



National Unit Specification: general information

UNIT Personal Development: Healthy Eating (Access 1)

CODE F56H 07

SUMMARY

This Unit forms part of a suite of Access 1 Units described as 'Independent level'.

This Unit is designed principally for candidates developing basic skills in a supported learning environment. It provides the opportunity for candidates to choose their favourite and least favourite foods and to find out which foods are healthy and which ones are unhealthy.

OUTCOME 1

1 Investigating Healthy Eating.

RECOMMENDED ENTRY

Entry is at the discretion of the centre, and as this is an introductory Unit, no prior knowledge or experience is required.

CREDIT VALUE

1 credit(s) at Access 1 level (6 SCQF credit points at SCQF level 1*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

Administrative Information

Superclass: HJ

Publication date: December 2008

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: statement of standards

UNIT Personal Development: Healthy Eating (Access 1)

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

Investigating Healthy Eating.

Performance Criteria

- (a) Identify your favourite foods.
- (b) Identify the foods that you dislike.
- (c) Identify from your choices the food that is healthy.
- (d) Identify from your choices the food that is unhealthy.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence will be required in relation to this Outcome. This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence. The performance evidence should be recorded to show that the candidate can identify:

- ◆ two foods that he/she likes
- ◆ two foods that he/she dislikes
- ◆ from his/her choices one food that is healthy
- ◆ from his/her choices one food that is unhealthy

The candidate should be allowed to provide evidence by the use of his/her normal mode of communication which may be verbal or non-verbal and may include one or more of the following:

- ◆ Speech
- ◆ Writing
- ◆ Word Processing
- ◆ Signing
- ◆ Lip-reading
- ◆ Braille
- ◆ Computer assisted communication

National Unit Specification: support notes

UNIT Personal Development: Healthy Eating (Access 1)

This part of the Unit Specification is offered as guidance. The support notes 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

This Unit is a free-standing Access 1 Independent level Unit. The Unit gives candidates the opportunity to find out about foods they like and foods they dislike and to see which of their choices are healthy and which ones are unhealthy.

Teachers/lecturers should select a choice of appropriate activities depending on the age and individual abilities of each candidate.

All relevant health and safety guidelines should be taken into account when deciding on the context for this Unit. Candidates should be allowed to use their normal mode of communication while undertaking this Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit provides the opportunity for a candidate to choose foods he/she likes and dislikes and to find out which of the foods is healthy and which is unhealthy. Candidates will choose two of their favourite foods and two of their least favourite foods and identify which one is healthy and which one is unhealthy, some examples of which are given in the table below.

Examples of healthy foods	Examples of unhealthy foods
Meat	Chocolate
Fish	Chips
Milk	Burgers
Eggs	Pizza
Water	Cakes
Fruit	Biscuits
Vegetables	Coca Cola

While it is intended that candidates should engage in the total learning experience, it is recognised that some candidates may require to spend longer on certain Performance Criteria. Teachers/lecturers are encouraged to provide a range of enriched experiences, which take account of the needs of the learner and the process of learning. Teachers/lecturers should decide, on the basis of individual candidate needs, where the emphasis of learning should lie and when specific Performance Criteria should be assessed and recorded.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There are no Core Skills at Access 1 level.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required Unit assessment which is recorded for assessment purposes. Teachers/lecturers may give the candidate advice and support during the formative assessment in order to prepare them for the formal Unit assessment.

Teachers/lecturers can use various means of recording evidence for the assessment, for example, observation checklists, written/audio recordings, video/photographic evidence or oral responses recorded by a responsible adult.

Oral and/or written questions could be used to gather evidence for all the Performance Criteria. Written and/or oral and /or pictorial evidence of candidate achievement is required for example:

Performance Criterion (a) candidates could identify two foods he/she likes through oral communication, written communication or pictorially by selecting two pictures of foods he/she likes. This could be recorded on the assessment exemplar provided.

Performance Criterion (b) candidates could identify two foods he/she dislikes through oral communication, written communication or pictorially by selecting two pictures of foods he/she dislikes. This could be recorded on the assessment exemplar provided.

Performance Criterion (c) candidates could identify from his/her choices one food that is healthy through oral communication, written communication or pictorially by selecting one picture of a healthy food. This could be recorded on the assessment exemplar provided.

Performance Criterion (d) candidates could identify from his/her choices one food that is unhealthy through oral communication, written communication or pictorially by selecting one picture of an unhealthy food.

Records of all assessment instruments used and evidence produced by each candidate should be retained for verification purposes. These could be in the form of checklists completed by a responsible person recording the responses to questions, or in the form of audio or video recordings of the candidate's responses or in the form of photographic evidence.

All checklists and logs of audio, video, photographic records must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates it as an accurate record of the work of the named candidate.

National Unit Specification: support notes (cont)

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An example of a blank assessment checklist for this Unit is provided at Appendix 1 along with an example of a completed checklist. Centres may use the blank checklist provided or produce their own version.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: Appendix 1

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Checklist for recording candidate's performance

Candidate's Name _____

Notes:

1. This exemplar is offered as a guide and illustrates one model of assessment for this Unit. Teachers/ lecturers are advised to devise their own assessment in the format most appropriate to the needs of their candidates.
2. The candidate should use his/her normal mode of communication while undertaking this assessment.

PC (a) Choose his/her favourite foods

Which foods do you like best?

PC (b) Choose the foods that he/she dislikes

Which foods do you not like?

PC (c) Identify from his/her choices one food that is healthy

Which food is the healthy one?

PC (d) Identify from his/her choices one food that is unhealthy

Which food is the unhealthy one?

Teacher/lecturer signature

Date

National Unit Specification: Appendix 2

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Example of a completed Checklist for recording candidate's performance

Candidate's Name **Mia Sing**

Notes: 3. This exemplar is offered as a guide and illustrates one model of assessment for this Unit. Teachers/ lecturers are advised to devise their own assessment in the format most appropriate to the needs of their candidates. 4. The candidate should use his/her normal mode of communication while undertaking this assessment.
PC (a) Choose his/her favourite foods Which foods do you like best? Pasta, Chocolate
PC (b) Choose the foods that he/she dislikes Which foods do you not like? Fish, Eggs
PC (c) Identify from his/her choices one food that is healthy Which food is the healthy one? Fish
PC (d) Identify from his/her choices one food that is unhealthy Which food is the unhealthy one? Chocolate

Teacher/lecturer signature **Anne Brown**

Date **21 October 2008**