

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

Outcome 1	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
<p>1.1 Selecting and using equipment to weigh and measure ingredients accurately</p>	<p>Teacher demonstration and monitoring of the accurate use of the following range of weighing and measuring equipment in a variety of contexts:</p> <ul style="list-style-type: none"> <li>◆ scales</li> <li>◆ measuring jug</li> <li>◆ measuring spoons</li> </ul> <p>Self and peer monitoring and evaluation of weighing and measuring</p>	<p>Learners should be given opportunities to use scales, measuring jugs and measuring spoons when following a number of different recipes.</p> <p>Self and peer monitoring and evaluation of weighing and measuring could be encouraged.</p>	<p>Safe and hygienic practices should be evident at all times.</p>
<p>1.2 Applying a range of food preparation techniques using appropriate equipment</p>	<p>Teacher demonstration of the practical application of the use of a range of equipment:</p> <p>Teacher demonstration of the practical application of the equipment to carry out the techniques identified in the 'Further mandatory information on Course coverage for the Practical Cookery(National 4) Course' section of the Added Value Unit.</p> <ul style="list-style-type: none"> <li>◆ Individual activities for learners to demonstrate the correct and safe use of equipment</li> </ul> <p>Individual activities for learners to apply, with support as required, a range of food preparation techniques in the context of making dishes</p>	<p>Learners should be given opportunities to use a variety of equipment, appropriate to the techniques, when following a number of different recipes.</p>	<p>Evidence could comprise video footage/photographs, a completed assessor observational checklist.</p>

<p>1.3 Working safely and hygienically</p>	<p>During all practical food activities learners should:</p> <ul style="list-style-type: none"> <li>◆ implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria</li> <li>◆ demonstrate safe working practices</li> </ul> <p>At the end of each practical food activity, the food should be correctly stored and appropriate instructions given for reheating.</p>	<p>Practical food activities will allow learners to demonstrate safe and hygienic practices. The use of teacher, peer- and self-assessment should be used to identify areas for improvement.</p>	
<p><b>Outcome 2</b></p>	<p><b>Approaches to learning and teaching</b></p>	<p><b>Approaches to assessment</b></p>	<p><b>Approaches to gathering evidence</b></p>
<p>2.1 Cooking prepared ingredients according to recipes</p>	<p>Teacher demonstration of the cookery processes required:</p> <ul style="list-style-type: none"> <li>◆ Individually, with support as required, learners can produce a range of dishes which demonstrate different cookery processes</li> <li>◆ Teacher monitoring of the application of cookery processes</li> </ul>	<p>Learners should be given opportunities to use a variety of cookery processes appropriate to the techniques when following a number of different recipes.</p>	<p>Safe and hygienic practices should be evident at all times.</p> <p>Evidence could comprise video footage/photographs, a completed assessor observational checklist.</p>
<p>2.2 Controlling the stages of the cookery processes and testing food for readiness</p>	<p>Class discussion and quiz on testing foods for readiness</p> <p>Practical application to demonstrate an understanding of the procedures</p>	<p>During practical food activities learners should be given opportunities to apply an understanding of the readiness tests appropriate to each cookery process.</p>	
<p>2.3</p>			

<p>Presenting and garnishing or decorating the dishes</p>	<p>Teacher demonstration on a range of garnishes/decorations</p> <p>Individual/paired/group practical activities to demonstrate garnishes/decorations</p> <p>TV cookery programmes and magazine/recipe book research</p> <p>Group research and image board on different types of garnishes and decorations</p>	<p>During practical food activities learners should be given opportunities to demonstrate the use of a range of garnishes or decorations</p>	
<p>2.4 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 and demonstrate safe working practices</p> <p>At the end of each practical food activity, the food should be correctly stored and appropriate instructions given for reheating.</p>	<p>Practical food activities will allow learners to demonstrate safe and hygienic practices. The use of teacher, peer- and self-assessment should be used to identify areas for improvement.</p>	

An exemplar checklist for use with this Unit is provided as an appendix: [Appendix 2: Exemplar checklist](#)

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

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

1.4 Outlining reasons for sourcing locally produced and seasonal ingredients	<p>Group and class activities to identify locally produced and seasonal ingredients and give reasons for their choice and use</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 could identify ingredients that are locally produced and seasonal during practical activities or produce a poster or leaflet that contains appropriate information outlining the reasons for sourcing locally produced and seasonal ingredients.	<p>Evidence could either be verbal or written and recorded by teacher using a checklist.</p> <p>A short/restricted response question paper to cover all of the Assessment Standards in the Unit could also be used as evidence.</p>
<b>Outcome 2</b>	<b>Approaches to learning and teaching</b>	<b>Approaches to assessment</b>	<b>Approaches to gathering evidence</b>
2.1 Selecting, preparing and/or cooking the ingredients, with minimal guidance, according to recipes	<p>Identification 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.
2.2 Selecting and preparing suitable garnishes and/or decorations for the dishes	<p>Teacher demonstration on the use of a range of ingredients to produce 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>	Learners should be given opportunities to demonstrate the use of a range of ingredients to produce garnishes for savoury dishes and decorations for sweet dishes.	Evidence could comprise a completed assessor observational checklist for the appropriate use of ingredients for garnishes/decorations. Peer observation with verbal feedback on finished dishes could also be used as evidence.

	Group research and image board on different types of ingredients suitable for garnishing and decorating finished dishes		
2.3 Working safely and hygienically	<p>During all practical food activities learners should:</p> <ul style="list-style-type: none"> <li>◆ implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria</li> <li>◆ demonstrate safe working practices throughout the preparation and use of ingredients</li> </ul> <p>At the end of the lesson the food should be correctly stored and instructions given for adequate reheating.</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.	Safe and hygienic practice should be evident at all times. Evidence could be collated via video footage, peer observation, assessor observational checklist.

An exemplar checklist for use with this Unit is provided as an appendix: [Appendix 2: Exemplar checklist](#)

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

Outcome 1	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
1.1 Selecting suitable recipes for two dishes	Learners could identify recipes from a given selection.  This could be carried out in pairs, groups or individually.	Learners should be given opportunities to select two suitable recipes for starters, main courses or desserts or any combination of two of these courses.	Learners may be able to identify two suitable recipes for starters, main courses or desserts. A completed assessor observational checklist could provide evidence.
1.2 Preparing the dishes according to the recipe	Learners could carry out a range of practical food activities to produce dishes, supported by the teacher where necessary.	Learners, should be given opportunities to prepare a variety of dishes according to the recipes	Evidence could comprise video footage or photographs or a completed assessor observational checklist.
1.3 Evaluating the prepared dishes in terms of presentation, taste and texture	Teacher-led discussion/evaluation of finished dishes using simple criteria, eg presentation, taste and texture and using a rating system.  Peer- and self-evaluation of prepared dishes.	Teacher, Peer and self-evaluation to be carried out on a number of occasions using a rating system linked to presentation, taste and texture.	Learners could carry out an evaluation of the prepared dishes Evidence of the evaluation could either be verbal or written, or could comprise a completed assessor observational checklist.
1.4 Working safely and hygienically	During all practical food activities learners should:  <ul style="list-style-type: none"> <li>◆ implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria</li> <li>◆ demonstrate safe working practices</li> </ul>	Practical food activities will allow learners to demonstrate safe and hygienic practices. The use of teacher, peer- and self-assessment should be used to identify areas for improvement.	Safe and hygienic practice should be evident at all times. Evidence could be collated via video footage, peer observation, or assessor observational checklist.

	<p>Peer- and self-evaluation of safe hygienic practices could be carried out.</p> <p>At the end of each practical food activity the food should be correctly stored and appropriate instructions given for reheating.</p>		
<b>Outcome 2</b>	<b>Approaches to learning and teaching</b>	<b>Approaches to assessment</b>	<b>Approaches to gathering evidence</b>
2.1 Requisitioning equipment and ingredients and organising the work area	<p>During practical activities learners should requisition equipment and ingredients required for the recipe and organise their work areas appropriately.</p>	<p>Learners should be given the opportunity to requisition equipment and ingredients and organise the work area on a number of occasions</p>	<p>Evidence could be collated via video footage, and/or completion of an assessor observational checklist.</p>
2.2 Carrying out the tasks according to the time plan	<p>A given time plan should identify key stages, eg:</p> <ul style="list-style-type: none"> <li>◆ practical activities</li> <li>◆ timings</li> <li>◆ points of safety and hygiene</li> </ul> <p>Learners could work individually, in pairs or groups to follow a given time plan.</p>	<p>Learners should be given opportunities to work with minimal guidance through given time plans.</p>	<p>Evidence could be collated via video footage, or completion of an assessor observational checklist.</p>
2.3			



<p>Working safely and hygienically</p>	<p>During all practical food activities learners should:</p> <ul style="list-style-type: none"> <li>◆ implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria</li> <li>◆ demonstrate safe working practices</li> </ul> <p>At the end of each practical food activity the food should be correctly stored and appropriate instructions given for reheating.</p>	<p>Practical food activities will allow learners to demonstrate safe and hygienic practices. The use of teacher, peer and self-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, or assessor observational checklist.</p>
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