



National 5  
Unit  
Specification



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## Health and Food Technology: Contemporary Food Issues (National 5)

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** H200 75

### Unit outline

In this Unit, learners will develop knowledge and understanding of consumer food choices. They will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests. They will also develop knowledge and understanding of food labelling and how it helps consumers make informed food choices.

Learners who complete this Unit will be able to:

- 1 Explain consumer food choices

This Unit is a mandatory Unit of the National 5 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 *Unit Assessment Support*.

The *Course Assessment Specification* for the National 5 Health and Food Technology Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 5 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 4 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 Explain consumer food choices by:

- 1.1 Explaining factors which may affect consumers' choice of food
- 1.2 Explaining contemporary food issues which may affect consumers' choice of food
- 1.3 Describing technological developments which may affect consumers' choice of food
- 1.4 Describing how organisations protect the interest of consumers
- 1.5 Explaining how information on food labels help consumers make informed choices

## 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 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.

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

## **2 Numeracy**

2.2 Money, time and measurement

## **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 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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**Published:** August 2016 (version 2.0)

**Superclass:** NH

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Wording amended for clarification in Assessment Standard 2.3	Qualifications Development Manager	June 2013
2.0	Outcome 2 removed.	Qualifications Manager	August 2016

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

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