



**HIGHER NATIONAL UNIT SPECIFICATION**

**STATEMENT OF STANDARDS**

**UNIT NUMBER:** 3461137

**UNIT TITLE:** DIET AND NUTRITION AND RELATED DISORDERS

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

**OUTCOME**

1. DESCRIBE THE DIFFERENT FOOD CLASSES AND THEIR PURPOSES WITHIN THE BODY

**PERFORMANCE CRITERIA**

- (a) The identification of the nutritional components of food is correct.
- (b) The description of the role of fibre and water in the diet is correct.
- (c) Identify the presence of protein, starch and fat, reducing sugar and vitamin C in foods.
- (d) Describe the role of the different food classes accurately.

**RANGE STATEMENT**

Classes: proteins; fats; carbohydrates; vitamins; (A, B, C, D, E) minerals (Na, K, PO<sub>4</sub>, I, Fe, Ca).

**EVIDENCE REQUIREMENTS**

Written and/or oral evidence is required for each performance criteria and for each critical class in the range statement.

**OUTCOME**

2. DESCRIBE THE ANATOMY AND PHYSIOLOGY OF THE DIGESTIVE SYSTEM

**PERFORMANCE CRITERIA**

- (a) Identify the major components of the digestive system.
- (b) Explain the digestive process with reference to 3 classes of enzymes and their substrates and products.
- (c) Explain the fate of the digested food products.

**RANGE STATEMENT**

Organs: mouth; oesophagus; stomach; liver; gall bladder; pancreas; duodenum; small intestine; large intestine.

Classes of enzymes: carbohydrates; proteases; lipases.

**EVIDENCE REQUIREMENTS**

Written and/or oral evidence is required for each performance criteria and for each range statement.

**OUTCOME**

3. DEMONSTRATE THE RELATIONSHIP OF DIET TO THE PHYSIOLOGICAL NEEDS OF AN INDIVIDUAL

**PERFORMANCE CRITERIA**

- (a) A personal food diary is recorded.
- (b) Evaluate daily intake guidelines.
- (c) Evaluate personal food diary against daily intake guidelines.
- (d) Identify the major factors affecting physiological needs of different individuals.

**RANGE STATEMENT**

Intake guidelines: nutritional data; calorific values from published tables.

Factors: male; female; pregnancy; occupation; lactation; age.

**EVIDENCE REQUIREMENTS**

Written and/or oral evidence is required for each performance criteria and each critical class in the range statement.

Such evidence can be generated by:

- case studies of the individual.

**OUTCOME**

4. COLLATE INFORMATION ON CURRENT DIETARY TRENDS AND DISORDERS

**PERFORMANCE CRITERIA**

- (a) Collate nutritional information on controversial aspects of nutrition.
- (b) Collate nutritional information on recent recommendations on healthy diets.
- (c) Describe specific disorders in which diet plays a significant or contributory role.

**RANGE STATEMENT**

Controversial aspects: slimming aids; vitamin supplements; fad diets.

Disorders: bulimia; anorexia nervosa; obesity; diabetes mellitus; cardiovascular disease; cancers of the digestive system.

**EVIDENCE REQUIREMENTS**

Evidence is required to show that the candidate has examined current dietary trends and recommendations, including a description of the causes and symptoms of the disorders in the range statement.

This may be evidenced by means of:

- a folio

**MERIT** A candidate who achieves all performance criteria for all outcomes will be awarded a pass in the unit.

Pass with merit may be awarded to a candidate who achieves all outcomes and in doing so consistently demonstrates superior performance when, for example:

- (a) demonstrating clarity of expression and presentation;
- (b) integrating knowledge in completing analytical processes;
- (c) using information from a diverse range of sources;
- (d) demonstrating a greater grasp of concepts or depth of underpinning knowledge.

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## **ASSESSMENT**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

## **SPECIAL NEEDS**

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external verifier.

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**HIGHER NATIONAL UNIT SPECIFICATION**

**SUPPORT NOTES**

**UNIT NUMBER:** 3461137

**UNIT TITLE:** DIET AND NUTRITION AND RELATED DISORDERS

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**PURPOSE** To create an awareness of the importance of diet in the maintenance of good health.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE**

To create an awareness of the importance of diet in the maintenance of good health.

**CONTENT/CONTEXT** Corresponding to outcomes 1-4:

Outcome 1

With reference to the term 'Balanced Diet' the nutritional and non-nutritional components are identified, and their functions within the body described. Dietary sources of each component should be identified. Simple food tests to identify glucose, starch, protein, fat and vitamin C and can be discussed.

Outcome 2

An introduction into the need for digestion with particular emphasis on the polymer nature of proteins, carbohydrate and fats.

The role and sources of the classes of enzymes within the digestive system.

A summary of the process of digestion absorption and utilisation of end products to include the role of the mouth, stomach, pancreas, small intestine, large intestine, villi, liver, gall bladder.

Outcome 3

An overview of the specific needs of an individual to include nutritional and energy requirements. An overview of metabolism to include anabolism, catabolism and basal metabolic rate.

Outcome 4

Outcome 4 will be considered within the context of dietary recommendations by recognised bodies such as Scottish Office Home and Health Department, NACNE and COMA.

**APPROACHES TO GENERATING EVIDENCE**

Outcome 1

It is recommended that this should be an assessment of written and/or oral questions as appropriate.

Outcome 2

It is recommended that this should be an assessment of written and/or oral questions to include a diagram of the digestive system to be labelled.

Outcome 3

It is recommended that candidates complete a food diary over a period of one week. The diary should be evaluated by comparing the individual's intake with those recommended by recognised sources such as I.O.C. and W.H.O.

Outcome 4

It is recommended that this should be an open book assessment in the form of a project.

**ASSESSMENT PROCEDURES** Variety of appropriate methods to include short answers, labelling of diagrams, folio of work.

**REFERENCES**

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
4. For details of other SQA publications, please consult SQA's publications list.

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