National Unit Specification: general information

UNIT Healthy Basic Cooking: Producing a Two Course Cooked Meal (Access 1)

NUMBER DE6D 07

COURSE

SUMMARY

This unit has been designed to give the candidate an introduction to the preparation, production and presentation of a two course cooked meal.

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 Prepare to make a two course cooked meal.
2 Use the cooker to produce the two cooked courses.
3 Present the two course cooked meal.

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: Producing a Two Course Cooked Meal (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.

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 outcomes 2 and 3 some aspects of using a cooker may, for some candidates, pose a significant health and safety risk. In these instances it is acceptable that the teacher/lecturer performs any tasks which are potentially dangerous for the candidate.

Note: Candidates need not prepare and produce the two courses at the same time. One course may be pre-prepared and stored correctly till required for presentation with the other course.

OUTCOME 1
Prepare to make a two course cooked meal.

Performance Criteria
a) Select the two cooked courses.
b) Collect the ingredients, equipment and utensils safely and hygienically.
c) Take the ingredients, equipment and utensils to the work area safely and hygienically.
d) Prepare the ingredients using the equipment and utensils safely and hygienically.

Evidence Requirements
Performance evidence to demonstrate that the candidate can prepare to make two cooked courses safely and hygienically by preparing the ingredients and using equipment, utensils and preparation techniques needed for the task. The candidate should select each cooked course from a choice of at least two different courses.

OUTCOME 2
Use the cooker to produce the two cooked courses.

Performance criteria
a) Select the area of the cooker for the cookery process.
b) Select the correct cookware for the task.
c) Follow the sequence for setting the cooker.
d) Use the correct cookery processes to produce the two course cooked meal safely and hygienically.
e) Follow the correct method for cooking the two course meal safely.

National Unit Specification: statement of standards

UNIT Healthy Basic Cooking: Producing a Two Course Cooked Meal (Access 1)

Evidence requirements
Performance evidence to demonstrate that the candidate can use the cooker safely and hygienically for at least two cookery processes to produce the two course meal.

Note: A cooker may be a hob, oven, grill or microwave.

OUTCOME 3
Present the two course cooked meal.

Performance criteria
a) Follow the sequence for removing the cookware from the cooker safely.
b) Take the cookware to the work area safely.
c) Select the correct items to present the two course meal safely and hygienically.
d) Collect the correct items to present the two course meal safely and hygienically
e) Follow the sequence to present the two course meal safely and hygienically

Evidence requirements
Performance evidence to demonstrate that the candidate can present a two course cooked meal safely and hygienically.

National Unit Specification: support notes

UNIT Healthy Basic Cooking: Producing a Two Course Cooked Meal (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 - 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

This is a practical unit and is aimed at introducing candidates to the preparation, production and presentation of a range of two course cooked meals. 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. In planning the delivery of this unit, teachers/lecturers may also consider incorporating some or all of the outcomes from "Use of Small Electrical Equipment".

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.

The units in the Healthy Basic Cooking suite of units have been designed to take account of the need to retain and reinforce skills. For this reason, the units have some degree of overlap. However it is strongly recommended that evidence of assessment from one unit should not be used as evidence of assessment for any other unit which covers the same task (for example "Producing a One Course Cooked Meal" and "Producing a One Course Cooked, One Course Uncooked Meal") as this repetition gives the candidate the opportunity to demonstrate reinforcement and retention of skills.

National Unit Specification: support notes

UNIT Healthy Basic Cooking: Producing a Two Course Cooked Meal (Access 1)

It is recommended that teachers/ lecturers should consider the needs of candidates when deciding on the meals to be produced. For all candidates, but particularly, those functioning at a more sensory level, consideration should be given to the contribution that the range of fresh food colours, tastes, textures and aromas make to an enriched learning experience. Where there is the expectation that candidates may achieve a greater level of independence, teachers/lecturers could, within an enriched experience select dishes where the processes and techniques facilitate the independent achievement of outcomes. In such instances, the use of convenience foods, as a part of the meal, would be considered acceptable.

National Unit Specification: support notes (cont)

UNIT Healthy Basic Cooking: Producing a Two Course Cooked Meal (Access 1)

Equipment, Processes and Techniques

Food Preparation Techniques

pouring	spreading	cutting	slicing	washing	draining
chopping	mixing	blending	whipping	stirring	grating
whisking	mashing	sieving	peeling	coring	

Kitchen Equipment and Utensils

crockery	cutlery	vegetable knife	tin opener	scissors
colander	grater	vegetable peelersieve	corer	
hand whisk	electric whisk	mixing spoons	tin foil	cling film
electric can opener	food processor	mixing bowl	storage tubs	pot stand
oven gloves	ladle			

Cookery Processes

boiling	simmering	heating	grilling
baking	casseroling	poaching	roasting
browning	sweating	braising	microwave cooking

Cookware

pots/pans	casserole dish	wok	roasting dish
pie dish	oven tray	microwave dishes	

National Unit Specification: support notes (cont)

UNIT Healthy Basic Cooking: Producing a Two Course Cooked Meal (Access 1)

The following suggested range of meals has been compiled to offer candidates an enriched learning experience. To achieve the outcomes of this unit one meal from two different sections is recommended. Teachers/lecturers could consider extending the candidates learning experience by selecting at least one meal from each section.

Soups	Cream of Tomato	Cream of Mushroom
	Minestrone	Potato and Leek/Watercress
	Lentil	Onion or French Onion
	Chicken and Rice	Carrot and Coriander
Starters	Stuffed Tomatoes	Stuffed Peppers
	Stuffed Mushrooms	Egg Mayonnaise
Light Meals	Baked Potato with variety of fillings	
	Beans on Toast	
	French Toast	
	Scrambled Eggs on Toast	
	Poached Eggs on Toast	
	Quiche – using pre cooked flan	
Main Meals	Mince and Potatoes	Spaghetti Bolognaise
	Chilli con Carne	Mince Pie – using frozen pastry
	Moussaka	Home made Burgers/ Meat balls
	Curried Mince with Rice	Pasta Carbonara
	Risotto (various)	Macaroni Cheese
	Stir Fries (various)	Pork Casserole
	Sausage Casserole	Baked/Poached Fish
	Pizza - various toppings using pre-cooked base	
	Various Chicken dishes, using breasts/thighs etc	

A selection of fresh/ frozen vegetables or side salad could accompany most of these dishes

Desserts	Spicy Baked Apple	Fruit Brulee
	Honey and Mint Oranges	Cinnamon Baked Pears
	Fruit Clafoutis	Apple/Pear Crumble
	Rhubarb Crumble	Eve's Pudding

The above list is neither prescriptive nor exhaustive, but is merely offered as an example of the variety of dishes which could be produced using a cooker and where colour, taste, texture and aroma may contribute to the richness of the candidates' sensory learning experiences.

National Unit Specification: support notes (cont)

UNIT Healthy Basic Cooking: Producing a Two Course Cooked Meal (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.

National Unit Specification: support notes (cont)

UNIT Healthy Basic Cooking: Producing a Two Course Cooked Meal (Access 1)

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.

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 d) from Outcome 2 is given as an example.

Outcome 2
Use the cooker to produce the two cooked courses.

PC (e) Follow the correct method for cooking the two course meal safely.

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

Candidates who will follow the correct method for cooking the two course meal safely given for example:

- Step by step oral instructions supported with gesture and sign
- Step by step oral instructions
- An oral instruction for the entire process

Candidates who will follow the correct method for cooking the two course meal safely given for example:

- Photographs
- Symbols
- Symbols with a single written word
- A simple recipe for the method

Note: Some candidates following the sequence as illustrated above may require oral and/or signing and gesture to ensure effective learning.

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 on 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 while doing the 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.

The presentation of the two course cooked meal may be either by setting and presenting at the table, or packaging and storing for later collection.

National Unit Specification: support notes (cont)

UNIT Healthy Basic Cooking: Producing a Two Course Cooked Meal (Access 1)

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: Producing a Two Course Cooked Meal (Access 1)
Recording Sheet (refer to the Support Codes at the end of Appendix 1).

Candidate's Name _____ Class _____ Session _____

Outcome 1:
Prepare to make a two course cooked meal.

Performance Criteria	Support Code	Date		Support Code	Date		Support Code	Date
Select the two cooked courses								
Collect the ingredients, equipment and utensils safely and hygienically								
Take the ingredients, equipment and utensils to the work area safely and hygienically								
Prepare the ingredients using the equipment and utensils safely and hygienically								

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

Outcome 2:
Use the cooker to produce the two cooked courses.

Performance Criteria	Support Code	Date		Support Code	Date		Support Code	Date
Select the area of the cooker for the cookery process								
Select the correct cookware for the task								
Follow the sequence for setting the cooker								
Use the correct cookery process to produce the two course meal safely and hygienically								
Follow the correct method for cooking the two course meal safely								

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

Outcome 3:
Present the two course cooked meal.

Performance Criteria	Support Code	Date		Support Code	Date		Support Code	Date
Follow the sequence for removing the cookware from the cooker safely								
Take the cookware to the work area safely								
Select the correct items to present the two course meal safely and hygienically								
Collect the correct items to present the two course meal safely and hygienically								
Follow the sequence to present the two course meal 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 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.