Higher
Unit
Specification

Health and Food Technology: Contemporary Food Issues with a Scottish Context (Higher) Unit

SCQF: level 6 (6 SCQF credit points)

Unit code: H6NA 76

Unit outline

In this Unit, learners will investigate a range of contemporary food issues in Scotland. They will analyse how these issues influence decisions taken by consumers when making food choices. They will communicate their findings in an appropriate way.

Learners who complete this Unit will be able to:

1 Investigate contemporary food issues

This Unit is an alternative mandatory Unit of the Higher Health and Food Technology Course, an optional Unit in the Scottish Studies Award at SCQF level 6 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.

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:

- National 5 Health and Food Technology Course or relevant component Units

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 contemporary food issues by:

1.1 Selecting a contemporary food issue which affects individuals or society
1.2 Using an investigative technique to obtain information about the issue
1.3 Explaining the influence of the issue on the food choices of consumers
1.4 Communicating findings in an appropriate way

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.

For this Unit, learners will be required to investigate a contemporary food issue in Scotland. These issues could include, but are not limited to, ethical, environmental, economic, social or cultural issues. Learners will communicate their findings in an appropriate format.

Learners will be required to provide evidence of:

- Using a range of investigative techniques to obtain information about the issue. These could include surveys, interviews, literature searches or any other appropriate technique.
- Communicating their findings in an appropriate way. This could include electronic formats, (such as blogs or wikis), presentations, written responses or any other appropriate way.

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.

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

2 Numeracy

2.3 Information handling

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

Published: September 2014 (version 1.0)

Superclass: NH

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.

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