

National 2 Food, Health and Wellbeing Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Contents

Introduction	1
General guidance on the Course	2
Approaches to learning and teaching	5
Approaches to assessment	11
Equality and inclusion	16
Appendix 1: Reference documents	17
Appendix 2: Some Suggested Resources	18
Administrative information	19
Unit Support Notes — Food, Health and Wellbeing: Food Preparation (National 2)	20
Introduction	21
General guidance on the Unit	22
Approaches to learning, teaching and assessment	24
Equality and inclusion	28
Appendix 1: Reference documents	29
Administrative information	30
Unit Support Notes — Food, Health and Wellbeing: Food for Health (National 2)	31
Introduction	32
General guidance on the Unit	33
Equality and inclusion	37
Appendix 1: Reference documents	38
Administrative information	39
Unit Support Notes — Food, Health and Wellbeing: Independent Living Skills (National 2)	40
Introduction	41
General guidance on the Unit	42

Approaches to learning, teaching and assessment	44
Equality and inclusion	47
Appendix 1: Reference documents	48
Administrative information	49

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 2 Food, Health and Wellbeing Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification* and the *Unit Specifications* for the Units in the Course.

General guidance on the Course

Aims

The aims of the Course are to enable learners to:

- ◆ prepare healthy, basic dishes
- ◆ make informed food and lifestyle choices
- ◆ develop safe and hygienic practices in the storage, preparation and cooking of food
- ◆ develop practical skills to support aspects of independent living in the home or in a supported environment

In addition the following skills for learning, skills for life and skills for work will be developed in the course: Numeracy (Money, time and measurement), Health and Wellbeing (Physical wellbeing) and Thinking Skills.

Progression into this Course

Entry to this Course is at the discretion of the centre.

Experiences and outcomes from the early and first level from the Health and Wellbeing and Sciences curriculum areas may provide an appropriate basis for undertaking this Course.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course. Some Units may offer more opportunities than others for the development of skills, knowledge and understanding. The following table shows where there are opportunities to develop these within the individual Units.

Mandatory Skills and Knowledge	Food, Health and Wellbeing: Food Preparation	Food, Health and Wellbeing: Food for Health	Food, Health and Wellbeing: Independent Living Skills
Using simple food preparation skills to produce healthy dishes	✓	✓	
Selecting and using everyday tools and equipment hygienically and safely	✓	✓	
Following kitchen routines hygienically	✓	✓	
Using safe and hygienic practices within a food preparation context	✓	✓	
Demonstrating an understanding of the relationship between food and health	✓	✓	
Demonstrating safely the use of practical skills to support independent living in the home or in a supported environment			✓

- ✓ Main focus of Unit
- ✓ Opportunity to reinforce skills, knowledge and understanding

Progression from this Course

This Course may provide progression to:

- ◆ Hospitality: Practical Cookery at National 3
- ◆ Health and Food Technology at National 3
- ◆ Personal Achievement Award at SCQF level 2
- ◆ further study, employment and/or training

Further details about these Courses and about the Personal Achievement Award (SCQF level 2) can be found on the SQA website.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

Relationships between National 3 and National 2 Units

A National 3 Unit may provide some evidence which can be used for a National 2 Unit. Where this occurs, teachers /lecturers should refer to the Outcomes and Assessment Standards of the National 2 Unit to determine what additional evidence is required.

Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching which can be used for any of the component Units within the Course.

Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

The skills based focus of the Course readily lends itself to a variety of approaches to learning and teaching which reflect those used within broad general education and the values and principles of Curriculum for Excellence.

Learning should, where possible, be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

The distribution of time between the various Units is a matter of professional judgement and is entirely at the discretion of the centre. Each Unit is likely to require an approximately equal time allocation, although this may depend on the learners' prior learning in the different topic areas, learning and teaching methods adopted and the design of the Course.

Sequencing and integration of Units

The three mandatory Units can be taught separately as freestanding Units, sequentially, or in parallel to each other. The Outcomes of the Units can be delivered in any order.

Learning and teaching approaches should provide opportunities to integrate skills and knowledge wherever possible within a food preparation context. Examples of integrating skills are provided in the following table. The first example illustrates how all Outcomes could be delivered within a food preparation context. The second example illustrates how some of these Outcomes could be delivered within a food preparation context.

Example 1 — Integrating all Unit Outcomes within a Food Preparation Context

Integration of all Unit Outcomes			
Within a Food Preparation Context	Food, Health and Wellbeing: Food Preparation Unit Outcome 1 Follow basic kitchen routines hygienically	Food, Health and Wellbeing: Food Preparation Unit Outcome 2 Select and use everyday tools and equipment hygienically and safely	Food, Health and Wellbeing: Food Preparation Unit Outcome 3 Use simple food preparation skills to produce healthy, basic dishes
	Food, Health and Wellbeing: Food for Health Unit Outcome 2 Use basic, safe and hygienic practices within a food preparation context	Food, Health and Wellbeing: Food for Health Unit Outcome 1 Demonstrate an understanding of the relationship between food and health, eg During food preparation activities, learners learn about the relationship between food and health and demonstrate their developing understanding of this through the selection and production of 'healthy dishes.'	Food, Health and Wellbeing: Independent Living Skills Unit - Outcome Demonstrate safely the use of simple practical skills to support independent living in the home or in a supported environment, eg Within the context of food preparation activities, learners may be provided with opportunities to: use a washing machine; a dishwasher; set a table or organise the storage of foods in a fridge. within a school or centre. For assessment purposes two practical activities would require to be sustained by each learner over a period of time.

Alternatively, another approach would be to integrate some of the Outcomes within a food preparation context and to teach the remaining one or two Outcomes separately, as shown in Example 2.

Example 2 — Integrating some Unit Outcomes within a Food Preparation Context

Integration of some Unit Outcomes		
Within a Food Preparation Context	Food, Health and Wellbeing: Food Preparation Unit Outcome 1 Follow basic kitchen routines hygienically	Food, Health and Wellbeing: Food Preparation Unit Outcome 2 Select and use everyday tools and equipment hygienically and safely
	Food, Health and Wellbeing: Food Preparation Unit Outcome 3 Use simple food preparation skills to produce healthy, basic dishes	Food, Health and Wellbeing: Food for Health Unit Outcome 2 Use basic, safe and hygienic practices within a food preparation context

In this example either or both of the two remaining Course Outcomes could be delivered separately, as illustrated in the following table.

Food, Health and Wellbeing: Food for Health Unit Outcome 1 Demonstrate an understanding of the relationship between food and health
Food, Health and Wellbeing: Independent Living Skills Unit Outcome Demonstrate safely the use of simple practical skills to support independent living in the home or in a supported environment

Possible approaches to learning and teaching

There are a variety of learning and teaching approaches which may be used to deliver this Course and the Units.

Examples of learning and teaching approaches are exemplified within the *Unit Support notes* for each of the three Units.

Teachers/lecturers should provide opportunities for personalisation and choice in order to ensure that learning is relevant and motivating and that any potential barriers to learning are removed. As far as possible, it is important that learners experience a range of food preparation and practical activities.

Centres are therefore encouraged to adopt a flexible approach to allow learners to develop their own interests and abilities and also to consider carefully the specialised and/or adapted equipment which may be required to support some of their learners. Examples of specialised and/or adapted equipment could include: adjustable tables to allow wheelchair access, rise and fall sinks, specialised cutlery, gripping and turning aids, easy grip kitchen utensils or talking scales.

When developing learning and teaching activities, teachers/lecturers should consider the range of resources and staff expertise available within the centre, and also the range of possible contexts for learning. These contexts could include learning outwith or within the centre.

For example, learners could be provided with opportunities to gain recognition in preparing food in a centre café, if this was felt to be appropriate.

Whatever approaches are adopted to deliver the Course and the Units, these should provide a supportive learning environment to enable the learner to achieve their potential. This supportive environment could, for example, include learning and teaching approaches which are appropriately paced and which actively involve learners in their own learning. Wherever possible learning should be contextualised and connected in order to optimise successful outcomes. Assessment should at all times support learning and should as far as possible occur naturally. Naturally occurring evidence is evidence which occurs within the learning and teaching situation.

To support learning and teaching approaches, teachers/lecturers should consider the use of resources and activities which would help to enhance the learning experience and by so doing motivate learners. These might include, for example:

- ◆ the use of visual recording and cameras to record learning in food preparation activities
- ◆ guest speakers to talk about food and health
- ◆ the use of illustrative materials when presenting basic menus
- ◆ demonstrations of practical activities by the teacher or lecturer
- ◆ discussion
- ◆ external visits to observe others preparing food
- ◆ the use of interactive smart-boards to involve learners in their own learning
- ◆ peer example, review and support
- ◆ outdoor and out-of-centre learning (eg a visit to a local farm, organic gardener or reservoir to introduce to learners the importance of clean drinking water)
- ◆ e-resources and ICT to support learning (eg world-wide-web, computer games to provide learners with opportunities to find about healthy food choices etc)

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

For this Course, it is expected that the following skills for learning, skills for life and skills for work will be developed.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
1 Literacy	
1.3 Listening and talking Listening means the ability to understand and interpret ideas, opinions and information	Learners should be provided with opportunities to listen to the views of others and to express their views orally in an appropriate manner and within appropriate contexts. Learners should also be given opportunities

presented orally. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.	to ask and answer questions about the importance of food for health.
2 Numeracy	
2.2 Money, time and measurement By 'money, time and measurement' skills we mean using and understanding money, time and measurement to solve practical problems, in a variety of contexts using relevant units and suitable instruments, and to appropriate degrees of accuracy.	Learners should be provided with opportunities to organise their time appropriately when preparing healthy dishes and whenever possible to measure out and weigh ingredients when preparing these dishes. A time plan discussed orally with learners could be used to support their understanding of planning their time. A selection of equipment could be used to support learners to weigh ingredients.
3 Health and wellbeing	
3.3 Physical wellbeing This means recognising the importance and benefits of healthy and active living and practising skills to make the most of positive aspects of activity, such as enjoyment and challenge.	Learners should be given every opportunity to develop their understanding of the link between food and physical wellbeing. The importance of water and fibre, and their effects on physical wellbeing should also be discussed with learners. Learners should also be provided with opportunities to prepare healthy dishes as independently as possible and to consider the needs of different groups when preparing healthy dishes.
5.0 Thinking skills	
5.1 Remembering Remembering is the ability to identify, recognise and recall sequences.	Wherever possible, learners should be provided with opportunities to develop and practise their skills, namely to recognise and recall sequences, techniques, food preparation processes and apply knowledge where necessary
5.2 Understanding Understanding is the ability to demonstrate the meaning of items of information, to explain the order of events in a sequence, and to interpret in a different setting or context.	Wherever possible, learners should be given the opportunity to demonstrate their understanding by preparing healthy dishes as independently as possible; demonstrating practical activities; and explaining the link between food and health.
5.3 Applying Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.	Wherever possible, learners should be given the opportunity to apply the skills, knowledge and understanding they have developed by selecting and preparing, as independently as possible, basic healthy dishes and by demonstrating wherever possible practical activities in different contexts. Examples of different contexts could include an enterprise event or a coffee morning.

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There may also be further opportunities for the development of additional skills for learning, skills for life and skills for work in the delivery of this Course. Understandably the development of additional skills may vary across Centres depending on approaches being used to deliver the Course. Decisions regarding development opportunities will be made by teachers and Centres.

Approaches to assessment

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

Assessment strategies and methods

The purpose of this section is to give Course-specific advice on approaches to assessment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specifications*. To achieve the National 2 Food, Health and Wellbeing Course, learners must pass all of the required Units.

At SCQF level 2, it is anticipated that most evidence for assessment purposes will be gathered on a naturally occurring, on-going basis, rather than from more formal assessment methods. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation. Consequently, it is anticipated that assessments will be integrated with the approaches to learning and teaching adopted for the complete Course. Centres are encouraged to consider at the outset the approaches to be adopted for the gathering of evidence for each Outcome.

To provide practical contexts for learning Units could be integrated. Two examples of ways in which to integrate the Unit Outcomes are provided within the 'Approaches to Learning and Teaching' section. Example 1 illustrates the integration of all of the Outcomes within a food preparation context. Example 2 illustrates the integration of most of the Outcomes within a food preparation context. In Example 2, the Unit Food, Health and Wellbeing: Independent Living Skills is delivered separately.

Naturally occurring evidence can be gathered in a variety of ways. Examples might include:

- ◆ observation during an activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ peer assessment during and after preparing for an activity (this could include very simple peer review and peer moderation)
- ◆ oral questioning during and on completion of an activity (for example using a recording or transcript as evidence)
- ◆ learning and teaching activities which provide naturally occurring opportunities for assessment (for example demonstration of skills, knowledge and understanding during the learning process)
- ◆ visual recording or photographing the learner's activities (both within and outwith the centre)
- ◆ matching exercises using illustrative material
- ◆ simple quizzes to demonstrate knowledge and understanding
- ◆ interactive computer programs or computer questionnaires (for example computer generated quizzes)

- ◆ identifying opportunities to record evidence within extra-curricular activities (both within the centre and within the wider community) Examples could include: Christmas fayres; coffee mornings; shows and concerts; fund raising and tuck shops
- ◆ self-assessment

Examples of naturally occurring evidence and how evidence for each Assessment Standard might be gathered are provided in the following table.

Outcomes	Assessment Standards	Examples of Evidence
The learner will follow basic kitchen routines hygienically by:	demonstrating personal organisation in preparing food	Examples of personal organisation: learners access correct equipment, collect food ingredients and switch on oven, if required.
	Organising their own work station effectively and hygienically	Examples of organising own workstation: learners keep worktop/sink clean and organise equipment appropriately on worktop. Evidence for this Outcome could be in the form of logs, checklists, recorded oral or written evidence, photographic evidence, or visual recording evidence or their equivalent.
The learner will select and use everyday tools and equipment hygienically and safely by:	selecting and using different tools and equipment in the preparation of two basic but different dishes	Example of selecting and using tools/equipment: learners select and use tools and equipment hygienically and safely for the preparation of a salad and simple soup.
	using tools and equipment hygienically and safely when preparing dishes	Evidence for this Outcome could be in the form of logs, checklists, recorded oral or written evidence, photographic evidence, or visual recording evidence or their equivalent.

The learner will use simple food preparation skills to produce healthy, basic dishes by:	demonstrating two simple food preparation skills	<p>Example of two simple food preparation skills could include: chopping/cutting, mixing, creaming or spreading.</p> <p>Example of two healthy, basic dishes could include a salad, simple soup, brown bread sandwich, macaroni and cheese or using an all-in-one sauce. The selected dishes do not need to be prepared on the same occasion.</p> <p>Evidence could be in the form of logs, checklists, photographic evidence, or visual recording evidence or their equivalent</p>
	producing two healthy, basic dishes	
The learner will demonstrate an understanding of the relationship between food and health by:	identifying two foods that are 'healthy'	Example of two, 'healthy' foods: wholemeal bread, fruit, vegetables, water.
	identifying two foods that are 'unhealthy'	Example of two, 'unhealthy' foods: foods which contain too much sugar, fat or salt (some biscuits, scotch pies).
	identifying healthy portion sizes	Example of healthy portion size: vegetables (including potatoes) around the size of a fist.
	identifying a combination of three foods to produce a balanced meal	<p>Example of balanced meal: a protein portion of around the size of a palm of a hand, plus a portion of vegetables and potatoes. The size of vegetables and potatoes portions could be explained as being around the size of a fist.</p> <p>Evidence for this entire Outcome could be in the form of checklists, matching exercises, multiple-choice, or recorded oral or written evidence or their equivalent.</p>
The learner will use basic, safe and hygienic practices within a food preparation context by:	wearing appropriate clothing	Example of appropriate clothing: wearing an apron and cap or tying long hair back.
	washing and drying hands before handling food	Example: washing and drying hands and using a nail brush, if necessary.
	washing and drying all equipment after use and keeping work area clean	Example: using hot, soapy water and a clean dishcloth.

	storing food appropriately	<p>Examples of storing foods appropriately: keeping food jars and other storage containers clean and sealed, storing food covered and in an appropriate manner in the fridge. The length of time food can be kept safely together with the importance of storing food correctly.</p> <p>Evidence for this entire Outcome could be in the form of logs, checklists, photographic evidence, or visual recording evidence or their equivalent.</p>
The learner will demonstrate safely the use of simple practical skills to support independent living in the home or in a supported environment by:	selecting two, non-food preparation type activities	<p>Examples of practical activities could include using a washing machine and/or dishwasher, setting a table, shopping or ironing.</p> <p>Evidence is required of the learner's ability to plan in a basic way the two selected activities and to carry out these two activities safely.</p> <p>Evidence could be in the form of logs, checklists, or photographic evidence or their equivalent.</p>
	planning the two selected activities	
	carrying out the two selected activities safely	

Centres are encouraged to develop criteria for success which focus on small, well defined steps in learning. In this way, the learner is more likely to achieve success in the Course and in any subsequent learning.

Authentication

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Combining assessment across Units

If an integrated approach to Course delivery is chosen, then there will be opportunities for combining assessment across Units. When Outcomes are combined across Units, the use of a tracking sheet to record learners' achievements may be helpful.

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials which reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels, and learners should be given as much support as they need to engage with learning, teaching and assessment activities whilst maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader or scribe as appropriate)
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT and other assistive technologies

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)

Appendix 2: Some Suggested Resources

Suggested Organisation (All available via the internet)	Possible Resources or support materials
Royal Environmental Health Institution	Numerous DVDs and games on hygiene etc
British Nutrition Foundation	Provides nutrition information for teachers, health professionals, scientists, and general public. Publications, conferences and educational resources
National Learning Network	Materials and support
ROSPA	Information about health and safety
BBC website	Wide variety of educational material

Administrative information

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Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Food, Health and Wellbeing: Food Preparation (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Food, Health and Wellbeing: Food Preparation (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to enable learners to develop skills and knowledge in food preparation. It is also intended to provide a context for the development of knowledge about health and nutrition, and safe and hygienic practices.

In addition, the following skills for learning, skills for life and skills for work will be developed in the course: Literacy (listening and talking), Numeracy (money, time and measurement), Health and Wellbeing (physical wellbeing) and Thinking Skills.

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

This Unit may also be appropriate for learners who have successfully completed basic food preparation Units at SCQF level 1.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Food, Health and Wellbeing *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ Practical Cookery: Cookery Skills, Techniques and Processes Unit at National 3
- ◆ Practical Cookery: Understanding and Using Ingredients Unit at National 3
- ◆ Practical Cookery: Organisational Skills for Cooking at National 3
- ◆ Health and Food Technology: Food Product Development Unit at National 3
- ◆ Personal Achievement Award: Healthy Eating Unit at National 2
- ◆ further study, employment and/or training

Further information about these Units can be found on the SQA website.

Further study, employment and/or training

Learners may progress to other Courses at the same or higher levels in further education. The nature of this progression will depend on the individual needs of the learner.

Other learners may progress into training or employment where they may have opportunities to develop further their skills for learning, skills for life and skills for work through the completion of other related Courses and their associated Units.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment.

The *Course Support Notes* provide generic advice on approaches to learning, teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is recommended that the *Course Support Notes* are read before delivering this Unit.

The Food Preparation Unit consists of three outcomes, all of which are within a food preparation context. The outcomes can be assessed in any order.

There is no specific amount of time set aside for the delivery of each Outcome. The timing of the Unit is likely to depend on the needs of the learners and their prior skills, knowledge and understanding.

A variety of learning and teaching approaches may be used to deliver the Unit.

Examples of learning and teaching approaches are contained within the following table.

Outcomes	Assessment Standards	Suggested learning and teaching approaches
The learner will follow basic kitchen routines hygienically by:	demonstrating personal organisation in preparing food	The teacher/lecturer could discuss with learners the importance of using correct equipment and demonstrate the following simple routines eg collecting of food ingredients or switching on oven.
	organising their own work station effectively and hygienically	The teacher/lecturer could discuss with learners the importance of keeping a worktop/sink clean and of organising equipment appropriately on a worktop. An example of an effectively organised and hygienic work station could be provided or demonstrated. Learners are encouraged to demonstrate the organising of their own work station over a sustained period of time.

The learner will select and use everyday tools and equipment hygienically and safely by:	selecting and using different tools and equipment in the preparation of two basic but different dishes	For example: learners select and use tools and equipment hygienically and safely for the preparation of a salad and simple soup. Matching exercises could also be incorporated and/or workstations could be set up and learners asked to select the correct tools and equipment for different dishes at each workstation.
	using tools and equipment hygienically and safely when preparing dishes	
The learner will use simple food preparation skills to produce healthy, basic dishes by:	demonstrating two simple food preparation skills	Examples of two basic food preparation skills could include: chopping vegetables using the correct knife and a chopping board, mixing, creaming, whisking or spreading.
	producing two healthy, basic dishes	Examples of two healthy, basic dishes could include a simple soup, a simple salad, simple stir fry, brown bread sandwich or fruit muffins.

To support learning and teaching approaches, teachers/lecturers should also consider the use of suitable resources and activities to enhance the learning experience. These might include, for example:

- ◆ the use of visual recordings and cameras to record food preparation activities
- ◆ the use of DVDs and television to demonstrate simple food preparation processes
- ◆ demonstrations
- ◆ illustrative materials eg menus in pictorial format
- ◆ environmental resources and outdoor learning – eg preparing a picnic or a very simple barbeque, a packed lunch during a residential week etc
- ◆ e-resources and ICT to support learning eg world-wide-web to source healthy recipes

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements shown in the *Unit Specifications*.

To achieve the National 2 Food Preparation Unit, learners must pass all of the required Outcomes.

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting either completely or partially the Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation.

Examples of naturally occurring evidence for each Assessment Standard are provided in the following table.

Outcomes	Assessment Standards	Examples of Evidence
The learner will follow basic kitchen routines hygienically by:	demonstrating personal organisation in preparing food	Evidence for this Outcome could be in the form of logs, checklists, recorded oral or written evidence, photographic evidence, or visual recording evidence or their equivalent.
	organising own work station effectively and hygienically	
The learner will select and use everyday tools and equipment hygienically and safely by:	selecting and using different tools and equipment in the preparation of two basic but quite different dishes	Evidence for this Outcome could be in the form of logs, checklists, recorded oral or written evidence, photographic evidence, or visual recording evidence or their equivalent.
	using tools and equipment hygienically and safely when preparing dishes	
The learner will use simple food preparation skills to produce healthy, basic dishes by:	demonstrating two basic food preparation skills	The two dishes do not need to be prepared on the same occasion. Evidence for this Outcome could be in the form of logs, checklists, photographic evidence, or visual recording evidence or their equivalent.
	producing two healthy, basic dishes	

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessment evidence in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit, is given in the relevant *Course Support Notes*.

Equality and inclusion

It is expected that learners will initially require to be provided with a high degree of teacher/lecturer assistance. At the same time, however, in order for learners to develop confidence and independence it is important that teachers and/or lecturers routinely review this assistance.

The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of reasonable adjustments for this Unit might include:

- ◆ extra time
- ◆ use of assistive technologies and use of specialised and adapted equipment
- ◆ practical help
- ◆ prompts
- ◆ illustrative materials

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
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- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Food, Health and Wellbeing: Food for Health (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Food, Health and Wellbeing: Food for Health (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to enable learners to develop an understanding of the relationship between food, health and wellbeing. It also provides a context for the development of knowledge about safe and hygienic practices in the storage, preparation and cooking of food.

In addition the following skills for learning, skills for life and skills for work will be developed in the course: Literacy (listening and talking), Health and Wellbeing (physical wellbeing) and Thinking Skills.

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

This Unit may also be appropriate for learners who have successfully completed similar type Units at SCQF level 1.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Food, Health and Wellbeing *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ Health and Food Technology: Food for Health Unit at National 3
- ◆ Personal Achievement Award: Personal Health Unit at National 2
- ◆ Personal Achievement Award: Promoting Health Unit at National 2
- ◆ further study, employment and/or training

Further information about these Units can be found on the SQA website.

Further study, employment and/or training

Learners may progress to other Courses at the same or higher levels in further education. The nature of this progression will depend on the individual needs of the learner.

Some learners may progress into training or employment where they may have opportunities to develop further their skills for learning, skills for life and skills for work through the completion of other related Courses and their associated Units.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment.

The *Course Support Notes* provide generic advice on approaches to learning, teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is recommended that the *Course Support Notes* are read before delivering this Unit.

The Food and Health Unit consists of two outcomes. The outcomes can be delivered and assessed in any order. Outcome 1 which focuses on the relationship between food and health can be taught separately. However, in order to contextualise learning and to make learning more meaningful centres are encouraged to combine both outcomes within food preparation contexts.

There is no specific amount of time set aside for the delivery of each Outcome. The timing of the Unit is likely to depend on the needs of the learners and their prior skills, knowledge and understanding.

A variety of learning and teaching approaches may be used to deliver the Unit.

Examples of learning and teaching approaches are contained within the following table.

Learning Outcome: the learner will demonstrate an understanding of the relationship between food and health by:	
Assessment Standards	Suggested learning and teaching approaches
identifying two foods that are 'healthy'	Learners could be presented with trays of food containing both 'healthy' and 'unhealthy' foods and asked to identify the 'healthy' and 'unhealthy' foods on the tray. During food preparation activities they could be asked to identify 'healthy' ingredients and asked how they could substitute 'unhealthy' ingredients with 'healthier' ingredients (eg by using oils instead of solid fats). Learners could be asked on a weekly basis to identify one 'healthy' dish and this could be placed on a wall display or its equivalent. Examples of 'healthy' foods could include: wholemeal bread, fruit or vegetables. Examples of 'unhealthy' foods could include: foods which contain too much sugar, fat or salt (some biscuits, scotch pies).
identifying two foods that are 'unhealthy'	
identifying healthy portion sizes	Learners could be shown healthy portion sizes. A discussion about the reasons why a healthy meal should contain a portion of chicken, fish or vegetarian equivalent for protein, a portion of potatoes, pasta or rice for carbohydrates and a portion of vegetables for vitamins and minerals could be explained to learners. Photographs or 'Eat Well Plate' illustration could be used to support this task. Learners could also make a
identifying a combination of three foods to produce a balanced meal	

	<p>trip to the centre's dining centre or café and discuss healthy portion sizes and the importance of a balanced meal with dining centre or café staff.</p> <p>An example of healthy portions could include a protein portion of around the size of a palm of a hand, plus a portion of vegetables and potatoes. Adequate vegetable and potato portions could both be explained as being around the size of a fist.</p>
<p>Learning Outcome: the learner will use basic, safe and hygienic practices within a food preparation context by:</p>	
Assessment Standards	Suggested learning and teaching approaches
wearing appropriate clothing	These could be discussed with learners and learners could practise wearing these at the start of each food preparation activity. Examples of appropriate clothing could include wearing an apron and a cap.
washing and drying hands before handling food	This could be demonstrated to learners and practised by learners at the start of each food preparation activity.
washing and drying all equipment after use and keeping work area clean	Using hot, soapy water, a clean dishcloth and washing dishes in an appropriate order could be demonstrated to learners and practised by learners.
storing food appropriately	Keeping food jars and other storage containers clean and sealed, storing food covered and in an appropriate manner in the fridge could be demonstrated to learners and practised by them. The length of time food can safely be stored could also be explained to learners. Photographs or short DVDs could be used to support learners understand the importance of and reasons for storing food appropriately.

To support learning and teaching approaches, teachers/lecturers should also consider the use of suitable resources and activities to enhance the learning experience. These might include, for example:

- ◆ the use of visual recordings and cameras to record practical activities
- ◆ the use of DVDs and television to support learners' understanding of healthy eating
- ◆ guest speakers
- ◆ external visits to organic farms
- ◆ interactive smart-boards

There is no external assessment for Access 2 Units. All Units are internally assessed against the requirements shown in the *Unit Specification*.

To achieve the National 2 Food for Health Unit, learners must pass all of the required Outcomes.

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting either completely or partially the Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation.

Examples of evidence for each Assessment Standard are provided in the following table.

Outcomes	Assessment Standards	Examples of Evidence
The learner will demonstrate an understanding of the relationship between food and health by:	identifying two foods that are 'healthy'	Evidence for this entire Outcome could be in the form of checklists, matching exercises, multiple-choice, or recorded oral or written evidence or their equivalent.
	identifying two foods that are 'unhealthy'	
	identifying healthy portion sizes	
	identifying a combination of three foods to produce a balanced meal	
The learner will use basic safe and hygienic practices within a food preparation context by:	wearing appropriate clothing	Evidence for this entire Outcome could be in the form of logs, checklists, photographic evidence, or visual recording evidence or their equivalent.
	washing and drying hands before handling food	
	washing and drying all equipment after use and keeping work area clean	
	storing food appropriately	

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's Guide to Assessment.

Teachers/lecturers should use their professional judgement to decide which assessment methods and contexts are appropriate for the learners and to make judgements about the sufficiency of the evidence produced.

It is important that teachers/lecturers track and keep accurate records of their assessment evidence in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit, is given in the relevant *Course Support Notes*.

Equality and inclusion

It is expected that learners will initially require to be provided with a high degree of teacher/lecturer assistance. At the same time, however, in order for learners to develop confidence and independence it is important that teachers and/or lecturers routinely review this assistance.

The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of reasonable adjustments for this Unit might include:

- ◆ extra time
- ◆ reader
- ◆ scribe
- ◆ transcription with/without correction
- ◆ use of assistive technologies and specialised/adapted equipment
- ◆ practical help
- ◆ prompt

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

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Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Food, Health and Wellbeing: Independent Living Skills (National 2)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Food, Health and Wellbeing: Independent Living Skills (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to support learners to develop a range of practical skills to support independent living in the home or in a supported environment. Examples of practical activities may include shopping, using a washing machine, using a dishwasher, general cleaning, setting a table or organising the storage of foods in a fridge within a school/centre.

In addition the following skills for learning, skills for life and skills for work will be developed in the course: Literacy (listening and talking), Health and Wellbeing (physical wellbeing) and Thinking Skills.

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

This Unit may also be appropriate for learners who have successfully completed similar type Units at SCQF level 1.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Food, Health and Wellbeing *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

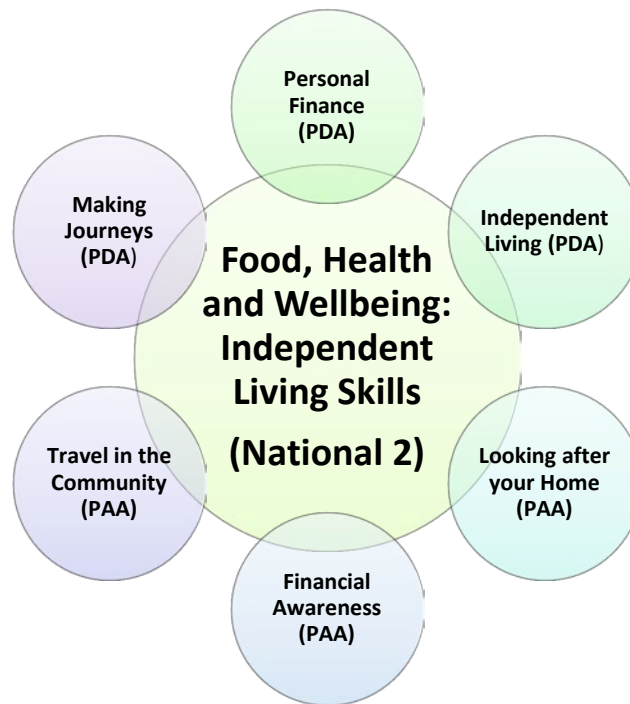
Progression from this Unit

This Unit may provide progression to:

- ◆ Personal Development Award Units at National 2
- ◆ Personal Achievement Award Units at National 2
- ◆ further study, employment and/or training

Personal Development Award (PDA) and Personal Achievement Award (PAA) Units at National 2

The diagram below shows the Units from these Awards which could provide opportunities to provide breadth to learning. Further details about these Units can be found on the SQA website.



Further study, employment and/or training

Learners may progress to other Courses at the same or higher levels in further education. The nature of this progression will depend on the individual needs of the learner.

Other learners may progress into training or employment where they may have opportunities to develop further their skills for learning, skills for life and skills for work through the completion of other related Courses and their associated Units.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment.

The *Course Support Notes* provide generic advice on approaches to learning, teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is recommended that the *Course Support Notes* are read before delivering this Unit.

The Independent Living Skills Unit consists of one outcome. Two activities are required in order to meet the assessment standards for this Unit. The Unit can be taught within a food preparation context or as a stand alone Unit. An illustration of these two approaches can be found in the following table.

Food Preparation Context	Standalone Unit
<p>Outcome: Demonstrate safely the use of simple practical skills to support independent living in the home or in a supported environment</p>	<p>Outcome: Demonstrate safely the use of simple practical skills to support independent living in the home or in a supported environment</p>
<p>During food preparation activities, learners could be provided with opportunities to: use a washing machine; a dishwasher; set a table or organise the storage of foods in a fridge within a school/centre. For assessment purposes two practical activities are required and in this context would have to be sustained over a period of time.</p>	<p>Activities could include budgeting and shopping, for example learners could make escorted trips out into the community to undertake shopping activities.</p> <p>Learners could be taught how to set a table and take turns at setting a table on a number of separate occasions. Peer assessment and support could be used by learners when undertaking this or similar tasks.</p>

There is no specific amount of time set aside for the delivery of the Outcome. The timing of the Outcome is likely to depend on the needs of the learners and their prior skills, knowledge and understanding.

A variety of learning and teaching approaches may be used to deliver the Unit.

Examples of learning and teaching approaches are provided within the following table.

Outcomes	Assessment Standards	Suggested learning and teaching approaches
The learner will demonstrate safely the use of simple practical skills to support independent living in the	selecting two, non-food preparation type activities	Examples: a learner may practise setting a table and using a washing machine over a sustained period of time.

home or in a supported environment by:	planning the two selected activities	<p>The learner may plan the number of table place settings required, organise the cutlery and set the table, using protective mats if required.</p> <p>The learner may observe demonstrations of how to use a washing machine and use a washing machine correctly over a sustained period of time. For both of these activities, learners may require support, especially during the early stages of the activities.</p>
	carrying out the two selected activities safely	The learners should carry out the selected activities safely and hygienically.

To support learning and teaching approaches, teachers/lecturers should also consider the use of suitable resources and activities to enhance the learning experience. These might include, for example:

- ◆ the use of visual recordings and cameras to record learning
- ◆ demonstrations by the lecturer or teacher
- ◆ environmental resources and outdoor learning (eg shopping in local centre)
- ◆ drama/role playing

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements shown in the Unit Specifications.

To achieve the National 2 Independent Living Unit, learners must pass the required Outcome.

Assessment should be flexible and allow for the different ways that learners learn and demonstrate competence

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting either completely or partially the Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation.

Examples of evidence for each Assessment Standard are provided in the following table.

Outcomes	Assessment Standards	Examples of Evidence
The learner will demonstrate safely the use of simple practical skills to support independent living in the home or in a supported environment by:	selecting two, non-food preparation type activities	Evidence is required of the learner's ability to plan in a basic way the two selected activities and to carry out these two activities safely. Evidence could be in the form of logs, checklists, or photographic evidence or their equivalent.
	planning the two selected activities	
	carrying out the two selected activities safely	

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

Teachers/lecturers should use their professional judgement to decide which assessment methods and contexts are appropriate for the learners and to make judgements about the sufficiency of the evidence produced.

It is important that teachers/lecturers track and keep accurate records of their assessment evidence in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for moderation purposes

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit, is given in the relevant *Course Support Notes*.

Equality and inclusion

It is expected that learners will initially require to be provided with a high degree of teacher/lecturer assistance. At the same time, however, in order for learners to develop confidence and independence it is important that teachers and/or lecturers routinely review this assistance.

The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of reasonable adjustments for this Unit might include:

- ◆ extra time
- ◆ use of assistive technologies and use of specialised/adapted equipment
- ◆ practical help
- ◆ prompt

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

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History of changes to Unit Support Notes

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