



## **National Unit Specification: general information**

**UNIT** Food and Health (SCQF level 5)

**CODE** F7E7 11

### **SUMMARY**

This Unit is an optional Unit of the National Certificate in Hospitality SCQF level 5. It can also be taken as a free-standing Unit.

The Unit will introduce candidates to the main food groups and their sources and will give them an understanding of energy balance and the measures necessary to promote healthy eating. In addition candidates will plan and produce a well balanced menu and dishes that will meet the needs of specified groups.

This Unit will provide the knowledge equivalent to that required for REHIS Elementary Food and Health certificate and successful candidates can be given a dual certification.

### **OUTCOMES**

- 1 Explain the function of food and its constituents.
- 2 Explain energy balance and factors affecting food intake.
- 3 Explain the measures that can be taken to promote healthy eating.
- 4 Identify, plan and produce dishes meeting the nutritional needs of specified groups of people.

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, candidates would find it advantageous to have attained *Healthy Cookery* at Intermediate 1.

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#### **Administrative Information**

**Superclass:** NH

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## **National Unit Specification: general information (cont)**

**UNIT**      Food and Health (SCQF level 5)

### **CREDIT VALUE**

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit Specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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

### **UNIT      Food and Health (SCQF level 5)**

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

#### **OUTCOME 1**

Explain the function of food and its constituents.

##### **Performance Criteria**

- (a) Identify the role food plays in providing energy, protecting against disease, keeping the immune system working and allowing growth and repair of body tissue.
- (b) Identify the nutrients that supply the body with energy — carbohydrates, fat, and protein.
- (c) Identify the role of vitamins and minerals.
- (d) Identify the role of fluid, fibre and alcohol.
- (e) Identify which foods are a good source of carbohydrates, fats, protein, fibre, vitamins and minerals.

#### **OUTCOME 2**

Explain energy balance and factors affecting food intake.

##### **Performance Criteria**

- (a) Recognise the amount of energy available from carbohydrates, fats and proteins.
- (b) Identify the importance of matching food intake to energy output.
- (c) Identify the role of food in certain long term conditions.
- (d) Identify the problems associated with obesity, lack of fibre and deficiencies of certain vitamins and minerals.

#### **OUTCOME 3**

Explain the measures that can be taken to promote healthy eating.

##### **Performance Criteria**

- (a) Identify the principles of the Eating for Health food model.
- (b) Identify the recommended proportions from each group.
- (c) Identify possible barriers that people face in eating healthily.
- (d) Identify nutritional information on food labels.

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

### **UNIT        Food and Health (SCQF level 5)**

#### **OUTCOME 4**

Identify, plan and produce dishes meeting the nutritional needs of specified groups of people.

#### **Performance Criteria**

- (a) Identify the nutritional needs of specific groups.
- (b) Plan a two course menu for a specified group of people.
- (c) Recognise how the nutritional needs for the group are met.
- (d) Produce a range of dishes which suit the needs of specified groups to a commercially acceptable standard.
- (e) Demonstrate safe and hygienic catering practices.

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met. Written/oral and performance evidence is required for this Unit.

#### **Outcome 1, 2, and 3 — Written/oral evidence**

Candidates will be required to demonstrate that they can:

- ◆ Identify the role food plays in providing energy, protecting against disease, keeping the immune system working and allowing growth and repair of body tissue.
- ◆ Identify the nutrients that supply the body with energy — carbohydrates, fat, protein.
- ◆ Identify the role of vitamins and minerals.
- ◆ Identify the role of fluid, fibre and alcohol.
- ◆ Identify which foods are a good source of carbohydrates, fats, protein, fibre, vitamins and minerals.
- ◆ Recognise the amount of energy available from carbohydrates, fats and proteins.
- ◆ Identify the importance of matching food intake to energy output.
- ◆ Identify the role of food in certain long term conditions.
- ◆ Identify the problems associated with obesity, lack of fibre and deficiencies of certain vitamins and minerals.
- ◆ Identify the principles of the Eating for Health food model.
- ◆ Identify the recommended proportions from each group.
- ◆ Identify possible barriers that people face in eating healthily.
- ◆ Identify nutritional information on food labels.

Candidates could be assessed by restricted choice questions. This must be carried out under closed-book, supervised conditions.

Outcome 1 — 15 questions — 60% pass

Outcome 2 — 10 questions — 60% pass

Outcome 3 — 10 questions — 60% pass

## National Unit Specification: statement of standards

### UNIT Food and Health (SCQF level 5)

#### Outcome 4 — Written/oral evidence

Candidates will be required to demonstrate that they can:

- ◆ Identify the nutritional needs of specific groups.
- ◆ Plan a two course menu for a specified group of people.
- ◆ Explain how the nutritional needs of the group are met.

**Groups:** toddlers and nursery school children, school children, teenagers, manual workers, pregnant women, elderly, vegetarians.

A minimum of two dishes should be identified for two different groups.

This could take the form of completing a pro forma. It should be undertaken in open-book supervised conditions and the pro forma retained as evidence of performance.

#### Outcome 4 — Performance evidence

Candidates must demonstrate by practical activity that they can:

- ◆ Produce a range of dishes which suits the needs of specified groups to a commercially acceptable standard, using methods which follow healthy preparation and cooking guidelines.
- ◆ Demonstrate safe and hygienic catering practices.

**Groups:** toddlers and nursery school children, school children, teenagers, manual workers, pregnant women, elderly, vegetarians.

- ◆ A minimum of two dishes should be produced for two different groups.

The practical activity must be carried out under supervised conditions and an assessor observation checklist must be retained as evidence of performance.

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

## National Unit Specification: support notes

### UNIT Food and Health (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

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

#### Outcome 1

- ◆ Why we need food for energy, growth and repair and to protect us against disease.
- ◆ How energy is measured — difference between Kcal and Kjoules.

The study of nutrients should include:

- ◆ Carbohydrates — recommended percentage of our total energy (50%).
- ◆ Starchy — Explanation of how useful for slow release of energy.
- ◆ Sugary — different types of sugars (monosaccharides and disaccharides), difference between extrinsic and intrinsic sugars, frequent consumption associated with dental decay, importance of no more than 10% of extrinsic sugar as total carbohydrates energy.
- ◆ Protein — recommended percentage of our total energy (15%), explanation of amino acids, importance for growth and repair.
- ◆ Fats — recommended percentage of total energy (35%), difference between saturated, mono-unsaturated and polyunsaturated, omega 3, problems associated with high fat diet.
- ◆ Fibre (non starch polysaccharides) — difference between soluble and insoluble, recommended amount each day, benefits of eating fibre, problems associated with lack of fibre.
- ◆ Vitamins and minerals — essential to protect us against disease and keeping our immune system working, main functions of each, antioxidants.
- ◆ Vitamins A, B group, C, D, E, K. Difference between fat soluble and water soluble.
- ◆ Minerals — calcium, magnesium, phosphorus, potassium, sodium, iron, zinc, fluoride and trace elements — copper, selenium, iodine, daily recommended amount of salt.
- ◆ Fluid — why necessary for our bodies to function, least amount recommended each day, good and bad sources.
- ◆ Alcohol — not essential for body function, recommended safe limits for men and women, amount of beer, wine and spirits in one unit, amount of kcal in each unit, binge drinking.

Know which foods are good sources of:

- ◆ Carbohydrates — starchy and sugary (occurring naturally and added).
- ◆ Fat — saturated, mono-unsaturated and polyunsaturated, omega 3.
- ◆ Protein — animal and vegetarian sources, difference between vegans, lacto/ovo vegetarians.
- ◆ Fibre — soluble and insoluble sources.
- ◆ Vitamins — A, B group, C, D, E, K.
- ◆ Minerals — calcium, magnesium, phosphorus, potassium, sodium, iron, zinc, fluoride and trace elements — copper, selenium, iodine.

## National Unit Specification: support notes (cont)

### UNIT Food and Health (SCQF level 5)

#### Outcome 2

- ◆ Energy balance matching activities — being over or under weight.
- ◆ Estimated average energy requirements for different groups of people.
- ◆ Comparison of energy given by CHO, protein, fat and alcohol (per gram).
  
- ◆ Coeliac — symptoms, foods to avoid.
- ◆ Diabetes — symptoms, type 1 and type 2, principles of the diet.
- ◆ Food allergies and intolerances — foods associated and effects on people.
  
- ◆ Obesity — problems associated with.
- ◆ Dental caries.
- ◆ Deficiencies caused by lack of vitamins and minerals such as anaemia, scurvy, rickets, osteoporosis.
- ◆ Cancer.
- ◆ Coronary heart disease.

#### Outcome 3

- ◆ Importance of proportions of each group.
- ◆ Examples of foods from each group.
  
- ◆ Influences — peer pressure, personal preference, taste, advertising, habit, eating away from home a necessity.
- ◆ Social issues such as cost of healthier foods, access to food, availability of food, food in institutions (schools, workplaces, hospitals, care homes and prisons), poor cooking skills, cooking and storage facilities.
- ◆ Cultural and religious beliefs that affect diet (Buddhists, Hindu, Jewish, Muslim, Sikh).
  
- ◆ What a food label is required to say (Food Labelling Regulations)
- ◆ Nutritional claims on labels — minimum information (Big 4 — Kcal, protein, carbohydrates and fat, and Little 4 — sugars, saturated fat, fibre and sodium).
- ◆ Claims on labels — what low fat, reduced fat and low salt means.
- ◆ What on a label constitutes a lot or a little sugar, saturated fat, fibre and sodium?
- ◆ What sodium on a label means.

## National Unit Specification: support notes (cont)

### UNIT Food and Health (SCQF level 5)

#### Outcome 4

Candidates should have an understanding of how the nutritional needs of different customers can be catered for. This is an opportunity for candidates to identify a range of dishes to meet the needs of these groups and which meet accepted dietary advice.

- ◆ Different needs for different people — gender, age, physical activity, life events.
- ◆ Babies — advantages of breast milk, recommended age of weaning, recommended foods for weaning, foods to be avoided at an early age.
- ◆ Young children — necessity for protein foods and vitamins and minerals, foods to avoid.
- ◆ Teenagers — importance for iron, calcium and vitamin D, folic acid (in pregnancy).
- ◆ Woman — maximum 70 grams of fat per day, importance of folic acid, iron, calcium and eating well in pregnancy.
- ◆ Men — maximum 95 grams of fat per day, more at risk from coronary heart disease, more active, larger muscles.
- ◆ Elderly — reasons for eating too much or too little, importance of eating fruit and vegetables and plenty of fluid.
- ◆ Vegetarians — difference between vegans and lacto vegetarians, ensuring vegans have enough protein, vitamins and minerals.

Candidates should also be made aware of food policies, initiatives and projects currently in use in Scotland.

This is an opportunity for candidates to plan a realistic menu which meets accepted dietary advice.

- ◆ Balance of food and methods of cookery should closely follow the ‘Eatwell plate’ model, which clearly advises on the proportion of food groups to be consumed within a healthy balanced diet.

Examples of retaining nutritional content in fruit and vegetables such as:

- ◆ store and cook for as short a time as possible and prepare as late as possible
- ◆ washing or scrubbing vegetables rather than peeling
- ◆ don't leave them sitting in water for long periods because the vitamins can be lost into the water
- ◆ use the minimum amount of water for cooking
- ◆ try to steam or microwave rather than boil
- ◆ if boiling, use as little water as possible and boil the water before adding the fruit or vegetable
- ◆ if boiling vegetables, save the nutrient-laden water for soup stock

Examples of healthier preparation and cooking:

- ◆ trim off fat
- ◆ remove the skin and fat from poultry before cooking or serving
- ◆ reduce the amount of fat in meat dishes by baking, grilling, roasting or poaching
- ◆ grill and steam food rather than frying
- ◆ where possible use mono unsaturated fat
- ◆ use semi skimmed or skimmed milk rather than whole milk



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

### **UNIT      Food and Health (SCQF level 5)**

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

The Outcomes in this Unit can be delivered sequentially and offer an opportunity for integration with the teaching of other food preparation and cooking Units.

The theoretical aspects in Outcomes 1, 2 and 3 can be delivered in a number of ways to suit the pace and most appropriate learning style of the candidate. Closely related theory sessions, based upon current dietary advice, can be delivered in the form of prepared text, ICT and as an integral part of the practical food preparation.

Outcome 4 could be integrated into other food preparation subjects, thereby giving candidates the opportunity to achieve the Outcome in a fully integrated manner.

Outcome 3 could facilitate group work as candidates acknowledge the barriers that people face and consider how the prospect of promoting healthy eating within professional catering settings can be implemented.

#### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

As candidates may be involved in planning menus, aspects of the Core Skill *Problem Solving* may be developed.

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

Outcomes 1, 2 and 3 could be assessed jointly after the delivery of these Outcomes. However to ensure knowledge and understanding, the teacher/lecturer may wish to assess Outcome 1 immediately after delivery of this Outcome.

Outcomes 1, 2 and 3 should be assessed by restricted choice questions based on the three Outcomes.

Outcome 1 — 15 questions — 60% pass

Outcome 2 — 10 questions — 60% pass

Outcome 3 — 10 questions — 60% pass

Outcome 4 should be assessed by the candidate completing a pro forma and a checklist completed by the teacher/lecturer.

The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

#### **DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

**[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).**

