

**HOSPITALITY - PRACTICAL COOKERY**  
**Intermediate 1**

**First edition – published March 2003**

## National Course Specification

### HOSPITALITY - PRACTICAL COOKERY (INTERMEDIATE 1)

**COURSE NUMBER** C201 10

#### COURSE STRUCTURE

This course has four mandatory units totalling 120 hours' study time, plus 40 hours' flexible time. It would be preferable for the units to be taken concurrently.

	<b>Title of unit</b>	<b>Duration</b>
<i>D8KY 10</i>	<i>Food Hygiene for the Hospitality Industry</i>	<i>0.5 credit (20 hours)</i>
<i>D9NL 10</i>	<i>Hospitality: Organisation of Practical Skills</i>	<i>0.5 credit (20 hours)</i>
<i>D263 10</i>	<i>Food Preparation Techniques: An Introduction</i>	<i>1 credit (40 hours)</i>
<i>D264 10</i>	<i>Cookery Processes: An Introduction</i>	<i>1 credit (40 hours)</i>

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

#### RECOMMENDED ENTRY

While access is at the discretion of the centre, candidates will find it advantageous to have attained x of the following:

- Standard Grade Home Economics at Foundation level
- Home Economics at Access 3
- Access 3 units or Standard Grade at Foundation Level in a relevant subject

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#### Administrative Information

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

**COURSE** Hospitality - Practical Cookery (Intermediate 1)

### **CORE SKILLS**

This course gives automatic certification of the following:

**Complete core skills for the course** Problem Solving Int 1

**Additional core skills components for the course** None

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

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

## National Course Specification: course details

**COURSE** Hospitality - Practical Cookery (Intermediate 1)

### RATIONALE

The course in Practical Cookery is designed to offer development of practical skills and understanding appropriate to food preparation and cookery. It will enable candidates to:

- develop an understanding of hygienic food handling
- plan their work to integrate practical skills
- develop their skills in food preparation techniques and cookery processes
- identify equipment used in food preparation and cooking
- gain knowledge of the terms used in food preparation techniques and cookery processes.

The course has been designed primarily as a practical course and aims to provide the development of techniques and skills required for food production appropriate to hospitality situations. The aims include:

- provide the knowledge equivalent to that required for the R.E.H.I.S. Elementary Food Hygiene Certificate in order for successful students to gain dual certification/an industry recognised qualification
- the development of organisational skills required in a practical kitchen
- to become competent in food preparation techniques
- to carry out a range of cookery processes.

The benefit of achieving this course award is best summed up as follows:

- the practical nature of all the units contained within the course provides the development of craft and practical skills
- the recommended integrated approach within and across units provides an insight to working within the food production section of the hospitality industry with many processes happening simultaneously
- the course helps to develop numeracy, communication and planning skills.

### COURSE CONTENT

#### **Food Hygiene for The Hospitality Industry (Intermediate 1)**

The following should be emphasised during the delivery of this unit.

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

The incidence of Food Poisoning in Scotland over the previous 10 years.

The advantages of having a high standard of hygiene and the possible consequences of having a poor standard of hygiene.

Definitions of: food hygiene; food poisoning; pathogenic bacteria; food contamination; food spoilage; toxin.

Contaminants: pathogenic micro-organisms; food spoilage organisms; chemicals; foreign bodies.

Evidence of food spoilage organisms: smell, taste, texture, visual evidence.

Food spoilage organisms: bacteria, moulds and yeast.

High risk foods: cooked high protein foods, shellfish and other seafood, cooked rice.

Types of food poisoning: bacteria and their toxins; chemical; metal; viruses; poisonous plants and fish.

## **National Course Specification: course details (cont)**

### **COURSE** Hospitality - Practical Cookery (Intermediate 1)

Dangers/effects: effect on vulnerable groups; social effects; injury due to ingestion of foreign bodies; wastage of food.

Where bacteria are found.

Formation of spores and their function.

Conditions for multiplication: time; warmth; food (high risk foods); moisture.

Temperatures: danger zone, deep freezing, refrigeration, cooking, hot-holding and re-heating.

Time within which hot food should be cooled and refrigerated and maximum size of a joint of meat.

Food poisoning symptoms, incubation periods and duration of symptoms of food poisoning and food borne infections.

General characteristics of food poisoning bacteria: structure, shape, size, how they multiply and how quickly given ideal conditions.

Food poisoning bacteria and food borne infections (main sources, foods involved; methods of prevention of): Salmonella; Clostridium perfringens; Staphylococcus aureus; Bacillus cereus; Clostridium botulinum; Campylobacter, Listeria; Ecoli 0157; Dysentery; Typhoid.

Preservation: low temperatures (refrigeration and deep freezing), high temperatures (pasteurisation, UHT, sterilisation/canning), dehydration (including salt and sugar), chemical (vinegar, preservatives).

Destruction of food poisoning bacteria – heat, chemicals.

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

Personal hygiene:

- Suitable protective clothing
- Hands, skin, nose, mouth, ears, hair
- Cuts and skin infections (use of coloured waterproof dressings)
- Jewellery; perfume
- Smoking
- Reporting of illness

Definition of ‘carrier’ and ‘case’

Vehicles and routes of cross contamination.

Storage: refrigerator, deep freeze, dry store (including temperatures).

‘Use by’ and ‘best before’ dates on food.

Main requirements of The Food Safety Act 1990.

The Food Safety (General Food Hygiene) Regulations 1995 with regard to:

- The responsibilities of the food handler
- Training of food handlers.

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

Basic design principles of food premises and equipment: construction details:

Surfaces of ceilings, walls, floors, windows and doors.

Maintenance of premises.

Storage and disposal of refuse.

Equipment for food handling.

Pest control: common food pests (rodents, insects and birds); signs of infestation of pests; need for control; habitat; environmental, physical and chemical control.

Definition of: cleaning; disinfection; disinfectant; detergent; sanitiser/bacteriacidal detergent.

## **National Course Specification: course details (cont)**

## **COURSE** Hospitality - Practical Cookery (Intermediate 1)

Procedures for cleaning: machine and two sink methods of washing equipment (including temperatures for cleaning disinfection).

Basic requirements of the law regarding:

- Premises and equipment
- Provision by employer of facilities:
- Washing of hands
- Washing of equipment
- Toilets
- Storage of outdoor clothes.

The following should be covered in general terms:

- Food safety Act 1990;
- Food Safety (General Food Hygiene) Regulations 1995
- With what the Act and Regulations are concerned
- Improvement Notice; Emergency Prohibition Notice; Emergency Prohibition Order
- Food Safety (Temperature Control) Regulations 1995
- The need to implement a Hazard Analysis System
- Defence of Due Diligence

Role of the Environmental Health Officer

### ***Outcome 4***

Appropriate, clean protective clothing (including hair covering).

Hands: clean.

Nails: short, clean with no nail varnish.

Jewellery: no earrings, watches, jewelled rings, brooches or other ornamentation.

No strong perfume or aftershave.

Hands washed as appropriate.

Separation of raw and cooked foods.

Avoidance of cross contamination.

Clean up 'as you go'.

Cleaning and disinfection.

Internal disposal of waste.

Temperature control: cooking, cold holding, hot holding.

### **Hospitality: Organisation of Practical Skills (Intermediate 1)**

The following should be emphasised during delivery of this unit.

#### ***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; melting; sealing; dicing; simmering; seasoning; rolling out.

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

## **National Course Specification: course details (cont)**

### **COURSE** Hospitality - Practical Cookery (Intermediate 1)

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

Task:

Components: eggs, sugar, margarine, flour, salt, cooking apples.

Processes: peel, cut, cream, mix, roll out, shape, whisk, pipe.

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

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

Candidates should be given practice in planning a logical sequence of work to a given timescale. Plans of work require more co-ordination skills as dishes increase in number and complexity.

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

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

Emphasis must be placed on the following:

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

#### **Food Preparation Techniques: An Introduction (Intermediate 1)**

The following should be emphasised during the delivery of this unit.

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

The practical activities of this unit should be relatively simple dishes or recipes such as: the preparation of vegetables for soup; scones; basic sponge; duchesse potatoes; meringues; apple pie; quiche; croquette potatoes; 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.

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

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

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

## **National Course Specification: course details (cont)**

### **COURSE** Hospitality - Practical Cookery (Intermediate 1)

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

As each cookery process is covered, the type of heat transfer, ie, conduction, convection, radiation, should be explained. The cooking medium, ie, oil, water, stock, steam, etc, should be discussed. The classification of the process as wet or dry should be explained. The suitability of foods for each process will require to be covered in detail and candidates helped to understand why certain food types require to be cooked by different processes.

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

Demonstrations and use of equipment should feature throughout each practical session as new drills 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 teachers/lecturers, 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.

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

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

Teachers/lecturers should explain the effects of overcooking and undercooking on each foodstuff and the importance of producing a palatable end result.

## **ASSESSMENT**

To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to achieve at levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment are provided in the paper, *Assessment*, published in May 1996.

## **DETAILS OF THE INSTRUMENTS FOR ASSESSMENT**

### ***Internal assessment***

The internal assessment for all units in this course combines both practical and theoretical activity. The unit assessment has been designed to sample across the outcomes ensuring that the total internal assessment time for each 1 credit unit is less than 1 hour and 30 minutes, and each ½ credit unit is less than 45 minutes. All units are compulsory.

## National Course Specification: course details (cont)

### COURSE Hospitality - Practical Cookery (Intermediate 1)

The ½ credit Food Hygiene for the Hospitality Industry unit is mandatory and provides the candidate with a range of knowledge and skills that are essential for the Hospitality Industry.

The internal assessment for each unit is as detailed below:

#### Food Hygiene for the Hospitality Industry

Outcomes 1 - 3	short and restricted response
Outcome 4	practical exercise

Outcome 4 can be integrated with any practical exercise in the other units.

#### Hospitality Organisation of Practical Skills

Outcomes 1 – 2	planning exercise
Outcomes 3 – 4	practical exercise

The assessment in this unit can be integrated with the two units below.

#### Food Preparation Techniques: An Introduction

Outcome 1	practical exercise
Outcome 3	short/restricted response

#### Cookery Processes: An Introduction

Outcome 1	short/restricted response
Outcomes 2 and 3	practical exercise

The units are designed so that assessment across the units can be integrated, so further reducing the overall total internal assessment time for the course.

The internal and external assessments are linked in that the knowledge and skills developed in the units are sampled and extended in the external assessment, allowing candidates to demonstrate performance at all grades.

The Practical Assignment external assessment component allows the candidate to demonstrate the knowledge and skills, developed in the unit, in an integrated manner and in a situation less familiar to the candidate. This is achieved by the annual issue of the Practical Assignment details devised by SQA. The assignment also tests the candidate's competence over an extended period of time – 90 minutes. The Practical Assignment will be 100% internally assessed. Quality assurance will take the form of intensive external moderation. Centres will be sampled on a yearly basis. 6 candidates will be selected by SQA for the moderation exercise.

External assessment will take the following form.

## National Course Specification: course details (cont)

### COURSE Hospitality - Practical Cookery (Intermediate 1)

#### *Practical assignment*

Candidates will be required to undertake a practical assignment under controlled conditions. The assignment will:

- incorporate a range of techniques, equipment, processes and ingredients
- involve the preparation of four portions of different dishes within a 1½ hour period.
  - the dishes will either be a starter and a main course **or** a main course and a dessert.
- be assessed using a checklist which will record attainment in:

	<b>Mark Breakdown</b>
- planning	10
- basic skills	4
- work flow	4
- control of cookery processes	4
- dish 1 requirements*	18
- dish 2 requirements*	18
- safety aspects	4
- hygiene practices	4
- protective clothing	4

70 marks will be awarded for the assignment.

\*Marks allocated to each dish may vary from year to year, but the combined mark will equal 36.

#### *At 'C'*

Candidates must:

- demonstrate satisfactory level of competence in safe working practices
- demonstrate a satisfactory understanding and competence in hygienic food handling practice
- prepare and implement a work plan, making satisfactory use of time and resources
- demonstrate appropriate use of food preparation techniques and cookery processes to an acceptable standard.

#### *At 'A'*

Candidates must:

- demonstrate high level of competence in safe working practices
- demonstrate a high level of understanding and competence in hygienic food handling practice
- prepare and implement a work plan, making highly effective use of time and resources
- demonstrate skilled use of food preparation techniques and cookery processes to produce attractive, palatable dishes.

## **National Course Specification: course details (cont)**

**COURSE** Hospitality - Practical Cookery (Intermediate 2)

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

Learning and teaching approaches should be candidate-centred, participative and practical. Activities should be selected to allow candidates ample opportunity to develop all the necessary techniques and processes in an appropriate range of contexts.

#### **Food Hygiene for The Hospitality Industry (Intermediate 1)**

Outcomes 1 – 3 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 4 can be undertaken during practical activities and can be integrated alongside other practical based National Units.

#### **Hospitality: Organisation of Practical Skills (Intermediate 1)**

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred, participative and practical manner. It is recommended that this unit is used as the vehicle for integrated delivery of other units; for example, Food Preparation Techniques: An Introduction and Cookery Processes: An Introduction. This will ensure a practicable and economic approach to their delivery.

#### **Food Preparation Techniques: An Introduction (Intermediate 1)**

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.

#### **Cookery Processes: An Introduction (Intermediate 1)**

The learning and teaching approach should allow the outcomes to be achieved in a candidate-centred, participative and practical manner. 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. This unit should be delivered at a pace in keeping with the candidates' ability, with each process explained and discussed at a basic level.

### **SPECIAL NEEDS**

This course 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 (Intermediate 1)
<b>NUMBER</b>	D8KY 10
<b>COURSE</b>	Hospitality: Practical Cookery (Intermediate 1)

### SUMMARY

*This unit enables candidates to develop a basic understanding and competence in hygienic food handling practice.*

*This unit will provide the knowledge equivalent to that required for REHIS Elementary Food Hygiene Certificate and successful candidates can be entered for dual certification.*

### OUTCOMES

- 1 Identify the dangers and effects of contamination of food.
- 2 Identify unhygienic practices, including food handling practices, which affect food or can lead to food poisoning.
- 3 Identify how effective design of premises and equipment is important to facilitate good hygiene practices and to conform to the law.
- 4 Demonstrate appropriate personal hygiene and food handling practices during practical situations.

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### Administrative Information

<b>Superclass:</b>	NH
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## **National Unit Specification: general information (cont)**

**Unit**            Food Hygiene for the Hospitality Industry (Intermediate 1)

### **RECOMMENDED ENTRY**

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

- Standard Grade Home Economics at Foundation Level
- Food Hygiene for the Hospitality Industry (Access 3)
- Access 3 units in Home Economics
- Access 3 units or Standard Grade at Foundation Level in a relevant subject area.
- REHIS Introduction to Food Hygiene Course

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

### **CREDIT VALUE**

0.5 credit at Intermediate 1.

### **CORE SKILLS**

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

Addition 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 (Intermediate 1)

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

#### OUTCOME 1

Identify the dangers and effects of contamination of food.

##### Performance criteria

- a) The dangers and effects of food contamination are correctly identified.
- b) Distinguish between food poisoning, food borne infection and food spoilage.
- c) The conditions which will allow multiplication of bacteria are correctly identified.
- d) The main food poisoning bacteria and food borne infections are correctly identified.
- e) The physical contaminants, how they can occur and how they can be prevented are correctly identified.
- f) The ways in which food can be preserved are correctly identified.

##### Evidence requirements

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

#### OUTCOME 2

Identify unhygienic practices, including food handling practices, which affect food or can lead to food poisoning.

##### Performance criteria

- a) Common personal hygiene habits which can lead to the contamination of food are correctly identified.
- b) Situations which allows bacterial multiplication during storage, preparation and holding of food are correctly identified.
- c) The ways in which cross contamination can occur during storage, preparation and holding of food are correctly identified.
- d) Breaches of legislation that could occur are 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 (Intermediate 1)

#### **OUTCOME 3**

Identify how effective design of premises and equipment is important to facilitate good hygiene practices and to conform to the law.

##### **Performance criteria**

- a) Good design principles are correctly identified.
- b) Reasons why and how pests in food premises should be controlled are correctly identified.
- c) Reasons for cleaning and methods of effective cleaning are correctly identified.

##### **Evidence requirements**

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

#### **OUTCOME 4**

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', cleaning and disinfection, internal disposal of waste, temperature control.

##### **Evidence requirements**

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

##### **Evidence requirements for the unit**

For Outcomes 1, 2 and 3 - written and/or oral recorded evidence which demonstrates the candidate's achievement of all performance criteria.

For Outcome 4, 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 (Intermediate 1)**

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

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

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

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

The incidence of Food Poisoning in Scotland over the previous 10 years.

The advantages of having a high standard of hygiene and the possible consequences of having a poor standard of hygiene.

Definitions of: Food hygiene; food poisoning; pathogenic bacteria; food contamination; food spoilage; toxin.

Contaminants: pathogenic micro-organisms; food spoilage organisms; chemicals; foreign bodies.

Evidence of food spoilage organisms: smell, taste, texture, visual evidence.

Food spoilage organisms: bacteria, moulds and yeast.

High risk foods: cooked high protein foods, shellfish & other seafood, cooked rice.

Types of food poisoning: bacteria and their toxins; chemical; metal; viruses; poisonous plants and fish.

Dangers/effects: effect on vulnerable groups; social effects; injury due to ingestion of foreign bodies; wastage of food.

Where bacteria are found.

Formation of spores and their function.

Conditions for multiplication: time; warmth; food (high risk foods); moisture.

Temperatures: danger zone, deep freezing, refrigeration, cooking, hot-holding and re-heating.

Time within which hot food should be cooled and refrigerated and maximum size of a joint of meat.

Food poisoning symptoms, incubation periods and duration of symptoms of food poisoning and food borne infections.

General characteristics of food poisoning bacteria: structure, shape, size, how they multiply and how quickly given ideal conditions.

Food poisoning bacteria and food borne infections (main sources; foods involved; methods of prevention of): Salmonella; Clostridium perfringens; Staphylococcus aureus; Bacillus cereus;

Clostridium botulinum; Campylobacter, Listeria; Ecoli 0157; Dysentery; Typhoid

Preservation: low temperatures (refrigeration and deep freezing), high temperatures (pasteurisation, UHT, sterilisation/canning), dehydration (including salt and sugar), chemical (vinegar, preservatives).

Destruction of food poisoning bacteria - heat, chemicals.

## National Unit Specification: support notes (cont)

### UNIT Food Hygiene for the Hospitality Industry (Intermediate 1)

#### **Outcome 2**

Personal hygiene:

- Suitable protective clothing
- Hands, skin, nose, mouth, ears, hair
- Cuts and skin infections (use of coloured waterproof dressings)
- Jewellery; perfume
- Smoking
- Reporting of illness

Definition of 'carrier' and 'case'

Vehicles and routes of cross contamination.

Storage: refrigerator, deep freeze, dry store (including temperatures).

'Use by' and 'best before' dates on food.

Main requirements of The Food Safety Act 1990.

The Food Safety (General Food Hygiene) Regulations 1995 with regard to:

- The responsibilities of the food handler
- Training of food handlers.

#### **Outcome 3**

Basic design principles of food premises and equipment: construction details: surfaces of ceilings, walls, floors, windows and doors.

Maintenance of premises.

Storage and disposal of refuse.

Equipment for food handling.

Pest control: common food pests (rodents, insects and birds); signs of infestation of pests; need for control; habitat; environmental, physical and chemical control.

*Definition of: cleaning; disinfection; disinfectant; detergent; sanitiser/bacteriacidal detergent*

Procedures for cleaning: machine and two sink methods of washing equipment (including temperatures for cleaning and disinfection).

Basic requirements of the law regarding:

- Premises and equipment
- Provision by employer of facilities for:
- Washing of hands
- Washing of food
- Washing of equipment
- Toilets
- Storage of outdoor clothes.

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

### **UNIT        Food Hygiene for the Hospitality Industry (Intermediate 1)**

The following should be covered in general terms

- Food Safety Act 1990;
- Food Safety (General Food Hygiene) Regulations 1995
- With what the Act and Regulations are concerned
- Improvement Notice; Emergency Prohibition Notice; Emergency Prohibition Order
- Food Safety (Temperature Control) Regulations 1995
- The need to implement a Hazard Analysis System
- Defence of Due Diligence.

Role of the Environmental Health Officer

#### ***Outcome 4***

Appropriate, clean protective clothing (including hair covering).

Hands: clean.

Nails: short, clean with no nail varnish.

Jewellery: no earrings, watches, jewelled rings, brooches or other ornamentation.

No strong perfume or aftershave.

Hands washed as appropriate.

Separation of raw and cooked foods.

Avoidance of cross contamination.

Clean up 'as you go'.

Cleaning and disinfection.

Internal disposal of waste.

Temperature control: cooking, cold holding, hot holding.

***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 – 3 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 4 can be undertaken during practical activities and can be integrated alongside other practical based National Units.

Reference can be made to the following resource:

The Food Hygiene Handbook (The Royal Environmental Health Institute of Scotland, 1994).

ISBN 1 871912 71 7.

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

**UNIT**        Food Hygiene for the Hospitality Industry (Intermediate 1)

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

Outcomes 1,2 and 3 should be assessed by:

A simple case study with questions relating to all three outcomes. This will be assessed by means of a marking scheme.

There will also be a 20 question multiple choice based paper based on the same three outcomes. Candidates must achieve 70 % or over to pass.

Outcome 4 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 at 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).

## National Unit Specification: general information

<b>UNIT</b>	Hospitality: Organisation of Practical Skills (Intermediate 1)
<b>NUMBER</b>	D9NL 10
<b>COURSE</b>	Hospitality: Practical Cookery (Intermediate 1)

### SUMMARY

In the context of food preparation, candidates should develop competence in planning work, requisitioning components, identifying equipment and integrating practical skills to complete tasks involving work co-ordination.

### OUTCOMES

- 1 Prepare for a task or tasks that require a minimum of five component parts and at least eight processes in their production.
- 2 Prepare a plan of work for the task(s) chosen.
- 3 Carry out the task(s) to achieve the desired outcome.
- 4 Use safe working practices.

### RECOMMENDED ENTRY

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

- Standard Grade Home Economics at Foundation level
- access 3 units in Home Economics
- access 3 units or Standard Grade at Foundation level in a relevant subject

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 (cont)**

**UNIT** Hospitality: Organisation of Practical Skills (Intermediate 1)

### **CREDIT VALUE**

0.5 credit at Intermediate 1.

### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None	
<b>Additional core skills components for the unit</b>	Critical Thinking	Int 1
	Planning and Organising	Int 1

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** Hospitality: Organisation of Practical Skills (Intermediate 1)

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

#### **OUTCOME 1**

Prepare for a task or tasks that require a minimum of five component parts and at least eight processes in their production.

##### **Performance criteria**

- (a) The tasks are 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(s).
- (b) Identify at least 5 component parts.
- (c) Identify eight 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(s) chosen.

##### **Performance criterion**

- (a) A logical sequence of work is planned to ensure effective time management.

##### **Evidence requirements**

At least one complete plan must be produced.

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

**UNIT** Hospitality: Organisation of Practical Skills (Intermediate 1)

### **OUTCOME 3**

Carry out the task(s) to achieve the desired outcome.

#### **Performance criteria**

- (a) The task(s) are completed within the given time.
- (b) The task(s) are presented in the quantities planned.
- (c) The task(s) are presented in a commercially acceptable condition.
- (d) The component parts are processed to given specifications.

#### **Evidence requirements**

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

### **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 each of the performance criteria has been met on one occasion.

The proposed instrument of assessment for Outcomes 1-4 is a practical exercise. Attainment could be recorded by the use of an observational checklist, and candidate pro-forma for planning.

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

### **UNIT**                      Hospitality: Organisation of Practical Skills (Intermediate 1)

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 (Acc 3).

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

The content on which this unit is based is listed in the course details for Hospitality: Practical Cookery (Intermediate 1).

As this is a generic unit the statement of standards is applicable to different curriculum areas, whereas these support notes are 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.

#### ***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; trimming; melting; sealing; dicing; simmering; seasoning; rolling out; proving.

Candidates should be encouraged to choose dishes from a given 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:* Cheese scones

*Components:* wholemeal flour; self-raising flour; margarine; cheese; milk

*Processes:* weigh; sieve; rub-in; incorporate; roll out; cut; egg wash; bake; cool

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

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

Candidates should be given practice in planning a logical sequence of work to a given timescale. Plans of work require more co-ordination skills as dishes increase in number and complexity.

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

### **UNIT** Hospitality: Organisation of Practical Skills (Intermediate 1)

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

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

Emphasis must be placed on the following:

- keeping to given times
- producing correct numbers of portions
- presenting food to a commercially acceptable standard
- wearing correct clothing
- safe and hygienic working methods
- carrying out procedures in a correct manner
- correct 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. It is recommended that this unit is used as the vehicle for integrated delivery of other units; for example, Introduction to Food Preparation Techniques; and Cookery Processes: An Introduction. This will ensure a practicable and economic approach to their delivery.

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

Further guidance and exemplification on appropriate evidence will be provided in due course.

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

#### **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 (Intermediate 1)
<b>NUMBER</b>	D263 10
<b>COURSE</b>	Hospitality: Practical Cookery (Intermediate 1)

### SUMMARY

Candidates should develop knowledge and skills in basic food preparation techniques, identifying equipment and preparation terms.

### 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

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

- Standard Grade Home Economics at Foundation level
- access 3 units in Home Economics
- access 3 units or Standard Grade at Foundation level in a relevant subject.

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 (cont)**

**UNIT**      Food Preparation Techniques: An Introduction (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1.

### **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 (Intermediate 1)**

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

#### **OUTCOME 1**

Weigh and measure foodstuffs accurately.

##### **Performance criteria**

- (a) Scales are used accurately to weigh foodstuffs.
- (b) Measuring jugs are used accurately to measure liquids.
- (c) Measuring spoons are used accurately to measure foodstuffs and liquids.

##### **Evidence requirements**

Recorded evidence that the candidate uses accurately all three items of weighing/measuring equipment 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 carried out correctly without undue waste.
- (c) Safe and hygienic standards are maintained throughout.

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

Preparation techniques: peel; cut; slice; grate; roll out; shape; pipe; mix; whisk; cream.

##### **Evidence requirements**

Evidence is required for all preparation techniques on one occasion.

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

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

**UNIT**      Food Preparation Techniques: An Introduction (Intermediate 1)

### **OUTCOME 3**

Identify basic food preparation equipment and cookery terms.

#### **Performance criteria**

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

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

Equipment: flour dredger; rolling pin; sieve; cooling tray; electric food processor; hand-held electric whisk; pastry cutter; star tube; fish slice; cook's knife; plain tube; vegetable peeler; vegetable knife; grater; table spoon; palette knife; piping bag; pastry brush; rotary whisk.

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

#### **Evidence requirements**

The proposed instrument of assessment is a matching exercise.

Recorded evidence that the candidate:

- (a) Can match the names of 17 items of equipment correctly to pictorial examples.
- (b) Can match a description of 17 items of equipment correctly to pictorial examples.
- (c) Can match the range of 7 cookery terms correctly with a list of definitions of their use.

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

### **UNIT        Food Preparation Techniques: An Introduction (Intermediate 1)**

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 (Access 3).

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

The content on which this unit is based is listed in the course details for Hospitality: Practical Cookery (Intermediate 1).

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 teachers or lecturers.

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

The practical activities of this unit should be relatively simple dishes or recipes such as: the preparation of vegetables for soup; scones; basic sponge; duchesse potatoes; meringues; apple pie; quiche; croquette potatoes; 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.

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

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

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

#### **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. (See also Approaches to learning and teaching in the course details.)

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

**UNIT**      Food Preparation Techniques: An Introduction (Intermediate 1)

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

Further guidance and exemplification on appropriate evidence will be provided in due course.

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

### **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 (Intermediate 1)
<b>NUMBER</b>	D264 10
<b>COURSE</b>	Hospitality: Practical Cookery (Intermediate 1)

### SUMMARY

Candidates should 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 foods suitable for a range of cookery processes.
- 2 Carry out the cookery process to given specifications.
- 3 Control the cookery process to minimise wastage.

### RECOMMENDED ENTRY

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

- Standard Grade Home Economics at Foundation level
- access 3 units in Home Economics
- access 3 units or Standard Grade at Foundation level in a relevant subject

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

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

**UNIT**        Cookery Processes: An Introduction (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1.

### **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       Cookery Processes: An Introduction (Intermediate 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.

#### **NOTE ON RANGE FOR THIS UNIT**

Cookery processes: stewing, boiling, poaching, baking, steaming, grilling, shallow frying.

Foods: vegetables, fruit, eggs, meat, fish, dry goods.

#### **OUTCOME 1**

Identify foods suitable for a range of cookery processes.

##### **Performance criterion**

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

##### **Evidence requirements**

Recorded evidence that the candidate can:

- (a) Identify correctly two foods suitable for five cookery processes.

The proposed instrument of assessment is short response questions.

#### **OUTCOME 2**

Carry out the cookery process to given specification.

##### **Performance criteria**

- (a) Each cookery process is correctly applied.
- (b) Safe and hygienic standards are maintained throughout.

##### **Evidence requirements**

Recorded evidence that the candidate:

- (a) Can correctly apply each cookery process.
- (b) Can maintain safe and hygienic standards throughout the practical sessions.

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

### **UNIT       Cookery Processes: An Introduction (Intermediate 1)**

#### **Specific Advice**

- (a) Each of the foods listed in the unit range must be used on at least one occasion.

The proposed instrument of assessment is a practical exercise. Attainment should be recorded using an observational checklist.

#### **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.

The proposed instrument of assessment is a practical exercise. Attainment should be recorded using an observational checklist.

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

### **UNIT       Cookery Processes: An Introduction (Intermediate 1)**

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 Introduction to Cookery Processes (Acc 3).

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

The content on which this unit is based is listed in the course details for Hospitality: Practical Cookery (Intermediate 1).

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

As each cookery process is covered, the type of heat transfer, ie, conduction, convection, radiation, should be identified and explained. The cooking medium, ie, oil, water, stock, steam, etc, should be discussed and understood. The classification of the process as wet or dry should be identified and explained. The operation of equipment, such as steamer, microwave, oven and salamander will relate to each process as candidates carry them out. The suitability of foods for each process will require to be covered in detail and candidates helped to understand why certain food types require to be cooked by wet and others by dry methods.

##### ***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 teachers/lecturers, 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.

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

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

Teachers/lecturers should 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 (Intermediate 1)**

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

The learning and teaching approach should allow the outcomes to be achieved in a candidate-centred, participative and practical manner. 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. This unit should be delivered at a pace in keeping with the candidates' ability, with each process explained and discussed at a basic level.

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

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 due course.

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

#### **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).