

National Unit Specification: general information

UNIT Health and Food Technology:
Organisation of Practical Skills (Intermediate 1)

NUMBER D266 10

COURSE

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.

Administrative Information

Superclass: NE

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National Unit Specification: general information (cont)

UNIT Health and Food Technology:
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CREDIT VALUE

0.5 credit at Intermediate 1.

CORE SKILLS

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

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 Health and Food Technology: 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 Health and Food Technology:
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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 Health and Food Technology: 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 Health and Food Technology (Int 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 Health and Food Technology:
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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 Food Preparation for Healthy Eating. 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 the Subject Guide.

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).