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## Health and Food Technology: Food for Health (Higher) Unit

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** H1YT 76

### Unit outline

The general aim of this Unit is to develop learners' knowledge, understanding and skills to enable them to analyse the relationship between health, food and nutrition. Learners will also analyse dietary needs for individuals at various stages of life and explain current dietary advice. Through practical activities, the learner will produce and evaluate food products which meet individual needs.

Learners who complete this Unit will be able to:

- 1 Analyse the relationships between health, food and nutrition
- 2 Make and evaluate a food product to meet dietary and health needs

This Unit is a mandatory Unit of the Higher Health and Food Technology Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide 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 *Unit Assessment Support*.

The *Course Assessment Specification* for the Higher Health and Food Technology Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Health and Food Technology 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:

- ◆ National 5 Health and Food Technology Course or relevant component Units

## **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*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Analyse the relationships between health, food and nutrition by:**
  - 1.1 Explaining benefits to health of a balanced and varied diet
  - 1.2 Explaining current dietary advice and the effects on health
  - 1.3 Analysing the function and effects of nutrients on health, in relation to the Dietary Reference Values
  - 1.4 Explaining in detail the effects of diet-related conditions or diseases on health

### Outcome 2

The learner will:

- 2 Make and evaluate a food product to meet dietary and health needs by:**
  - 2.1 Explaining in detail the dietary and health needs of an individual or group of individuals
  - 2.2 Selecting and using appropriate ingredients and cooking methods to make a food product to meet the dietary and health needs of the specified individual or group of individuals
  - 2.3 Evaluating how the food product meets the dietary and health needs of the specified individual or group of individuals

## 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.

It must be clear how the evidence covers each Assessment Standard, and additional evidence must be provided if one or more standards have not been assessed.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by 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 is provided in *Unit Assessment Support*. 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

2.3 Information handling

## **3 Health and wellbeing**

3.3 Physical wellbeing

## **5 Thinking skills**

5.4 Analysing and evaluating

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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**Published:** April 2014 (version 1.1)

**Superclass:** NH

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Changes to wording in AS 1.3 and AS 1.4 to contextualise and clarify.  Amendment to wording in Outcome 2 for clarification.  'Analysing' changed to 'explain in detail' in AS 2.1 and, as learners no longer have to link this to the DRVs, this text has been removed.  AS 2.2 and AS 2.3 have been amended to reflect a single product.	Qualifications Development Manager	April 2014

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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