



National Unit Specification

General information

Unit title: An Introduction to Allergens (SCQF level 5)

Unit code: HV8J 45

Superclass: NH

Publication date: November 2017

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This unit will introduce learners to common allergens. The unit requires learners to have an understanding of allergens and the foods relating to them. Learners will also have the opportunity to produce a range of dishes to satisfy specific allergen free diets.

The unit is suitable for school leavers, adult returners and/or those currently working in the hospitality industry.

Outcomes

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

- 1 Identify and have an understanding of the common allergens.
- 2 Explain how cross contamination can occur and be avoided when working with common allergens.
- 3 State suitable alternative ingredients to replace specific allergens in a range of dishes.
- 4 Prepare, cook and present a range of specific allergen free dishes.

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)

Unit title: An Introduction to Allergens (SCQF level 5)

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

Unit title: An Introduction to Allergens (SCQF level 5)

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 and have an understanding of the common allergens.

Performance criteria

- (a) Identify the common allergens.
- (b) Describe the medical conditions associated with common allergens.
- (c) Understand a food handler's responsibilities in relation to common allergens.

Outcome 2

Explain how cross contamination can occur and be avoided when working with common allergens.

Performance criteria

- (a) Identify cross contamination and when may it occur.
- (b) Understand correct storage of foods to avoid cross contamination.

Outcome 3

State suitable alternative ingredients to replace specific allergens in a range of dishes.

Performance criteria

- (a) State alternative ingredients to replace specific allergens.
- (b) Describe the alternative ingredients qualities, explaining suitability.

Outcome 4

Prepare, cook and present a range of specific allergen free dishes.

Performance criteria

- (a) Prepare, cook and present a range of specific allergen free dishes to an acceptable standard.
- (b) Identify and take reasonable measures to avoid cross contamination during preparation and cooking.
- (c) Complete all relevant tasks whilst ensuring safe and hygienic practices are used correctly.

National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Outcome 1 — Identify and have an understanding of the common allergens.

Written and/or oral evidence.

Learners are required to demonstrate they can:

- ◆ identify common allergens.
- ◆ describe the medical conditions associated with allergens.

Outcome 2 — Explain how cross contamination can occur and be avoided when working with common allergens.

Written and/or oral evidence.

Learners are required to demonstrate they can:

- ◆ identify cross contamination when it may occur.
- ◆ understand correct storage of foods to avoid cross contamination.

Outcome 3 — State suitable alternative ingredients to replace specific allergens in a range of dishes.

Written and/or oral evidence.

Learners are required to demonstrate they can:

- ◆ state suitable alternative ingredients to replace specific allergens.
- ◆ describe alternative ingredients qualities explaining the suitability.

Outcome 4 — Prepare, cook and present a range of specific allergen free dishes.

Written and recorded evidence:

- ◆ prepare, cook and present a range of specific allergen free dishes to an acceptable standard.
- ◆ identify and take reasonable measures to avoid cross contamination during production and cooking.
- ◆ complete all relevant tasks whilst ensuring safe and hygienic practices are used correctly.



National Unit Support Notes

Unit title: An Introduction to Allergens (SCQF level 5)

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 for an introduction to allergens.

Outcome 1 of the unit will develop the knowledge and skills required to have a greater understanding of the common allergens, and the restriction of products available to customers who have allergies. It will also provide a greater understanding of the medical conditions and consequences of failure to comply with customer allergen requests.

Among the key points discussed will be: the 14 named allergens, food allergies, food intolerance, anaphylaxis, coeliac disease, gluten intolerance, hidden allergens, symptoms of allergic reactions, symptoms of anaphylaxis and a food handler responsibilities. Allergens and the law, and how it impacts on a food handlers responsibilities includes food safety law, food labelling laws, putting the law into practice, legal penalties, legal defence and common mistakes.

Outcome 2 will introduce cross contamination issues relating to the preparation, production and service of dishes. The tutor should illustrate the possible hazard areas in this section and possible measures to correct these hazards. The tutor should also illustrate correct storage of all foods to avoid potential hazards.

The focus will be on controlling cross contamination whilst handling ingredients — hazard analysis, staff training, creating an allergen-free environment, food purchase and delivery, food storage and transportation. Emphasis will be made as to how a food handler ensures the utmost importance is paid to hygiene including: personal hygiene, hand washing video, cleaning the premises, cleaning food handling equipment, food preparation, food service and emergency situations.

Outcome 3 will develop a knowledge of ingredients that can be used to replace specific allergens. The tutor should discuss the qualities of the alternative ingredients and their suitability in replacing allergenic ingredients in a range of dishes.

National Unit Support Notes (cont)

Unit title: An Introduction to Allergens (SCQF level 5)

Outcome 4 brings together the knowledge from Outcomes 1, 2 and 3 and gives learners the opportunity to prepare dishes using suitable alternative ingredients to replace specific allergens. The dishes could include a range of breakfast, snacks, main meals, desserts and afternoon tea goods. The preparation, cooking and presenting of a range specific allergen free dishes must be covered along with correct presentation requirements, ensuring each finished dish meets an acceptable standard. This would include garnishing, accompaniments and finishing methods, and should use a range of skills and presentation techniques, including skills in plating, garnishing, topping, foaming and glazing.

The range of dishes should 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).

Safe and hygienic working practices must be observed throughout.

A record sheet of the activities carried out by learners associated with Outcomes 2, 3 and 4 should be encouraged and the record should show the qualities of the alternative ingredients to demonstrate their suitability for the dishes. 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.

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.

Outcome 1 gives an understanding of the common allergens and associated medical condition relating to them. Outcome 2 is an opportunity to highlight the measures to avoid cross contamination. Outcome 3 enables learners to understand alternative ingredients that can be used to replace foods that induce allergenic reactions, along with their qualities and suitability in a range of dishes. Outcome 4 gives learners the opportunity to put the theory into practice and create the dishes where they have substituted ingredients to make them suitable for those who suffer from specific allergies.

Outcomes 1, 2 and 3 can be delivered in a classroom situation and it's advised that they are undertaken before Outcome 4, which will take place in a professional kitchen environment.

National Unit Support Notes (cont)

Unit title: An Introduction to Allergens (SCQF level 5)

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

The following approaches to assessment are suggested:

Outcomes 1, 2 and 3:

A formative, restricted response short answer or multi-choice question paper should be used to cover the criteria in regard to common allergens, cross contamination of allergens and qualities of alternative ingredients. A learner evidence workbook is suitable to cover the range of suitable specific allergen free alternative ingredients together with details of correct storage methods and a summary to outline suitable measures to prevent cross contamination identified.

Outcomes 2, 3 and 4:

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 practical activities making note of components used, practices carried out and outcomes achieved.

An evidence folio detailing the properties of alternative ingredients used to produce specific allergen free dishes can be used for this outcome. This folio should include references to recipe sources used where possible, methods, finishing detail and supporting note.

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.

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.

National Unit Support Notes (cont)

Unit title: An Introduction to Allergens (SCQF level 5)

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 further opportunities to develop 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.

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 an introduction to common allergens, the foods that trigger allergic reactions and reasons why people must abstain from eating certain foods. You will also develop your legal responsibilities as a food handler and prepare specific allergy free dishes.

You will be required to complete theory based learning and outcomes which will help you to understand which ingredients and resources can be used as a suitable alternative to replace specific allergens to produce an acceptable finished product.

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 range of specific allergen free dishes, which will give you the practical skills and knowledge to be able to successfully create alternative foods. This could give you an opportunity and confidence to seek employment within the hospitality industry.

Once you have completed this unit, you will be more confident in how to understand allergen information in the workplace. You will also develop knowledge in core skills involving measuring and weighing and understanding of planning and developing.

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