

Health and Food Technology: Food for Health

SCQF: level 6 (6 SCQF credit points)

Unit code: J21P 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 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*.

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 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

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*.

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 Units 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>Analyse the relationships between health, food and nutrition</p>	<p>For this Outcome, learners could mind-map their prior knowledge of a balanced and varied diet. This could be done individually, in small groups or as a class activity. Learners could also conduct a straightforward 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 nutrients.</p> <p>Learners could make use of current news stories or video clips to explore available dietary advice. Learners could be encouraged to consider adaptations to existing recipes to meet dietary and health recommendations. The concept of the balanced and varied diet could link to the topic of current dietary advice by allowing learners to consider how they could adapt the individual's daily food intake to take account of identified current dietary advice.</p> <p>When considering the sources and functions of nutrients, learners could complete a three-way matching activity which links nutrients, their function and food sources. Learners could consolidate their knowledge and understanding by producing a range of foods and food products which are a major source of each key nutrient, such as products rich in iron, calcium or protein. Learners could identify the sources of key nutrients in each product and explain the function of each nutrient identified.</p> <p>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 on health. Learners could also produce information leaflets or a short TV advert.</p> <p>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 finished food products.</p> <p>Learners could be provided with information on the nutritional content of a day's meals for an identified individual and the relevant DRVs for that individual. They could then carry out an analysis of individual's diet in relation to the DRVs and present their findings.</p>

<p>Make and evaluate a food product 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 and understanding.</p> <p>When choosing food products to make and evaluate, 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>Learners could be presented with scenarios about particular individuals or group of individuals. Centres have the opportunity to develop specific case studies that take account of the needs of the centre and the local and wider community. Learners could investigate the key issues in the case study, perhaps by speaking to local experts or taking part in class discussion. Learners could work in groups to investigate the needs of a particular individual or group then share and present their findings to the rest of the class.</p> <p>When selecting suitable ingredients and cooking methods, learners could be presented with a range and asked to consider the suitability of the available options. Learners should be encouraged to consider and implement safe and hygienic practices when preparing and cooking food products.</p> <p>Learners could consider how well certain food products meet specified needs. This could be done through an exploration of existing or commercially-available food products. Learners could rate a range of products in terms of suitability for a particular scenario and suggest adaptations to improve a product's rating.</p>
---	---

Approaches to assessment

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

Opportunities for assessment and gathering evidence in this Unit

Outcome	Possible approaches to assessment
<p>Analysing the relationships between health, food and nutrition</p>	<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, perhaps in a blog or wiki.</p> <p>Learners could investigate the benefits to health of a balanced and varied diet for a target group, eg:</p> <ul style="list-style-type: none"> ◆ primary school children ◆ a youth group ◆ clients at a health centre ◆ clients at a sports centre <p>Learners could then individually present the results of their research to the rest of the class.</p> <p>Candidates could present information about current dietary advice for a particular scenario, eg:</p> <ul style="list-style-type: none"> ◆ a school canteen ◆ a supermarket ◆ a nursery <p>Candidates could design leaflets, posters or electronic presentations to the messages in the current dietary advice.</p> <p>Candidates could analyse a day's diet of a specified individual, providing information about the impact on health of the diet in relation to the DRVs for the individual.</p>

	Evidence for this Outcome could also be gathered through the use of a short question paper.
Outcome	Assessment approaches
Make and evaluate food products 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 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 identify the key points from the case study or scenario; show evidence of their analysis of the individual or group's dietary and health needs (using Dietary Reference Values); select an appropriate food product to make which addresses these needs; identify and justify their choice of ingredients and cooking methods; and evaluate how well their product(s) meets the identified needs. 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: September 2018 (version 2.0)

Superclass: NH

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
2.0	Level changed from Higher to SCQF level 6. Unit support notes added.	Qualifications Development	September 2018
3.0	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.

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

© Scottish Qualifications Authority 2019