

Understanding and Using Ingredients

SCQF: level 5 (6 SCQF credit points)

Unit code: J1YV 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 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*.

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 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*.

Appendix: Unit support notes

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Approaches to learning, teaching and assessment

Learning and teaching approaches should be learner-centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning, with an activity approach being used to enable learners to develop all the relevant preparation skills effectively.

Learners should develop an awareness of, and contribute to discussions about, the selection, preparation and cooking of a range of ingredients, responsible sourcing of ingredients in the context of preparing a range of dishes. This should include knowledge of the safe and hygienic practices involved in the preparation and use of ingredients.

For example, they could explore:

- ◆ the range of ingredients and their characteristics
- ◆ storage methods for ingredients
- ◆ current dietary advice relating to the use of ingredients
- ◆ locally sourced and sustainable ingredients
- ◆ safe and hygienic practices in the preparation and cooking of ingredients

Centres should set varied practical tasks to allow learners to experience challenge and enjoyment in the understanding and use of a range of ingredients. The recipes selected will determine the range of ingredients used in Outcome 2. This would include using a range of ingredients from the following categories: herbs, spices, flavourings and seasonings; dry ingredients; meat or meat alternatives; poultry or poultry alternatives; fruit and vegetables; dairy products or dairy alternatives; fish or seafood; and eggs.

Some examples of possible learning and teaching activities are given in the following table:

Outcome 1	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
1.1 Identifying a variety of ingredients and their characteristics	<p>Individual activities for learners to identify a range of ingredients and their characteristics.</p> <p>Teacher demonstrations of the practical application of a range of ingredients.</p>	Learners should be given opportunities to identify a range of ingredients from different categories and their uses in food preparation.	<p>Learners can identify characteristics of ingredients and, via verbal feedback, completion of short answer response or information poster, can feedback findings to the rest of the class. Presentations can be stored in an e-portfolio.</p> <p>A matching exercise could also be used as evidence.</p>
1.2 Describing and demonstrating safe and appropriate storage methods for ingredients	Individual activities for learners to describe and demonstrate knowledge of the correct storage of a range of ingredients.	Learners either individually, in pairs or groups, should be given opportunities to describe safe and appropriate storage methods for ingredients and to prepare a variety of dishes, demonstrating correct storage procedures throughout preparation.	Evidence could comprise short answer response for correct storage procedures or verbal feedback and a completed assessor observational checklist during a practical activity.
1.3 Describing how current dietary advice influences the selection, preparation and use of ingredients	<p>Group and class activities to identify and describe how current dietary advice will influence the selection, preparation and use of ingredients in dishes.</p> <p>There should ideally be sufficient flexibility built into the practical activities that allows for centres to develop specific recipes that show</p>	Learners could describe orally or in text how the selection, preparation and use of ingredients are influenced by current dietary advice. They may opt to deliver a presentation to the class or produce a poster or leaflet that contains appropriate information on how current dietary advice influences the selection, preparation and use of ingredients.	Evidence could either be verbal (eg presentation) or written (eg short answer response, poster or leaflet) and recorded by the teacher using a checklist.

Outcome 1	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
	the use of ingredients relating to current dietary advice.		
1.4 Describing the importance of sourcing sustainable ingredients	<p>Group and class activities to identify the value of sourcing sustainable ingredients, including locally produced and seasonal ingredients, when preparing dishes.</p> <p>There should ideally be sufficient flexibility built into the practical activities that allows for centres to develop specific recipes that show the use of locally produced and seasonal ingredients.</p>	Learners should be given opportunities to identify a range of ingredients from different categories and their uses in food preparation.	<p>Learners can identify categories of ingredients and via verbal feedback or completion of short answer response questions. An information poster could be created to feedback findings to the rest of the class. Presentations can be stored in an e-portfolio.</p> <p>A matching exercise could also be used.</p>
Outcome 2	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
2.1 Selecting, preparing and/or cooking the ingredients, according to recipes	<p>Selection of ingredients suitable for recipes.</p> <p>Research of ingredients linked to recipes and identification of alternative ingredients to promote current dietary advice.</p> <p>Individually, with support as required, learners can produce a range of dishes which demonstrate the use of a range of different ingredients.</p>	<p>Learners should be given opportunities to select ingredients for a given recipe.</p> <p>Learners either individually, in pairs or groups, should be given opportunities to prepare a variety of dishes to demonstrate the correct preparation and cooking of a range of ingredients.</p>	Evidence could comprise a completed assessor observational checklist for the correct selection, preparation and/or cooking of a range of ingredients. Peer observation with verbal feedback could also be used as evidence.

Outcome 1	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
<p>2.2 Demonstrating specialist garnishing and/or decorating techniques</p>	<p>Chef/teacher demonstrations on the use of a range of ingredients to produce specialist garnishes/decorations.</p> <p>Individual/paired/group practical activities to demonstrate garnishes/decorations.</p> <p>Chef demonstrations, TV cookery programmes and magazine/recipe book research.</p> <p>Group research and image board on different types of ingredients suitable for garnishing and decorating finished dishes.</p>	<p>Learners should be given opportunities to demonstrate the use of a range of ingredients to produce specialist garnishes for savoury dishes and decorations for sweet dishes.</p>	<p>Evidence could comprise a completed assessor observational checklist for the appropriate use of ingredients for garnishes/decorations.</p> <p>Peer observation with verbal feedback on finished dishes could also be used as evidence.</p>
<p>2.3 Working safely and hygienically</p>	<p>During all practical food activities learners should implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria.</p> <p>Demonstrate safe working practices throughout the preparation and use of ingredients.</p> <p>At the end of the lesson the food should be correctly stored and instructions given for adequate reheating.</p>	<p>Practical food activities will allow learners to demonstrate safe hygienic practices. The use of teacher, peer and assessment should be used to identify areas for improvement.</p>	<p>Safe and hygienic practice should be evident at all times. Evidence could be collated via video footage, peer observation, assessor observational checklist.</p>

Combining assessment within Units

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

Administrative information

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Superclass: NF

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Unit Support Notes added	Qualifications Manager	25/07/2018
2.0	Course re-named and re-coded.	Qualifications Manager	August 2019

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