

## National Unit Specification: general information

**UNIT** Healthy Basic Cooking: Make a Snack (Access 1)

**CODE** DM52 07

### SUMMARY

This unit is suitable for candidates who are developing independent living skills. The unit has been designed to give candidates the opportunity to make either a cooked or an uncooked snack while using the appropriate equipment.

### OUTCOME

Make a snack

### RECOMMENDED ENTRY

Entry to this unit is at the discretion of the centre and, as this is intended as an introductory unit, no prior knowledge or experience is required.

### CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

---

### Administrative Information

**Superclass:** NF

**Publication date:** April 2005

**Source:** Scottish Qualifications Authority

**Version:** 01

© Scottish Qualifications Authority 2005

This publication 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 specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

## **National Unit Specification: statement of standards**

### **UNIT**      Healthy Basic Cooking: Make a Snack (Access 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Make a Snack

#### **Performance Criteria**

- a) Select the snack to be made.
- b) Select the ingredients and equipment for the task.
- c) Use the equipment safely and hygienically.
- d) Follow the sequence for producing the snack.
- e) Prepare the snack safely and hygienically.

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Performance evidence to demonstrate that the candidate can prepare either a cooked or an uncooked snack safely and hygienically.

## National Unit Specification: support notes

### UNIT Healthy Basic Cooking: Make a Snack (Access 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is a practical unit and is aimed at introducing candidates to the production of a range of basic snacks, either cooked or uncooked in preparation for the candidate to live as independently as possible.

Healthy Basic Cooking: Make a Snack is an Independent level Access 1 unit which may allow progression from other units at Access 1 Supported Level – Healthy Basic Cooking.

The Healthy Basic Cooking units at Access 1 are:

DE67 07	<i>Healthy Basic Cooking: Introduction to Kitchen Routines</i>
DE68 07	<i>Healthy Basic Cooking: Use of Small Electrical Equipment</i>
DE69 07	<i>Healthy Basic Cooking: Producing an Uncooked Meal</i>
DE6A 07	<i>Healthy Basic Cooking: Producing a One Course Cooked Meal</i>
DE6C 07	<i>Healthy Basic Cooking: Producing a One Course Cooked, One course Uncooked Meal</i>
DE6D 07	<i>Healthy Basic Cooking: Producing a Two Course Cooked Meal</i>

A collection of recipes should be available to the candidate in a format that is familiar (eg taped, using symbols)

#### Recipes could include:

##### Cooked snacks

- baked potato and a variety of fillings
- beans on toast
- french toast
- scrambled egg on toast
- poached egg on toast
- toasted sandwich
- soup – homemade, tinned, packet
- hot chocolate
- microwaved fruit – apple/banana

##### Uncooked snacks

- sandwich – traditional or open
- milk shake
- ploughman's lunch
- angel delight

## **National Unit Specification: support notes (cont)**

### **UNIT        Healthy Basic Cooking: Make a Snack (Access 1)**

The list is neither prescriptive nor exhaustive, and is offered as an example of the variety of dishes that may be used. It is envisaged that a discussion should take place between the candidates and the teacher/lecturer to decide which snack to make. The same snack would be made by all candidates. However, it could also be possible to accommodate individual choices.

Candidates should be supervised closely to ensure that they learn safe hygienic practices. Learning activities carried out by the candidates should constantly reinforce the use of kitchen equipment, preparation techniques and cookery processes that are appropriate for this unit. Processed or convenience foods may be used by the candidates.

Basic kitchen equipment should be items the candidate is likely to use at home eg: can opener, grater, hand/electric whisk, wooden spoon etc.

Weighing and measuring should be using equipment familiar to the candidate including where appropriate, handy measures eg spoons – teaspoon, tablespoon and cup.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The unit provides opportunities for the candidate to increase his or her independent living skills by producing a cooked or uncooked snack. The teacher/lecturer should provide guidance on appropriate snacks and offer the opportunity to discuss these options and make a final choice. Support for candidates for making choices could include photographs of the finished snack, thus allowing the candidate(s) to make a final choice.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required summative assessment which is recorded for assessment purposes. Candidates should be given every opportunity to make choices of snacks to be made from a range provided by the teacher/lecturer. The choices could be in a recipe format that is familiar to the candidate or could be pictorial. Candidates should be given every opportunity to practise assessment tasks prior to formal assessment and teachers/lecturers may give the candidate advice and support during any informal assessment in order to prepare them for the formal assessment. Centres should use assessment appropriate to the candidate and the setting. The candidate's performance may also be recorded on video.

Records of the assessment used and the evidence produced by each candidate should be retained for moderation purposes.

#### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

Curriculum Descriptors (not certificated)	<p>Curriculum Descriptors provide a framework for describing the learning process for candidates for whom an Access 1 unit is not appropriate. They use performance criteria from Access 1 units as <i>Learning Targets</i>. Progress within the Curriculum Descriptor framework may be recorded by means of Progress File or by a centre's own systems for recording achievement. Curriculum Descriptors belong to Learning and Teaching Scotland and are not certificated by SQA.</p> <p>Some candidates may progress from Curriculum Descriptors to free-standing Access 1 units.</p>
Independent Access 1 units	<p>Independent Access 1 units are designed principally for candidates who are developing basic skills in a supported learning environment. Candidates are not required to have completed any other units prior to undertaking these units. Independent Access 1 units are not derived from the outcomes of Access 2 units. They may provide progression from Curriculum Descriptors for some candidates or be delivered within an integrated programme comprising a mixture of units and Curriculum Descriptors according to the needs of the candidate. On completion of an independent Access 1 unit, candidates may progress to other independent units at Access 1, such as:</p> <p>D9ER 07    Sampling Work: An Introduction  D9EV 07    Recognising Time  D9EW 07    Basic Communication in a Familiar Setting  D9EX 07    Using Basic Computer Skills  D9EY 07    Personal Profiling: An Introduction  D9F0 07    Working with Others on a Group Activity</p> <p>Alternatively, progression may be to Access 1 units which are derived from Access 2 outcomes or to Access 2 units.</p>
Access 1 units derived from Access 2 outcomes	<p>These Access 1 units are based on outcomes of Access 2 units. This allows candidates to build up to an Access 2 unit in a step by step approach as they achieve the appropriate component outcomes. Access 1 units derived from Access 2 outcomes may be a starting point for some candidates or may provide progression from the above independent Access 1 units.</p>
Access 2 units	<p>Access 2 units enable progression from Access 1 units although for some candidates, they may be a starting point. Candidates who have achieved an Access 2 unit may progress to other Access 2 units or to Access 3 units. They may also progress laterally to a Scottish Group Award at Access 2 (single, double or triple) or to the more vocational Skillstart Group Award at Access 2.</p>

## Observation checklist for recording Candidate's Performance.

## Make a Snack

Name of candidate: \_\_\_\_\_

PC		Comment
PC (a)	Select the snack to be made	
PC (b)	Select the ingredients and equipment for the task	
PC (c)	Use the equipment safely and hygienically	
PC (d)	Follow the sequence for producing the snack	
PC (e)	Prepare the snack safely and hygienically	
	All PCs achieved	

The named candidate has successfully completed this unit.

Teacher/lecturer signature \_\_\_\_\_ Date \_\_\_\_\_

## Completed example of Observation Checklist for recording Candidate's Performance

## Make a Snack

Name of candidate: *James Grant*

PC		Comment
PC (a)	Select the snack to be made	<i>James chose to make a strawberry milk shake as part of the class discussion.</i>
PC (b)	Select the ingredients and equipment for the task	<i>The ingredients and equipment were all selected correctly.</i>
PC (c)	Use the equipment safely and hygienically	<i>All were used safely and hygienically.</i>
PC (d)	Follow the sequence for producing the snack	<i>James followed a pictorial recipe (example in appendix).</i>
PC (e)	Prepare the snack safely and hygienically	<i>All prepared safely and hygienically.</i>
	All PCs achieved	<i>5/3/04 achieved</i>

A photograph of James with the milk shake could be included



The named candidate has successfully completed this unit.

Teacher/Lecturer Signature \_\_\_\_\_ Date \_\_\_\_\_



## Milk Shake

### Equipment



measuring jug



blender



plate



knife



teaspoon



2 glasses

### Ingredients



300mls milk



medium banana



strawberry yoghurt



2 ice cubes

## Method



1. measure milk into jug



2. pour into blender



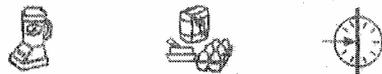
3. peel and slice banana, add to blender



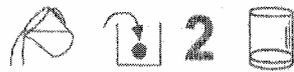
4. add yoghurt to blender



5. add ice cubes to blender



6. blend ingredients until smooth



7. pour into 2 glasses



8 serve with the biscuits