

Draft National Unit Specification



Unit title: Health and Food Technology: Contemporary Food Issues
(National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to allow learners to develop basic knowledge and understanding of current factors affecting food, lifestyle and wider consumer choices, and the skills to apply that knowledge in practical contexts.

Learners who complete this Unit will be able to:

- 1 Describe contemporary food issues which influence consumers' choices of food
- 2 Use basic knowledge and skills of contemporary food issues to make healthy food

This Unit is a mandatory Unit of the Health and Food Technology (National 4) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provides 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 Added Value Unit Specification for the Health and Food Technology (National 4) Course gives mandatory information on Course coverage for learners taking this Unit as part of the Health and Food Technology (National 4) 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:

- ◆ Access 3 Health and Food Technology Course or relevant component Units
- ◆ Literacy (SCQF level 3)
- ◆ Numeracy (SCQF level 3)

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

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*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Describe contemporary food issues which influence consumers' choices of food by:**
 - 1.1 Describing three current factors affecting consumers' choices of food
 - 1.2 Identifying two contemporary food issues which may influence consumers' choices of food
 - 1.3 Identifying one technological development affecting consumers' choices of food
 - 1.4 Identifying two different organisations which protect the interest of the consumer in relation to contemporary food issues
 - 1.5 Describing how two pieces of current information on food labels help the consumer make informed choices

Outcome 2

The learner will:

- 2 Use basic knowledge and skills of contemporary food issues to make healthy food by:**
 - 2.1 Investigating two functional food products
 - 2.2 Identifying advantages and disadvantages of these in terms of health and lifestyle
 - 2.3 Making basic healthy food which includes one of these functional food products
 - 2.4 Describing how functional food products can be included in meals as part of a healthy and balanced diet

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, video evidence, photographic evidence and observation of skills. Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment. If the latter approach is used, it must be clear how the evidence covers each Outcome and additional evidence must be provided if one or more standards have not been assessed.

For this Unit, learners will provide evidence of a basic knowledge of the impact of food production and the food industry, and current consumer and contemporary food issues influencing food choice and health and wellbeing. Additionally, learners will provide a practical demonstration of their ability to apply this basic knowledge in the preparation of a basic healthy food product to meet the assessment standards.

For Assessment Standard 1.1, examples of factors affecting consumers' choices of food may include:

- ◆ budgets
- ◆ lifestyle
- ◆ online shopping
- ◆ nutritional knowledge
- ◆ special dietary needs
- ◆ allergies
- ◆ foreign travel and knowledge of world cuisine
- ◆ likes and dislikes
- ◆ advertising and the media
- ◆ food labelling

For Assessment Standard 1.2, examples of contemporary food issues could include:

- ◆ moral issues, such as factory farming, genetic engineering (GM), Fairtrade and organic produce
- ◆ environmental issues, such as food miles, sustainability, pollution and packaging
- ◆ cultural issues, such as religious beliefs

For Assessment Standard 1.3, examples of suitable technological developments could include:

- ◆ food additives
- ◆ modified atmosphere packaging
- ◆ sugar substitutes
- ◆ freezing

For Assessment Standard 1.4, examples of such organisations could include:

- ◆ Citizens Advice Bureau
- ◆ Environmental Health Department
- ◆ Trading Standards Department
- ◆ Food Standards Agency
- ◆ Which?

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

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

3 Health and wellbeing

3.3 Physical wellbeing

4. Thinking skills

5.1 Remembering

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 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



Published: August 2011 (draft version 1.0)

Superclass: to be advised

History of changes

| Version | Description of change | Authorised by | Date |
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