



Access 2 Food, Health and Wellbeing — draft Course rationale and summary

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Course rationale

Background

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

The Access 2 Food, Health and Wellbeing Course builds on the experiences and outcomes of the health and wellbeing curriculum area¹. The Course supports learners to develop knowledge and understanding, skills, capabilities and attributes which contribute to mental, emotional, social and physical wellbeing.

The Course focuses on: the healthy aspects and the nutritional properties of food within a practical cookery context; the development of knowledge and skills associated with living safely and hygienically in the home; and the development of practical skills to support aspects of independent living.

This Course encourages learners to make informed decisions about food, health and wellbeing which will sustain them in future life. Through practical contexts, learners are provided with opportunities to experience challenge and enjoyment. By developing skills for independent living, learners will have the opportunity to develop confidence and responsibility, which will support them to contribute more effectively to their communities.

Purpose and aims of the Course

The purpose of the Course is to enable learners to understand the relationship between food, health and wellbeing, to develop the knowledge and practical skills required to produce healthy dishes, and to provide opportunities for learners to develop practical skills required to support independent living.

The aims of the Course are to enable learners to:

- ◆ prepare healthy dishes
- ◆ make informed food, lifestyle and consumer choices
- ◆ develop safe and hygienic practices in the storage, preparation and cooking of food
- ◆ develop practical skills to support aspects of independent living

The learner will also have the opportunity to develop confidence, resilience, independence and responsibility.

¹ Experiences and outcomes:
www.ltscotland.org.uk/understandingthecurriculum/howisthecurriculumstructured/experiencesandoutcomes/index.asp

The structure of the Course ensures a practical skills approach. Practical cookery contexts are used to consider the relationship between food, health and wellbeing, as well as providing experience of safe and hygienic food preparation practices. Other practical skills to support aspects of independent living in the home or in a supported environment are developed.

The Course contributes to the learner's wider achievement by developing skills in numeracy, language, science, technology, and problem solving. The Course contributes to the personal development of learners by providing opportunities to develop skills and qualities to support independent living, either at home or in a supported environment.

Information about typical learners who might do the Course

This Course is suitable for all learners who have an interest in health, food preparation/cookery techniques and the development of practical skills to support independent living. The Course is particularly appropriate for those who enjoy learning through practical activity. It is suitable for learners with a general interest in the subject and for those wanting to progress to higher levels of study.

The Course may also be suitable for those wishing to study these topics for the first time.

The Course takes account of the needs of all learners by providing sufficient flexibility to enable learners to achieve in different ways and at a different pace.

On completing the Course, learners will have developed practical skills required to prepare healthy dishes, to make informed decisions about food for health, and to support independent living.

An understanding of the link between food and health and the practice of safe and hygienic food preparation techniques will encourage reflective thinking and promote positive healthy lifestyles. The development of food preparation skills, together with a range of other associated practical skills, will support learners to develop independent living skills. These skills will support and prepare learners for future life and for the world of work.

On successful completion of this Course, the learner could progress to:

- ◆ other Units, Awards and Courses at Access 2
- ◆ Access 3 Food, Health and Wellbeing Course
- ◆ Access 3 Hospitality Course

Course summary

Course title: Access 2 Food, Health and Wellbeing

SCQF level 2 (18 SCQF credit points)

Course outline

Mandatory Units

Food, Health and Wellbeing: Food Preparation	(6 SCQF credit points)
Food, Health and Wellbeing: Food for Health	(6 SCQF credit points)
Food, Health and Wellbeing: Independent Living Skills	(6 SCQF credit points)

Course structure and conditions of award

The Course consists of three mandatory Units. Units can be taught sequentially or in parallel to each other. However, learning and teaching approaches should provide opportunities to integrate skills where possible. Within each Unit there is a considerable degree of flexibility in order to provide for personalisation and choice.

This Course enables learners to develop skills in: preparing healthy dishes; making informed food, lifestyle and consumer choices; developing safe and hygienic practices in the storage, preparation and cooking of food; and developing practical skills to support aspects of independent living.

Units are statements of standards for assessment and are not programmes of learning and teaching. They can be delivered in a variety of ways.

All three Units are linked by the themes of food, health and independent living.

Food, Health and Wellbeing: Food Preparation (Access 2)

Through practical activity, this Unit develops skills and knowledge in practical cookery. It is also intended to provide a context for the development of knowledge about health and nutrition and safe and hygienic practices. The Unit offers opportunities for personalisation and choice of practical cookery activities. It is likely that the delivery of this Unit will be integrated with the Unit *Food for Health*.

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

This Unit develops knowledge of health and nutrition, dietary needs and advice, and lifestyle choices and their impact on health. It also develops a knowledge of safe and hygienic practices in the storage, preparation and cooking of food. It is likely that the delivery of this Unit will be integrated with the Unit *Food Preparation*.

Food, Health and Wellbeing: Independent Living Skills (Access 2)

This Unit develops a range of practical skills to support independent living in the home or in a supported environment. Examples of practical activities may include shopping, using a washing machine, personal hygiene, budgeting, and basic first aid. The practical activities chosen in this Unit will provide the learner with opportunities for personalisation and choice.

To achieve the Access 2 Food, Health and Wellbeing Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

Access 2 Courses are not graded.

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Assessment

All Units are internally assessed against the requirements shown in Unit specifications.

They will be assessed pass/fail within centres.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

Exemplification of possible assessment approaches for Units will be provided in the *National Assessment Resource*.

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