to enable learners to understand and explain why people use care services, and to

	<p>develop the knowledge and value base required for working in contemporary care practice in settings such as health care and social care.</p> <p>The main aims of the course are to enable the learner to:</p> <ul style="list-style-type: none"> <li>• develop a detailed understanding of the needs of individuals and an awareness of care services that could meet these needs</li> <li>• develop a detailed understanding of the ways in which positive care practice is based on legislation, values, principles, knowledge and skills</li> <li>• develop a knowledge and understanding of the ways in which social influences can impact on people and the relevance of this for care practice</li> <li>• develop a detailed understanding of explanations for human development and behaviour</li> <li>• apply knowledge of psychological and sociological theories to care issues and scenarios</li> <li>• develop research and investigation skills to plan, organise, analyse, evaluate and present information</li> </ul>
<p><b>Course Details</b></p>	<p><b>Care: Values and Principles</b></p> <p>In this Unit, learners will investigate the health and social care provision available to meet the needs of people requiring care. Learners will analyse needs and explore the role of the care planning process in identifying needs. Learners will gain an understanding of the key features of a positive care environment and explain the role of legislation. They will look at the importance of values and principles in promoting positive care practice.</p> <p><b>Care: Human Development and Behaviour</b></p> <p>In this Unit, learners will apply their knowledge and understanding of development and behaviour to individuals using care services. They will explain development at different stages of the life span and use models of loss or transition to explain the effects of life experiences on people. Learners will evaluate a range of psychological theories and explain how they can help a care worker to understand behaviour.</p> <p><b>Care: Social Influences</b></p> <p>In this Unit, learners will analyse the ways in which social influences can impact on people, and the relevance this has for care practice. They will use sociological theories to explain social influences and the impact these might have on people's life chances. Learners will also analyse actions taken in society to improve the life chances of individuals using care services.</p> <p><b>Assessment</b></p> <p>The Course will be assessed through a <b>project</b>. Learners will investigate the needs of individuals requiring care and the services that meet these needs. They will choose from a range of briefs provided by SQA and plan the project, respond to the brief and evaluate the project. Learners will draw on and apply skills and knowledge learned throughout the Course. The project will be</p>

	sufficiently open and flexible to allow for personalisation and choice within a chosen care context.
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<b>Subject</b>	<b>Health and Food Technology</b>
<b>Level</b>	National 4, National 5
<b>Course outline</b>	<p>The Course focuses on health and the nutritional properties of food as well as developing safe, hygienic and informed practices in food preparation. It raises learners' awareness of the importance of a balanced diet and healthy lifestyle. The Course also develops learners' knowledge and skills so they can become informed food consumers.</p> <p>Practical, experiential learning and assessment activities allow learners to develop knowledge and understanding, confidence, independence and self-awareness.</p> <p>Within this course pupils will study:</p> <p><b>Food for Health</b> The general aim of this Unit is to develop learners' knowledge of the relationship between food, health and nutrition. Pupils will develop knowledge of dietary needs of individuals at various stages of life and describe current dietary advice. Through practical activities, the pupil will produce food products which meet individual needs.</p> <p><b>Food Product Development</b> Pupils will develop knowledge and understanding of the functional properties of ingredients in food and their use in developing food products. Learners will develop a basic understanding of the stages involved in developing a food product. Through a problem-solving approach, learners will make food product(s) to meet specified needs. Pupils will develop and apply a basic knowledge and understanding of safe and hygienic food practices and techniques.</p> <p><b>Contemporary Food Issues</b> Pupils will develop knowledge of consumer food choices. They will consider factors which may affect food choices and develop knowledge of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge of food labelling and how it helps consumers make informed food choices. Learners will apply knowledge and skills in practical contexts.</p> <p>In addition it is expected that pupils will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are:  <b>Numeracy</b> - Money, time and measurement  <b>Employability, enterprise and citizenship</b> - Employability  <b>Thinking skills</b> – Remembering, Understanding, Applying</p>
<b>Assessment</b>	<p><b>Added Value Unit:</b>  <b>Health and Food Technology Assignment</b>  Pupils will complete an assignment which will enable them to demonstrate Knowledge from the three units.</p>

	<p><b>National 5:</b> The Course will be assessed by an assignment set and a question paper. The assignment will require application of knowledge, understanding and skills from across the Units in which learners will develop a food product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice. The question paper will require integration of knowledge and understanding from across the 3 units.</p>
<b>Progression from S4 to S5</b>	<p>Pupils who achieve N4 can study N5 Health and Food Technology or National 4/5 Hospitality.</p> <p>Pupils who achieve N5 can study Higher Health and Food Technology or National 4/5 Hospitality.</p>

<b>Subject</b>	<b>Health and Food Technology</b>
<b>Level</b>	Higher
<b>Recommended Entry</b>	It is recommended that pupils have achieved a pass at National 5 Health and Food Technology previously.
<b>Course Aims and Purpose</b>	<p>This Course focuses on health and the nutritional properties of food as well as safe, hygienic and informed practices in food preparation. It develops learners' understanding of the importance of a balanced diet and healthy lifestyle. It also allows learners to develop the knowledge, understanding and skills to become informed food consumers.</p> <p>Practical, experiential learning and assessment activities allow learners to develop knowledge, understanding and skills, as well as confidence, independence and self-awareness. This Course uses real-life situations taking account of local, cultural and media influences and technological innovations.</p>
<b>Course Details</b>	<p><b>Food for Health</b> Pupils will develop their knowledge and understanding of the relationship between food, health and nutrition, dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and reflect on food products which meet individual needs.</p> <p><b>Food Product Development</b> Pupils will develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products, an understanding of the stages involved in developing food products and, through a problem-solving approach, produce food products to meet specified needs. Pupils will also develop and apply knowledge and understanding of safe and hygienic food practices.</p> <p><b>Contemporary Food Issues</b> Pupils will develop knowledge and understanding of consumer food choices. They will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and</p>

	<p>organisations which protect consumer interests. They will also develop knowledge and understanding of food labelling and how it helps consumers make informed food choices. Learners will apply knowledge in practical settings.</p> <p><b>Assessment</b></p> <p>The Course will be assessed by an assignment set and a question paper.</p> <p>The assignment will require application of knowledge, understanding and skills from across the Units in which learners will develop a food product or products to a given brief. The assignment will be sufficiently open and flexible to allow for personalisation and choice.</p> <p>The question paper will require integration of knowledge and understanding from across the 3 units.</p>
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<b>Subject</b>	<b>NATIONAL PROGRESSION AWARD IN BAKERY SCQF</b>
<b>Level</b>	Level 4
<b>Course outline</b>	<p>The Course aims to enable learners to:</p> <p>The general aim of the National Progression Award in Bakery is to provide candidates with the opportunity to develop practical bakery skills in bread making, craft baking, cake decorating and pastry. As a result, it is hoped the successful candidates would then be able to either progress in education, find suitable employment or progress within current employment.</p> <p>Units:</p> <p><b>Craft Baking: An Introduction</b>  Prepare a selection of ingredients according to the product specification.  Use a range of mixing and preparation procedures according to the product specification.  Complete the product according to the product specification.</p> <p><b>Bread Making: An Introduction</b>  Select and prepare ingredients according to the product specification.  Carry out a range of mixing and preparation procedures according to the product specification.  Complete the product according to the product specification.</p> <p><b>Cake Decoration: An Introduction</b>  Prepare a range of cake coatings.  Apply the coatings to a range of cake types.  Use simple decorative techniques to achieve the desired effect.</p> <p><b>Pastry: An Introduction</b>  Describe the range of pastries in terms of ingredients, ingredient proportion, production method and possible faults.  Prepare the range of pastries.  Prepare and present a range of products using the prepared pastes.</p>

<b>Assessment</b>	Learners must pass all of the required Units <b>within the National Progression Award in Bakery SCQF level 4</b> The learner will be assessed by a practical activities drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to extend cookery-related knowledge, understanding and skills, and to apply them in the production of dishes to a given specification.
<b>Progression from S4 to S5</b>	National 5 Hospitality National 4/5 Health and Food Technology

<b>Subject</b>	<b>Hospitality</b>
<b>Level</b>	National 5
<b>Course Aims and Purpose</b>	<p><b>Aim of Course:</b> To further develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the Course anticipates their future needs in that it enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.</p> <p><b>Cookery Skills, Techniques and Processes</b> This Unit aims to enhance learners' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.</p> <p><b>Understanding and Using Ingredients</b> This Unit aims to enhance learners' knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice. Learners will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and to do so safely and hygienically.</p> <p><b>Organisational Skills for Cooking</b> This Unit aims to extend learners' planning, organisational and time management skills.</p> <p>Learners will develop the ability to follow recipes; to plan, produce and cost dishes and meals; and to work safely and hygienically. They will also extend their ability to carry out an evaluation the product.</p>
<b>Assessment</b>	The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to extend cookery-related knowledge, understanding and skills, and to apply them in the production of a meal to a given specification. Learners will plan,

	prepare and cook a three-course meal for a given number of people within a given timescale and present it appropriately.
<b>Progression</b>	National 4 or National 5 Health and Food Technology.

<b>Subject</b>	<b>Leadership</b>
<b>Level</b>	Higher
<b>Recommended Entry</b>	<ul style="list-style-type: none"> <li>◆ Course or Units in English at National 5 level</li> <li>◆ Course or Units in personal Development at National 5 level</li> </ul>
<b>Course Aims and Purpose</b>	<p>The Leadership Award develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role in their activities, the Award allows individuals to build self-confidence and self-esteem and encourages learners to respect the cultures and beliefs of others working alongside them. <b>The Leadership Award is endorsed by the Chartered Management Institute.</b></p> <p>To complete the Award successfully you will have to demonstrate that you have thought about and completed a number of steps that will enable you to develop both your knowledge of and abilities in leadership. As a result of completing this Award you will be better prepared for undertaking a leadership role, whether this is in the workplace, education or within the voluntary sector. You will do this by completing assessment activities which could include:</p> <ul style="list-style-type: none"> <li>➤ researching the principles skills, styles, qualities of leadership and the effectiveness of different leaders</li> <li>➤ producing a report based on your research</li> <li>➤ evaluating your own potential for leadership</li> <li>➤ leading the planning and carrying out of an activity role play</li> <li>➤ drawing conclusions about your own effectiveness as a leader</li> </ul>
<b>Course Details</b>	<p><b>Mandatory Units</b></p> <p><b>Leadership: An Introduction</b> In this Unit, candidates carry out research to find out about leadership styles and the skills and qualities found in effective leaders. Candidates are required to produce a report on their findings and evaluate their own potential for leadership.</p> <p><b>Leadership in Practice</b> In this Unit, candidates take a leading role in an activity. They will prepare to carry out the activity by considering the factors involved, such as resources, people, time and risk. Candidates then carry out the activity, monitoring progress and making changes as needed. At the end, they will review their experience, drawing conclusions about themselves as a leader.</p> <p><b>ASSESSMENT</b> Evidence should be gathered at appropriate points as learners make progress through the Units of this Award. Evidence must</p>

	show that learners have successfully completed all tasks within the Units. Such evidence may be included in a single folio of work. The assessment evidence can be presented in any form appropriate to the learner and the activity undertaken.
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<b>Subject</b>	<b>Fashion and Textiles Technology</b>
<b>Level</b>	Higher, National 5
<b>Course Aims and Purpose</b>	<p>The main purpose of this Course is to develop knowledge and understanding of the technological processes related to the fashion and textile industry. Learning in this Course will be experiential and practical, allowing learner to develop skills, knowledge and understanding in fashion/textile contexts. Learners will apply knowledge of design and technological processes and a range of textile construction techniques to produce fashion/textile items.</p> <p>Learners will explore issues which influence decisions taken by the fashion/textile industry and choices made by consumers, including issues such as health and safety, how the fashion industry affects society, and the impact on the environment.</p> <p>The Course provides learners with opportunities to develop and communicate their own ideas for fashion/textile items. They will also be given the opportunity to explore the technological process of developing fashion/textile items and to consider and carry out a range of design and textile construction techniques.</p> <p>The aims of the Course are to enable learners to:</p> <ul style="list-style-type: none"> <li>• analyze and apply understanding of textile properties and characteristics</li> <li>• investigate issues which influence the fashion/textile industry and consumers</li> <li>• apply understanding of the impact of fashion trends on the fashion/textile industry</li> <li>• use research, management and technological skills to plan, make and evaluate fashion/textile items to meet a range of specified needs</li> <li>• demonstrate a range of textile construction techniques to make fashion/textile items</li> </ul>
<b>Course Details</b>	<p>The course has 3 mandatory units and Course assessment:</p> <p><b>Textile Technologies</b></p> <p>The general aim of this Unit is for learners to develop and apply their knowledge and understanding of textile technologies and construction techniques. Learners will explore the characteristics and properties of a range of textiles and their uses and will have the opportunity to apply these in the making of fashion/textile items. They will develop a range of textile construction techniques to make fashion/textile items to an appropriate standard of quality, which are fit for purpose.</p>

**Fashion/Textile Item Development**

In this Unit, learners will explore fashion/textile trends. They will develop knowledge and understanding of how the industry applies these trends in the development and creation of fashion/textile items. They will work with given briefs to develop solutions for complex fashion/textile items based on those trends. Learners will plan, make the fashion/textile item to an appropriate standard of quality, and evaluate the item.

**Fashion and Textile Choices**

In this Unit, learners will investigate a range of factors influencing the fashion/textile industry. They will apply this knowledge understanding to explain how these factors influence decisions taken by industry and choices made by consumers and evaluate how existing fashion/textile items meet a range of consumer or industry needs. This Unit will provide learners with the opportunity to communicate their findings in an appropriate way to a suitable audience.