

H47S 71 Food Preparation: Using Small Electrical Equipment in the Kitchen (National 1)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Food Preparation: Using Small Electrical Equipment in the Kitchen* 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 pack*

General guidance on the Unit

Aims

The aim of this Unit is to provide learners with opportunities to develop skills required to use small electrical equipment safely and hygienically within a food preparation context.

The Unit also provides a framework for learners to develop knowledge and skills for learning, skills for life and skills for work.

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

This Unit has been designed to draw on and build on Curriculum for Excellence experiences and outcomes.

This Unit would be suitable for learners who have successfully completed qualifications in related areas at SCQF level 1. Relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

Skills, knowledge and understanding covered in this Unit

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Learners who complete this Unit will be able to use small electrical equipment within a food preparation context.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units in Food Preparation at SCQF level 1
- ◆ *Independent Living Skills: Using General Household Electrical Appliances* Unit at SCQF level 1
- ◆ other Units in Food, Health and Wellbeing at SCQF level 2
- ◆ further study, employment and/or training

Further details about these Units can be found on SQA's website.

Learners may progress to other Units at the same level or Courses/Units at higher levels. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment which can be used for the delivery of this Unit.

Learners undertaking qualifications at SCQF level 1 will take part in the Unit at different levels of participation and with varying degrees of support, all of which meet the Assessment Standards. Some learners may take part at an experiential or sensory level requiring full support. Some may require frequent direction and support to enable them to take part, while others may take part independently or with intermittent support.

Learners should be given as much support as they need to engage with learning, teaching and assessment activities whilst maintaining the integrity of the Outcome and Assessment Standards.

The level of support required, and any support framework used, is at the discretion of individual centres.

The skills-based focus of the Unit lends itself to the use of a variety of learning and teaching approaches, reflecting the values and principles of the curriculum. Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

Learning should be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

Examples of learning and teaching approaches and ways of recording evidence are provided in the table on the next page.

Food Preparation: Using Small Electrical Equipment in the Kitchen (National 1)

Outcome 1

With the appropriate level of support and resources, the learner will use small electrical equipment within a food preparation context by:

Assessment Standards	Guidance and suggested learning and teaching approaches																				
<p>1.1 Selecting a small piece of electrical equipment to use</p> <p>1.2 Following instructions for using the electrical equipment safely</p> <p>1.3 Following instructions for using the electrical equipment hygienically</p>	<p>A selection of small pieces of electrical equipment is used to prepare different food items. A list of options could be provided in oral or pictorial form. The learner selects a small piece of electrical equipment to use. A suggested range of small electrical equipment and their uses can be found in the table below.</p> <table border="1" data-bbox="526 715 1619 1220"> <thead> <tr> <th data-bbox="526 715 1070 759">Small piece of electrical equipment</th> <th data-bbox="1070 715 1619 759">How it could be used by the learner</th> </tr> </thead> <tbody> <tr> <td data-bbox="526 759 1070 798">Kettle</td> <td data-bbox="1070 759 1619 798">Tea, coffee, jelly, stock cubes</td> </tr> <tr> <td data-bbox="526 798 1070 836">Toaster</td> <td data-bbox="1070 798 1619 836">Muffins, bread, pancakes, pitta bread</td> </tr> <tr> <td data-bbox="526 836 1070 912">Tin opener</td> <td data-bbox="1070 836 1619 912">Tins of: fish, meat, fruit, vegetables, soup</td> </tr> <tr> <td data-bbox="526 912 1070 986">Hand whisk</td> <td data-bbox="1070 912 1619 986">Egg whites, cream, instant whip, butter icing, sponges</td> </tr> <tr> <td data-bbox="526 986 1070 1062">Blender</td> <td data-bbox="1070 986 1619 1062">Soups, sauces, dips, vegetable and fruit purees, pâté</td> </tr> <tr> <td data-bbox="526 1062 1070 1101">Coffee maker</td> <td data-bbox="1070 1062 1619 1101">Filter, espresso or percolated coffee</td> </tr> <tr> <td data-bbox="526 1101 1070 1139">Food processor</td> <td data-bbox="1070 1101 1619 1139">Coleslaw, vegetables for soup, pâté</td> </tr> <tr> <td data-bbox="526 1139 1070 1177">Toasted sandwich maker</td> <td data-bbox="1070 1139 1619 1177">Variety of toasted sandwiches</td> </tr> <tr> <td data-bbox="526 1177 1070 1220">Bread maker</td> <td data-bbox="1070 1177 1619 1220">Variety of bread types</td> </tr> </tbody> </table> <p>The above list is neither prescriptive nor exhaustive, but is intended to provide guidance as to the variety of dishes</p>	Small piece of electrical equipment	How it could be used by the learner	Kettle	Tea, coffee, jelly, stock cubes	Toaster	Muffins, bread, pancakes, pitta bread	Tin opener	Tins of: fish, meat, fruit, vegetables, soup	Hand whisk	Egg whites, cream, instant whip, butter icing, sponges	Blender	Soups, sauces, dips, vegetable and fruit purees, pâté	Coffee maker	Filter, espresso or percolated coffee	Food processor	Coleslaw, vegetables for soup, pâté	Toasted sandwich maker	Variety of toasted sandwiches	Bread maker	Variety of bread types
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and/or items which could be prepared using a range of small electrical equipment.

The correct instructions for using the electrical equipment safely and hygienically should be demonstrated to learners and learners should practise using the equipment safely and hygienically over a sustained period of time. A sustained period of time is at the discretion of individual centres and should be based on the needs of the individual learner.

In the case of a kettle, the discussion and demonstration of the correct sequence could focus on:

- ◆ How to fill the kettle with cold water
- ◆ How to read the kettle's measuring gauge
- ◆ The maximum and minimum amount of water which should be placed in the kettle
- ◆ How to switch the kettle on and off
- ◆ How to unplug the kettle (if appropriate)
- ◆ How to keep the kettle clean

Direct access to electrical sockets may, for some learners, pose a significant health and safety risk. In these instances, it is acceptable that the teacher/lecturer performs this task. For some learners, access to using electrical equipment may be through the use of specialised switching.

This Unit could be integrated with the other Food Preparation (National 1) Units: *Baking, Making a Healthy Snack, Making a Healthy Hot Dish, Making a Healthy Basic Meal, Food Hygiene.*

Assessment

There is no external assessment for National 1 Units. All Units are internally assessed against the requirements outlined and described in the Unit Specification and the Unit Assessment Support pack.

To achieve the Unit, learners must achieve the Unit Outcome.

At SCQF level 1, it is anticipated that most evidence for assessment purposes will be gathered on a naturally occurring, ongoing basis, rather than from more formal assessment methods. There are many contexts that might be used for gathering evidence. These might include, for example, extra-curricular and/or outdoor learning.

Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be gathered for assessment purposes in a variety of ways. Examples of how this evidence might be gathered include:

- ◆ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ oral questioning before, during and on completion of an activity (recorded using an audio-visual or audio recording or using detailed written assessor notes as evidence)
- ◆ learning and teaching activities which generate physical evidence for assessment
- ◆ identifying opportunities to record evidence within out-of-centre activities

Centres are encouraged to develop criteria for success which focus on small, well-defined steps in learning. In this way the learner is more likely to achieve success in the Units and in any subsequent learning.

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure they are actively involved in the assessment process. It is important that different approaches to assessment are adopted to suit the varying needs of learners.

Authentication

For guidance on authentication of evidence that is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for verification purposes

It is anticipated that learners will need a high degree of teacher/lecturer assistance. More details about the type of support are provided within the Equality and Inclusion section.

Developing skills for learning, skills for life and skills for work

The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop in this Unit. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

Skills for learning, skills for life and skills for work	Examples of learning and teaching approaches
1 Literacy	
<p>1.3 Listening and talking</p> <p>Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.</p>	<p>Where appropriate, learners could use their normal mode of communication during learning and teaching activities to:</p> <ul style="list-style-type: none"> ◆ communicate, eg which small electrical piece of electrical equipment they would like to use ◆ respond, eg how they are going to use the small electrical piece of electrical equipment safely

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Unit. These will vary from centre to centre depending on the approaches being used to deliver the Unit.

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials that reflect an inclusive view.

Learners undertaking qualifications at SCQF level 1 are likely to require more support with their learning than at other levels, and learners should be given as much support as they need to engage with learning, teaching and assessment activities whilst maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ support ranging from prompting to full support from a responsible person
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT and other assistive technologies
- ◆ visual prompts

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and how the alternative approach to assessment will generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website (www.sqa.org.uk)
- ◆ Building the Curriculum 4: Skills for learning, skills for life and skills for work (www.educationscotland.gov.uk)
- ◆ Building the Curriculum 5: A framework for assessment (www.educationscotland.gov.uk)
- ◆ Design Principles for National Courses (www.sqa.org.uk)
- ◆ *Guide to Assessment* June 2008 (www.sqa.org.uk)
- ◆ Overview of Qualification Reports (www.sqa.org.uk)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ *SCQF Handbook: User Guide*, published 2009 (www.scqf.org.uk) and SCQF level descriptors (www.sqa.org.uk)
- ◆ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work* (www.sqa.org.uk)
- ◆ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool* (www.sqa.org.uk)
- ◆ SQA Guidelines on e-assessment for Schools (www.sqa.org.uk)
- ◆ SQA Guidelines on Online Assessment for Further Education (www.sqa.org.uk)
- ◆ SQA e-assessment web page (www.sqa.org.uk)

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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