

Health and Food Technology: Contemporary Food Issues

SCQF: level 6 (6 SCQF credit points)

Unit code: J220 76

Unit outline

In this Unit, learners will investigate a range of contemporary food issues. They will analyse how these issues influence decisions taken by consumers when making food choices.

Learners who complete this Unit will be able to:

- 1 Investigate contemporary food issues

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 5 Health and Food Technology Course or relevant 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

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. These issues could include, but are not limited to, ethical, environmental, economic, social or cultural issues. Learners will communicate their findings in an appropriate way.

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.

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.

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

2.3 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*.

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 delivering centre. Approaches to learning and teaching should enhance opportunities for all learners to achieve their full potential, whether working in a whole-class, small group or supported self-study 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 promoted. When delivering the Unit content, account should be taken of the prior knowledge that learners may have.

Tasks should be open to allow for personalisation and choice as well as enabling learners to work at a suitable pace with appropriate support. Discussion groups or personal investigation and research are excellent ways of promoting some independence in learning. Visits and guest speakers bring commerce and employment experiences to the Unit delivery.

ICT can play an important role in the design and learning and teaching approaches within Units by supporting integration and learners' personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, learners may be using ICT in working towards their assessment.

Where resources are available, use may be made of relevant websites to allow learners to investigate topics and undertake work on presenting their learning.

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: Investigate contemporary food issues

Learners could use tools such as the internet, textbooks or surveys to investigate a range of contemporary food issues. These might be:

- Fair Trade
- Genetic modification (GM)
- Food labelling
- Food miles
- Seasonality

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

Outcome	Possible learning and teaching approaches
<p>Investigate contemporary food issues</p>	<p>Learners could be introduced to a range of investigate techniques such as surveys, interviews, questionnaires, literature searches or any other appropriate technique. They could be given the opportunity to use these techniques to investigate some aspects of contemporary food issues. Learners could consider the strengths and weaknesses of these techniques in obtaining information and suggest proposals for further investigative work.</p> <p>Contemporary food issues could include:</p> <ul style="list-style-type: none"> genetic modification (GM) Fair Trade organic produce farmers' markets allotments/'Grow Your Own' initiatives food labelling food miles seasonality packaging food waste food aid/world hunger <p>Learners could work in groups to prepare a project-based piece of work illustrating a variety of contemporary food issues and their impact on consumer food choices. Presentation methods such as PowerPoint presentations, Prezi presentations, talks, video or story boards could be used to illustrate and share their findings. Learners could be encouraged to consider purpose and audience when presenting or communicating findings.</p> <p>Learners could look at food products associated with the issues explored and discuss, in groups, how these products address particular issues.</p> <p>Learners could investigate the types of organisations that inform and protect consumers about food issues.</p>

Outcome	Possible learning and teaching approaches
	<p>Learners could work in groups or pairs to investigate:</p> <ul style="list-style-type: none">the type of information the organisations provide to help consumers make informed choicesthe protection they can give consumers when buying food <p>Learners could then share their findings, using a variety of formats.</p>

Approaches to assessment

Assessment should be carried out under supervision and it is recommended that Assessment Standards are combined so that the learner generates evidence for the Unit as a whole to minimise repetition and allow more time for learning.

Learners should have access to appropriate resources during assessment.

Assessors may give learners advice on the practicability of their choice of research technique and method of presentation of findings.

Outcomes and Assessment Standards cannot be sampled.

Learners who fail to achieve all of the Assessment Standards within the Outcomes only need to be re-assessed on the Assessment Standards they have not achieved.

Exemplification of assessment is provided in the relevant Unit assessment support packs.

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

Outcome	Possible approaches to assessment
<p>Investigate contemporary food issues</p>	<p>Learners may be supported in their selection of an issue to investigate. Teachers/lecturers may give guidance on appropriate issues as regards availability of sources or resources or the practicability of the potential investigation. Teachers/lecturers may also wish to consider the needs of their learners, in terms of equality and inclusion, when giving guidance on possible issues to investigate.</p> <p>Learners could make use of news stories/magazine articles/TV documentaries/TV programmes to identify issues.</p> <p>Learners could use a range of investigative techniques to gather information about the issue, eg:</p> <ul style="list-style-type: none"> interview with an appropriate expert questionnaire/survey the target group literary research (using books, magazines, periodicals/internet-based research visit to local food producers/suppliers visits to local businesses <p>Learners may wish to collate information obtained from their investigation in a folio. Findings from questionnaires, surveys or interviews could be recorded and conclusions drawn. Learners could also present information about current food products available, which relate to the issue investigated. They may also provide some comments on the success of their investigation and the choice of investigative techniques.</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

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Amended made to AS 1.2 to reflect that a single investigation is required. 'Analysing' changed to 'Explaining' in AS 1.3 for clarification.	Qualifications Development Manager	April 2014
2.0	Unit outline amended. Assessment Standards 1.4 removed. Amendment to Evidence Requirements section for consistency with removal of Assessment Standard 1.4.	Qualifications Manager	August 2016
3.0	Level changed from Higher to SCQF level 6. Unit support notes added.	Qualifications Manager	September 2018
4.0	Unit code updated	Qualifications Manager	July 2019

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