



National Unit Specification

General information

Unit title: Vegetarian Cookery (SCQF level 5)

Unit code: HV8K 45

Superclass: NF

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Version: 02

Unit purpose

The purpose of this unit is to introduce learners to the skills and knowledge required in vegetarian cookery. The unit requires learners to have an understanding of vegetarianism and be able to produce a variety of vegetarian dishes using suitable ingredients.

The unit is suitable for school leavers, adult returners and/or those currently working in the hospitality industry. It is also suitable for learners without previous experience of vegetarian cookery.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Identify the different types of vegetarianism and understand their nutritional needs.
- 2 Identify the categories of ingredients suitable to use in vegetarian cookery.
- 3 Prepare, cook and present a range of vegetarian dishes, ensuring safe and hygienic practices are carried out correctly.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

Recommended entry to the unit

Entry is at the discretion of the centre.

National Unit Specification: General information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill None

Core Skill component Planning and Organising at SCQF level 4

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

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, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit Specification: Statement of standards

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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 SQA.

Outcome 1

Identify the different types of vegetarianism and understand their nutritional needs.

Performance criteria

- (a) Explain the different types of vegetarianism.
- (b) Understand the nutritional needs of vegetarians.

Outcome 2

Identify the categories of ingredients suitable to use in vegetarian cookery.

Performance criteria

- (a) Describe the different categories of ingredients used in vegetarian cooking.
- (b) Detail the safe storage requirements of types of foods used in vegetarian cookery.

Outcome 3

Prepare, cook and present a range of vegetarian dishes, ensuring safe and hygienic practices are carried out correctly.

Performance criteria

- (a) Prepare, cook and present a range of vegetarian dishes to an acceptable standard.
- (b) Complete all relevant tasks whilst ensuring safe and hygienic practices are carried out correctly.

National Unit specification: Statement of standards (cont)

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Evidence requirements for the unit

Outcome 1 — Identify the different types of vegetarianism and understand their nutritional needs.

Written and oral evidence.

Learners are required to demonstrate they can:

- ◆ identify the different forms or types of vegetarianism.
- ◆ understand the need for nutritional substitution required in a vegetarian diet.

Outcome 2 — Identify the categories of ingredients suitable to use in vegetarian cookery.

Written and oral evidence.

Learners are required to demonstrate they can:

- ◆ identify suitable components/ingredients that could be used for a selection of vegetarian types.
- ◆ detail the storage requirements of different ingredients used in vegetarian cookery.

Outcome 3 — Prepare, cook and present a range of vegetarian dishes, ensuring safe and hygienic practices are carried out correctly.

Written and recorded evidence.

Learners will be required to demonstrate by practical activity that they can:

- ◆ prepare, cook and present a range of selected dishes to an acceptable standard.
- ◆ weigh, measure and store the prepared the ingredients correctly.
- ◆ work safely and hygienically throughout.



National Unit Support Notes

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Unit support notes are offered as guidance and are not mandatory.

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

Guidance on the content and context for this unit

The unit focuses on the provision of both theoretical and practical training in vegetarian cookery.

Outcome 1 of the unit will develop knowledge and skills required to have a greater understanding of vegetarianism and the associated nutritional needs of those following this practise. Forms of vegetarianism could include: Lacto-ovo-vegetarian, Lacto-vegetarian, Ovo-vegetarian, Vegan, Fruitarian, Macrobiotic diet, Sattvic diet, Vegetarian for religious or/and moral reasons and Veganism. Their nutritional needs include a requirement for protein, carbohydrate, fats, vitamins, minerals and a balanced diet.

Outcome 2 will then expand on Outcome 1 and will introduce the categories of ingredients suitable to be used in vegetarian cookery. The tutor should illustrate the different vegetarian products, along with the methods of selection and quality requirements those products. Ingredients could include: vegetables, fruits, grains, legumes, fungi, pulses, seeds, nuts, algae, yeast, some other non-animal-based foods (eg salt), dairy products, honey, eggs, soya, textured vegetable protein(TVP), tofu and meat substitutes.

Storage requirements for the ingredients could include: dry goods storage, vegetable and fruit temperature control, frozen products, chilled items, wrapping and special storage requirements.

In Outcome 3, the preparation, cooking and presenting of a range of vegetarian dishes must then be covered to ensure the finished dish meets an acceptable standard. This would include garnishing, accompaniments and finishing methods, and should use a range of skills and presentation techniques that could include, eg hot and cold garnishes, sauces, relishes, pickles and chutneys, bread or pastry items and other selected garnishes and accompaniments. Presentation techniques could show skills in napper, plating, garnishing, topping, foaming, glazing and other associated finishing and presentation techniques.

The range of dishes could encompass classic cookery techniques and processes such as boiling, baking, shallow and deep frying, sautéing, stir frying, poaching, steaming, roasting, pot-roasting, grilling, griddling, stewing and braising as well as more up-to-date variants such as the use of water bath technology (sous-vide).

National Unit Support Notes (cont)

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Safe and hygienic working practices, including the wearing of suitable clothing, must be observed throughout.

A record sheet of the practical activities carried out by learners associated with Outcome 3 should be completed and the record should show a range of suitable dishes which has developed different skills and used differing preparation techniques and cookery processes. These dishes should also follow current trends relating to eating habits and finishing techniques. They should be reviewed on a regular basis to ensure that they are up-to-date, with changes in hospitality trends reflecting the different range of operational styles of hospitality and food service provision.

Upon successful completion of this unit, learners may have the confidence to seek employment within the hospitality industry or undertake further studies.

Guidance on approaches to delivery of this unit

The requirements of the unit should be discussed with the learners as part of the induction process to the unit. Experiential and practical learning and teaching are the main approaches, reinforced by theoretical knowledge to underpin the learning. Learners should be encouraged to learn through a wide range of activities both practically and within the theory classroom. This should enhance their awareness of the operation of a professional kitchen environment.

The theory of the subject matter of Outcomes 1 and 2 should clearly relate to the practical activities being undertaken in Outcome 3, and should be integrated where possible, and reinforced in the practical situation when feasible.

Integration of this unit with other units is possible, eg *Stocks and Sauces, Food Preparation Techniques and Cookery Processes*. The unit can also be linked to *Food Hygiene and Health and Safety Procedures*, which will make them more easily understood and remembered when relating to a practical activity. All learners should be made aware of the risks associated with the use of sharp cutting tools for vegetable and fruit products. Emphasis on working correctly and safely always is paramount.

Learners should be given clear verbal and written instructions prior to commencing assessments so they are fully aware of what is expected of them. Recipes should be clearly defined to the learner, including sources of the material. All commonly used culinary terms should be explained. The use of the correct equipment to carry out activities safely must always be emphasised.

The use of learner worksheets for the practical activities is strongly recommended. These should clearly state full details of activities being carried out, vegetable and fruit cuts to be undertaken, what was prepared and how, how it was produced, what processes were used, what garnishing and finishing products were used and how it was finished and presented. The addition of photographic evidence to support these worksheets is good practice.

National Unit Support Notes (cont)

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The unit should therefore incorporate a variety of approaches to teaching and learning, including:

- ◆ Tutor demonstrations
- ◆ Practical activities
- ◆ Information and Communication Technology (ICT) research
- ◆ A variety of resources
- ◆ Reflection and evaluation
- ◆ Structured worksheets
- ◆ Written assessments

Teaching staff delivering this unit must have a good understand of Vegetarian cookery and be able to give good direction regarding issues such as cross contamination of products and equipment. Research by teaching staff should be carried out fully before the process of development of unit materials and delivery of the unit begins.

Guidance on approaches to assessment of this unit

The following approaches to assessment are suggested:

Outcomes 1 and 2:

A formative restricted response short answer or multi-choice question paper should be used to cover the criteria regarding forms of vegetarianism and some purchasing and product details. A Learner evidence workbook is suitable to cover the lists of suitable components for use and descriptions of a range of products used in vegetarian cookery, the purchasing and quality criteria together with details of correct storage methods and a summary of suitable alternative products used is also suitable for learner work book or folio form of assessment.

Outcome 3:

Assessor checklist based on performance criteria which can be supported or include photographic evidence of dishes produced together with the learner evidence folio/record to support the practical activities making note of components used, practices carried out and outcomes achieved.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

National Unit Support Notes (cont)

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use E-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of E-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

This Unit has the Planning and Organising component of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Planning and Organising at SCQF level 4.

In this unit, the learner will be weighing and measuring, interacting with others and employing Critical Thinking. Therefore, there will also be opportunities to develop further aspects of the Core Skills in *Numeracy*, *Problem Solving* and *Working with Others*. Learners will also be developing skills which are easily transferred into employment and/or further study.

Other broader skills such as team working, entrepreneurship, employability, sustainability and citizenship can be developed alongside the unit core activity.

History of changes to unit

Version	Description of change	Date
02	Core Skill component Planning and Organising at SCQF level 4 embedded	24/11/2017

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General information for learners

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit gives you the learner and introduction to vegetarian cookery and why people might chose to follow the vegetarian practise..

You will be required to complete theory based learning and outcomes which will help you to understand which ingredients and resources can be used in a vegetarian diet, as well as finding out about alternative ingredients which can be used as within vegetarian cookery.

In order to provide evidence of your understanding of the theory elements of the unit, some form of written assessment will be completed alongside project portfolio work to support that understanding.

You will also practice the preparation, cooking and finishing of a number of vegetarian dishes which will give you the practical skills and knowledge to be able to successfully complete a simple meal service of a vegetarian menu. This could give you an opportunity and the confidence to seek employment within the hospitality industry. The assessments both in practical and theoretical skills are designed to be completed with the knowledge gained during the unit delivery and by research.

Once you have completed this unit, you will be more confident in how to cover vegetarian options on menus and develop dishes which can be used in the vegetarian diet. You will also develop knowledge in core skills involving measuring and weighing and understanding of planning and developing as well as some team working activities.

This Unit has the Planning and Organising component of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Planning and Organising at SCQF level 4