
Unit title: Understanding and Using Ingredients (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' basic knowledge and understanding of the categories, uses and sourcing of ingredients, including sustainability. Learners will develop a basic ability to select and use ingredients in the preparation of simple dishes and to do so safely and hygienically.

Learners who complete this Unit will be able to:

- 1 Give an overview of the categories, uses and sourcing of ingredients
- 2 Use ingredients in the preparation of simple dishes
- 3 Work safely and hygienically in the context of using ingredients in the preparation of simple dishes

This Unit is a mandatory Unit of the Practical Cookery (National 4) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provides 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*.

The Added Value Unit Specification for the Practical Cookery (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Practical Cookery (National 4) Course.

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 3 Hospitality: Practical Cookery Course or relevant component Units
- ◆ Access 3 Health and Food Technology Course or relevant component Units

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*.

Draft

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Give an overview of the categories, uses and sourcing of ingredients by:**
 - 1.1 Recognising two ingredients from each of the following five categories and stating one simple use for each: herbs and spices; dry ingredients; meat or meat alternatives or poultry; fruit and vegetables; dairy products or dairy alternatives
 - 1.2 Outlining one way of reducing the amount of each of the following in the content of dishes through selecting appropriate ingredients:
 - ◆ fat
 - ◆ sugar
 - ◆ salt
 - 1.3 Naming one ingredient used in a traditional dish from each of five different countries
 - 1.4 Stating one advantage and one disadvantage of sourcing ingredients which are:
 - ◆ in season
 - ◆ grown locally
 - 1.5 Outlining what is meant by the following terms:
 - ◆ responsible sourcing of ingredients
 - ◆ sustainability of food supply

Outcome 2

The learner will:

- 2 Use ingredients in the preparation of simple dishes by:**
 - 2.1 Selecting, from the following five categories, ingredients suitable for five simple dishes; each dish should use an ingredient from a different category: herbs and spices; dry ingredients; meat or meat alternatives or poultry; fruit and vegetables; dairy products or dairy alternatives
 - 2.2 Weighing and/or measuring the ingredients for the five simple dishes where necessary
 - 2.3 Using the ingredients to prepare the five simple dishes
 - 2.4 Selecting and using appropriate ingredients to create a suitable simple garnish or decoration for each of the five simple dishes

Outcome 3

The learner will:

- 3 Work safely and hygienically in the context of using ingredients in the preparation of simple dishes by:**
 - 3.1 Following personal hygiene
 - 3.2 Following safe and hygienic working practices

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 Outcome 2 and Outcome 3 must be integrated into a holistic activity, which will provide the context for demonstrating learners' ability to use ingredients in the preparation of simple dishes and to work safely and hygienically. Assessment of the underpinning knowledge in Outcome 1 may be either undertaken separately or integrated into the holistic activity, with assessment evidence being presented either orally or in writing. Where assessment is integrated, it must be clear how the assessment evidence covers each Outcome.

Learners' assessment performance will be observed by assessors, who will complete an assessor's observation checklist for each learner. The checklist will confirm whether the learner has met the requirements of each assessment standard.

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

2.1 Number processes

3 Health and wellbeing

3.1 Physical wellbeing

5 Thinking skills

5.1 Remembering

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: August 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.