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## Understanding and Using Ingredients (National 5)

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** H20L 75

### Unit outline

The general aim of this Unit is to enhance learners' knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice. Learners will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and to do so safely and hygienically.

Learners who complete this Unit will be able to:

- 1 Apply an understanding of ingredients from a range of categories
- 2 Use ingredients in the preparation of dishes

This Unit is a mandatory Unit of the National 5 Hospitality: Practical Cookery Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the National 5 Hospitality: Practical Cookery Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 5 Hospitality: Practical Cookery Course.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 Hospitality: Practical Cookery Course or relevant component Units
- ◆ National 4 Health and Food Technology Course or relevant component Units

## **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. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Apply an understanding of ingredients from a range of categories by:**
  - 1.1 Identifying a variety of ingredients and their characteristics
  - 1.2 Describing and demonstrating safe and appropriate storage methods for ingredients
  - 1.3 Describing how current dietary advice influences the selection, preparation and use of ingredients
  - 1.4 Describing the importance of sourcing sustainable ingredients

### Outcome 2

The learner will:

- 2 Use ingredients in the preparation of dishes by:**
  - 2.1 Selecting, preparing and/or cooking the ingredients according to recipes
  - 2.2 Demonstrating specialist garnishing and/or decorating techniques
  - 2.3 Working safely and hygienically

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence for this Unit will cover both knowledge and practice. Assessment of the knowledge in Outcome 1 may be either undertaken separately or combined into a holistic activity.

Where assessment is combined, it must be clear how the assessment evidence covers each Outcome.

The categories of ingredients should be selected from those listed in the 'Further mandatory information on Course coverage' section of the *Course Assessment Specification*.

The recipes selected will determine the range of ingredients used in Outcome 2. Recipes of an appropriate standard should be followed.

Assessors should track evidence for each Outcome to ensure that the requirements of each Assessment Standard have been met.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the Unit Support Notes.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **2 Numeracy**

2.2 Money, time and measurement

## **4 Employability, enterprise and citizenship**

4.1 Employability

## **5 Thinking skills**

5.1 Remembering

5.2 Understanding

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information

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**Published:** April 2012 (version 1.0)

**Superclass:** NF

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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