

Draft National Unit Specification



Unit title: Health and Food Technology: Food for Health (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' basic knowledge and understanding of the relationship between health, 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 basic individual needs.

Learners who complete this Unit will be able to:

- 1 Describe the relationship between food, current dietary advice and nutrition and their effect on health
- 2 Use basic knowledge and understanding in the identification 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 4) 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*.

The Added Value Unit Specification for the Health and Food Technology (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Health and Food Technology (National 4) 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:

- ◆ Access 3 Health and Food Technology Course or relevant component Units
- ◆ Literacy (SCQF level 3)
- ◆ Numeracy (SCQF level 3)

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

Outcome 2

The learner will:

- 2 Use basic knowledge and understanding in the identification and preparation of a food product to meet individual dietary and health needs by:**
 - 2.1 Identifying the dietary needs of a specified individual at one stage in life
 - 2.2 Selecting and using appropriate ingredients and cooking methods to produce one food product to meet the specified dietary needs for one individual at one stage in life
 - 2.3 Reflecting on and describing how the food product meets the dietary and health needs of the specified individual

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 a basic knowledge related to food, nutrition, dietary needs and advice, food hygiene practices and their impact on health and wellbeing, and apply this knowledge and skills 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, the outlining of three pieces of current dietary advice must include an outlining of:

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

For Assessment Standard 1.4, the description of the effect on health of nutrients must include a description of:

- ◆ three different nutrients (eg calcium, phosphorus and vitamin D; iron and vitamin C)
- ◆ the inter-relationship of specified nutrients

For Assessment Standard 2.2, selecting and using appropriate ingredients and cooking methods to produce one food product to meet the specified dietary needs for one individual at one stage in life must include a consideration of:

- ◆ a minimum of one piece of current dietary advice
- ◆ the nutritional needs of the individual (minimum of two nutrients)

Evidence for this Unit could include one or more of the following: recorded, oral/written responses, video evidence, presentations, photographic evidence and observation of skills. Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment. If the latter approach is used, it must be clear how the evidence covers each Outcome and additional evidence must be provided if one or more standards have 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

5.1 Remembering

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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