



Award Unit Specification

Unit title: Prepare Ingredients for Future Use in a Variety of Dishes (SCQF level 4)

Unit code: HD92 04

What is this Unit about?

This Unit is about preparing a wide range of ingredients using the appropriate food preparation techniques. The aim of the Unit is to enable the learner to demonstrate they can prepare a range of ingredients to a required standard for use in a variety of dishes. Learners will select and use the correct tools and equipment to carry out a variety of food preparation techniques and store the ingredients ready for future use.

Complying with food safety regulations is an essential feature of this Unit.

This Unit is part of the Culinary Ability: Food Preparation Award.

Completion of this Unit will enable learners to demonstrate that they can:

- ◆ select and use culinary tools and equipment.
- ◆ prepare a range of ingredients using the appropriate technique.
- ◆ store prepared ingredients.

Credit points and level

1 SQA credit at SCQF level 4 (6 SCQF credit points at SCQF level 4)

Recommended entry to the Unit

Entry to this Unit is at the discretion of centres. However, it would be advantageous if learners have an interest in the catering industry.

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Standards

There must be evidence for all of the following 'What you must do' and 'What you must know' statements:

Select and use culinary tools and equipment.

What you must do:

- D1 Select the appropriate tools or equipment for the task.
- D2 Safely assemble and ensure cleanliness of equipment before use.
- D3 Use tools and equipment safely and hygienically.

What you must know:

- K1 The purpose of the different tools and equipment used to prepare ingredients (ie knives, utensils, cutlery, crockery, small equipment, large equipment).
- K2 Why it is important to use the appropriate tools or equipment for the task.
- K3 How to assemble equipment and check for cleanliness.
- K4 Why it is important to use tools and equipment safely and hygienically.

Prepare a range of ingredients using the appropriate technique.

What you must do:

- D4 Prepare a range of ingredients to the required standard using the appropriate technique.
 - ◆ Ingredients should include: fruits and vegetables, meat, fish and poultry, dairy products and farinaceous products.
 - ◆ Preparation techniques should include: washing, soaking, blanching, defrosting, cutting, slicing, chopping, shredding, flaking, peeling, trimming, mixing, sieving, straining, marinating, grating, stirring, coating.
- D5 Produce the cuts Jardinières, Macedoine, Brunoise, Julienne and Paysanne.
- D6 Minimise waste and appropriately store reusable by-products.
- D7 Take appropriate action if there are problems with the ingredients.
- D8 Comply with food safety regulations when preparing ingredients.

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Standards (cont)

What you must know:

- K5 The techniques that should be used to prepare different ingredients:
- ◆ Ingredients should include: fruits and vegetables, meat, fish and poultry, dairy products and farinaceous products.
 - ◆ Preparation techniques should include: washing, soaking, blanching, defrosting, cutting, slicing, chopping, shredding, flaking, peeling, trimming, mixing, sieving, straining, marinating, grating, stirring, coating.
- K6 The meaning of the terms Jardinières, Macedoine, Brunoise, Julienne and Paysanne.
- K7 Which by-products are suitable for re-use.
- K8 What you should do if there are problems with the ingredients.
- K9 Why it is important to comply with food hygiene regulations.

Store prepared ingredients.

What you must do:

- D9 Sort and arrange ingredients according to their type, quantity and use by date.
- D10 Store prepared ingredients in the appropriate area ready for use (eg dry store, larder, cold room, freezer, etc).
- D11 Follow organisational procedures for stock rotation.
- D12 Comply with food safety regulations when placing prepared ingredients into storage.

What you must know:

- K10 Why it is important to sort and arrange ingredients according to their type, quantity and use by date.
- K11 The correct storage areas for different types of ingredient.
- K12 The organisations' procedures for stock rotation.
- K13 Why it is important to comply with food hygiene regulations.

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Standards (cont)

Evidence Requirements

Direct observation should be used to assess learners' performance during practical activities.

To confirm that the learner can achieve the required standard consistently over time there must be performance evidence gathered through observing their work for the 'What you must do' statements D1 – D6, D8 and D9-12 on at least three separate occasions.

For 'What you must know' statement D4 there must be performance evidence gathered through observing the learner working with ingredients from a minimum of three from the following:

- ◆ Fruits and vegetables
- ◆ Meat
- ◆ Fish
- ◆ Poultry
- ◆ Dairy products
- ◆ Farinaceous products

and using a minimum of 8 preparation techniques from the following:

- ◆ Washing
- ◆ Soaking
- ◆ Blanching
- ◆ Defrosting
- ◆ Cutting
- ◆ Slicing
- ◆ Chopping
- ◆ Shredding
- ◆ Flaking
- ◆ Peeling
- ◆ Trimming
- ◆ Mixing
- ◆ Sieving
- ◆ Straining
- ◆ Marinating
- ◆ Grating
- ◆ Stirring
- ◆ coating

For 'What you must do' statement D7, if no naturally occurring evidence is available, a simulated situation may be set up to allow the learner to demonstrate what they would do if there are problems with the ingredients.

If evidence of the 'What you must know' statements in this Unit cannot be inferred through the learners performance, questions could be used (eg the assessor could

ask open questions during an observation session and record the learner's response on a checklist. Alternatively a multiple-choice test, or similar could be used).

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Support Notes

This part of the Unit specification is provided for guidance.

While the exact time allocated to this Unit is at the discretion of the centre and is likely to depend on the needs and of the learner, the notional design length is 40 hours.

Guidance on delivery approaches

Delivery of this Unit should take account of the needs, skills and aspirations of each individual learner.

Delivery should be sensitive to the needs of individual learners and not make assumptions about their skills or abilities. It is important to create a learning environment where learners feel confident to ask questions and are not embarrassed if they make mistakes or get confused.

A variety of approaches to teaching should be used, such as:

- ◆ Practical activities
- ◆ Discussions/questioning
- ◆ Reflection and evaluation
- ◆ Peer review
- ◆ Guest speakers
- ◆ Use of industry related DVDs/videos
- ◆ Use of internet resources

Assessors should adopt a range of communication styles appropriate to the needs of individual learners, eg verbal, hand signals, pictorial, etc.

It is important to demonstrate to learners what can go wrong and for them to understand the consequences, especially with regard to health and safety in the kitchen. In addition, learners should be able to recognise that their role in maintaining good workplace practices underpins the success of the business.

Context and content

This Unit is mandatory on the Culinary Ability: Food Preparation Award. Evidence generated in this Unit could also contribute to the evidence required for the Units *Work Effectively in a Catering Environment* and *Select, Weigh, Measure and Prepare Ingredients for Further Processing*.

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Support Notes (cont)

This Unit is about developing learners' practical skills and knowledge to enable them to prepare a wide range of ingredients using the appropriate food preparation techniques (eg Jardinières, Macedoine, Brunoise, Julienne and Paysanne). This should include selecting and using the appropriate tools and equipment, as well as understanding common culinary terminology.

Complying with food safety regulations is an essential feature of this Unit.

Delivery should highlight to learners what to do when things go wrong, what they must report to their supervisors and what they can deal with themselves. Examples of things going wrong should be given and the consequences of not following instructions should be stressed.

Throughout delivery of the Unit emphasis should be given to the importance of always working in a safe and hygienic manner, including being aware of cross contamination, temperature and allergen control measures.

Typical activities should include the learner:

- ◆ Selecting the appropriate ingredients (this should include fruits and vegetables, meat, fish and poultry, dairy products and farinaceous products)
- ◆ Checking that the ingredients are undamaged, at the appropriate temperature and within their expiry date
- ◆ Selecting and using the appropriate tools and equipment
- ◆ Carrying out a range of preparation techniques (this should include washing, soaking, blanching, defrosting, cutting, slicing, chopping, shredding, flaking, peeling, trimming, mixing, sieving, straining, marinating, grating, stirring, coating)
- ◆ Preparing vegetable cuts as required for the dishes being produced (eg Jardinières, Macedoine, Brunoise, Julienne and Paysanne, etc)
- ◆ Accurately labelling and dating ingredients
- ◆ Appropriately storing any ingredients not for immediate use
- ◆ Showing their awareness of food safety by handling and storing food products in a way that prevents cross contamination
- ◆ Accurately completing any relevant documentation
- ◆ Following HACCP procedures and guidelines at all times
- ◆ Keeping waste to a minimum

Learners should be given the opportunity to be involved in non-routine activities, eg:

- ◆ Shortage of the required ingredients
- ◆ Poor quality ingredients

If non-routine activities are unlikely to occur naturally a simulated activity could be set up.

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Support Notes (cont)

To ensure that learners have all the underpinning knowledge and understanding to carry out the practical activities for this Unit, the following should be covered:

- ◆ What quality points to look for in the ingredients
- ◆ What tools and equipment are needed to carry out specific tasks
- ◆ How to check that the working area, tools and equipment are fit for use
- ◆ Why it is important to ensure that working areas, tools and equipment are clean prior to use
- ◆ What to do if there are problems with any of the ingredients, working areas, tools or equipment
- ◆ The appropriate storage requirements for different food products (including labelling and date coding and storage conditions, chilled, frozen, ambient, dry store, etc)

Learners should be encouraged to demonstrate a professional attitude by:

- ◆ maintaining appropriate personal hygiene standards.
- ◆ taking pride in their role through an enthusiastic and professional approach.
- ◆ following safe working practices at all times.
- ◆ paying attention to detail and working consistently to achieve high standards.
- ◆ precisely following instructions from the chef/line manager.
- ◆ working at the appropriate pace.
- ◆ using culinary terminology.
- ◆ communicating appropriately with managers, team members and customers.
- ◆ identifying areas for self-improvement.

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Support Notes (cont)

Development of Skills for Learning, Skills for Life and Skills for Work

This Unit provides the opportunity to develop the following skills as described in SQA's Skills Framework: *Skills for Learning, Skills for Life and Skills for Work*.

Skills for Learning, Skills for Life and Skills for Work	Development opportunities
1 Literacy Reading Listening and talking	<ul style="list-style-type: none"> ◆ Referring to recipes and following instructions ◆ Following procedures for storage of goods and stock rotation ◆ Reporting issues/problems
2 Numeracy Number processes Money, time and measurement	<ul style="list-style-type: none"> ◆ Carrying out calculations involved in preparing ingredients ◆ Applying numerical skills involved in checking temperature
3 Health and wellbeing Personal learning	<ul style="list-style-type: none"> ◆ Demonstrating pride and enthusiasm in role ◆ Identifying areas for self improvement ◆ Maintaining appropriate levels of personal hygiene
4 Employability, enterprise and citizenship Employability	<ul style="list-style-type: none"> ◆ Demonstrating a professional attitude ◆ Maintaining appropriate levels of personal hygiene ◆ Awareness of food safety risks ◆ Using culinary terminology
5 Thinking Skills Remembering Understanding Applying	<ul style="list-style-type: none"> ◆ Demonstrating and applying knowledge of safe and hygienic practices ◆ Using kitchen tools and equipment correctly ◆ Using a wide range food preparation techniques ◆ Applying knowledge of correct storage conditions for different goods ◆ Applying knowledge of stock rotation procedures ◆ Identifying issues/problems and taking appropriate action

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Support Notes (cont)

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 or considering alternative evidence.

Guidance on Assessment

Direct observation should be used to assess learners' performance during practical activities.

Observational checklists could be developed to record learners' performance during the practical activities including technical and soft skills.

Evidence for most of the 'What you must know' statements in this Unit should be able to be inferred through the learners performance, however, where this is not the case questions could be used (eg the assessor could ask open questions during an observation session and record the learner's response on the checklist). Alternatively matching exercises, recorded oral or written evidence or equivalent could be used.

Assessment of this Unit could be integrated with assessment of the Units *Work Effectively in a Catering Environment* and *Select, Weigh, Measure and Prepare Ingredients for Future Use*.

Recording evidence

An evidence log could be used to record when all 'what you must do' and 'What you must know' statements have been achieved.

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General information for learners

This Unit is designed to enable you to demonstrate that you can prepare a range of ingredients to a required standard for use in a variety of dishes. You will learn how to select and use the correct tools and equipment to carry out a variety of food preparation techniques and how to store the ingredients ready for use. Complying with food safety regulations is an essential feature of this Unit.

This Unit is part of the Culinary Ability: Food Preparation Award.

You do not need to have any other qualifications or experience to be able to undertake this Unit, however, an interest in working in the catering industry is desirable.

Completion of this Unit will enable you to:

- ◆ select and use culinary tools and equipment.
- ◆ prepare a range of ingredients using the appropriate technique.
- ◆ store prepared ingredients.

Your tutor will observe you carrying out practical activities and complete a checklist to confirm that you meet the requirement of this Unit. Your tutor will also ask you questions to test your knowledge and understanding of the procedures involved in preparing a wide range of ingredients.

Completion of this Unit will help you to develop the following skills for learning, life and work:

- 1 Literacy**
Reading
Listening and talking
- 2 Numeracy**
Number processes
Money, time and measurement
- 3 Health and wellbeing**
Personal learning
- 4 Employability**
Employability
- 5 Thinking Skills**
Remembering
Understanding
Applying



Administrative information

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Credit value

1 SQA credit at SCQF level 4 (6 SCQF credit points at SCQF level 4)

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