

Draft National Unit Specification



Unit title: Food, Health and Wellbeing: Food Preparation (Access 2)

SCQF: level 2 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to enable learners to develop skills and knowledge in practical cookery. It is also intended to provide a context for the development of knowledge about health and nutrition, and safe and hygienic practices.

Learners who complete this Unit will be able to:

- 1 Follow basic kitchen routines hygienically
- 2 Select and use everyday tools and equipment hygienically and safely
- 3 Demonstrate simple food preparation skills to produce healthy, basic dishes

This Unit is a mandatory Unit of the Access 2 Food, Health and Wellbeing 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 the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

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 Follow basic kitchen routines hygienically by:

- 1.1 Demonstrating personal organisation in preparing for practical cookery
- 1.2 Organising their own work station effectively and hygienically

Outcome 2

The learner will:

2 Select and use everyday tools and equipment hygienically and safely by:

- 2.1 Selecting and using different tools and equipment in the preparation of two basic but different dishes
- 2.2 Using tools and equipment hygienically and safely when preparing dishes

Outcome 3

The learner will:

3 Demonstrate simple food preparation skills to produce healthy, basic dishes by:

- 3.1 Demonstrating two simple food preparation skills
- 3.2 Producing two healthy, basic dishes

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.

In this Unit, Evidence Requirements are as follows.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment holistically in the preparation of two healthy, basic dishes.

Learners will use simple skills and will carry out the food preparation activities involved in the Unit. They will use tools and equipment under teacher/lecturer supervision.

It is expected that learners will receive support throughout the delivery of this Unit.

For Outcomes 1 and 2, evidence is required of the learner's ability to follow basic kitchen routines and to select and use tools and equipment safely and hygienically within a practical cookery context. Evidence for these Outcomes can be in the form of logs, checklists, recorded oral or written evidence, photographic evidence, or video evidence or their equivalent.

For Outcome 3, evidence is required of the learner's ability to demonstrate two basic food preparation skills and to produce two healthy, basic dishes. The dishes do not need to be prepared on the same occasion. Evidence can be in the form of logs, checklists, photographic evidence, or video evidence or their equivalent.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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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

3 Health and wellbeing

3.3 Physical wellbeing

5 Thinking skills

5.3 Applying

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*.

Administrative information

Published: December 2011 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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