National Unit Specification: general information

UNIT Healthy Basic Cooking: Use of Small Electrical Equipment in Food Preparation (Access 1)

NUMBER DE68 07

COURSE

SUMMARY

This unit has been designed to give the candidate an introduction to using small electrical equipment in food preparation. It may either be integrated with other units in Healthy Basic Cooking, or offered in the context of preparing a simple meal/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 Select the electrical equipment to prepare a meal/snack.
2 Use the electrical equipment to produce the meal/snack.
3 Carry out the procedures for cleaning the electrical equipment.

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*)

**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.*

National Unit Specification: statement of standards

UNIT Healthy Basic Cooking: Use of Small Electrical Equipment in Food Preparation (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.

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.

In Outcome 2 and 3, direct access to electrical sockets may, for some candidates, pose a significant Health and Safety risk. In these instances, it is acceptable that the teacher/lecturer performs this task.

For some candidates, access to using the electrical equipment may be through the use of specialised switching.

OUTCOME 1
Select the electrical equipment to prepare a meal/snack.

Performance criteria
a) Select the meal/snack.
b) Select the electrical equipment for the task.

Evidence requirements
Performance evidence to demonstrate that the candidate can select a meal/snack and the electrical equipment for preparing the meal/snack.

OUTCOME 2
Use the electrical equipment to produce the meal/snack.

Performance criteria
a) Prepare ingredients safely and hygienically.
b) Follow the correct sequence for using the electrical equipment safely and hygienically.
c) Use the electrical equipment safely and hygienically.
d) Produce the meal/snack.

Evidence requirements
Performance evidence to demonstrate that the candidate can prepare the ingredients and produce the meal/snack using at least one piece of electrical equipment.

National Unit Specification: statement of standards (cont)

UNIT Healthy Basic Cooking: Use of Small Electrical Equipment in Food Preparation (Access 1)

OUTCOME 3
Carry out the procedures for cleaning the electrical equipment.

Performance criteria
a) Follow safe sequence in preparation for cleaning electrical equipment.
b) Clean electrical equipment safely and hygienically.

Evidence requirements
Performance evidence to demonstrate that the candidate can clean a piece of electrical equipment safely and hygienically.

National Unit Specification: support notes

UNIT Healthy Basic Cooking: Use of Small Electrical Equipment in Food Preparation (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 - Introduction to Kitchen Routines
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 the safe use of small electrical equipment in the course of producing a cooked/uncooked snack or meal. The outcomes of this unit should be achieved by following the sequence for the safe use of small electrical equipment and thereafter incorporated into:

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

It is recommended that the outcomes of "Introduction to Kitchen Routines" become integral to this and all units in Healthy Basic Cooking to ensure the development and consolidation of safe hygienic practice.

While it is intended that candidates should engage in the total learning experience, as outlined in the three 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.

National Unit Specification: support notes (cont)

UNIT Healthy Basic Cooking: Use of Small Electrical Equipment in Food Preparation (Access 1)

Suggested range of small electrical equipment and their uses.

Kettle	Tea, coffee, jelly, stock cubes
Toaster	Muffins, bread, scones, pancakes
Tin opener	Tins of: fish, meat, fruit, vegetables, soup
Hand whisk	Egg whites, cream, instant whip, butter icing, sponges
Blender	Soups, sauces, dips, vegetable and fruit purees, pate
Grinder	Coffee beans, spices
Coffee maker	Filter, espresso or percolated coffee
Food processor	Coleslaw, vegetables for soup, pastry
Toasted sandwich maker	Variety of toasted sandwiches
Bread maker	Variety of bread types
Health grill	Grilled bacon, pork steaks / chops, beef steaks, chicken breasts
Microwave	Variety of meals and snacks

The above list is neither prescriptive nor exhaustive, but merely offered as an example of the variety of dishes which could be produced using a range of small electrical equipment.

National Unit Specification: support notes (cont)

UNIT Healthy Basic Cooking: Use of Small Electrical Equipment in Food Preparation (Access 1)

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.

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 with the necessary level of adult support to ensure effective learning.

National Unit Specification: support notes (cont)

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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 b) from Outcome 2 is given as an example.

Outcome 2
Use the electrical equipment to produce the meal/snack.

PC (b) Follow the sequence for using the electrical equipment safely and hygienically.

In the first set of examples given some candidates may require a range of step by step approaches, for example, gesture, signing and oral instruction to engage in the task

- Candidates who will follow the sequence given for example:

  - "On body" gesture and sign communication supported with step by step oral instructions
  - Step by step oral instructions supported with gesture and sign

In the second set of examples given "listening" and "reading" have been integrated, to support those candidates for whom this approach is required.

- Candidates who will follow the sequence given for example:

  - Step by step oral instructions supported with photographic sequencing
  - Step by step oral instructions supported with symbolic sequencing
  - Step by step oral instructions supported with symbolic sequencing and single written words
  - Step by step oral instructions supported with single written words

The third set of examples given is included to support those candidates who would function best following oral instructions.

- Candidates who will follow the sequence given for example:

  - An oral instruction for the entire task supported with gesture and sign
  - An oral instruction for the entire task

National Unit Specification: support notes (cont)

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The fourth set of examples given lists the broad developmental stages for "reading", should this be the most effective approach for the candidate.

- Candidates who will follow the sequence for the entire task using, for example:

  - Photographic sequencing
  - Symbolic sequencing
  - Symbolic sequencing with single written words
  - A written sequential list

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.

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 optimum 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 using small electrical equipment to prepare a meal/snack so that they are adequately prepared for formal assessment.

National Unit Specification: support notes (cont)

UNIT Healthy Basic Cooking: Use of Small Electrical Equipment in Food Preparation (Access 1)

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.

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: Use of Small Electrical Equipment in Food Preparation (Access 1)
Recording Sheet (refer to the Support Codes at the end of Appendix 1).

Candidates Name _____ Class _____ Session _____

Outcome 1:
Select the electrical equipment to prepare a meal/snack.

Performance Criteria	Support Code	Date		Support Code	Date		Support Code	Date
Select the meal/snack								
Select the electrical equipment for the task								

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

Outcome 2:
Use the electrical equipment to produce the meal/snack.

Performance Criteria	Support Code	Date		Support Code	Date		Support Code	Date
Prepare ingredients safely and hygienically								
Follow the correct sequence for using the electrical equipment safely and hygienically								
Use the electrical equipment safely and hygienically								
Produce the meal/snack								

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

Outcome 3:
Carry out the procedures for cleaning the electrical equipment.

Performance Criteria	Support Code	Date		Support Code	Date		Support Code	Date
Follow safe sequence in preparation for cleaning electrical equipment								
Clean electrical equipment safely and hygienically								

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

Overall level of support given to candidate to achieve this unit (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.