

Draft National Unit Specification



Unit title: Health and Food Technology: Food for Health (National 5)

SCQF: level 5 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' knowledge and understanding of the relationship between health and wellbeing, food, current dietary advice, nutrition and dietary needs and their impact on the health of different individuals at various stages of life. Through practical activities, the learner will produce food solutions which meet individual needs.

Learners who complete this Unit will be able to:

- 1 Explain the relationship between food, current dietary advice and nutrition, and their effect on health
- 2 Apply knowledge and understanding to the identification of dietary needs and preparation of food products to meet individual dietary and health needs

This Unit is a mandatory Unit of the Health and Food Technology (National 5) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provides 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. 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:

- ◆ Health and Food Technology (National 4) Course or relevant component Units
- ◆ Literacy (SCQF level 4)
- ◆ Numeracy (SCQF level 4)

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*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Explain the relationship between food, current dietary advice and nutrition, and their effect on health by:**
 - 1.1 Describing two benefits to health of a balanced and varied diet
 - 1.2 Identifying and explaining three pieces of current dietary advice
 - 1.3 Describing how vitamin C content can be affected by storage, preparation and cooking
 - 1.4 Explaining the effect on health of nutrients
 - 1.5 Identifying and explaining the effect on health of three diet-related conditions/diseases

Outcome 2

The learner will:

- 2 Apply knowledge and understanding to the identification of dietary needs and preparation of food products to meet individual dietary and health needs by:**
 - 2.1 Explaining the dietary and health needs of specified individuals at two different stages in life
 - 2.2 Selecting and using appropriate ingredients and cooking methods to produce one food product for a specified individual
 - 2.3 Explaining how the food product meets the dietary and health needs of the specified individual, and its effect on health

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.

For this Unit, learners will provide evidence of understanding facts related to food, nutrition, dietary needs and advice, food hygiene practices and their impact on health. Learners will also apply this understanding and skills practically in the preparation of an appropriate food product suitable to meet individual needs.

For Assessment Standard 1.1, a balanced and varied diet could include, for example, the need for a correct energy/activity balance or the importance of dietary fibre and water.

For Assessment Standard 1.2, identifying and explaining three pieces of current dietary advice must include an explanation of:

- ◆ the effect on health of three pieces of current dietary advice
- ◆ ways of including the three pieces dietary advice in a healthy diet
- ◆ three healthy cooking methods, and explaining their effect on health

For Assessment Standard 1.4, explaining the effect on health of nutrients must include an explanation of:

- ◆ four different nutrients (for example, calcium, phosphorus and vitamin D; iron and vitamin C; vitamin B complex and carbohydrates)
- ◆ the inter-relationship of specified nutrients

For Assessment Standard 2.1, explaining the dietary and health needs of specified individuals at two different stages in life must include reference to Dietary Reference Values.

For Assessment Standard 2.2, selecting and using appropriate ingredients and cooking methods to produce one food product for specified individuals must include a consideration of:

- ◆ a minimum of two pieces of current dietary advice
- ◆ nutritional needs (minimum three nutrients)

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

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

1.1 Listening and talking

2 Numeracy

2.2 Money, time and measurement

3 Health and wellbeing

3.3 Physical wellbeing

5 Thinking skills

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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