

National Unit Specification: general information

UNIT Healthy Basic Cooking: Introduction to Kitchen Routines
(Access 1)

NUMBER DE67 07

COURSE

SUMMARY

This unit has been designed to give the candidate an introduction to basic kitchen routines. It may either be integrated with other units in Healthy Basic Cooking, or offered in the context of preparing a simple snack.

Note: The candidate will do this unit with the appropriate level of support and resources. Some candidates may progress from requiring a high level of adult support, to working more independently, while others may always require full adult support. Levels of support are defined in Guidance on Learning and Teaching Approaches in the Support Notes section.

OUTCOMES

With the appropriate level of support and resources, the candidate will:

- 1 Carry out basic hygiene procedures to prepare a simple snack.
- 2 Collect equipment to prepare a simple pre-selected snack.
- 3 Produce the simple snack.
- 4 Carry out the procedures for clearing away and washing up.

RECOMMENDED ENTRY

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

Administrative Information

Superclass: NF

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National Unit Specification: general information (cont)

CREDIT VALUE

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

**SCOTCAT 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.*

National Unit Specification: statement of standards

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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.

NB: The content of each outcome highlights the key areas of candidate involvement in the activity and it will be through employment of the relevant leaning and teaching approaches that the candidate is enabled to engage in the whole activity. The performance criteria will, for some candidates, require to be broken down into smaller steps.

OUTCOME 1

Carry out basic hygiene procedures to prepare a simple snack.

Performance criteria

- a) Wash hands thoroughly.
- b) Dry hands thoroughly.
- c) Put on protective clothing correctly.

Evidence requirements

Performance evidence to demonstrate that the candidate can wash hands using soap or liquid soap with warm water or wipes, dry hands using hand towels or paper towels and put on protective clothing correctly.

OUTCOME 2

Collect equipment to prepare a simple pre-selected snack.

Performance criteria

- a) Select the equipment for the task.
- b) Find out where the equipment is stored.
- c) Collect the equipment.
- d) Take the equipment to work area safely.

Evidence requirements

Performance evidence to demonstrate that the candidate can collect the equipment to prepare a simple pre-selected snack and take it to the work area safely.

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Produce the simple snack.

Performance criteria

- a) Select the ingredients for the snack.
- b) Find out where the ingredients are stored.
- c) Collect the ingredients.
- d) Take the ingredients to the work area safely and hygienically.
- e) Prepare the snack safely and hygienically.

Evidence requirements

Performance evidence to demonstrate that the candidate can produce the simple snack using the correct ingredients.

OUTCOME 4

Carry out the procedures for clearing away and washing up.

Performance criteria

- a) Clear work surfaces of equipment and ingredients used.
- b) Store the ingredients safely and hygienically.
- c) Wash work surfaces thoroughly.
- d) Wash and dry equipment thoroughly.
- e) Store the equipment in the correct place.

Evidence requirements

Performance evidence to demonstrate that the candidate can clear away and store ingredients and can wash, dry and store equipment in the correct place.

National Unit Specification: support notes

UNIT Healthy Basic Cooking: Introduction to Kitchen Routines (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

The support notes outline the range of learning and teaching approaches which are suitable for the diverse needs of different candidates.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours. However, the individual needs of candidates must be taken into account and some will require more than 40 hours to complete the unit. Teachers/lecturers are encouraged to provide a range of enriched experiences which take account of the needs of the learner and the process of learning.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of six units in Healthy Basic Cooking at Access 1. Candidates may find this an appropriate unit to undertake on its own, or together with other Access 1 units in Healthy Basic Cooking.

Eg: Healthy Basic Cooking - Use of Small Electrical Equipment in Food Preparation
 Healthy Basic Cooking - Producing an Uncooked Meal
 Healthy Basic Cooking - Producing a One Course Cooked Meal
 Healthy Basic Cooking - Producing a One Course Cooked, One Course Uncooked Meal
 Healthy Basic Cooking - Producing a Two Course Cooked Meal

This is a practical unit and is aimed at introducing candidates to basic kitchen routines.

It is intended that this unit is offered within the context of preparing and producing a simple snack or delivered with one of the food preparation units listed above.

While it is intended that candidates should engage in the total learning experience, as outlined in the four outcomes, it is recognised that some candidates may require to spend longer on certain performance criteria. Teachers/lecturers should decide, on the basis of individual candidate need, where the emphasis of learning should lie and when specific outcomes or performance criteria should be assessed and recorded.

Equipment, processes and techniques

The area used, both for washing hands and equipment, could be a sink or a small basin at the candidate's workplace or wheelchair tray.

National Unit Specification: support notes (cont)

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Snacks could include some of the following:

Uncooked snacks

Drinks (with biscuit): fresh fruit juice, tomato juice, milk, flavoured milk
Range of healthy option breakfast cereals with milk
Roll or bread with: butter, preserve or savoury spread
Filled roll or sandwich with cold filling, i.e. cheese, cold meat, salad
One item of fresh fruit, sliced
Fruit salad with two or more fresh fruits (with syrup or fresh fruit juice)
Low fat yoghurt / low fat yoghurt with tinned or fresh fruit
Sliced tomato and onion salad with herb dressing i.e. rosemary or basil
Smoked fish pate.

Cooked snacks

Drinks (with biscuit): tea, coffee, hot chocolate (the range of teas could include fruit teas and the more exotic blends which have a very distinctive aroma, some of which can be bought in leaf form and would be suitable for use with those candidates for whom the sense of ‘touch’ is important.)
Toast with spread i.e. butter, preserve or savoury spread
Stewed apples with cinnamon and / or cloves
Sliced oranges with honey, mint and clove syrup

The above list is neither prescriptive nor exhaustive, but merely offered as an example of the variety of dishes where colour, taste and aroma, contribute to the richness of the candidates’ learning experiences.

Kitchen equipment could include the following:

Chopping board	Vegetable knife	Grater
Cereal bowl	Salad bowl	Small plate
Dinner plate	Potato peeler	Knife for spreading
Spoon	Knife	Fork
Beaker/glass		

Ingredients could include the following:

Sliced bread or roll	Butter or equivalent	Cold meat
Cheese	Selection of salad	Selection of fruit
Low fat yoghurt	Selection of fresh vegetables	Breakfast cereal
Milk	Fruit juice	Spices
Herbs	Preserve	Honey
Savoury Spreads		

National Unit Specification: support notes (cont)

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Equipment for washing and drying equipment and surface cleaning could include:

Washing up liquid	Tea towel	Basin/sink
Washing up brush	Dish cloth	Dish drying rack
Anti-bacterial spray	Anti-bacterial wipes	Dishwasher

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Levels of Adult support

Candidates undertaking this unit will require different levels of teacher/lecturer/assistant support.

This would include the following range:

- ◆ Candidates functioning at an experiential level, where they will always need total adult physical support to engage in the sensory learning experience
- ◆ Candidates functioning at an experiential level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at awareness level
- ◆ Candidates functioning at an awareness level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at participation level
- ◆ Candidates functioning at participation level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the practical task with reduced adult support
- ◆ Candidates who require constant prompting to engage in the practical task
- ◆ Candidates who require reduced prompting to engage in the practical task
- ◆ Candidates, who through familiarity of routine, become independent in most aspects of the practical task, but may always require intermittent adult support for specific aspects of the task
- ◆ Candidates, who through familiarity of routine, become independent in all aspects of the practical task and maintain the skills learned
- ◆ Candidates with significant motor impairment, who require the total physical support of an adult to engage in the practical task, but whose cognitive ability allows them to understand either elements of the process, or the whole process.

Choice

Although in some Healthy Basic Cooking Units, the Outcomes and Performance Criteria do not explicitly include the element of choice, it is intended that in planning the delivery of the Units, teachers/lecturers will ensure that choice becomes an integral part of the learning and teaching process.

National Unit Specification: support notes (cont)

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Language and Communication

The language and communication approach which has already been identified as appropriate for the individual candidate through normal centre review processes should be employed throughout this unit. This approach should be integrated within the necessary level of adult support to ensure effective learning.

Note: The following list is not exhaustive and is given merely to illustrate the diverse range of communication approaches which may be required to meet an individual candidate's needs.

To illustrate how language and communication approaches should be implemented to support the candidate's engagement in the task, the performance criterion (a) from Outcome 2 is given as an example.

Outcome 2

Collect equipment to prepare a simple pre-selected snack.

PC (a) Select the equipment for the task.

This could encompass the following range of candidate engagement, from experiential to independent functioning:

- ◆ Candidates who will select the equipment by matching for example:
 - object to object
 - object to label
 - label to label
 - label to pictorial
 - pictorial to pictorial
 - pictorial to symbol
 - symbol to symbol
- ◆ Candidates who will select the equipment using symbol/pictorial with a single written word
- ◆ Candidates who will select the equipment using a single written word
- ◆ Candidates who will select the equipment from a simple written list
- ◆ Candidates who will select the equipment following an oral instruction with signing/gesture
- ◆ Candidates who will select the equipment following oral instructions

Depending on the needs of the individual candidate, teachers/lecturers may incorporate the above approaches with either step-by-step demonstrations or with a demonstration for the entire task.

National Unit Specification: support notes (cont)

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Resources to Support Learning and Teaching

In each of the outcomes, the needs of the candidates will determine the resources required to ensure access to the unit and engagement in the task. Recognition is given to the requirement of some candidates who may need either specialised equipment or “switching” to participate in the practical activity. It is also recognised that for most candidates, language and communication resources in respect of the range of augmentative communication systems, will be a prerequisite to effective functioning.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Assessment of this unit is based on the level of adult support required by the candidate to ensure access to the learning experience. It is recommended that centres keep a record of each candidate’s progress while undertaking this unit. This may be done by recording in Appendix 1, the appropriate support code given at the end of the Appendix. Some candidates may require the same level of support throughout.

It is recommended that this record of candidate progress is made available to any other centre to which the candidate attends. It may also be included, for example, in the candidate’s, IEP, PLP or Progress File.

For those candidates who, through practice and the embedding of these skills in other Healthy Basic Cooking Units, may become less reliant on adult support, the assessment of their performance may be delayed until they have reached their maximum level of functioning.

For those candidates with significant motor impairment, who require total adult support to engage in the physical aspects of the activity, but whose cognitive ability would allow them to indicate the steps and tasks within the process, it is this element of the activity that should be recorded and assessed.

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 practise assessment tasks in the context of producing a simple snack while doing this unit so that they are adequately prepared for formal assessment.

Note: In selecting and collecting the ingredients, equipment and utensils, candidate performance in the task could range from those who will touch, feel or handle the ingredients, equipment and utensils, fully supported by the teacher/lecturer, to those who will correctly name, select and collect the ingredients, equipment and utensils.

Records of all assessment instruments used and evidence produced by each candidate should be retained for moderation purposes. Records must be kept of candidate performance. These could be in the form of checklists completed by a responsible person observing the performance or recording the responses to questions, or they may also be in the form of video, photographic or audio recordings of candidate performance. All checklists and logs of video, photographic or audio recordings must be signed and dated by the teacher / lecturer who assesses the evidence and authenticates the record as an accurate record of the work of the named candidate.

Appendix 1 may be used to maintain a record of the candidate’s overall progress for the unit.

National Unit Specification: support notes (cont)

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SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

Appendix 1

Healthy Basic Cooking: Introduction to Kitchen Routines (Access 1) Recording Sheet (refer to the Support Codes at the end of Appendix 1).

Candidates Name _____ Class _____ Session _____

Outcome 1:

Carry out the basic hygiene procedures to prepare a simple snack.

Performance Criteria	Support Code	Date		Support Code	Date		Support Code	Date
Wash hands thoroughly								
Dry hands thoroughly								
Put on protective clothing correctly								

Overall level of support given to candidate to achieve this outcome (enter code) _____

Outcome 2:

Collect equipment to prepare a simple pre-selected snack.

Performance Criteria	Support Code	Date		Support Code	Date		Support Code	Date
Select the equipment for the task								
Find out where the equipment is stored								
Collect the equipment								
Take the equipment to work area safely								

Overall level of support given to candidate to achieve this outcome (enter code) _____

Outcome 3:

Produce the simple snack.

Performance Criteria	Support Code	Date	Support Code	Date	Support Code	Date
Select the ingredients for the snack						
Find out where the ingredients are stored						
Collect the ingredients						
Take the ingredients to the work area safely and hygienically						
Prepare the snack safely and hygienically						

Overall level of support given to candidate to achieve this outcome (enter code) _____

Outcome 4:

Carry out the procedures for clearing away and washing up.

Performance Criteria	Support Code	Date	Support Code	Date	Support Code	Date
Clear work surfaces of equipment and ingredients used						
Store ingredients safely and hygienically						
Wash work surfaces thoroughly						
Wash and dry equipment thoroughly						
Store the equipment in the correct place						

Overall level of support given to candidate to achieve this outcome (enter code) _____

Overall level of support given to candidate to achieve the unit was (enter code) _____

The named candidate has successfully achieved this unit. The proforma completed above is an accurate record of the assessment undertaken by the candidate.

Teacher/Lecturer signature **Date**

Codes to Facilitate Recording

Teachers/lecturers should exercise their professional judgement in determining the overall code for the unit.

E1 (Experiential 1)

Candidates functioning at an experiential level, where they will always need total adult physical support to engage in the sensory learning experience

E2 (Experiential 2)

Candidates functioning at an experiential level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at awareness level

A (Awareness)

Candidates functioning at an awareness level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at participation level

P (Participation)

Candidates functioning at participation level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the practical task with reduced adult support.

CP (Constant Prompting)

Candidates who require constant prompting to engage in the practical task

RP (Reduced Prompting)

Candidates who require reduced prompting to engage in the practical task

IS (Intermittent Support)

Candidates, who through familiarity of routine, become independent in most aspects of the practical task, but may always require intermittent adult support for specific aspects of the task

Ind (Independent)

Candidates, who through familiarity of routine, become independent in all aspects of the practical task and maintain the skills learnt

CA (Cognitive Ability)

Candidates with significant motor impairment, who require the total physical support of an adult to engage in the practical task, but whose cognitive ability allows them to understand either elements of the process, or the whole process.