

## Contemporary Food Issues

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

**Unit code:** J1Y9 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 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*.

## **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*.

# Appendix: Unit support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

## Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

# Approaches to learning and teaching

This Unit is designed to provide flexibility and choice for both the learner and Centre.

Approaches to learning and teaching enhance opportunities for learners of all abilities to achieve their full potential, whether working in a whole-class, small group, independently or supported situation. It is good practice to use a variety of methods so that learners' interest and motivation are maintained and individual preferences for different learning styles are considered. When delivering the unit content, account should be taken of the prior knowledge that learners may have.

Teachers/lecturers will need to ensure an appropriate balance between teacher-directed approaches and learner-centred activities. At SCQF level 5, it would be advantageous to learners if teacher demonstrations were followed by practical sessions to allow learners to practice and reinforce skills. Visits and guest speakers bring commerce and employment experiences to the unit learning and teaching opportunities.

Learning and teaching approaches should allow the Outcome to be achieved through use of practical active learning techniques.

Tasks should be open to allow for personalisation and choice as well as enabling learners to work at a suitable pace with appropriate support.

Learners need to be able to practise skills through a variety of practical tasks in different contexts, linked to contemporary food issues, to enable them to demonstrate competence in the unit and to allow them to link relevant knowledge and skills in an integrated way.

Learners could develop an awareness of, and contribute to discussions about, current food issues. For example, they could explore:

- ◆ Fair Trade
- ◆ Organic produce
- ◆ Food co-operatives
- ◆ Allotments/Grow your own initiatives
- ◆ Air Miles
- ◆ Seasonality
- ◆ Sustainability
- ◆ Food Aid/World Hunger
- ◆ Food Advertising
- ◆ Food Labelling

This list is not exclusive. There are other issues which may also be explored.

Centres should set varied practical tasks to allow learners to experience challenge and enjoyment in a range of practical food contexts. The range of food preparation/cooking equipment used could include:

- |                   |                |
|-------------------|----------------|
| ◆ Food processor  | Microwave      |
| ◆ Pressure cooker | Health grill   |
| ◆ Steamer         | Bread maker    |
| ◆ Electric whisk  | Blender/juicer |

Some examples of possible learning and teaching activities are given in the table below. Please note, these are examples only and the learning and teaching for this Unit can be approached in different ways.

Outcome	Possible approaches to learning and teaching
Explain consumer food choices	<p>In this Unit, there are many opportunities to develop knowledge and skills in local contexts and real-life situations. Teachers/lecturers should ensure an appropriate balance between teacher/lecturer-directed approaches and learner-centred activities. For example, it may be more appropriate to use a teacher/lecturer-directed approach to introduce a new concept or demonstrate new skills.</p> <p>Practical activities may be used to reinforce concepts relating to consumer food choices. Examples of activities to consider include:</p> <ul style="list-style-type: none"> <li>◆ experimenting with fresh foods versus convenience foods – this could generate discussion on factors such as: time to prepare; taste; cost; nutritional value and shelf life</li> <li>◆ exploring the cost, quality and nutritional value of food grown locally and in season compared to imported products</li> </ul> <p>Learners could, as a group, discuss and mind-map their prior knowledge of factors or issues which affect consumer food choices.</p> <p>Examples of possible factors which may affect choice of food could include:</p> <ul style="list-style-type: none"> <li>◆ Budgets</li> <li>◆ Lifestyle</li> <li>◆ online shopping</li> <li>◆ working hours or shift patterns</li> <li>◆ nutritional knowledge</li> <li>◆ special dietary needs</li> <li>◆ allergies</li> <li>◆ foreign travel and knowledge of world cuisine</li> <li>◆ likes and dislikes</li> <li>◆ advertising and the media</li> </ul>

Learners could work in pairs and undertake some investigative work into a chosen factor. The possible effects the factor has on consumer food choices and the existing range of food products addressing the factor could be explored and presented on a moodboard or storyboard.

Contemporary food issues could include:

- ◆ factory farming
- ◆ Fair Trade
- ◆ organic produce
- ◆ farmer's markets/allotments
- ◆ food labelling
- ◆ food miles
- ◆ sustainability
- ◆ seasonality
- ◆ pollution
- ◆ packaging
- ◆ recycling
- ◆ food aid/world hunger

There could be teacher-led and class discussion to introduce various technological developments which may affect consumer food choices. Learners could then explore a technological development of their choice and present their findings in a suitable format.

Learners could investigate consumer organisations such as:

- ◆ Citizens' Advice
- ◆ Environmental Health Department
- ◆ Trading Standards Department
- ◆ Food Standards Scotland
- ◆ Which?

Learners could explore the websites of these agencies and collate key information. Speakers from local organisations could visit and give real-life examples of the work carried out by these agencies.

As an activity, learners could identify the statutory and voluntary labelling information on food labels. In pairs, they could produce a leaflet, poster or electronic presentation which explains:

- ◆ 'Traffic lights'
- ◆ Recycling symbols
- ◆ Animal welfare symbols

Learners could explore current information on food labels such as:

- ◆ Name/description of product
- ◆ List of ingredients
- ◆ Date marking
- ◆ Recycling
- ◆ Name and address of manufacturer
- ◆ Weight or volume of the product
- ◆ Country of origin
- ◆ Storage instructions
- ◆ Instructions for use/cooking

Learners could undertake practical activities such as designing suitable packaging for a food product and identifying and designing the labelling that should be included on the food product.

## **Approaches to assessment**

All of the Outcomes and Assessment Standards in the Unit must be covered in the assessment of the Unit.

Evidence may be gathered in a variety of forms that best suit the needs of the learner and individual centres. It is recommended that assessors use their professional judgement to determine the most appropriate way to generate evidence.

### **Authenticity**

There are a number of techniques and strategies for ensuring that learners present work which is their own. For more information, please refer to SQA's 'Guide to Assessment'.

Opportunities for assessment and gathering evidence in this Unit can be seen in the table below. Please note, these are examples only and evidence for this Unit can be generated and gathered in different ways.

### Opportunities for assessment and gathering evidence in this Unit

Outcome	Possible approaches to assessment
Explain consumer food choices	<p>Approaches to assessment and evidence gathering could take a variety of forms to meet the needs of a range of learners and centres. For this Outcome, learners may provide evidence in a range of ways, including recorded oral responses, written responses or electronically.</p> <p>Another way to collate and present information may be in the form of a poster or leaflet. Here, learners could incorporate images and written sections and make clear links between the Assessment Standards in this Outcome. Learners could then communicate their findings by giving a short presentation or talk on their poster.</p>

## **Combining assessment within Units**

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

# Administrative information

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**Superclass:** NH

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Unit Support Notes added	Qualifications Manager	25/07/2018
2.0	Unit code updated	Qualifications Manager	July 2019

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