

**HOME ECONOMICS:  
HEALTH AND FOOD TECHNOLOGY**  
Access 3

**Fourth edition – published April 2003**

**NOTE OF CHANGES TO ARRANGEMENTS  
FOURTH EDITION PUBLISHED APRIL 2003**

**CLUSTER TITLE:** Home Economics: Health and Food Technology  
(Access 3)

**CLUSTER NUMBER:** C118 09

**National Cluster Specification**

Cluster Structure: The cluster number has been changed from C045 09 to C118 09, because of changes to the cluster structure at Intermediate 1. The code at Access 3 has been changed to retain the hierarchical sequence.

**National Unit Specification**

All Units No changes.

## National Cluster

### HOME ECONOMICS: HEALTH AND FOOD TECHNOLOGY (ACCESS 3)

**CLUSTER NUMBER**            C118 09

#### STRUCTURE

The programme of study has two mandatory units, and three optional units as follows:

##### Mandatory

<b>D263 09</b>	<b><i>Food Preparation Techniques: An Introduction (Acc 3)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D264 09</b>	<b><i>Cookery Processes: An Introduction (Acc 3)</i></b>	<b><i>1 credit (40 hours)</i></b>

##### Optional – of which two should be selected:

<b>D266 09</b>	<b><i>Health and Food Technology: Organisation of Practical Skills (Acc 3)</i></b>	<b><i>0.5 credit (20 hours)</i></b>
<b>D262 09</b>	<b><i>Food Preparation for Healthy Eating (Acc 3)</i></b>	<b><i>0.5 credit (20 hours)</i></b>
<b>D8KY 09</b>	<b><i>Food Hygiene for the Hospitality Industry (Acc 3)</i></b>	<b><i>0.5 credit (20 hours)</i></b>

#### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

In common with all clusters, this programme of study includes 40 hours over and above the 120 hours for the component units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

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#### Administrative Information

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## **National Cluster: general information (cont)**

**CLUSTER**            Health and Food Technology (Access 3)

### **CORE SKILLS**

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## National Cluster: details

**CLUSTER**            Health and Food Technology (Access 3)

### RATIONALE

The aim of this cluster is to develop a candidate's personal effectiveness in the use and management of resources. In the context of Health and Food Technology the programme offers a broad provision for the acquisition of knowledge and understanding and specialist skills. This provision anticipates the future needs of candidates in preparing them for life in terms of self, family and society. By offering an insight into the food and hospitality industries, opportunities for further study or employment are enhanced.

The units are devised to allow candidates of different abilities and needs to achieve success. The programme aims to provide flexibility of choice and to encourage, through practical activity, the integration of understanding and skills in a variety of ways. For example:

- linking an understanding of foods for health to their own requirements
- making choices about appropriate cooking methods for identified foods
- carrying out a practical task which is planned to combine practical skills in the production of food items
- following a logical sequence of work in food preparation and cooking
- showing some creativity in the production of items
- reflecting on success by evaluating the product.

In its report, *Technology Education in Scottish School: A Statement of Position*, the Scottish Consultative Council on the Curriculum (Scottish CCC, 1996) states:

‘A broadly-based technological component in the curriculum does do much to “privilege the practical” and to redress the imbalance in many young peoples’ educational experience between the acquisition of knowledge, skills and attitudes and their application to meeting and solving practical problems. Including technology in the curriculum improves the status and attractiveness of the practical and commercial activities which are the heart of industry and business, and helps all young people to recognise the personal satisfaction and enjoyment that can be derived from active participation.’

Home Economics in the context of Health and Food Technology provides opportunities ‘to address people’s material needs and wants for food and health care’ (Scottish CCC), through practical activities which provide realistic insights to applications in the home, community and industry.

Specialist craft skills and organisational skills are fundamental to Health and Food Technology. The craft skills include the process and manipulative skills concerned with:

- food preparation
- simple food production.

## **National Cluster: details (cont)**

### **CLUSTER            Health and Food Technology (Access 3)**

The organisational skills include the ability to plan, make judgements and establish priorities in relation to available resources, and make an evaluation of the suitability of the product to the end user. Importantly, these skills also include the ability to work effectively as an individual, and as a member or leader of a team, and the ability to handle information. These skills enable candidates to participate effectively in technological activity.

The publication of the report on ‘The Scottish Diet’ and the amended Dietary Targets for the year 2005 issued in November 1994, has imposed a responsibility on this subject area to promote dietary targets in a practical way. The report calls for a greater emphasis to be placed on practical ‘hands-on experience’ and recognises how this experience can promote self-assurance and understanding of difficult nutritional concepts. Health and Food Technology provides an opportunity to address some of the recommendations of the document and encourages candidates to give consideration to the dietary targets. It also provides candidates with background knowledge and experience to enable them to promote healthy eating within a commercial situation.

An important part of Health and Food Technology is to develop standards in relation to a safe working environment. For example, candidates are encouraged to take responsibility for health and safety in the use of products and equipment which carry potential risks. These standards are also applied in industry to minimise the possibilities of food contamination and food poisoning and are, therefore, transferable.

### **AIMS**

1. To develop some understanding of, and give practice in the use of, principles underlying the informed choice, and the safe and knowledgeable use of equipment, materials and procedures.
2. To provide meaningful experiences and opportunities to develop creative, aesthetic and specialist craft skills.
3. To develop in candidates, organisational skills and personal effectiveness necessary to meet some of their own needs and those of others within a rapidly changing society.
4. To foster vocational links and raise awareness of the world of work.

## National Cluster: details (cont)

**CLUSTER** Health and Food Technology (Access 3)

### CONTENT

UNIT	CONTENT
<b><i>Health and Food Technology: Organisation of Practical Skills</i></b>	<p>Candidates should know the meaning of the following terms:</p> <ul style="list-style-type: none"><li>• task – a task in this context is the preparation of a dish or a recipe</li><li>• component parts – component parts are the ingredients</li><li>• processes – processes are the steps to be carried out to successfully complete the dish/recipe, such as, weighing; measuring; washing; sieving; mixing; whisking; stirring; chopping; grating; dicing; simmering; seasoning.</li></ul> <p>Candidates should be able to:</p> <ul style="list-style-type: none"><li>• choose dishes from a given range to meet specified needs and/or purposes</li><li>• plan a logical sequence of work</li><li>• prepare recipes with at least five ingredients and five process steps involved in their production. For example: soups; starters; simple meat/fish dishes, desserts, bakery produce, such as scones</li><li>• use safe and hygienic practices.</li></ul>
<b><i>Food Preparation Techniques: An Introduction</i></b>	<p>Candidates will demonstrate understanding of:</p> <ul style="list-style-type: none"><li>• accurate weighing and measuring</li><li>• basic food preparation equipment and cookery terms.</li></ul> <p>through simple practical activities such as:</p> <ul style="list-style-type: none"><li>• the preparation of vegetables for soup; scones; basic sponge; baked potato; hamburgers. It is expected that the healthier options for ingredients will be chosen.</li></ul>

## National Cluster: details (cont)

**CLUSTER** Health and Food Technology (Access 3)

### CONTENT

UNIT	CONTENT
<p><b><i>Cookery Processes: An Introduction</i></b></p> <p><b><i>Food Preparation for Healthy Eating:</i></b></p> <p><b><i>Food Hygiene for the Hospitality Industry</i></b></p>	<p>Candidates will demonstrate some understanding of:</p> <ul style="list-style-type: none"> <li>• the principles and practice associated with the following cookery processes: boiling, baking, grilling, shallow frying, steaming</li> <li>• heat transfer, i.e., conduction; convection; radiation, for each cookery process</li> <li>• the cooking medium: oil; water; stock, steam, etc.</li> <li>• classification of the process as wet or dry</li> <li>• the operation of equipment, such as microwave and oven, relating to each process</li> <li>• the suitability of foods for each process and understanding of why certain food types require to be cooked by wet and others by dry methods</li> <li>• foodstuffs to be used in each process specified above: vegetables, fruit, eggs, meat, fish, dry goods.</li> </ul> <p>Candidates will demonstrate knowledge and understanding of the following areas through practical activity:</p> <ul style="list-style-type: none"> <li>• guidelines for a healthy diet</li> <li>• practical applications which show ways of meeting current dietary targets:               <ul style="list-style-type: none"> <li>– ways of reducing intake of fat; sugar; salt</li> <li>– ways of increasing non-starch polysaccharides</li> <li>– ways of increasing the intake of fruit and vegetables; bread; breakfast cereals; total complex carbohydrate (fruit and vegetables, bread, breakfast cereals, rice, pasta, potatoes); fish (especially oily fish) to adapt dishes/meals</li> <li>– ways to produce a healthier option, for example, by selecting a healthier method of cooking and using food preparation techniques which promote the retention of nutrients</li> </ul> </li> </ul> <p>Candidates will demonstrate knowledge and understanding of basic food safety related to the hospitality industry. The content is equivalent to the REHIS Introduction to Food Hygiene Award.</p>

## **National Cluster: details (cont)**

### **CLUSTER            Health and Food Technology (Access 3)**

Undertaking the units as a coherent whole offers a number of benefits:

- together, the component units offer opportunities for delivery as a coherent, integrated, holistic experience
- balance and breadth of candidates' experiences and learning are promoted
- both specific and core skills may be further explored and developed
- practical activity may be integrated
- skills and abilities developed through practical activity support learning as a whole
- a candidate's abilities to sustain effort and concentration, come to conclusions, make decisions, complete a process and evaluate a product are developed.

An integrative approach to learning is recommended, and can be achieved in a variety of imaginative ways. Classroom activities chosen to deliver the content of the units should match the needs and abilities of the candidates and enable them to:

- develop and practise the skills identified in the rationale
- develop personal effectiveness and problem solving skills
- extend their knowledge base.

### **ASSESSMENT**

The units which comprise the cluster will be assessed internally. Details of the internal assessment are provided in the unit specification. Holistic approaches to assessment should be adopted and a variety of approaches may be appropriate. It is anticipated that ongoing assessment will take place, informing and supporting candidates.

Candidates should be aware of assessment criteria and instruments. They will prepare for the outcomes of each unit, which will evolve naturally through practical activities during the learning and teaching process. At mutually agreed points of learning the candidate will indicate readiness to be assessed.

### **APPROACHES TO LEARNING AND TEACHING**

Approaches to learning and teaching should provide opportunities for candidates of varying needs and abilities to acquire the knowledge and develop the skills of the programme of study. Approaches should be chosen which will enhance learning experiences so that candidates achieve their full potential of independence whether working in a whole class, small group or supported self-study situation. It is good practice to use a variety of methods, so that candidates' interest and motivation are maintained and individual preferences for different learning styles are considered. Account should be taken of prior knowledge that candidates may have. An integrated approach to learning and teaching is advocated for the delivery of the component units.

An appropriate strategy for achieving this delivery is to identify potential links among the outcomes of the units with a view to candidate development of understanding and skills through one activity. It is important, therefore, to be familiar with the outcomes when planning approaches to learning and teaching. This can be seen in the following exemplar:

## National Cluster: details (cont)

### CLUSTER Health and Food Technology (Access 3)

<i>Health and Food Technology: Organisation of Practical Skills</i>	<i>Food Preparation Techniques: An Introduction</i>	<i>Cookery Processes: An Introduction</i>
Outcome 2 Prepare a plan of work for the task chosen.		
Outcome 3 Carry out the task to achieve the desired outcome.	Outcome 1 Weigh and measure food stuffs accurately.  Outcome 2 Use a range of simple food preparation techniques.	Outcome 2 Carry out cookery process to given specification.
Outcome 4 Use safe working practices.		

Activities for developing organisational skills should be devised so that candidates can learn about the importance of planning to carry out tasks in a sequential way within a time constraint.

Candidates should be encouraged to communicate with peers and, if appropriate, work as part of a group or team. Evaluation of the processes used and the products manufactured should be an integral part of learning, as well as an opportunity to reflect on their own progress. It is generally accepted that candidates gain much from the practical experiences in Home Economics. The ways in which candidates learn will vary according to their needs. At this level the teacher/lecturer will be expected to identify ways in which instructions or information can most effectively be presented to ensure that he or she can implement the process. This can be done by making use of appropriate media, for example, enlarged print or Braille. A candidate carrying out a practical task should be allowed opportunity to achieve acceptable standards, without the frustration of failure because of unreasonable time constraints.

The cluster will enable candidates to work alongside others operating at the next level, affording them opportunities to progress beyond those outcomes which can be achieved at Access 3.

The relationship between the course and relevant industry should be emphasised to provide real contexts for learning and realistic problems to solve. These opportunities will increase self-esteem, confidence and motivation for the candidates, and improve their insight into the needs of industry, including the skills required of those entering the job market. An industrial link is an excellent way of promoting understanding of the very high standards of hygiene required in food preparation and production work.

This understanding can then be mirrored in classroom activity by candidates displaying a responsible attitude to health and safety. Entrepreneurial activities provide exciting and challenging opportunities for learning, and these are greatly enhanced when they are linked with industry.

## National Cluster: details (cont)

### CLUSTER Health and Food Technology (Access 3)

#### Integration of the additional 40 hours into the overall 120 hours for the programme of study

The additional 40 hours of flexible time should be integrated into the programme of study design as follows:

Stage	Explanation
Candidate induction	Familiarisation with the aims and design of the programme of study
	Familiarisation with the requirements of internal assessment of the units
	Setting target deadlines for the units and assessment
	Presentation of work, for example, the standards expected and the importance of items to be retained for assessment
	Candidate commitment to meet the demands and deadlines of the programme of study

#### SPECIAL NEEDS

This 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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Health and Food Technology: Organisation of Practical Skills (Access 3)
<b>NUMBER</b>	D266 09
<b>CLUSTER</b>	Home Economics: Health and Food Technology (Access 3)

### SUMMARY

On completion of the unit, candidates will be able to plan work, requisition components, identify equipment and integrate practical skills to complete tasks involving work co-ordination in the context of food preparation.

### OUTCOMES

1. Prepare for a task that requires a minimum of three component parts and at least four processes in its production.
2. Prepare a plan of work for the task chosen.
3. Carry out the task to achieve the desired outcome.
4. Use safe working practices.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

0.5 credit at Access 3.

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT** Health and Food Technology:  
Organisation of Practical Skills (Access 3)

### **CORE SKILLS**

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

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

### **UNIT**                      Health and Food Technology:    Organisation of Practical Skills (Access 3)

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 1**

Prepare for a task that requires a minimum of three component parts and at least four processes in its production.

##### **Performance criteria**

- (a) The task is correctly named.
- (b) The component parts are correctly identified.
- (c) The processes used are correctly identified.
- (d) All equipment required is correctly identified.
- (e) All component parts are requisitioned prior to commencing.

##### **Evidence requirements**

Recorded evidence that the candidate can, on one occasion:

- (a) name the task
- (b) identify at least three of the component parts (refer to support notes)
- (c) identify four processes
- (d) identify the equipment required
- (e) requisition the component parts (the materials and resources required for the task) in the required quantity.

#### **OUTCOME 2**

Prepare a plan of work for the task chosen.

##### **Performance criterion**

A logical sequence of work is planned to ensure effective time management.

##### **Evidence requirements**

Recorded evidence that the candidate plans a logical sequence of work in a given timescale on one occasion.

## **National Unit Specification: statement of standards (cont)**

**UNIT** Health and Food Technology:  
Organisation of Practical Skills (Access 3)

### **OUTCOME 3**

Carry out the task to achieve the desired outcome.

#### **Performance criteria**

- (a) The task is completed within the given time.
- (b) The task is presented in the quantities planned.
- (c) The task is presented to an acceptable condition for eating.

#### **Evidence requirements**

Recorded evidence that the candidate presents the completed task on one occasion, within the time given to meet the candidate's needs.

### **OUTCOME 4**

Use safe working practices.

#### **Performance criteria**

- (a) Appropriate clothing is worn.
- (b) A clean and tidy workstation is maintained.
- (c) All equipment is used in a safe manner.

#### **Evidence requirements**

Recorded evidence that the candidate, on one occasion:

- (a) wears appropriate clothing
- (b) maintains a clean and tidy workstation
- (c) uses all equipment in a safe manner (or is aware of its safety in use).

Outcomes 1-4 the proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist.

## **National Unit Specification: support notes**

### **UNIT**                      Health and Food Technology:    Organisation of Practical Skills (Access 3)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

This unit has been devised so that it may be delivered along with *Health and Food Technology: Organisation of Practical Skills (Int 1)*.

As this is a generic unit the statement of standards is applicable to different curriculum areas, whereas this content/context section is related specifically to practical cookery and bakery skills.

The practical elements of the unit should enable candidates to integrate the component skills from the planning stage through to presentation.

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

A list of content can be found in the cluster details for Home Economics: Health and Food Technology (Acc 3).

#### ***Outcome 1***

A task in this context is a dish or a recipe. Component parts are the ingredients.

Processes are the steps to be carried out to successfully complete the dish/recipe, such as: weighing; measuring; sieving; mixing; whisking; stirring; chopping; grating; peeling; washing; seasoning.

Candidates should be encouraged to choose dishes from a limited range rather than the teacher/lecturer identifying the practical activity for them.

An example of the minimum level of practical activity expected at this level is given below:

*Task:* Apple Crumble (using previously prepared fruit).

*Components:* wholemeal flour, margarine, brown sugar, prepared apple.

*Processes:* weighing, rubbing in, mixing, assembling.

Equipment to be used throughout the practical exercise must be identified by candidates and all ingredients requisitioned prior to commencing.

## National Unit Specification: support notes (cont)

### UNIT Health and Food Technology: Organisation of Practical Skills (Access 3)

#### **Outcome 2**

Candidates should be given practice in ordering the stages of a practical activity. For example, re-arrange in a logical order the stages of a recipe. The time allowed for activities should be adjusted to meet individual needs and abilities. The candidate must be made aware of the importance of working within a time constraint to achieve the standard of organisation skills necessary to achieve the outcome.

#### **Outcomes 3 and 4**

Standard recipes will be followed for most dishes and the timescale set by the teacher/lecturer to support individual needs.

Emphasis must be placed on the following:

- keeping to given times
- producing correct numbers of portions
- presenting food to an acceptable standard
- wearing correct clothing
- safe and hygienic working methods
- carrying out procedures in a correct manner
- correct and safe use of equipment.

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

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred participative and practical manner. Theoretical aspects should be an integral part of each practical exercise and covered by discussion and evaluation of the final results. Candidates must be given time to practise their organisational skills before assessment takes place. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The timescale required to complete an activity should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity. (See also Approaches to Learning and Teaching in the cluster details.)

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

It is recommended that this unit is used as the vehicle for integrated delivery of other units, eg, *Food Preparation for Healthy Eating*, *Food Preparation Techniques: An Introduction* and *Cookery Processes: An Introduction*. This will ensure a practicable and economic approach to their delivery. Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instructions and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment, eg, suction-based bowls; electric can opener.

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

**UNIT** Health and Food Technology:  
Organisation of Practical Skills (Access 3)

### **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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Food Preparation Techniques: An Introduction (Access 3)
<b>NUMBER</b>	D263 09
<b>CLUSTER</b>	Home Economics: Health and Food Technology (Access 3)

### SUMMARY

On completion of this unit, candidates will be able to apply knowledge of basic food preparation terms, techniques and equipment to their practical exercises.

### OUTCOMES

1. Weigh and measure foodstuffs accurately.
2. Use a range of simple food preparation techniques.
3. Identify basic food preparation equipment and cookery terms.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 3.

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## **National Unit Specification: general information (cont)**

**UNIT**                      Food Preparation Techniques: An Introduction (Access 3)

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

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

### **UNIT**                      Food Preparation Techniques: An Introduction (Access 3)

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 1**

Weigh and measure foodstuffs accurately.

##### **Performance criteria**

- (a) Scales are used accurately.
- (b) Measuring jugs are used accurately.
- (c) Measuring spoons are used accurately.

##### **Evidence requirements**

Recorded evidence that each of the performance criteria has been met on one occasion.

#### **OUTCOME 2**

Use a range of simple food preparation techniques.

##### **Performance criteria**

- (a) The equipment selected is appropriate to the preparation technique.
- (b) The preparation technique is correctly carried out without undue waste.
- (c) Safe and hygienic standards are maintained throughout.

##### **Evidence requirements**

Recorded evidence that each of the performance criteria has been met on one occasion.

Evidence is required to demonstrate six of the following techniques, using appropriate equipment: peel, cut, grate, roll out, shape, mix, whisk, cream, slice.

Outcomes 1 and 2: the proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist.

## **National Unit Specification: statement of standards (cont)**

**UNIT**                      Food Preparation Techniques: An Introduction (Access 3)

### **OUTCOME 3**

Identify basic food preparation equipment and cookery terms.

#### **Performance criteria**

- (a) Items of basic equipment are correctly identified.
- (b) The use of each item of equipment is correctly identified.
- (c) Basic cookery terms are correctly identified.

#### **Note on range for the outcome**

Equipment:              flour dredger; rolling pin; sieve; cooling tray; hand-held electric whisk; pastry cutter; fish slice; vegetable peeler; vegetable knife; grater; tablespoon; pastry brush.

Cookery terms:        bake blind; beat; knead; cream; fold; blend; line; coat; whisk.

#### **Evidence requirements**

Recorded evidence that each of the performance criteria has been met on one occasion. Specific advice:

- (a) the candidate should correctly match the names of 8 out of 12 items of equipment to pictorial examples
- (b) the candidate should correctly match a description of all 8 items of equipment to pictorial examples
- (c) the candidate should correctly match 6 cookery terms with a list of definitions of their use.

Outcome 3: the proposed instrument of assessment is a matching exercise. Attainment could be assessed by the use of a marking scheme.

## **National Unit Specification: support notes**

### **UNIT**                      Food Preparation Techniques: An Introduction (Access 3)

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

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

This unit has been devised so that it may be delivered along with *Food Preparation Techniques: An Introduction (Int 1)*.

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

The content will allow candidates to develop basic techniques utilising a range of preparation equipment. Candidates should be encouraged to end cook products that have been prepared under the supervision of the teacher/lecturer. A list of content can be found in the cluster details for Home Economics: Health and Food Technology (Acc 3).

##### ***Outcomes 1 and 2***

The practical activities of this unit should be relatively simple dishes/recipes such as: the preparation of vegetables for soup; scones; basic sponge; fresh fruit salad; shepherd's pie; pizza; fruit crumble; hamburgers. Healthier options for ingredients should be chosen, where appropriate.

Hygiene and safety must feature as key practices to be developed in the use of all preparation equipment and throughout preparation techniques. Demonstrations will be required in the use of all equipment and in following each preparation technique. The development of correct working practices must be emphasised. Knife drill will have to be demonstrated and reinforced throughout. Candidates should be given clear specifications for each task to ensure that they are fully aware of what is expected of them. The timescale required for activities should be adjusted to meet individual needs and abilities.

Activities should allow for working independently, although teacher support may be necessary.

##### ***Outcome 3***

All items of equipment used in practical work should be correctly identified and named and its uses explained. Candidates should be encouraged to identify and use correctly appropriate equipment for each task.

Common basic cookery terms associated with the practical exercise should be explained and practised by candidates.

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

### **UNIT**                      Food Preparation Techniques: An Introduction (Access 3)

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

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred participative and practical manner. Theoretical aspects such as identification of equipment and its uses should be an integral part of each practical exercise. The choice of activities must allow all of the equipment to be used and the range of preparation techniques to be covered. Candidates must be given time to practice a variety of food preparation techniques before assessment takes place. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The timescale required to complete an activity should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity. (See also Approaches to Learning and Teaching in the coherent group of units details for Health and Food Technology.)

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

It is recommended that this unit is delivered in an integrated way with *Health and Food Technology: Organisation of Practical Skills* and *Cookery Processes: An Introduction*. This will ensure a practicable and economic approach to delivery. Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit may provide alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instructions and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment, eg, suction-based bowls; electric can opener.

#### **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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Cookery Processes: An Introduction (Access 3)
<b>NUMBER</b>	D264 09
<b>CLUSTER</b>	Home Economics: Health and Food Technology (Access 3)

### SUMMARY

On completion of this unit candidates will be able to demonstrate underpinning knowledge associated with a range of cookery processes, and carry out the cookery processes in a safe and hygienic manner.

### OUTCOMES

1. Identify the principles associated with a range of cookery processes.
2. Carry out the cookery process to given specification.
3. Control the cookery process to minimise wastage.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 3.

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**                      Cookery Processes: An Introduction (Access 3)

### **CORE SKILLS**

There is no automatic certification of any core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

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

### **UNIT**                      **Cookery Processes: An Introduction (Access 3)**

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.

#### **Note on range for the unit**

Cookery processes: boiling, baking, grilling, shallow frying/stir-frying, steaming.  
Foods: vegetables/fruit, eggs, meat/fish, dry goods.

#### **OUTCOME 1**

Identify the principles associated with a range of cookery processes.

##### **Performance criteria**

- (a) Suitable foods are correctly identified for each process.

##### **Evidence requirements**

- (a) correctly identify one food suitable for each process.

Specific advice: the proposed instrument of assessment is a short answer test.

#### **OUTCOME 2**

Carry out the cookery process to given specification.

##### **Performance criteria**

- (a) Each cookery process is correctly applied to one type of food.
- (b) Safe and hygienic standards are maintained throughout.

##### **Evidence requirements**

Recorded evidence that the candidate can:

- (a) correctly apply each cookery process to one type of food from the unit range
- (b) maintain safe and hygienic standards throughout the practical sessions.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**                      **Cookery Processes: An Introduction (Access 3)**

#### **OUTCOME 3**

Control the cookery process to minimise wastage.

##### **Performance criteria**

- (a) The process is monitored regularly.
- (b) Appropriate techniques are used to check food for readiness.
- (c) An attractive and palatable end result is produced.

##### **Evidence requirements**

Recorded evidence that each of the performance criteria has been met on one occasion.

Outcomes 2 and 3: the proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist.

## **National Unit Specification: support notes**

### **UNIT                      Cookery Processes: An Introduction (Access 3)**

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

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

This unit has been devised so that it may be delivered along with *Cookery Processes: An Introduction (Int 1)*.

This unit should be delivered at a pace in keeping with the candidates' needs, with each process explained and discussed at a basic level.

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

A list of content can be found in the cluster details for Home Economics: Health and Food Technology (Acc 3).

#### ***Outcome 1***

As each cookery process is covered, candidates should be encouraged to discuss how the heat is passed through the food, and also the medium in which the food is being cooked. The suitability of a food for a process should be explained to enable candidates to understand the need for appropriate methods of cooking for certain foods. Any operation required for the safe use of equipment should be demonstrated and the relationship to the process explained, eg, electric whisk, oven or microwave.

#### ***Outcome 2***

Demonstrations and use of equipment should feature throughout each practical session as new skills are developed. The correct method of carrying out each process should be explored prior to candidates carrying out practical sessions. The development of safe and hygienic standards and correct working methods must be instilled by the teacher/lecturer as essential skills to be practised at all times.

Candidates should be encouraged to follow standard recipes in carrying out the practical tasks in a step by step method. The recipes must be in a form suitable for the needs of the candidate.

#### ***Outcome 3***

The teacher/lecturer should encourage candidates to monitor the cookery process with regard to temperature, time, the cooking medium, and techniques demonstrated to check the food for readiness. Candidates should be encouraged to use their senses to check the foods throughout the cookery process, specifically touch, sight and taste.

The teacher/lecturer will have to explain the effects of overcooking and undercooking on each foodstuff and the importance of producing a palatable end result.

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

### **UNIT**                      Cookery Processes: An Introduction (Access 3)

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

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred participative and practical manner. Theoretical aspects should be an integral part of each practical exercise. The choice of activities must allow for a range of cookery processes to be used and candidates should be given time to practice before assessment. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The timescale required to complete an activity should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity. (See also Approaches to Learning and Teaching in the cluster details for Health and Food Technology.)

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

Aspects of theory related to the principles associated with each cookery process should be covered prior to the practical exercise, as should correct use of equipment.

The assessment of Outcome 1 should be related to the practical exercise and not seen as a separate unrelated outcome. Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit may provide alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instructions and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities.
- use of specialist equipment, eg, suction-based bowls; electric can opener.

#### **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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Food Preparation for Healthy Eating (Access 3)
<b>NUMBER</b>	D262 09
<b>CLUSTER</b>	Home Economics: Health and Food Technology (Access 3)

### SUMMARY

On completion of this unit, candidates will be able to apply current dietary guidelines to food preparation suitable for a commercial situation.

### OUTCOMES

1. Select foods to produce a healthy dish suitable for commercial use.
2. Adapt a specified dish to provide a healthier option suitable for application in a commercial situation.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

0.5 credit at Access 3.

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**                      Food Preparation for Healthy Eating (Access 3)

### **CORE SKILLS**

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

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

### **UNIT**                      Food Preparation for Healthy Eating (Access 3)

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 1**

Select foods to produce a healthy dish suitable for commercial use.

##### **Performance criteria**

- (a) The dish selected contributes towards a healthy diet.
- (b) The food preparation techniques and/or cooking methods are appropriate.
- (c) Safe and hygienic practices in food production are demonstrated.
- (d) The food is presented attractively.

##### **Evidence requirements**

Recorded evidence that each of the performance criteria has been met on one occasion. Specific advice:

- (a) a dish that contributes towards a healthy diet should be defined as including one or more of the following criteria: low in sugar, using fruit as the main component; using vegetables as the main component; low in fat; high in non-starch polysaccharides; low in salt; high in complex carbohydrates; uses fish
- (b) food preparation techniques should promote the retention of nutrients, for example, no pre-preparation or soaking of vegetables. Cooking methods used should promote healthy eating and the retention of nutrients, for example, grilling, baking, stir-frying, steaming and microwave cooking
- (c) the candidate must wear the appropriate clothing, maintain a clean and tidy workstation, use all equipment in a safe manner, and maintain a high standard of personal hygiene
- (d) the dish should meet the required specification.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**                      Food Preparation for Healthy Eating (Access 3)

#### **OUTCOME 2**

Adapt a specified dish to provide a healthier option suitable for application in a commercial situation.

##### **Performance criteria**

- (a) The ingredients of the specified dish for adaptation to a healthier option are accurately identified.
- (b) The adaptations to the specified dish meet current dietary guidelines.
- (c) The adaptations are applied and evaluated.

##### **Evidence requirements**

Recorded evidence that each of the performance criteria has been met on one occasion. Specific advice:

- (a) the ingredients selected may be: replaced with healthier alternatives; removed altogether; further ingredients may be added
- (b) the adapted dish should meet one or more of the following criteria: low in sugar, using fruit as the main component; using vegetables as the main component; low in fat; high in non-starch polysaccharides; low in salt; high in complex carbohydrates; uses fish
- (c) the dish should be made and evaluated using a simple method of food sensory evaluation. The results of this should be recorded by the candidate.

Outcomes 1 and 2: the proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist.

## **National Unit Specification: support notes**

### **UNIT**                      Food Preparation for Healthy Eating (Access 3)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

This unit has been devised so that it may be delivered along with *Food Preparation for Healthy Eating (Int 1)*.

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

This unit is designed to enable candidates at this level to undertake practical activities which emphasise the production of healthy dishes suitable for home consumption, but which may be used in a commercial situation. Candidates will be encouraged to make informed healthy choices for the production of dishes. Through practical experiences, candidates are expected to develop an understanding of the contribution of diet to the maintenance of health.

A list of content can be found in the cluster details for Home Economics: Health and Food Technology (Acc 3).

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

The learning and delivery approach should allow outcomes to be achieved in a candidate-centred participative and practical manner. Theoretical aspects should be an integral part of each practical exercise. Candidates should be given time to acquire and practise skills. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The timescale required to complete an activity should be adjusted to anticipate candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity. (See also Approaches to Learning and Teaching.)

##### ***Outcome 1***

The work related to this outcome should encourage candidates to use basic facts about healthy eating in relation to their own health. The use of display boards, visiting speakers, advertising literature and videos could be used to stimulate thought. Discussion about peer group influences should be encouraged. Opportunities to see and taste new foods and to discuss costs and availability should be given to the candidates. The influence of commercial products and food outlets should be considered in terms of healthy eating.

Discussion, including evaluation of the prepared dishes should take place to assist in the development of candidates' understanding of the contribution of diet to the maintenance of health. The attractiveness and palatability of food presentation should also be discussed.

Implementation of hygienic and safe practices in the handling and production of foods should be stressed.

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

### **UNIT**                      Food Preparation for Healthy Eating (Access 3)

#### ***Outcome 2***

Through practical activities the candidates may:

- work in pairs or groups to develop some ideas which are feasible and creative to produce a healthy product, which has been adapted from an existing recipe; make use of commercial products/convenience foods;
- investigate given source material to increase understanding of current dietary advice
- evaluate the palatability of the product.

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

Candidates should be assessed at appropriate points throughout the programme of study. Case studies should be supplied by the teacher/lecturer. Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit may provide alternative methods to support the inclusion of all candidates, examples including:

- extension to the notional design length
- use of technology to record information/instructions and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment, eg, suction-based bowls; electric can opener.

#### **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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Food Hygiene for the Hospitality Industry (Access 3)
<b>NUMBER</b>	D8KY 09
<b>COURSE</b>	Health and Food Technology (Access 3)

### SUMMARY

This unit will provide the candidate with a basic knowledge of the procedures required to work hygienically in a food premises and the knowledge equivalent to that required for REHIS Introduction to Food Hygiene course. Successful candidates can be entered for dual certification.

### OUTCOMES

1. Demonstrate knowledge of the main causes and sources of food poisoning.
2. Demonstrate knowledge of how to prevent food poisoning.
3. Demonstrate appropriate personal hygiene and food handling practices during practical situations.

### RECOMMENDED ENTRY

Whilst entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- Access 2 units in Home Economics
- Access 2 units or Standard Grade Home Economics at Foundation Level.

The unit is also suitable for new starts and adult returners with appropriate prior experience.

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### Administrative Information

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## **National Unit Specification: general information**

**UNIT**      Food Hygiene for the Hospitality Industry (Access 3)

### **CREDIT VALUE**

0.5 credit at Access 3.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## National Unit Specification: statement of standards

### UNIT Food Hygiene for the Hospitality Industry (Access 3)

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 1

Demonstrate knowledge of the main causes and sources of food poisoning.

##### Performance criteria

- a) The terms food hygiene, food poisoning, food spoilage and food contamination are correctly identified.
- b) The main characteristics of bacteria are correctly identified.
- c) The factors affecting bacterial multiplication are correctly identified.

##### Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

#### OUTCOME 2

Demonstrate knowledge of how to prevent food poisoning.

##### Performance criteria

- a) The causes of food poisoning are correctly identified.
- b) The main sources of food poisoning and physical contaminants are correctly identified.
- c) The symptoms of food poisoning are correctly identified.
- d) The common kinds of physical and chemical contamination are correctly identified.
- e) Simple measures used to prevent food poisoning are correctly identified.
- f) The reasons for good personal hygiene are correctly identified.
- g) The role of the supervisor in food production is correctly identified.

##### Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Food Hygiene for the Hospitality Industry (Access 3)

#### **OUTCOME 3**

Demonstrate appropriate personal hygiene and food handling practices during practical situations.

##### **Performance criteria**

- a)      Appropriate personal hygiene practices before and during preparation or service of food are carried out.
- b)      Appropriate food hygiene practices before and during preparation or service of food are carried out.

##### **Note on range for the outcome**

Personal Hygiene relating to hands, nails, protective clothing and jewellery.

Food hygiene relating to separation of raw and cooked foods, avoidance of cross contamination, clean up 'as you go', temperature control, cooking, cold holding, hot holding.

##### **Evidence requirements**

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

##### **Evidence requirements for this Unit**

For Outcomes 1 and 2 – written and/or oral recorded evidence which demonstrates the candidate's achievement of all performance criteria.

For Outcome 3, a summative observational checklist should be completed by the teacher/lecturer. This checklist should record performance evidence of the candidate's achievement for all the performance criteria.

## **National Unit Specification: support notes**

### **UNIT        Food Hygiene for the Hospitality Industry (Access 3)**

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 20 hours.

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

##### **Outcome 1**

- Meaning of the terms: food hygiene, food poisoning, food spoilage and food contamination
- The symptoms and effects of food poisoning
- Who are most at risk from food poisoning
- Types of food poisoning – bacterial and non bacterial (chemicals, metals and poisonous plants)
- How food poisoning can occur
- General characteristics of bacteria: size, shape, beneficial and harmful bacteria and where food poisoning bacteria are found
- How bacteria multiply given time and temperature (danger zone)
- Examples of common physical and chemical contaminants

##### **Outcome 2**

- Cross contamination and how it can be prevented
- The care required when handling raw foods: meat, poultry and vegetables
- The importance of protecting ready-to-eat foods from contamination and to handle food as little as possible
- The need to prevent bacteria from multiplying
- The importance of keeping food out of the danger zone and to reheating food until it is ‘piping hot’
- Thorough cooking of food and not preparing food too far in advance
- Importance of a clean and well organised refrigerator
- Why high standards of personal hygiene are important and a legal requirement for everyone in the food industry
- Hands – when and how to wash
- The use of waterproof dressings
- Nails – short, clean, no nail varnish and not bitten
- Importance of not eating, drinking, coughing or sneezing over food
- Why smoking is not permitted in a food room
- The need for protective clothing
- Why food handlers should not wear jewellery or strong perfume
- According to the law, when and what to report to the supervisor if there is a health problem
- The need to be aware of any hygiene problems and to report them to the supervisor
- Examples of hygiene problems
- Why it is important to follow employer’s instructions regarding cleaning and disinfection
- Basic cleaning procedures
- The importance of ‘clean as you go’

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

### **UNIT            Food Hygiene for the Hospitality Industry (Access 3)**

#### **Outcome 3**

This can be integrated with any practical exercise undertaken by the candidate. Candidates should be made aware of the assessment criteria for this outcome.

For details and guidance on how to enter candidates for REHIS dual certification, contact SQA's customised awards section on 0141-242-2312.

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

Outcomes 1-2 should be delivered in a manner that encourages the use of learning and teaching approaches in which the outcomes can be achieved in a candidate-centred, participative and practical way.

Outcome 3 can be undertaken during practical activities and can be integrated alongside other practical based National Units.

Reference can be made to the following resources:

- Course Handbook: 'The Essentials of Food Hygiene: A Guide for Food Handlers' (Highfield Publications)
- The Royal Environmental Health Institute of Scotland (REHIS): Elementary Food Hygiene course Resource Pack
- Course Video: 'Start Right – The Essentials of Food Safety'. (Highfield Publications)
- "Hygiene Sense: Hygiene Awareness" (Highfield Publications)
- Industry Guide to Good Hygiene Practice: Catering Guide, 1995. ISBN 0113218990.

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

Outcomes 1 and 2 should be assessed by a 10 question multiple choice paper based on the two outcomes. Candidates must achieve 70% or over to pass.

Outcome 3 will be assessed by means of a checklist completed by the teacher on at least two separate occasions before and during food preparation or food service.

It is not intended that the full range of content be assessed any given time although the content is assessable and must be covered in the teaching.

### **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, 2001).