**Culinary Ability: Food Preparation Award – Evidence Recording Form** 

**HD91 04 Select, Weigh, Measure and Prepare Ingredients for Future Use**

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| **Candidate Name:** | **Scottish Candidate Number (SCN):** |

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| This unit is about carrying out basic food preparation techniques. The aim of the unit is to enable the learner to demonstrate they can follow recipes precisely, identify and select the required ingredients, check the condition of the ingredients, weigh and/or measure the correct quantities, wash, peel, trim and store the ingredients ready for future use. Completion of this unit will enable learners to demonstrate that they can:* Ensure the work area meets food safety requirements
* Select, check, weigh and/or measure ingredients for recipes
* Use a range of culinary tools and equipment
* Carry out basic food preparation tasks
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| **I confirm that the candidate has met all the requirements of this unit.**  |
| **Assessor’s Signature:** | **Date:**  |

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| **Candidate’s Signature** | **Date:** |

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| ***To be completed if sampled for internal verification*** |
| **I agree with the assessor’s judgement that the evidence sampled meets the standards specified for this unit.** |
| **Internal Verifier’s Signature:** | **Date:** |

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| External Verifier Initial and Date (if sampled): |
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| **What you must do** | **What you must know** |
| **Ensure the work area meets food safety requirements** |
| D1. Select the appropriate work area for the ingredients being prepared D2. Ensure the work area meets food safety requirements | K1. The different work stations in a professional kitchen K2. Why it is important to have separate areas for the preparation of different ingredientsK3. Relevant food safety regulations that must be followedK4. Why it is important to comply with food safety regulationsK5. What to do if work areas do not meet the required standards |
| **Select, check, weigh and/or measure ingredients for recipes** |
| D3. Check the recipe requirementsD4. Select the appropriate type of ingredients according to the recipe requirementsD5. Check the quality of the ingredients against the recipe requirementsD6. Take appropriate action if there are problems with the ingredientsD7. Accurately weigh and/or measure the correct quantity of ingredients according to the recipe requirementsD8. Appropriately label, date code and store any ingredients not for immediate use D9. Comply with food safety regulations at all times | K6. How to interpret recipe requirementsK7. Culinary terminologyK8. Why it is important to follow recipe requirements preciselyK9. The criteria for checking the quality of ingredientsK10. What you should do if there are problems with the ingredientsK11. Common units of measurement and conversionK12. How to calculate quantities of ingredients to meet recipe requirementsK13. The importance of promptly storing any ingredients not for immediate use in the appropriate areaK14. Why it is important to comply with food safety regulation |
| **Use a range of culinary tools and equipment** |
| D10. Select the appropriate tools and equipment for the taskD11. Use culinary tools and equipment responsiblyD12. Take appropriate action if there are problems with tools or equipment | K15. The purposes of various culinary tools and equipment K16. How to use various culinary tools and equipment K17. The importance of using tools and equipment responsiblyK18. What you should do if there are problems with the tools or equipment |
| **Carry out basic food preparation tasks** |
| D13. Carry out basic food preparations tasks (i.e. washing, peeling, trimming)D14. Store ingredients for further processing in the appropriate areaD15. Comply with food safety regulations at all time | K19. The correct methods for washing, peeling and trimming a variety of ingredientsK20. How and where to store ingredients for further processingK21. Why it is important to comply with food safety regulations |
| *There must be performance evidence for the ‘What you must do’ statements from at least three separate occasions**If problems situations are unlikely to occur naturally at the time of assessment, then a simulated situation may be set-up* |  *Evidence for any of the ‘What you must know’ statements that cannot be inferred through the learners performance, may be assessed using questioning (e.g. the assessor could ask open questions during an observation session and record the learner’s response on a checklist. Alternatively a multiple choice test, or similar could be used)* |
| **Notes:** |

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Tick (✓) when observed, insert ‘S’ when supplementary evidence used

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| **Ref** | **Description of Evidence** | **Date** | **What you must do/What you must know statements** | **Other Units Covers** |
|  |  |  | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** | **D8** | **D9** | **D10** | **D11** | **D12** | **D13** | **D14** | **D15** |  |  |  |  |  |  |  |
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| **K1**  | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **K9** | **K10** | **K11** | **K12** | **K13**  | **K14** | **K15** | **K16** | **K17** | **K18** | **K19** | **K20** | **K21** |  |
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|  |  |  | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** | **D8** | **D9** | **D10** | **D11** | **D12** | **D13** | **D14** | **D15** |  |  |  |  |  |  |  |
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| **K1**  | **K2** | **K3** | **K4** | **K5** | **K6** | **K7** | **K8** | **K9** | **K10** | **K11** | **K12** | **K13**  | **K14** | **K15** | **K16** | **K17** | **K18** | **K19** | **K20** | **K21** |  |
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|  |  |  | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** | **D8** | **D9** | **D10** | **D11** | **D12** | **D13** | **D14** | **D15** |  |  |  |  |  |  |  |
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|  |  |  | **D1** | **D2** | **D3** | **D4** | **D5** | **D6** | **D7** | **D8** | **D9** | **D10** | **D11** | **D12** | **D13** | **D14** | **D15** |  |  |  |  |  |  |  |
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| **Assessor’s Comments**  |
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| **Candidate’s Comments** |
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