



Award Unit Specification

Unit title: Assist with the Completion and Presentation of a Variety of Dishes (SCQF level 4)

Unit code: HD94 04

What is this Unit about?

This Unit is about assisting the chef with the completion and presentation of dishes ready for service to the customer or for storage. The aim of the Unit is to enable the learner to demonstrate that they can follow instructions to plate a range of dishes to the required standard and safely store/hold prepared food products and garnish ingredients not for immediate use.

Complying with food safety regulations is an essential feature of this Unit.

This Unit is part of the Culinary Ability: Food Preparation Award.

Completion of this Unit will enable learners to demonstrate that they can:

- ◆ assist with the completion and presentation a variety of dishes to the required standard.
- ◆ safely store/hold prepared food products and garnish ingredients ready for service.

Credit points and level

0.5 SQA credit at SCQF level 4 (3 SCQF credit points at SCQF level 4)

Recommended entry to the Unit

Entry to this Unit is at the discretion of centres. However, it would be advantageous if learners have an interest in the catering industry.

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Standards

There must be evidence for all of the following 'What you must do' and 'What you must know' statements:

Assist with the completion and presentation of a variety of dishes to the required standard.

What you must do:

- D1 Follow instructions on how completed dishes should be seasoned and presented.
- D2 Check the quality of the food products and presentation equipment (eg crockery, garnishes, etc).
- D3 Prepare simple garnishes/decorations.
- D4 Plate, garnish and present starters, main courses and desserts to the required standard.
- D5 Take appropriate action if there are problems with the dish components (eg collapsed mousse, chipped plate).
- D6 Comply with food hygiene regulations at all times.

What you must know:

- K1 Where to get instructions on how to finish and present completed dishes.
- K2 What quality points to look for in food items.
- K3 How to prepare simple garnishes/decorations.
- K4 How to identify that starters, main courses and desserts are finished and presented to the required standard.
- K5 What you should do if there are problems with the food products or presentation equipment.
- K6 Why it is important to comply with food hygiene regulations at all times.

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Standards (cont)

Safely store prepared food products and garnish ingredients ready for service.

What you must do:

- D7 Comply with food safety regulations at all times.
- D8 Appropriately store unused dish components and garnish ingredients (ie use suitable containers, label and date code, place in the correct storage area).
- D9 Hold completed dishes in the appropriate area (eg hot plate, press, re-gen ovens, dry store, larder, cold room, freezer).
- D10 Follow organisational procedures for stock rotation.

What you must know:

- K7 The food safety regulations that must be followed when preparing food for storage and the conditions that various food products should be stored under.
- K8 How to prepare various types of food products and garnish ingredients for storage.
- K9 Why it is important to store goods in the appropriate area.
- K10 The organisations' procedures for stock rotation.

Evidence Requirements

Direct observation should be used to assess learners' performance during practical activities.

To confirm that the learner can achieve the required standard consistently over time there must be performance evidence gathered through observing their work for the 'What you must do' statements on at least three separate occasions.

If situations where there are problems with the food products or presentation equipment are unlikely to occur naturally at the time of assessment, then a simulated situation may be set-up to allow the learner to demonstrate what they would do when faced with this type of situation.

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Standards (cont)

If evidence of the 'What you must know' statements in this Unit cannot be inferred through the learners performance, questions could be used (eg 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).

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Support Notes

This part of the Unit specification is provided for guidance.

While the exact time allocated to this Unit is at the discretion of the centre and is likely to depend on the needs and of the learner, the notional design length is 20 hours.

Guidance on delivery approaches

Delivery of this Unit should take account of the needs, skills and aspirations of each individual learner.

Delivery should be sensitive to the needs of individual learners and not make assumptions about their skills or abilities. It is important to create a learning environment where learners feel confident to ask questions and are not embarrassed if they make mistakes or get confused.

A variety of approaches to teaching should be used, such as:

- ◆ Practical activities
- ◆ Discussions/questioning
- ◆ Reflection and evaluation
- ◆ Peer review
- ◆ Guest speakers
- ◆ Use of industry related DVDs/videos
- ◆ Use of internet resources

Assessors should adopt a range of communication styles appropriate to the needs of individual learners, eg verbal, hand signals, pictorial, etc.

It is important to demonstrate to learners what can go wrong and for them to understand the consequences, especially with regard to health and safety in the kitchen. In addition, learners should be able to recognise that their role in maintaining good workplace practices underpins the success of the business.

Context and content

This Unit is mandatory on the Culinary Ability: Food Preparation Award. Evidence generated in this Unit could also contribute to the evidence required for the Unit *Work Effectively in a Catering Environment*.

This Unit is about following instructions to assist the chef with the finishing and presentation of dishes ready for service to the customer or for storage by preparing simple garnishes/decorations and plating starters, main courses and desserts, this should include selecting and using the appropriate crockery and cutlery, etc.

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Support Notes (cont)

Throughout delivery of the Unit emphasis should be given to the importance of always working in a safe and hygienic manner, including being aware of cross contamination, temperature and allergen control measures.

Delivery should highlight to learners what to do when things go wrong, what they must report to their supervisors and what they can deal with themselves. Examples of things going wrong should be given and the consequences of not following instructions should be stressed.

Typical activities should include the learner:

- ◆ Carrying out basic seasoning
- ◆ Preparing salad plates
- ◆ Plating starters, main courses and desserts
- ◆ Following chefs' instructions to fine-tune seasoning of dishes
- ◆ Applying final touches to plates for service (ensuring plates are clean and appropriately garnished)
- ◆ Preparing completed dishes for storage (eg labelling and date coding, loading jack stacks, etc)
- ◆ Storing completed dishes in the appropriate area (eg hot plate, press, re-gen oven, chiller, freezer, dry store)

Learners should be given the opportunity to be involved in non-routine activities, eg:

- ◆ Appropriate crockery is not available
- ◆ No room in the storage area

If non-routine activities are unlikely to occur naturally a simulated activity could be set up.

To ensure that learners have all the underpinning knowledge and understanding to carry out the practical activities for this Unit, the following should be covered:

- ◆ The common herbs, spices and seasoning used in a professional kitchen
- ◆ Common presentation styles
- ◆ What types of crockery and utensils should be used for different dishes
- ◆ What to do if there are problems with any of the dishes, garnishes, crockery or utensils
- ◆ The appropriate storage requirements for different food products (including labelling and date coding and storage conditions, eg chilled, frozen, ambient, dry store)

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Support Notes (cont)

Learners should be encouraged to demonstrate a professional attitude by:

- ◆ maintaining appropriate personal hygiene standards.
- ◆ taking pride in their role through an enthusiastic and professional approach.
- ◆ following safe working practices at all times.
- ◆ paying attention to detail and working consistently to achieve high standards.
- ◆ precisely following instructions from the chef/line manager.
- ◆ working at the appropriate pace.
- ◆ using culinary terminology.
- ◆ communicating appropriately with managers, team members and customers.
- ◆ identifying areas for self-improvement.

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Support Notes (cont)

Development of Skills for Learning, Skills for Life and Skills for Work

This Unit provides the opportunity to develop the following skills as described in SQA's Skills Framework: *Skills for Learning, Skills for Life and Skills for Work*.

Skills for Learning, Skills for Life and Skills for Work	Development opportunities
1 Literacy Reading Listening and talking	<ul style="list-style-type: none">◆ Referring to recipes and following instructions◆ Reporting issues/problems
2 Numeracy Number processes Money, time and measurement	<ul style="list-style-type: none">◆ Carrying out calculations involved in the completion and presentation of dishes (eg preparing accurate quantities of dish components)◆ Applying numerical skills involved in checking temperature
3 Health and wellbeing Personal learning	<ul style="list-style-type: none">◆ Demonstrating pride and enthusiasm in role◆ Identifying areas for self improvement◆ Maintaining appropriate levels of personal hygiene
4 Employability, enterprise and citizenship Employability	<ul style="list-style-type: none">◆ Demonstrating a professional attitude◆ Maintaining appropriate levels of personal hygiene◆ Awareness of food safety risks◆ Using culinary terminology

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Support Notes (cont)

Development of Skills for Learning, Skills for Life and Skills for Work (cont)

Skills for Learning, Skills for Life and Skills for Work	Development opportunities
5 Thinking Skills Remembering Understanding Applying	<ul style="list-style-type: none">◆ Demonstrating and applying knowledge of safe and hygienic practices◆ Using kitchen tools and equipment correctly◆ Using a wide range food presentation techniques◆ Applying knowledge of plating and garnishing a wide range of different dishes◆ Applying knowledge of correct storage conditions for different goods◆ Applying knowledge of stock rotation procedures◆ Identifying issues/problems and taking appropriate action.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences or considering alternative evidence.

Guidance on assessment

Direct observation should be used to assess learners' performance during practical activities.

Observational checklists could be developed to record learners' performance during the practical activities including technical and soft skills.

Evidence for most of the 'What you must know' statements in this Unit will be able to be inferred through the learners performance, however, where this is not the case questions could be used (eg the assessor could ask open questions during an observation session and record the learner's response on the checklist). Alternatively matching exercises, recorded oral or written evidence or equivalent could be used.

Assessment of this Unit could be integrated with the assessment of the Unit *Work Effectively in a Catering Environment*.

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Support Notes (cont)

Recording evidence

An evidence log could be used to record when all 'What you must do' and 'What you must know' statements have been achieved.

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General information for learners

This Unit is designed to enable you to demonstrate that you can follow instructions to plate a range of dishes to the required standard and safely store prepared food products and garnish ingredients not for immediate use. Complying with food safety regulations is an essential feature of this Unit.

This Unit is part of the Award in Culinary Ability: Food Preparation.

You do not need to have any other qualifications or experience to be able to undertake this Unit, however, an interest in working in the catering industry is desirable.

Completion of this Unit will enable you to:

- ◆ assist with the completion and presentation a variety of dishes to the required standard.
- ◆ safely store prepared food products and garnish ingredients ready for service.

Your tutor will observe you carrying out practical activities and complete a checklist to confirm that you meet the requirement of this Unit. Your tutor will also ask you questions to test your knowledge and understanding of the procedures involved in completing and presenting a variety of dishes.

Completion of this Unit will help you to develop the following skills for learning, life and work:

- 1 Literacy**
Reading
Listening and talking
- 2 Numeracy**
Number processes
Money, time and measurement
- 3 Health and wellbeing**
Personal learning
- 4 Employability**
Employability
- 5 Thinking Skills**
Remembering
Understanding
Applying



Administrative information

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Credit value

0.5 SQA credit at SCQF level 4 (3 SCQF credit points at SCQF level 4)

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