

Draft National Unit Specification



Unit title: Health and Food Technology: Food for Health (Advanced Higher)

SCQF: level 7 (8 SCQF credit points)

Unit code: to be advised

Unit outline

This Unit examines the effects food can have on the health and wellbeing of individuals and society. It develops learners' ability to evaluate the relationships between health, food, nutrition, and dietary needs and advice, and their impact on health for a wide range of groups at various stages of life. Learners will investigate the dietary and health needs of these groups and apply knowledge, understanding and practical skills in a range of contexts.

Learners who complete this Unit will be able to:

- 1 Apply knowledge and understanding of the inter-relationships between nutritional intake and health

This Unit is a mandatory Unit of the Advanced Higher Health and Food Technology 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*.

The *Course Assessment Specification* for the Advanced Higher Health and Food Technology Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Health and Food Technology Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Higher Health and Food Technology Course or relevant component Units

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 Apply knowledge and understanding of the inter-relationships between nutritional intake and health by:**
 - 1.1 Evaluating the impact of nutritional intake on the prevention of related conditions or diseases
 - 1.2 Presenting the main nutritional intake advice for life stages of individuals
 - 1.3 Analysing a current health promotion strategy and its impact on nutritional intake for a target individual or individuals

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.

Evidence must be presented in an appropriate way. This could include electronic formats (such as blogs or wikis), presentations, written responses or any other appropriate way.

Evidence may be presented for individual Outcomes or Assessment Standards, or it may be gathered for the Unit as a whole by combining assessment in a single event. If the latter approach is used, it must be clear how the evidence covers each Outcome and Assessment Standard, and additional evidence must be provided for any Standard which has not been assessed.

Exemplification of assessment is 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.

2 Numeracy

2.3 Information handling

3 Health and wellbeing

3.3 Physical wellbeing

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

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 as 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.