

Draft National Unit Specification



Unit title: Health and Food Technology: Contemporary Food Issues (Higher)

SCQF: level 6 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to allow learners to develop knowledge and understanding of contemporary issues affecting food choices. Learners will also develop an understanding of the effect of contemporary food issues and other factors on consumer choice.

Learners who complete this Unit will be able to:

- 1 Investigate and present findings on contemporary food issues

This Unit is a mandatory Unit of the Higher Health and Food Technology 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 the *National Assessment Resource*.

The Course Assessment Specification for the Higher Health and Food Technology Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Health and Food Technology Course.

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:

- ◆ Health and Food Technology (National 5) Course or relevant component Units
- ◆ Literacy Unit (SCQF level 5)

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 Investigate and present findings on contemporary food issues by:

- 1.1 Researching a contemporary food issue which may affect individuals or society
- 1.2 Undertaking an investigation to gather primary information
- 1.3 Explaining how information collected can help consumers make informed food choices
- 1.4 Presenting detailed findings on the issue investigated

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.

Evidence for this Unit could include one or more of the following: recorded, oral/written responses, presentations, video evidence, photographic evidence and observation of skills. 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.

For this Unit, learners will provide evidence of knowledge and understanding of consumer issues and contemporary food issues. Learners will also provide evidence of their ability to conduct an appropriate investigation into a contemporary food issue and present their findings.

Exemplification of assessment will be provided in the *National Assessment Resource*. 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

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

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

- 1.2 Writing
- 1.3 Listening and talking

2 Numeracy

- 2.3 Information handling

3 Health and wellbeing

- 3.3 Physical wellbeing

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking Skills

- 5.3 Applying
- 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*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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