

National Unit Specification: general information

UNIT	Food Preparation for Healthy Eating (Access 3)
NUMBER	D262 09
CLUSTER	Home Economics: Health and Food Technology (Access 3)

SUMMARY

On completion of this unit, candidates will be able to apply current dietary guidelines to food preparation suitable for a commercial situation.

OUTCOMES

1. Select foods to produce a healthy dish suitable for commercial use.
2. Adapt a specified dish to provide a healthier option suitable for application in a commercial situation.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at Access 3.

Administrative Information

Superclass:	NE
Publication date:	November 1999
Source:	Scottish Qualifications Authority
Version:	02

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National Unit Specification: general information (cont)

UNIT Food Preparation for Healthy Eating (Access 3)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit None

Core skills components for the unit Reviewing and Evaluating Acc 3

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Food Preparation for Healthy Eating (Access 3)

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

OUTCOME 1

Select foods to produce a healthy dish suitable for commercial use.

Performance criteria

- (a) The dish selected contributes towards a healthy diet.
- (b) The food preparation techniques and/or cooking methods are appropriate.
- (c) Safe and hygienic practices in food production are demonstrated.
- (d) The food is presented attractively.

Evidence requirements

Recorded evidence that each of the performance criteria has been met on two occasions. Specific advice:

- (a) a dish that contributes towards a healthy diet should be defined as including one or more of the following criteria: low in sugar, using fruit as the main component; using vegetables as the main component; low in fat; high in non-starch polysaccharides; low in salt; high in complex carbohydrates; uses fish
- (b) food preparation techniques should promote the retention of nutrients, for example, no pre-preparation or soaking of vegetables. Cooking methods used should promote healthy eating and the retention of nutrients, for example, grilling, baking, stir-frying, steaming and microwave cooking
- (c) the candidate must wear the appropriate clothing, maintain a clean and tidy workstation, use all equipment in a safe manner, and maintain a high standard of personal hygiene
- (d) the dish should meet the required specification.

National Unit Specification: statement of standards (cont)

UNIT Food Preparation for Healthy Eating (Access 3)

OUTCOME 2

Adapt a specified dish to provide a healthier option suitable for application in a commercial situation.

Performance criteria

- (a) The ingredients of the specified dish for adaptation to a healthier option are accurately identified.
- (b) The adaptations to the specified dish meet current dietary guidelines.
- (c) The adaptations are applied and evaluated.

Evidence requirements

Recorded evidence that each of the performance criteria has been met on two occasions. Specific advice:

- (a) the ingredients selected may be: replaced with healthier alternatives; removed altogether; further ingredients may be added
- (b) the adapted dish should meet one or more of the following criteria: low in sugar, using fruit as the main component; using vegetables as the main component; low in fat; high in non-starch polysaccharides; low in salt; high in complex carbohydrates; uses fish
- (c) the dish should be made and evaluated using a simple method of food sensory evaluation. The results of this should be recorded by the candidate.

Outcomes 1 and 2: the proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist.

National Unit Specification: support notes

UNIT Food Preparation for Healthy Eating (Access 3)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

This unit has been devised so that it may be delivered along with *Food Preparation for Healthy Eating (Int 1)*.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is designed to enable candidates at this level to undertake practical activities which emphasise the production of healthy dishes suitable for home consumption, but which may be used in a commercial situation. Candidates will be encouraged to make informed healthy choices for the production of dishes. Through practical experiences, candidates are expected to develop an understanding of the contribution of diet to the maintenance of health.

A list of content can be found in the cluster details for Home Economics: Health and Food Technology (Acc 3).

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The learning and delivery approach should allow outcomes to be achieved in a candidate-centred participative and practical manner. Theoretical aspects should be an integral part of each practical exercise. Candidates should be given time to acquire and practise skills. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The timescale required to complete an activity should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity. (See also Approaches to Learning and Teaching.)

Outcome 1

The work related to this outcome should encourage candidates to use basic facts about healthy eating in relation to their own health. The use of display boards, visiting speakers, advertising literature and videos could be used to stimulate thought. Discussion about peer group influences should be encouraged. Opportunities to see and taste new foods and to discuss costs and availability should be given to the candidates. The influence of commercial products and food outlets should be considered in terms of healthy eating.

Discussion, including evaluation of the prepared dishes should take place to assist in the development of candidates' understanding of the contribution of diet to the maintenance of health. The attractiveness and palatability of food presentation should also be discussed.

Implementation of hygienic and safe practices in the handling and production of foods should be stressed.

National Unit Specification: support notes (cont)

UNIT Food Preparation for Healthy Eating (Access 3)

Outcome 2

Through practical activities the candidates may:

- work in pairs or groups to develop some ideas which are feasible and creative to produce a healthy product, which has been adapted from an existing recipe; make use of commercial products/convenience foods;
- investigate given source material to increase understanding of current dietary advice
- evaluate the palatability of the product.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be assessed at appropriate points throughout the programme of study. Case studies should be supplied by the teacher/lecturer. Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit may provide alternative methods to support the inclusion of all candidates, examples including:

- extension to the notional design length
- use of technology to record information/instructions and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment, eg, suction-based bowls; electric can opener.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).