

Draft National Unit Specification



Unit title: Understanding and Using Ingredients (Access 3)

SCQF: level 3 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to introduce learners to a limited range of ingredients and their uses. Learners will develop a basic ability to select and use ingredients in the preparation of a limited range of simple dishes and to work safely and hygienically.

Learners who complete this Unit will be able to:

- 1 Apply an understanding of a limited range of ingredients
- 2 Use ingredients in the preparation of a limited range of simple dishes

This Unit is a mandatory Unit of the Access 3 Hospitality: Practical Cookery 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. 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:

- ◆ Access 2 Food, Health and Wellbeing

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 Apply an understanding of a limited range of ingredients by:**
 - 1.1 Recognising a limited range of perishable and non-perishable ingredients
 - 1.2 Stating how to store perishable and non-perishable ingredients
 - 1.3 Identifying current dietary advice relating to the use of ingredients

Outcome 2

The learner will:

- 2 Use ingredients in the preparation of a limited range of simple dishes by:**
 - 2.1 Selecting appropriate ingredients
 - 2.2 Preparing and/or cooking the ingredients
 - 2.3 Selecting and using suitable ingredients to garnish or decorate the dishes
 - 2.4 Working safely and hygienically

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 for this Unit will cover both underpinning knowledge and practice. Assessment of the underpinning knowledge in Outcome 1 may be either undertaken separately or integrated with that of Outcome 2 into a holistic activity. Where assessment is integrated, it must be clear how the assessment evidence covers each Outcome. Evidence of the underpinning knowledge may be presented either orally or in writing.

The requirement to work safely and hygienically is embedded in all practical Outcomes.

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*.

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.

2 Numeracy

2.2 Money, time and measurement

5 Thinking skills

5.2 Understanding

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

© Scottish Qualifications Authority 2011

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at www.sqa.org.uk.

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.