



National Unit Specification: general information

UNIT Nutrition, Health and Wellbeing (Intermediate 2)

CODE F40G 11

SUMMARY

This Unit is a Mandatory Unit of the NC Sport and Fitness (SCQF level 5) award, and has been designed to be undertaken as part of that Course. This may be studied as a stand-alone Unit.

In this Unit the candidate will gain knowledge in several areas effecting health and wellbeing, including nutritional elements, substances (such as alcohol, drugs and tobacco amongst others) and stress.

The elements of nutrition will be identified and the candidate will gain an understanding of what the optimum levels of each element are. They will then put their knowledge in to a practical context. Various substances that effect people's health and wellbeing will be identified, their effects explained and the candidate will also look at the support available for people who require help.

Candidates will also discover what stress actually is and in turn they will look at how a person's time management can cause stress levels to increase or decrease. Practical sessions on techniques to deal with stress will also be undertaken.

OUTCOMES

- 1 Identify the key elements of nutrition in relation to a healthy, balanced diet.
- 2 Describe substance use and how they can affect health and wellbeing.
- 3 Describe the effects of stress on health and wellbeing and utilise methods of stress management/relaxation.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: RH

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CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills components in this Unit. Opportunities for developing aspects of Core Skills are highlighted in Learning and Teaching Approaches for this Unit

National Unit Specification: statement of standards

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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 SQA.

OUTCOME 1

Identify the key elements of nutrition in relation to a healthy, balanced diet.

Performance Criteria

- (a) Identify the main elements of nutrition in relation to associated food groups.
- (b) Identify the effects of excess and deficiency in each of the nutritional elements.
- (c) Identify current information on what makes a diet balanced.
- (d) Create a balanced dietary menu.

OUTCOME 2

Describe substance use and how they can affect health and wellbeing.

Performance Criteria

- (a) Identify substances that effect health and wellbeing.
- (b) Describe the effects of substance use & misuse on health and wellbeing.
- (c) Describe support networks/agencies that are available for substance misuse.

OUTCOME 3

Describe the effects of stress on health and wellbeing and utilise methods of stress management/relaxation.

Performance Criteria

- (a) Describe stress and its subsequent effects.
- (b) Describe the effects of time management in daily life.
- (c) Identify and participate in methods of self administered stress management/relaxation techniques.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence that covers all Outcomes and Performance Criteria is required. This should take the form of the following written and/or oral recorded evidence:

Outcome 1, Performance Criteria (a) and (b)

Under supervised assessment conditions of a maximum of 30 minutes, the candidates will complete a closed-book recorded response on the elements of nutrition and the effects of these elements. This could be a short answer or a multiple choice assessment.

National Unit Specification: statement of standards (cont)

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Outcome 1, Performance Criteria (c) and (d)

The candidates will create a personal basic menu(s) that demonstrate a balanced diet. The menu(s) created will cover a minimum of 1 day. A balanced diet will be assessed by the inclusion of all appropriate food groups and associated nutrients.

Outcome 2, Performance Criteria (a) and (b)

Recorded evidence where the candidate will identify a minimum of two substances and describe the physical, emotional and psychological effects of these substances.

This can be done as an open-book assessment.

Outcome 2, Performance Criteria (c)

The candidate will create a portfolio detailing support agencies/networks for substance misuse. The portfolio will contain current information, including contact details of appropriate support network/agencies, services offered and basic information on substance misuse. A minimum of two substances will be covered and a minimum of two types of media must be included.

Outcome 3, Performance Criteria (a) and (b)

An open-book assessment will be undertaken on the signs and symptoms of stress and the effect time management can have on these.

Outcome 3, Performance Criteria (c)

Participation in a minimum of three stress management/relaxation techniques. Evidence of candidate performance will be assessed via an observation checklist. Techniques utilised will be of a self administered nature.

An Assessment Support Pack has been produced for this Unit. This pack includes a sample of activity plans, a template for the plan, candidate review sheets and an observation checklist. Centres wishing to produce their own instruments of assessment should refer to the Assessment Support Pack to ensure that they are of a comparable standard.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit covers various relevant elements that relate to the candidates understanding of nutritional intake, substance use & misuse and stress and the resulting effects on an individual's health and wellbeing.

Although this Unit is suitable for classroom delivery, it would be beneficial to include practical activities to enhance the candidate's knowledge and understanding. eg yoga and relaxation practical experiences for elaboration on aspects of stress, some form of competitive activity to allow discussion about the positive aspects of stress, body fat measurements taken to allow discussion about nutrition and it's relation to wellbeing etc.

This Unit is designed to allow the candidates to gain a basic understanding of several areas that effect a person's health and wellbeing. Within each Outcome the centre may bring in specialist guest speakers to contribute to lectures eg alcohol and drug specialists, social workers and nutritionists would have valuable input.

Areas within this Unit can be of a sensitive nature for some candidates. Therefore, it is encouraged that the tutor considers this when planning sessions.

It is recommended that throughout the Unit the candidates are encouraged to make sure the information being used is current.

This Unit is designed to allow candidate's to work independently but there is scope for group work and discussion throughout.

Candidates must be able to work independently. If they experience any difficulties or have any concerns they should be encouraged to contact their tutor directly.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Before embarking on this Unit, it would be beneficial if the candidates had some prior knowledge of nutrition and wellbeing.

Outcome 1

In order to achieve this Outcome it is important that candidates understand the importance of a healthy, balanced diet in order to improve health and wellbeing.

In order to gain an understanding of a healthy, balanced diet, the candidates must have knowledge of the main elements of nutrition; Carbohydrates, Fats, Proteins, Water, Fibre, Vitamins and Minerals. The candidates must also have an understanding of what happens to the body if we consume either too much or too little of each of these nutritional elements.

National Unit Specification: support notes (cont)

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Candidates should also be made aware of the nutritional elements relationship to associated food groups:

- ◆ bread, cereal, rice and pasta,
- ◆ vegetables
- ◆ fruit
- ◆ milk, yogurt and cheese
- ◆ meat, poultry, fish, dry beans, eggs and nuts,
- ◆ fats, oils and sweets

Throughout this Outcome reference could be made to the physical, psychological and emotional effects of good/poor nutrition.

Outcome 2

In order to achieve this Outcome it is important that the candidate is able to identify the physical, emotional and psychological aspects for a variety of substances that have the potential to affect an individual's personal health and wellbeing.

The use of the word 'substances' covers a large area and some of areas, which could be used, are listed below, although this list is not exhaustive:

- ◆ recreational drugs
- ◆ medicinal drugs
- ◆ alcohol
- ◆ tobacco
- ◆ caffeine
- ◆ steroids

When discussing the use/misuse of substances tutors should take account of the physical, emotional and psychological effects. For example when discussing the use of caffeine in society, you could consider the following effects;

Physical effects

Brain stimulant, increased levels of alertness, energetic arousal, tannin staining, delayed conception/low birth weight, raising of serum cholesterol, anxiety, urinary incontinence.

Emotional effects

Wellbeing and happiness altered, anxiety and 'jitters', social aspect of coffee and tea drinking, effects of sleep disturbance.

Psychological effects

How the physical effects of addiction and withdrawal may affect a person's state of mental health; irritability, depression, happiness, general wellbeing etc. The complex effects of these behaviours on the person's friends and families could be investigated.

National Unit Specification: support notes (cont)

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It is advisable to compile a list of support agencies and networks to assist with the delivery of Performance Criteria C.

Many of the support agencies have online websites and it is recommended that these are accessed for information.

Outcome 3

Discussions on stress, what the physical, emotional and psychological factors are should be encouraged. The positive and negative effects of stress should be established.

The candidates should gain an understanding of the effects of having or not having balanced work/leisure/family/social time

Initially the candidate should become aware of how they time manage their day, in terms of the time given to the following areas; sleeping, working, college, leisure, socialising, family and any other relevant areas.

The candidate should be encouraged to record feelings (emotional, psychological and physical) on a regular basis.

Performance Criteria c requires the practical application of stress management techniques and relaxation techniques.

There is scope for this PC to be integrated in to the Unit F40B 11 *Contemporary Fitness and Exercise Training Methods: An Introduction* or it can be assessed separately. A minimum of three techniques should be utilised ie breathing, visualisation, progressive muscular relaxation etc.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit, candidates will be involved in creating a healthy, balanced diets and also reflecting on their own time management. This provides the opportunity for the candidate to directly develop aspects of *Problem Solving*.

Written aspects of communication are developed with the use of open-book assessments and the encouragement of keeping relevant diaries.

Numeracy could be developed when the candidates determine how their daily routines are split up and this could be put in to percentages and managed in various forms of graphs.

Working with Others can be developed within this Unit due to the discursive nature of this Unit.

There is scope for candidates to develop their *IT* skills within this Unit. The research of substance misuse and the associated help groups, lends itself to being researched on the internet.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Evidence which covers all of the Outcomes and Performance Criteria is required. This should take the form of the following written/and or oral recorded evidence:

Outcome 1, Performance Criteria (a) and (b)

Under supervised assessment conditions of a maximum of 30 minutes, the candidates will complete a closed-book examination on the elements of nutrition and the effects of these elements. This could be a short answer or a multiple choice assessment.

Outcome 1, Performance Criteria (c) and (d)

The candidates will create a personal basic menu(s) that demonstrate a balanced diet. The menu(s) created will cover a minimum of one day.

Outcome 2, Performance Criteria (a) and (b)

Recorded evidence where the candidate will identify a minimum of two substances and describe the physical, emotional and psychological effects of these substances.

This should be a minimum of 250 words and can be done as an open-book assessment.

Outcome 2, Performance Criteria (c)

The candidate will create a portfolio detailing support agencies/networks for substance misuse. The portfolio will contain current information, including contact details of appropriate support network/agencies, services offered and basic information on substance misuse. A minimum of two substances will be covered and a minimum of two types of media must be included ie newspaper cuttings, internet articles, magazine articles, leaflets etc.

Outcome 3 Performance Criteria (a) and (b)

An open-book assessment will be undertaken on the signs and symptoms of stress and the effect time management can have on these. This should be a minimum of 250 words.

National Unit Specification: support notes (cont)

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Outcome 3, Performance Criteria (c)

Participation in a minimum of three stress/relaxation management techniques. Evidence of candidate performance will be assessed via an observation checklist. Techniques utilised will be of a self administered nature.

Candidates should be encouraged to examine their own nutritional intake and make sensible suggestions on its impact on their own health and wellbeing.

Candidates should also examine their general lifestyle and gain awareness of how this is reflected within their own health and wellbeing.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).