



National Unit Specification

General information

Unit title: Food and Health (SCQF level 5)

Unit code: HV8M 45

Superclass: NH

Publication date: November 2017

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

The unit is designed as an introduction to the relationship between food and health. Learners will gain knowledge on the main food groups, their sources and the measures necessary to promote healthy eating. In addition learners will plan and produce a well-balanced menu and dishes that will meet the needs of specified groups.

The unit is suitable for school leavers, adult returners and/or those currently working in the hospitality industry. It is also suitable for learners without previous experience of professional cookery.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Explain the function of food and its constituents.
- 2 Identify what is understood by a healthy diet.
- 3 Plan, prepare and cook dishes which meet the needs of specified groups of people.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

Recommended entry to the unit

Entry is at the discretion of the centre.

National Unit Specification: General information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 4 Planning and Organising at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

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

Explain the function of food and its constituents.

Performance criteria

- (a) Identify the role food plays in maintaining good health.
- (b) Identify the main essential nutrients that supply the body with energy and wellbeing.
- (c) Identify which foods are a good source of the main essential nutrients.

Outcome 2

Identify what is understood by a healthy diet.

Performance criteria

- (a) Identify the health problems associated with deficiencies of certain nutrients in a diet.
- (b) Identify the recommended proportions of nutrients of different groups.
- (c) Have an understanding and interpret food labelling.

Outcome 3

Plan, prepare and cook dishes which meet the needs of specified groups of people.

Performance criteria

- (a) Identify the nutritional needs of the group.
- (b) Plan a two course menu for the specified group.
- (c) Explain how the nutritional needs of the group are met.
- (d) Prepare and cook dishes which suit the needs of the specified group.
- (e) Demonstrating safe and hygienic practices during the preparation and cooking.

National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Outcome 1 — Explain the function of food and its constituents.

Written/oral evidence

Learners will be required to demonstrate that they can:

- ◆ identify the role foods plays in maintaining good health.
- ◆ explain what the main nutrients are and have an understanding of their role in our wellbeing.
- ◆ identify the sources of these nutrients.

Outcome 2 — Identify what is understood by a healthy diet.

Written/oral evidence

Learners will be required to demonstrate that they can:

- ◆ describe some of the health problems associated with an unhealthy diet.
- ◆ explain the proportions of nutrients needed for a balanced diet.
- ◆ understand and interpret the food labelling system.

Outcome 3 — Plan, prepare and cook dishes which meet the needs of specified groups of people.

Practical evidence

Learners will be required to demonstrate that they can:

- ◆ identify the nutritional needs of specific groups.
- ◆ plan a two course menu for a specified group of people.
- ◆ produce a range of dishes which suits the needs of specified groups to a commercially acceptable standard, using methods which follow healthy preparation and cooking guidelines.
- ◆ explain how the nutritional needs of the group are met.
- ◆ demonstrate safe and hygienic catering practices.

A minimum of two dishes should be identified for two different groups.



National Unit Support Notes

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Unit support notes are offered as guidance and 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

The unit is designed to give an introduction to the relationship between food and health.

The key aims of the unit are to develop:

- ◆ knowledge and understanding of the relationship between food and health.
- ◆ knowledge of the main food nutrients, their role in a healthy diet and their sources.
- ◆ identify the recommended proportions of nutrients to maintain a healthy diet.
- ◆ identify the nutritional needs of a specific group and plan a menu to suit.
- ◆ practical skills through preparing and cooking a range of dishes suitable for specified groups.

It is envisaged that the content of the unit should give learners an introduction to the wide range of foodstuffs that can constitute a healthy diet. The unit will also introduce learners to a range of customer - from age groups to those with health conditions that require certain requirement within their diet.

Outcome 1 looks at identifying the role that food plays in our lives. The outcome should encourage learners to reflect on eating habits. Learners will need to be familiar with the main nutrients in our diet.

Learners will identify the role of carbohydrates, protein, fats, fibre, fluids vitamins and minerals in our diet and gain knowledge on the sources of these nutrients.

Outcome 2 will look at health problems like obesity and how this is associated with diet. There will be an overlap with Outcome 1 as learners will reflect on the balance of nutrients. Learners should have an understanding of how the nutritional needs of different customers can be catered for. The learners will also identify and gain knowledge on current legislation in food labelling.

For the practical activities, learners are encouraged to use their attained theory knowledge to plan, prepare and cook a two course meal for specific groups listed in Outcome 3.

National Unit Support Notes (cont)

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Groups may include Toddlers and Nursery School Children, School Children, Teenagers, Elderly, Vegetarians, Vegans, Recovering Patients, those with Type 1 or 2 Diabetes and those with Allergies

Outcome 3 — This is an opportunity for learners to identify, prepare and cook a range of dishes to meet the needs of the above groups. Learners will plan a realistic menu which meets accepted dietary advice. The learner will prepare and cook the dishes on the menu and present it for evaluation.

Upon successful completion of this unit, learners may have the confidence to seek employment within the hospitality industry or undertake further studies.

Guidance on approaches to delivery of this unit

A suggested breakdown of the delivery is 50% on practical activities and 50% being spent on the underpinning theoretical learning. The outcomes in this unit should be delivered sequentially and offer an opportunity for integration with the teaching of other food preparation and cooking units, eg *Stocks and Sauces*, *Food Preparation Techniques and Cookery Processes*.

The theoretical aspects in Outcomes 1 and 2 can be delivered in a number of ways to suit the pace and most appropriate learning style of the learner. Closely related theory sessions, based upon current dietary advice, can be delivered in the form of prepared text, ICT and as an integral part of the practical food preparation and cookery.

Teaching staff delivering this unit should have a good understanding of nutrition and dietary needs and be able to give good direction on these subjects. Research by teaching staff should be carried out fully before the process of development of unit materials and delivery of the unit begins. Research using such bodies as Food Standards Scotland
<https://www.food.gov.uk>

The content of Outcomes 1 and 2 is factual and requires imaginative delivery to stimulate and maintain initial interest. The unit should therefore incorporate a variety of approaches to teaching and learning, including:

- ◆ Tutor demonstrations
- ◆ Practical activities
- ◆ Information and Communication Technology (ICT) research
- ◆ A variety of resources
- ◆ Reflection and evaluation
- ◆ Structured worksheets

National Unit Support Notes (cont)

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Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The requirements of the unit should be discussed with the learners as part of the induction process to the unit. Experiential and practical learning and teaching are the main approaches, reinforced by theoretical knowledge to underpin the learning. Learners should be encouraged to learn through a wide range of activities both practically and within the theory classroom. This should enhance their awareness of the operation of a practical professional kitchen environment.

Outcomes 1 and 2 could be assessed jointly after the delivery of these outcomes. However to ensure knowledge and understanding, the teacher/lecturer may wish to assess Outcomes 1 and 2 immediately after delivery of these outcomes.

Outcome 3: Assessor checklist based on performance criteria which can be supported or include photographic or illustrated evidence of dishes produced. Also a learner evidence folio/record that supports the practical activities, stating why the menu is suitable for the chosen group, is encouraged.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for 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 Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 4, and Planning and Organising at SCQF level 4.

In this unit the learner will be weighing and measuring and planning menus. Therefore, there will also be further opportunities to develop aspects of the Core Skills in *Numeracy* and *Problem Solving*.

Learners will also be developing skills which are easily transferred into employment and/or further study.

History of changes to unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 4 and Planning and Organising at SCQF level 4 embedded.	24/11/2017

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General information for learners

Unit title: Food and Health (SCQF level 5)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit gives you the learner an introduction to the relationship between food and health. You will learn about the function of food, and how nutrient intake impacts on our diet. You will plan menus for special groups of people and prepare and cook the dishes.

You will be required to complete theory based learning which will help you to understand what a healthy diet is and how a poor diet can affect your health.

In order to provide evidence of your understanding of the theory elements of the unit, a written assessment will be completed alongside project portfolio work. Practical elements will be assessed on a continual basis, evaluated and recorded.

The practical element allows you to practice the planning, preparation and cooking of two course menus aimed at specific groups of people with different dietary needs.

This could give you an opportunity and the confidence to seek employment within the hospitality industry or in an industrial catering environment like a hospital, school or care home. The assessments both in practical and theoretical skills are designed to be completed with the knowledge gained during the unit delivery and by research.

Once you have completed this unit, you will be more confident in the dietary needs of a diverse range of people. You will also develop knowledge in core skills involving measuring and weighing, and understanding of planning and developing, as well as team working activities.

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 4 and Planning and Organising at SCQF level 4.