



## SCQF level 5 Unit Specification

---

### **Food for Health**

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** J1Y2 75

### **Unit outline**

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

Learners who complete this Unit will be able to:

- 1 Explain the relationship between health, food, and nutrition
- 2 Make food products to meet dietary and health needs

This Unit is 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 the *National Assessment Resource*.

## **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 4 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 Explain the relationship between health, food, and nutrition by:**

- 1.1 Describing benefits to health of a balanced and varied diet
- 1.2 Describing, in detail, current dietary advice
- 1.3 Explaining the function and effects on health of the main nutrients
- 1.4 Explaining the effects of diet-related conditions or diseases on health

### Outcome 2

The learner will:

#### **2 Make and reflect on food products to meet dietary and health needs by:**

- 2.1 Explaining dietary and health needs of a specified 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 Explaining 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.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through 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 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**

5.3 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*.

# Appendix: Unit support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

## Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Approaches to learning and teaching

This Unit is designed to provide flexibility and choice for both the learner and delivering centre. Approaches to learning and teaching should enhance opportunities for all learners to achieve their full potential, whether working in a whole-class, small group or supported self-study situation.

It is good practice to use a variety of methods so that learners' interest and motivation are maintained and individual preferences for different learning styles are promoted. When delivering the Unit content, account should be taken of the prior knowledge that learners may have.

Tasks should be open to allow for personalisation and choice as well as enabling learners to work at a suitable pace with appropriate support. Discussion groups or personal investigation and research are excellent ways of promoting some independence in learning. Visits and guest speakers bring commerce and employment experiences to the unit delivery.

ICT can play an important role in the design and learning and teaching approaches within Unit by supporting integration and learners' personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, learners may be using ICT in working towards their assessment.

Centres could set varied practical tasks to allow learners to experience challenge and enjoyment in a range of practical food contexts. The range of food preparation/cooking equipment used could include:

- |                   |                |
|-------------------|----------------|
| ◆ Food processor  | Microwave      |
| ◆ Pressure cooker | Health Grill   |
| ◆ Steamer         | Bread Maker    |
| ◆ Electric whisk  | Blender/Juicer |

Some examples of possible approaches to learning and teaching activities are given in the table which follows. Please note that these are examples only. The learning and teaching for this Unit may be approached in different ways.

Outcome	Possible learning and teaching approaches
<p>Explain the relationship between food, health and nutrition</p>	<p>For this Outcome, learners could mind-map any prior knowledge of a balanced and varied diet. As a group, learners could be encouraged to share ideas about potential health benefits of a balanced and varied diet. Learners could also conduct an analysis of a day's food intake for a specified individual. They could then suggest adaptations or improvements to ensure the individual consumes the recommended daily intake of particular food types and/or nutrients.</p> <p>Learners could take part in a range of practical activities to put their learning into context. They could prepare a range of healthy food products and be encouraged to evaluate their suitability for particular health or dietary needs.</p> <p>Learners could make use of websites, news clips or adverts to explore the relationship between health, food and nutrition. These could be used to stimulate discussion about the purpose of dietary advice and who it might be targeted to. Learners could be provided with existing recipes and be encouraged to suggest and perhaps undertake possible adaptations to better meet the recommendations of current dietary advice. Learners could make a range of food products and evaluate how these might meet, or not meet, pieces of dietary advice.</p> <p>When discussing the main nutrients, learners could consider, for example, protein; fat; carbohydrate; Vitamin A, B group, C and D; Calcium; Iron plus water; and dietary fibre. Learners could engage in matching activities, linking nutrients to both their sources and their functions. Learners could produce a range of food products which are a source of these nutrients and be encouraged to describe where the nutrient is sourced from and what effects it has on health.</p> <p>Learners could make use of newspapers or the internet to consider the effects on health of a range of diet-related diseases or conditions such as obesity, heart disease or high blood pressure. Learners could work in small groups to prepare and deliver a presentation on a diet-related condition or disease, discussing its cause(s), symptoms and long-term effects. Learners could also produce information leaflets or produce a short TV advert. Learners could take part in practical activities to explore the kinds of food products which address a range of conditions or diseases. Learners could consider the effects of different ingredients and cooking methods on the food products.</p>

Outcome	Possible learning and teaching approaches
<p>Make food products to meet dietary and health needs</p>	<p>Learning and teaching for this Outcome gives good opportunities for teachers/lecturers to set up learning activities which enable learners to develop and practice practical and problem-solving skills and extend their knowledge base. Practical work should allow learners to develop and demonstrate related knowledge.</p> <p>When choosing food products to make, learners could be given opportunities to use their creative skills and build on particular strengths. This enhances opportunities for personalisation and choice and inclusion. This could help put the learning into a local and familiar context for learners.</p> <p>Where possible, it is useful to provide opportunities for learning outside the classroom. For example, visits to a local nursery or care home or to contribute to a suitable school event.</p> <p>Learners should be encouraged to reflect on their strengths and areas for improvement following feedback which could include peer assessment.</p> <p>When identifying dietary and health needs of specified individuals or groups of individuals, it may be useful to provide learners with illustrated prompt cards and illustrations. Learners could then take part in matching exercises and share their findings with the group. Learners could listen to visiting speakers such as pregnant woman, a worker in a care home or a community dietician and be encouraged to share their own experiences of how the health and dietary needs of individuals and groups can differ. Groups that could be considered could include babies, children, teenagers, adults, the elderly or women during pregnancy and lactation.</p> <p>When making food products to meet specified needs, learners could be presented with a range of simple case studies and existing products. These could allow learners to pick out the key points for the individual or group and consider how these might be addressed in the food products. Learners could be encouraged to suggest possible adaptations to the products to better meet the identified needs. Learners could also use case studies and identify key points to address in their own food products. Learners could be presented with a range of possible ingredients and cooking methods and tasked with selecting appropriate ingredients and cooking methods to make food products to address the needs identified. Learners could be encouraged to describe why they have selected particular ingredients or methods and encouraged to link these to the needs identified.</p> <p>Learners should be made aware of the importance of safe and hygienic practice during practical activities. Learners could work in groups to identify possible safety or hygiene hazards in the work room and produce safety and hygiene awareness posters to display. This might be about the handling of foodstuffs such as eggs or raw meat, how to prevent bacteria growth through adequate storage and cooking, and standards of personal hygiene in the kitchen.</p>

## **Approaches to assessment**

All of the Outcomes and Assessment Standards in the Unit must be covered in the assessment of the Unit.

Evidence may be gathered in a variety of forms that best suit the needs of the learner and individual centres. It is recommended that assessors use their professional judgement to determine the most appropriate way to generate evidence.

### **Authenticity**

There are a number of techniques and strategies for ensuring that learners present work which is their own. For more information, please refer to SQA's 'Guide to Assessment'.

Some examples of possible approaches to assessment and evidence gathering are given in the table which follows. Please note, these are examples only. The assessment and evidence for this Unit may be generated and gathered in different ways.

<b>Outcome</b>	<b>Possible approaches to assessment</b>
Explain the relationship between food, health and nutrition	<p>Approaches to assessment and evidence gathering could take a variety of forms to meet the needs of a range of learners and centres. For this Outcome, learners may provide evidence in a range of ways, including recorded oral responses, written responses or electronically.</p> <p>Another way to collate and present information may be in the form of a poster or leaflet. Here, learners could incorporate images and written sections and make clear links between the Assessment Standards in this Outcome. Learners could then communicate their findings by giving a short presentation or talk on their poster.</p>
Make a food product to meet dietary and health needs	<p>Evidence for this Outcome could be gathered in a range of ways including video footage, written reports, completion of pro-formas, observational checklists or photographic evidence.</p> <p>Teachers/lecturers could provide a case study or scenario for learners to work to for this Outcome. This would allow learners to complete a portfolio of evidence covering the Assessment Standards. They could explain the individual or group's dietary and health needs; select an appropriate food product to make which address these needs; and select and use appropriate ingredients and cooking methods. Learners should provide an explanation of how the product is suitable for the group or individual. The product should be made using safe and hygienic practices.</p>

## **Combining assessment within Units**

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

# Administrative information

---

**Published:** July 2019 (version 2.0)

**Superclass:** NH

---

## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Unit Support Notes added	Qualifications Manager	25/07/2018
2.0	Unit code updated	Qualifications Manager	July 2019

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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.

© Scottish Qualifications Authority 2019