

## National Unit Specification: general information

<b>UNIT</b>	Food Preparation for Healthy Eating (Intermediate 1)
<b>NUMBER</b>	D04W 10
<b>COURSE</b>	Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

### SUMMARY

Candidates should develop competence in applying current dietary guidelines to food preparation.

### OUTCOMES

- 1 Select and produce a range of healthy dishes.
- 2 Adapt specified dishes/meals to provide a healthier option.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- Standard Grade Home Economics at Foundation level
- access 3 units in Home Economics
- access 3 units or Standard Grade at Foundation level in a relevant subject

The unit is also suitable for 'new starts' and adult returners with appropriate prior experience.

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### Administrative Information

<b>Superclass:</b>	NE
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## **National Unit Specification: general information (cont)**

**UNIT**      Food Preparation for Healthy Eating (Intermediate 1)

### **CREDIT VALUE**

0.5 credit at Intermediate 1.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

### **UNIT        Food Preparation for Healthy Eating (Intermediate 1)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Select and produce a range of healthy dishes.

##### **Performance criteria**

- (a) The dishes selected contribute towards a healthy diet.
- (b) The food preparation techniques and/or cooking methods are appropriate.
- (c) Safe and hygienic practices in food production are demonstrated.
- (d) The food is presented to an appropriate standard.

##### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on two occasions. The proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist. Specific advice:

- (a) A dish that contributes towards a healthy diet should be defined as including one or more of the following criteria: low in sugar, uses fruit as the main component; uses vegetables as the main component; low in fat; high in Non Starch Polysaccharides; low in salt; high in complex carbohydrates; uses fish.
- (b) Food preparation techniques should promote the retention of nutrients, for example, no preparation or soaking of vegetables. Cooking methods used should promote healthy eating and the retention of nutrients; for example, grilling, baking, stir-frying, steaming and microwave cooking.
- (c) The candidate must wear the appropriate clothing, maintain a clean and tidy workstation, use all equipment in a safe manner and maintain a high standard of personal hygiene.
- (d) The dish should meet the required specifications.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Food Preparation for Healthy Eating (Intermediate 1)

#### **OUTCOME 2**

Adapt specified dishes/meals to provide a healthier option.

##### **Performance criteria**

- (a) Ingredients of specified dishes/meals for adaptation to healthier options are accurately identified.
- (b) The adaptations to specified dishes/meals meet current dietary guidelines.
- (c) The adaptations are applied and evaluated.

##### **Evidence requirements**

Recorded evidence must be provided to show that each of the performance criteria has been met on two occasions. The proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist. Specific advice:

- (a) The ingredients selected may be: replaced with healthier alternatives; removed altogether; further ingredients may be added.
- (b) The adapted dishes/meals should meet one or more of the following criteria: low in sugar, uses fruit as the main component; uses vegetables as the main component; low in fat; high in Non Starch Polysaccharides; low in salt; high in complex carbohydrates; uses fish.
- (c) The dish/meal should be made and evaluated using a simple method of food sensory evaluation. The results of this should be recorded by candidates.

## **National Unit Specification: support notes**

### **UNIT        Food Preparation for Healthy Eating (Intermediate 1)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

This unit has been devised so that it may be delivered along with *Food Preparation for Healthy Eating (Acc 3)*.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The content on which this unit is based is listed in the course details for Home Economics: Lifestyle and Consumer Technology (Int 1).

This unit is designed to enable candidates to undertake practical activities which emphasise the production of dishes that meet current dietary advice. Candidates will be encouraged to make informed and healthy choices about the foods they produce. Through practical experiences, candidates are expected to develop an understanding of the contribution of diet to the maintenance of health.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred participative and practical manner. Theoretical aspects should be an integral part of each practical exercise. Candidates should be given time to acquire and practise skills. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The time allowed to complete an activity should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity.

##### ***Outcome 1***

The work related to this outcome should allow candidates to:

- make effective use of appropriate specialist knowledge and skills
- develop feasible and imaginative approaches to the creation of a range of healthy dishes
- manage appropriate materials, equipment and human resources in the preparation of a range of healthy dishes suitable for home consumption or enterprising activities
- use local and regional produce where appropriate

Discussion, including evaluation of the prepared dishes, should take place to assist in the development of candidates' understanding of the contribution of diet to the maintenance of health. The attractiveness and palatability of food presentation should also be discussed.

Observation of hygienic and safe practices in the handling and production of foods should be stressed.

## **National Unit Specification: support notes (cont)**

### **UNIT        Food Preparation for Healthy Eating (Intermediate 1)**

#### ***Outcome 2***

The development of technological creativity should be encouraged throughout the course by ensuring that candidates:

- make effective use of knowledge of current dietary guidelines and specialist skills appropriate to the practical activities/case studies
- develop feasible and imaginative ideas for the creation of dishes
- select and manage appropriate materials, equipment and resources in the preparation of their adaptations
- discuss a range of foods to assist the development of the candidates' understanding of the contribution of diet to the maintenance of health
- critically evaluate, amend and adapt strategies throughout the practical activities
- critically evaluate the effectiveness of the adaptations in meeting current dietary advice

Opportunities for paired, group or class discussion could take place to assist the development of evaluation skills.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Candidates should be assessed at appropriate points throughout the course.

For the purpose of assessment, a case study should be supplied by the teacher/lecturer.

Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instructions and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).