



Food, Health and Wellbeing: Food for Health (Alternative Context) National 2

SCQF: level 2 (6 SCQF credit points)

Unit code: HK12 72

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words “Alternative Context”. There should be at least one year between the delivery of the original Unit and the delivery of the “Alternative Context” version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

Unit outline

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.

Learners who complete this Unit will be able to:

- 1 Demonstrate an understanding of the relationship between food and health
- 2 Use basic safe and hygienic practices within a food preparation context

This Unit is a mandatory Unit of the National 2 Food, Health and Wellbeing Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given *in Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

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 Demonstrate an understanding of the relationship between food and health by:

- 1.1 Identifying two foods that are 'healthy'
- 1.2 Identifying two foods that are 'unhealthy'
- 1.3 Identifying healthy portion sizes
- 1.4 Identifying a combination of three foods to produce a balanced meal

Outcome 2

The learner will:

2 Use basic, safe and hygienic practices within a food preparation context by:

- 2.1 Wearing appropriate clothing
- 2.2 Washing and drying hands before handling food
- 2.3 Washing and drying all equipment after use and keeping work area clean
- 2.4 Storing food appropriately

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 is expected that learners will receive support to achieve the outcomes of this Unit.

In this Unit, Evidence Requirements are as follows.

For Outcome 1, evidence is required of the learner's understanding of the relationship between food and health. Evidence can be presented in a variety of formats, such as written, oral, or pictorial and may be gathered using the learner's usual means of communication.

For Outcome 2, evidence is required of the learner using basic safe and hygienic practices within a food preparation context. To assess consistency, evidence should be collected over an appropriate period of time. Evidence can be presented in a variety of formats, such as written, oral, or pictorial, and may be gathered using the learner's usual means of communication.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment holistically for both Outcomes. If the latter approach is used, it must be clear how the evidence covers each Outcome.

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

1.3 Listening and talking

3 Health and wellbeing

3.3 Physical wellbeing

5 Thinking skills

5.1 Remembering

5.2 Understanding

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

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Superclass: NH

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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