



Food Technology, Catering And Hospitality

Entry Level, Level One, Level Two



k5148107 fotosearch.com ©

Sixth Form Hub 2022-2023

What is the Unit Award Scheme (UAS)?

UAS allows all students to engage with learning and have their achievements formally recognised.

Students are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.

The scheme boosts confidence, increases engagement and improves motivation, helping students to make progress on their lifelong learning journey.

Why choose UAS

- **Comprehensive** – UAS covers all topics from school curriculum subjects to life skills, outdoor activities, arts and crafts, and work-related learning
- **Inclusive** – students of **all abilities** can take part in the scheme
- **Adaptable** – teachers can write their own units for tailored, bespoke learning
- **Flexible** – students can achieve an unlimited number of units each academic year, receiving certificates on-demand at any time throughout the year
- **Versatile** – teachers will use UAS in many different ways: SEND/SEMH programmes; enrichment and extracurricular activities; community-based learning projects; professional development, learning and building new skills, preparing for GCSE's and level 1-3 qualifications

Each centre has a UAS Coordinator who is trained as part of the UAS registration process. The coordinator submits the claims for certificates, along with the evidence when required. Claims for certificates can be made year round and students can be added to the scheme at any time.

Case study: Brunel and Burton Academies

Mandy Seymour, teacher and SENCO at Brunel and Burton Academies in Devon, explains how Unit Award Scheme (UAS) continues to be a success with both students and teachers.

Re-engaging students

I'm the UAS coordinator in a small school for pupils permanently excluded from mainstream, 100% with an Education Health Care Plan and all within the main area of need in social, emotional and mental health. As a body, our students struggle with attendance and being in learning spaces. They've all travelled a tough road to get to us and feel disaffected with education. Their self-esteem is low which has a big effect on how they perceive learning and themselves as learners.

UAS has been fantastic; it enables us to teach groups or individuals on a wide variety of topics and to evidence to the students how well they can learn, providing them with a real sense of achievement. One pupil, on completing some Entry, 1, 2 and 3 maths units (UAS can be used as a stepping stone towards the achievement of AQA's Entry Level Certificates) asked "does this mean I could do a GCSE?" When the teacher replied "what do you think?", the answer was "I know I can now, I've got no excuse – you'll just keep reminding me of all these certificates!"

This is just an example of some of the units that will be covered

In successfully completing this unit, the Learner will have	Evidence needed
experienced	
1 washing and drying of hands	Summary sheet
2 the putting on of an apron	Summary sheet
3 working cooperatively with an adult to explore ingredients using the senses of taste, touch and smell to make five simple meals	Summary sheet
4 working cooperatively with an adult to experience washing equipment	Summary sheet
5 working cooperatively with an adult to experience drying equipment.	Summary sheet

In successfully completing this unit, the Learner will have	Evidence needed
shown knowledge of	
1 the importance of hand washing and the putting on of an apron to ensure food preparation is safe and hygienic	Summary sheet
demonstrated the ability to	
2 carry out hand washing and the putting on of an apron	Summary sheet
3 follow symbol based recipes alongside verbal guidance to complete five simple meal recipes	Summary sheet
4 independently collect equipment needed, eg knife, chopping board, pan	Summary sheet
5 use basic food preparation tools with a degree of independence, eg sharp knife, grater, vegetable peeler	Summary sheet
6 use cooker or hob or grill with support to cook a meal, eg Macaroni Cheese using the hob or Sausage Casserole using the oven or Pizza Toast using the grill	Summary sheet
7 work cooperatively with a partner to wash, dry up and clear away workstation, using only verbal prompting if necessary.	Summary sheet

In successfully completing this unit, the Learner will have		Evidence needed
shown knowledge of		
1	how germs get into the workplace from animals, insects, rubbish, dirt, people and raw foods	Student completed work or summary sheet
2	conditions germs need to grow, eg warmth, food, moisture and time	Student completed work or summary sheet
3	the people most at risk from food poisoning, eg pregnant women, babies, old people and people who are sick.	Student completed work or summary sheet

In successfully completing this unit, the Learner will have		Evidence needed
demonstrated the ability to		
1	use at least three different cooking tools, eg peelers, bottle openers, graters	Summary sheet
2	use a minimum of two different items of cleaning equipment, eg Hoover, mop	Summary sheet
3	understand at least two risks associated with using cleaning products, eg by identifying hazard symbols given on product packaging	Student completed work
shown knowledge of		
4	a minimum of two dangers linked to the use of electrical equipment	Student completed work
5	how to position food within a fridge, eg separating raw and cooked meat	Student completed work
6	key appropriate vocabulary relating to the workplace	Student completed work
demonstrated the ability to		
7	retain at least two short messages through interactive games	Summary sheet
8	follow a recipe that uses simple measures	Summary sheet
9	take turns using equipment and work in a partnership to create a simple dish on at least three separate occasions	Summary sheet
10	infer at least two pieces of information relating to safety within the workplace, eg food just taken from the oven will be hot.	Student completed work

In successfully completing this unit, the Learner will have	Evidence needed
demonstrated the ability to	
1 work in a safe, hygienic and organised manner	Summary sheet
2 weigh ingredients accurately	Summary sheet
3 operate an oven, hob and grill on both an electric and gas cooker	Summary sheet
4 follow a recipe carefully	Summary sheet
5 prepare and cook six dishes	Summary sheet
6 design a poster to highlight one safety rule in the food technology room	Student completed work
shown knowledge of	
7 the names of at least three cooker parts	Student completed work
8 at least two differences between a gas and an electric cooker	Student completed work
9 safe and hygienic practice in the kitchen	Student completed work
10 safety rules for use in the food technology room.	Student completed work

In successfully completing this unit, the Learner will have	Evidence needed
demonstrated the ability to	
1 work throughout in a safe, hygienic and organised manner	Summary sheet
2 present her/himself in a suitable fashion, eg appropriate footwear, clean apron, clean hands	Summary sheet
3 wash hands after any contact with the face or hair	Summary sheet
4 select and use safely the appropriate equipment, eg different knives, oven, food processor, microwave oven	Summary sheet
5 work carefully with sharp knives, eg when preparing food or washing up	Summary sheet
6 ask for help when required	Summary sheet
7 behave in a mature and responsible manner while working in the kitchen	Summary sheet
8 produce a dish using good hygienic practices	Summary sheet
shown knowledge of	
9 five areas of personal hygiene important in the kitchen	Student completed work
10 the correct way to store food in the refrigerator	Student completed work
11 how food poisoning can occur.	Student completed work

In successfully completing this unit, the Learner will have	Evidence needed
demonstrated the ability to	
1 identify at least eight different ways of cutting foods	Student completed work
2 describe what at least eight different knives in the kitchen are used for	Student completed work
shown knowledge of	
3 the meaning of the term 'al dente'	Student completed work
4 what 'poached' foods are cooked in	Student completed work
5 the name of the person who cooks sauces in a professional kitchen	Student completed work
6 how 'steak tartare' should be cooked	Student completed work
7 what whipping egg whites will result in	Student completed work
8 the term used for coating food in flour and breadcrumbs before frying	Student completed work
9 the main ingredient of 'coq au vin'	Student completed work
10 what type of cookware is used for making stir fry.	Student completed work