



## **Award Unit Specification**

**Unit title:** Assist with the Preparation of Dishes for Cooking and/or Finishing (SCQF level 4)

**Unit code:** HD93 04

### **What is this Unit about?**

This Unit is about assisting the chef to prepare a variety of dishes for cooking and/or finishing. The aim of the Unit is to enable the learner to demonstrate that they can sort and assemble ingredients and equipment in the order required for the menu items and accompaniments that will be produced during service. Learners will be introduced to the use of seasonings and also assist with the production of stocks, soups, sauces, marinades and dressings.

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:

- ◆ sort and assemble ingredients and equipment in the correct order (mise en place).
- ◆ assist in the production of stocks, soups, sauces, marinades and dressings.
- ◆ understand the use of seasonings.

### **Credit points and level**

0.5 SQA credit at SCQF level 4 (3 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:

### **Sort and assemble ingredients and equipment in the correct order (mise en place).**

*What you must do:*

- D1 Check the requirements of the dishes to be produced.
- D2 Select, sort and assemble the ingredients and equipment required for the dishes in the correct order (mise en place).
- D3 Take appropriate action if there are problems with the ingredients or equipment.
- D4 Comply with food hygiene regulations at all times.

*What you must know:*

- K1 Where to find the specification for the dishes being produced.
- K2 The meaning of the term mise en place.
- K3 Why ingredients and equipment should be sorted and assembled in the correct order.
- K4 What you should do if there are problems with the ingredients or equipment.
- K5 Why it is important to comply with food hygiene regulations at all times.

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### **Standards (cont)**

#### **Assist in the production of stocks, soups, sauces, marinades and dressings.**

*What you must do:*

- D5 Prepare basic salad dressings.
- D6 Assist in the production of soups.
- D7 Assist in the production of sauces, marinades and dressings.
- D8 Assist in the production of stocks.
- D9 Keep waste to a minimum.
- D10 Take appropriate action if there are problems with the ingredients.
- D11 Comply with food hygiene regulations at all times.

*What you must know:*

- K6 How to prepare basic salad dressings.
- K7 Why it is important to follow instructions precisely when assisting in the productions of stocks, soups, sauces, marinades and dressings.
- K8 Why it is important to keep waste to a minimum.
- K9 What you should do if there are problems with the ingredients.
- K10 Why it is important to comply with food hygiene regulations at all times.

#### **Understand the use of seasonings.**

*What you must do:*

- D12 Carry out basic seasoning of dishes.
- D13 Adjust seasoning as required.

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## **Standards (cont)**

### **Understand the use of seasonings (cont)**

*What you must know:*

K11 Commonly used herbs, spices and other seasonings.

K12 How seasoning can enhance a dish.

K13 Consequences of over-seasoning.

K14 How to adjust seasoning of dishes.

## **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 on at least three separate occasions. Evidence must include preparation for at least one hot and one cold dish.

If situations where there are problems with the ingredients and/or equipment are unlikely to occur naturally at the time of assessment, then a simulated situation may be set-up to allow the learner to demonstrate what they would do when faced with this type of situation.

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 20 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 for 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 Future Use*.

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### **Support Notes (cont)**

This Unit is about following instructions to assist the chef to prepare for service by selecting, preparing and sorting ingredients and equipment in the correct order (ie mise en place) as required for the menu items and accompaniments to be produced, this could include making sandwiches and basic pastry or larder products. In addition learners should be involved with assisting in the production of stocks, soups, sauces (this should include the use of bullions), marinades and dressings.

Learners should be given the opportunity to work in all stations of the kitchen in order to develop an understanding of how different preparation techniques for starters, main courses, desserts and accompaniments can affect the final dish, for example:

- ◆ how a well caramelised onion will affect the colour of a stock
- ◆ the affect that sauces and marinades have on the main ingredient
- ◆ how the way a product is cut will affect the cooking time required
- ◆ how a high room temperature can effect preparation of mousses, chocolate, ice-cream products, etc

Learners should be introduced to commonly used herbs, spices and other seasonings. The use of herbs, spices and other seasoning to enhance a dish and the consequences of over-seasoning should be covered.

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 could include the learner:

- ◆ Preparing a range of ingredients for starters, main courses and desserts
- ◆ Working on their own or as part of a group preparing multiple products
- ◆ Selecting and preparing equipment and ingredients before the beginning of service (mise en place) in a safe and hygienic manner
- ◆ Appropriately labelling and date coding prepared items
- ◆ Storing prepared items appropriately
- ◆ Preparing marinades
- ◆ Marinating foods
- ◆ Preparing salad dressings
- ◆ Assisting in the production of soups
- ◆ Assisting in the production of sauces and marinades
- ◆ Assisting in the production of stocks

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### **Support Notes (cont)**

- ◆ 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 ingredients/ingredients not in stock
- ◆ Ingredients not of the correct quality

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

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:

- ◆ The common herbs, spices and seasoning used in a professional kitchen
- ◆ What quality points to look for in food products
- ◆ 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, eg 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*.

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



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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 will 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 the 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**

The aim of the Unit is to enable you to demonstrate that you can sort and assemble ingredients and equipment in the order required for the menu items and accompaniments that will be produced during service. You will also assist with the production of stocks, soups, sauces, marinades and dressings. 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:

- ◆ sort and assemble ingredients and equipment in the correct order (mise en place).
- ◆ assist in the production of stocks, soups, sauces, marinades and dressings.
- ◆ understand the use of seasonings.

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 assisting with the preparation of dishes for cooking and/or finishing.

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

0.5 SQA credit at SCQF level 4 (3 SCQF credit points at SCQF level 4)

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