

Draft National Unit Specification



Unit title: Food, Health and Wellbeing: Food for Health (Access 2)

SCQF: level 2 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to enable learners to develop an understanding of the relationship between food, health and wellbeing. It also provides a context for the development of knowledge about safe and hygienic practices in the storage, preparation and cooking of food.

Learners who complete this Unit will be able to:

- 1 Demonstrate an understanding of the relationship between food and health
- 2 Use basic safe and hygienic practices within a practical cookery context

This Unit is a mandatory Unit of the Access 2 Food, Health and Wellbeing Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Demonstrate an understanding of the relationship between food and health by:

- 1.1 Identifying two foods that are 'healthy'
- 1.2 Identifying two foods that are 'unhealthy'
- 1.3 Identifying healthy portion sizes
- 1.4 Identifying a combination of three foods to produce a balanced meal

Outcome 2

The learner will:

2 Use basic safe and hygienic practices within a practical cookery context by:

- 2.1 Wearing appropriate clothing
- 2.2 Washing hands before handling food
- 2.3 Washing all equipment after use and keeping work area clean
- 2.4 Storing food appropriately

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

It is expected that learners will receive support throughout the delivery of this Unit.

In this Unit, Evidence Requirements are as follows.

For Outcome 1, evidence is required of the learner's understanding of the relationship between food and health. Evidence for this Unit can be in the form of checklists, matching exercises, multiple-choice, or recorded oral or written evidence or their equivalent.

For Outcome 2, evidence is required of the learner using basic safe and hygienic practices within a practical cookery context. To assess consistency, evidence should be collected over an appropriate period of time. Evidence can be in the form of logs, checklists, photographic evidence, or video evidence or their equivalent.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.3 Physical wellbeing

5 Thinking skills

5.1 Remembering

5.2 Understanding

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.