

**HOSPITALITY -  
PROFESSIONAL COOKERY**  
Higher

**Fifth edition – published February 2003**

**NOTE OF CHANGES TO ARRANGEMENTS  
FIFTH EDITION PUBLISHED FEBRUARY 2003**

**COURSE TITLE:** Hospitality – Professional Cookery (Higher)

**COURSE NUMBER:** C051 12

**National Course Specification**

Course details:

Food Hygiene (D282 12) – Removed from course specification.

Menu Planning (D291 12) – Removed from course specification.

**Note:** D291 12 will remain as a freestanding unit, outwith this course specification. It has been re coded as D9NR 12.

Integrated Production Cookery (D290 12) – Removed from course specification.

D9NN 12 – Restaurant Food Production with menu planning added to the mandatory section.

## National Course Specification

### HOSPITALITY - PROFESSIONAL COOKERY (HIGHER)

**COURSE NUMBER** C051 12

#### COURSE STRUCTURE

This course has four mandatory units of 120 hours' duration in total, plus 40 hours' flexible time. It would be preferable for the units to be studied concurrently.

	<b>Title of unit</b>	<b>Duration</b>
<i>D289 12</i>	<i>Food Product Knowledge (H)</i>	<i>1 credit (40 hours)</i>
<i>D8KY 12</i>	<i>Food Hygiene for the Hospitality Industry (H)</i>	<i>1 credit (40 hours)</i>
<i>D9NN 12</i>	<i>Restaurant Food Production with Menu Planning (H)</i>	<i>1 credit (40 hours)</i>

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

#### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would find it advantageous to have attained:

- Hospitality: Professional Cookery at Intermediate 2
- appropriate catering-related units or
- equivalent industrial experience

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#### Administrative Information

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## **National Course Specification (cont)**

**COURSE** Hospitality - Professional Cookery (Higher)

### **CORE SKILLS**

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## National Course Specification: course details

**COURSE** Hospitality - Professional Cookery (Higher)

### RATIONALE

Hospitality: Professional Cookery forms a fundamental part of the skills required to operate within the hospitality industry. Its study at Higher level will enable the candidate to:

- enhance their practical culinary skills
- enhance their ability to operate commercial catering equipment
- further develop their manipulative skills
- integrate culinary techniques
- plan and cost menus
- implement hygienic working practices
- enhance their ability to work independently and as part of a team
- interpret and implement recipes and other written instructions
- enhance their numeracy, planning and problem solving skills
- interpret and implement oral instructions

The Higher level course aims to enhance the techniques, skills and knowledge required to operate in the kitchen areas of a wide variety of establishments. Before the study of this course, candidates should have a sound knowledge of the basic techniques and methods of cookery as provided in the Intermediate 2 course – Hospitality - Professional Cookery. The skills may be further developed by the study of Higher National units in Professional Cookery.

The course encourages the integration of product knowledge, menu planning techniques and hygienic procedures to produce a range of food of restaurant quality within a stated time. This will further reinforce the underpinning knowledge gained by the study of the individual units.

The benefits of taking units as part of the course award include the following:

- the diversity of techniques and underpinning knowledge involved in the Higher level study of food preparation and cooking skills makes constant reinforcement and integration essential. The additional teaching time and the external assessment will greatly enhance the candidates' ability to retain and assimilate this information.
- the course award will indicate the candidates' ability to integrate product knowledge, menu planning techniques and hygienic procedures, and to apply these to more complex or unfamiliar situations.
- the course encourages a structured approach to learning, culminating in the preparation of fully integrated meals for restaurant use
- the course will assist with the development of numeracy, planning and problem solving skills
- the external assessment will give the award greater coherence and credibility to both candidates and end users
- it will articulate with the HNC/D provision in Hospitality

## National Course Specification: course details (cont)

**COURSE** Hospitality: Professional Cookery (Higher)

### COURSE CONTENT

The course includes:

- the categorisation, classification and identification of commonly used commodities
- the identification of the range of suppliers, purchase and storage specifications for commodities
- the determinants of availability, quality and price of commodities
- the range of preservation techniques
- the preparation of a range of foods for restaurant presentation utilising a wide range of cookery processes and presentation techniques
- the implementation of menu planning and food costing techniques
- hygiene

The following key aspects should be emphasised throughout the delivery of the course:

- choice and use of commodities
- enhancement of culinary skills
- integration of cookery processes and techniques
- safety precautions
- personal hygiene and uniform
- hygiene regulations

For effective delivery the kitchen ‘brigade’ should be split into four teams, one for each cookery ‘corner’: main courses, larder, vegetables, and desserts.

#### ***Food Product Knowledge (H)***

The categorisation, classification, identification and origin and source of commonly used commodities should be explored in depth, and candidates should be encouraged to research additional products within each category.

Visits to markets or supermarkets are recommended, as are projects on individual classifications.

Classification of commodities:

- meat - beef, lamb, pork and bacon
- poultry - chicken, duck, turkey,
- game - grouse, pheasant, venison
- fish - round white, round oily, flat
- shellfish - molluscs, crustacea
- fats and oils - vegetable oils, olive oil, butter, hard and soft margarine, cooking fat, suet, pastry
- fruits - soft, hard, stone, citrus, berries, nuts
- vegetables - root, tuber, bulb, leaf, legume, blanched stem, flower, fruit, fungus
- dairy foods - milk, butter, cream, cheese, yoghurt
- eggs - shell eggs, egg products, frozen, dried
- cereals and dry goods - flours, semolina, cornflour, oatmeal, rice, pulses, sugars.

## National Course Specification: course details (cont)

### COURSE Hospitality - Professional Cookery (Higher)

The study of the range of commodities should include:

- meat - the principal cuts and their uses
- poultry and game - the joints and their uses
- fish and shellfish - the cuts and their uses
- fats and oils, fruit and vegetables, dairy foods and eggs, cereals - principal characteristics and their uses

The origin should include comparison between home-produced and imported products, the main countries of their production, and the changing availability and quality of commodities resulting from modern transportation techniques.

#### Processing

Processed products are those products which have undergone stages of preparation and/or production to allow them to be used or eaten with a minimal degree of preparation. (They generally consist of ingredients which have been converted into products or dishes which are ready to use, ready to eat, ready to reheat, or ready to cook.)

The recognition of various products would include:

- the identification of the fresh food to be processed
- processed food which has been prepared for convenience
- processed food which has been prepared for the taste experience

#### The determinants of availability, quality and price of commodities

Legal restrictions:	freshwater fish and game seasons fishing quotas planting restrictions
Inclement weather:	inability of fishing boats to put to sea lack of sun to ripen soft fruit wet crops
Harvesting seasons:	time of year poor crop yields
Animal husbandry:	lamb not over-wintered.

#### Range of suppliers, purchase specifications and storage requirements

##### Suppliers

Wholesale:	cash and carry, specialist suppliers, general suppliers
Retail:	supermarket, specialist shop, general shop
Others:	home grown, direct buying at specialist market or abattoir.

## National Course Specification: course details (cont)

### COURSE Hospitality - Professional Cookery (Higher)

#### Principles of purchasing

Perishable: fresh fruit, vegetables; dairy products, meat and fish. Perishables should be purchased to meet menu needs for a short period only.  
Informal purchasing.

Processed supplies: canned, bottled, dehydrated, frozen products. Formal or informal purchasing may be used.

Storage requirements: refrigerator, freezer, cold store, vegetable rack, dry store.

#### *Restaurant Food Production with Menu Planning (Higher)*

Candidates will be required to plan and cost a menu to ensure that the performance criteria have been met. The customers, needs and expectations should be recognised. After the basic planning exercise has been completed, consideration should be given to the language in which it is described. It should be appropriate to the type of establishment, occasion, price etc. The style chosen should be consistent throughout the menu.

#### Principles of and influences on menu planning

##### Underlying principles

- Type of establishment: College restaurant, family hotel, college refectory
- Type of customer: no financial restriction, limited budget, employee, patient
- Service style: self service, silver service, plate service
- Balance of menu: colour, texture, flavours, consistency, repetition of ingredients, repetition of cookery processes
- Type of menu: *à la carte*, *table d'hôte*, special party, other modern concept menus

##### Other influences

- Season of the year: spring, summer, autumn, winter
- Equipment and resources: staff capabilities, cooking and holding equipment
- Location of establishment
- Sequence of courses and range of menu choice.

##### Menu costing

The overall exercises should include:

- food cost calculations
- dish and portion costs
- total menu costs
- selling price calculations from stated gross profit percentage.



## **National Course Specification: course details (cont)**

**COURSE** Hospitality - Professional Cookery (Higher)

### **Range of foods**

#### **Starters**

- Soups – purees, broths, creams
- Salads
- Pasta, egg dishes

#### **Main dishes**

- Fish
- Meat
- Poultry

#### **Vegetables, potatoes and salads**

- Vegetables
- Potatoes
- Salads

#### **Sweets and Pastries**

- A selection of appropriate items should be prepared to enable the candidate to gain maximum knowledge either by preparation or by observation

#### **Range of cookery processes**

- Wet methods: boiling, poaching, stewing, braising, steaming, pot roasting
- Dry methods: baking, grilling, shallow frying, deep frying, roasting

#### **Food storage equipment**

- Cold: refrigerators, chilled display units
- Hot: bain-marie, hot plates and cupboards

Use should be made at all times of appropriate storage areas for raw, partially prepared and completed food items.

The monitoring of the correct holding temperatures for both hot and cold foods should conform to current legal requirements.

#### **Safe hygienic working practices as part of a team**

Procedures should be followed to allow safe and hygienic working practices to be carried out, in accordance with current legal requirements.

## National Course Specification: course details (cont)

**COURSE** Hospitality: Professional Cookery (Higher)

### *Food Hygiene for the Hospitality Industry (H)*

#### **Food spoilage, food poisoning and food-borne diseases**

Social and financial costs should include: effects on employer's business, employees, vulnerable groups, medical costs to society of disability and personal costs to the victim.

#### **Agents**

Food spoilage: yeasts, moulds, bacteria, food pests, foreign bodies

Food poisoning: bacteria, chemicals, metals, poisonous fish, poisonous plants, mycotoxins, viruses.

Food-borne disease: bacteria, viruses, parasites (awareness of dangers).

Characteristics of bacteria: size, shape, toxin production, spore formation.

Growth requirements should include: time, temperature, food, moisture, atmosphere, pH.

Sources, routes of transmission, symptoms, incubation/onset periods, duration and control measures for: *Salmonella*, *Clostridium perfringens*, *Clostridium botulinum*, *Bacillus cereus*, *Staphylococcus*, *Listeria*, *Campylobacter*, *E. coli*, *Shigella*, *Salmonella typhi*.

N.B. general awareness of duration and incubation period only.

#### **Safe food handling practices**

Principles of design of premises and equipment: siting, access and services, layout, workflow, separation of clean and dirty processes, storage requirements, facilities for washing – food, equipment and utensils, hands, staff facilities, adequate ventilation, illumination, appropriate surfaces, design of equipment and utensils, including appropriate materials.

Personal hygiene: procedures/rules, protective clothing, legislative requirements.

Food handling practices which will protect from contamination: separation of raw and cooked, storage procedures, good hygiene practice in the use of equipment and utensils, waste disposal procedures, pest controls.

Temperature controls from receipt of goods to service of food including: delivery temperatures, storage temperatures, thawing, cooking, cooling, hot holding, cold holding, service, distribution.

Cleaning and disinfection: definitions of detergent, disinfectant, sanitiser, bactericidal detergent, sterilisation, contact time.

Surfaces which must be disinfected: hand contact, food contact, hands, cleaning cloths.

Cleaning procedures for utensils, large equipment, cutlery and crockery, glassware, work surfaces. Cleaning schedules and their role in ensuring high standards of cleanliness.

## National Course Specification: course details (cont)

### COURSE Hospitality - Professional Cookery (Higher)

#### Current food hygiene legislation

Food Safety Act 1990, Food Safety (General Food Hygiene) Regulations 1995

Food Safety (Temperature Control) Regulations 1995

Food Premises (Registration) Regulations 1995

Food Labelling (Amendment) Regulations 1990

All legislation must be updated on an ongoing basis.

Responsibilities of employer and employees under these regulations: responsibility of employer for hygiene of food premises, specific requirements for preparation areas, transport of foodstuffs, equipment used, waste disposal, training of staff, implementation of Hazard Analysis and Critical Control Point type system.

Responsibilities of employees: for personal hygiene and in relation to working when suffering from diseases transmitted through food.

Principles of HACCP, implementation of a HACCP-type system.

Role and powers of the Enforcement Officer.

Improvement notices, emergency prohibition notices, prohibition orders and their application.

#### ASSESSMENT

To gain the award of the course, the candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to achieve at levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment is provided in the paper, *Assessment*, published in May 1996.

The external assessment will comprise:

- an externally set and marked examination paper of 1½ hours' duration
- an externally set and internally assessed practical assignment, subject to the quality assurance procedures of the awarding body

The grade of the overall award will be based on the combined total of the practical assignment and the examination paper.

## **National Course Specification: course details (cont)**

**COURSE** Hospitality - Professional Cookery (Higher)

### **DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT**

#### ***Section 1: Practical assignment***

Candidates will be required to undertake a practical assignment in a commercially equipped kitchen under controlled conditions. The assignment will:

- incorporate a range of techniques, equipment, processes and ingredients
- involve the preparation of a four-course menu within a three hour period
- be assessed using a checklist which will record attainment in
  - planning
  - time and resource management
  - skills and technique
  - cookery processes
  - safety and hygiene
  - portion control
  - presentation (time; temperature; marketability)

75 marks will be awarded for the assignment.

#### ***Section 2: Written examination***

The written paper will be of 1 hour 30 minutes' duration and total 50 marks. This will represent a weighing of 25% of the external course assessment. Structured response and extended response questioning techniques will be used.

### **GRADE DESCRIPTIONS**

Each unit of the course contains details of outcomes and the related performance criteria for each outcome.

Course assessment will be external and will sample across the outcomes of the component units. The grade descriptions for course assessment will relate to performance criteria for internal assessment but will also place additional demands on candidates by testing their ability to: integrate knowledge and skills acquired across the component units; retain knowledge and skill levels over a longer period of time; apply knowledge and skills in more challenging ways, for example by the preparation of several dishes at one time.

## National Course Specification: course details (cont)

### COURSE Hospitality - Professional Cookery (Higher)

#### *Grade C*

Candidates can:

- select and apply knowledge and understanding of facts, terminology, concepts, and principles to provide outline explanations
- communicate, using basic methods of presentation, accurate information or data
- implement a planned strategy using techniques and procedures for the use of resources to provide basic, accurate evidence showing some appreciation of suitability for purpose
- prepare and present a range of food using a variety of cookery processes to an acceptable commercial standard within a given timescale

#### *Grade A*

Candidates can:

- select and apply knowledge and understanding of facts, terminology, concepts and principles to provide detailed, accurate explanations
- communicate, through detailed presentation, accurate information or data
- implement a planned strategy using techniques and procedures which consistently show effective use of resources to provide detailed, accurate evidence demonstrating full appreciation of suitability for purpose
- prepare and present a range of food using a wide range of cookery processes to a quality commercial standard within a given timescale and making cost-effective use of time and resources

## APPROACHES TO LEARNING AND TEACHING

The learning and teaching approach should allow outcomes to be achieved in a candidate-centred, participative and practical manner. The practical exercises should develop the skills introduced in previous cookery units. However, in a production situation, all equipment, techniques and processes to be used should be explained and demonstrated by the teacher or lecturer before the commencement of the exercise.

Practical work should be carried out individually or as part of a group activity as required. Carefully structured plans of work should be completed before each practical exercise, detailing:

- the dishes which are to be prepared
- the techniques and method for carrying out the process

The delivery should be organised so as to allow aspects of theory to be dealt with before, or during, practical exercises. To encourage a more thorough understanding, the assessment of theory should take place concurrently with related practical experience.

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary.

## **National Course Specification: course details (cont)**

**COURSE** Hospitality - Professional Cookery (Higher)

### **SPECIAL NEEDS**

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Food Product Knowledge (Higher)
<b>NUMBER</b>	D289 12
<b>COURSE</b>	Hospitality - Professional Cookery (Higher)

### SUMMARY

On successful completion of this unit, the candidate should have a broad knowledge of commodities and other foodstuffs which may be encountered in catering. The unit includes a study of the range of products available, quality points for purchasing, range of suppliers and storage procedures.

### OUTCOMES

- 1 Categorise, classify and identify a range of commonly used commodities.
- 2 Identify, describe and evaluate processed products.
- 3 Identify and describe the determinants of availability, quality and price of commodities.
- 4 Identify and describe the range of suppliers, purchasing principles and storage requirements.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would find it advantageous to have attained:

- Hospitality - Professional Cookery at Intermediate 2
- appropriate catering-related units or
- equivalent industrial experience

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**      Food Product Knowledge (Higher)

### **CREDIT VALUE**

1 credit at Higher.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).



## **National Unit Specification: statement of standards**

### **UNIT        Food Product Knowledge (Higher)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Categorise, classify and identify a range of commonly used commodities.

##### **Performance criteria**

- (a) The range of commodities is identified correctly.
- (b) The range of commodities is categorised correctly.
- (c) The range of commodities is classified correctly.
- (d) The origin and source of the commodities are described correctly.

##### **Evidence requirements**

Evidence should be provided that the candidate can classify and identify at least two products from each of the following categories: meat, poultry, fish/shellfish, fats and oils, fruit, vegetables, dairy foods, eggs, cereals.

Portfolio evidence of an in-depth study of the range of commodities with their origin and source should be provided.

#### **OUTCOME 2**

Identify, describe and evaluate processed products.

##### **Performance criteria**

- (a) The processed form(s) of named raw products are identified correctly.
- (b) Processed products and prepared fresh products are compared and evaluated.

##### **Evidence requirements**

Evidence should be provided that the candidate can compare and describe food products or dishes in both their fresh and processed forms. Satisfactory performance will be the comparison of four food products, each from a different category group, with reference to the processed product; general appearance; colour; taste, and value for money.

This could take the form of an exercise where the candidate has the food in both fresh and processed forms to allow comparison to be made.

## **National Unit Specification: statement of standards (cont)**

### **UNIT        Food Product Knowledge (Higher)**

#### **OUTCOME 3**

Identify and describe the determinants of availability, quality and price of commodities.

##### **Performance criteria**

- (a) Knowledge of the influences on product availability is demonstrated.
- (b) Knowledge of the factors affecting product quality is demonstrated.
- (c) Understanding of the relationship between availability, quality and price is demonstrated.

##### **Evidence requirements**

Evidence should be provided that the candidate understands the seasonality of commodities and knows the factors which influence their quality and price.

#### **OUTCOME 4**

Identify and describe the range of suppliers, purchasing principles and storage requirements.

##### **Performance criteria**

- (a) The various types of supplier are clearly described.
- (b) The principles of purchasing are identified and clearly described.
- (c) Storage categories for food products are clearly described.

##### **Evidence requirements**

###### ***Performance criterion (a)***

Evidence should be provided that the candidate can identify and clearly describe the various types of supplier of commodities to the catering industry.

Satisfactory performance will be the candidate's ability to name and describe three types of supplier and describe two examples of each.

###### ***Performance criteria (b) and (c)***

Evidence should be provided that the candidate can identify and describe the principles of purchasing; describe the storage categories for various food products and their importance in the retention of quality, freshness and prevention of bacterial growth. Satisfactory performance will be the candidates ability to identify and describe:

- four categories of perishable commodities and the purchasing principle associated with them
- three examples of preserved and processed commodities and the purchasing principle associated with them
- the acceptable storage conditions for the above products emphasising their influence on quality, freshness and prevention of bacterial growth

## **National Unit Specification: support notes**

### **UNIT        Food Product Knowledge (Higher)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The categorisation, classification, identification and origin and source of commonly used commodities should be explored in depth, and candidates should be encouraged to research additional products within each category.

Visits to markets or supermarkets are recommended, as are projects on individual classifications.

Classification of commodities:

- meat - beef, lamb, pork and bacon
- poultry - chicken, duck, turkey
- fish - round white, round oily, flat
- shellfish - molluscs, crustacea
- fats and oils - vegetable oils, olive oil, butter, hard and soft margarine, cooking fat, suet, pastry
- fruits - soft, hard, stone, citrus, berries, nuts
- vegetables - root, tuber, bulb, leaf, legume, blanched stem, flower, fruit, fungus
- dairy foods - milk, butter, cream, cheese, yoghurt
- eggs - shell eggs, egg products, frozen, dried
- cereals - flours, semolina, cornflour, oatmeal, rice.

The study of the range of commodities should include:

- meat - the principal cuts and their uses
- poultry and game - the joints and their uses
- fish and shellfish - the cuts and their uses
- fats and oils, fruit and vegetables, dairy foods and eggs, cereals - principal characteristics and their uses

The origin should include comparison between home-produced and imported products, the main countries of their production, and the changing availability and quality of commodities resulting from modern transportation techniques.

#### **Processing**

Processed products are those products which have undergone stages of preparation and/or production to allow them to be used or eaten with a minimal degree of preparation. (They generally consist of ingredients which have been converted into products or dishes which are ready to use, ready to eat, ready to reheat, or ready to cook.)

## **National Unit Specification: support notes (cont)**

### **UNIT            Food Product Knowledge (Higher)**

The recognition of various products would include:

- the identification of the fresh food to be processed
- processed food which has been prepared for convenience
- processed food which has been prepared for the taste experience

#### **The determinants of availability, quality and price of commodities**

Legal restrictions:	freshwater fish and game seasons fishing quotas planting restrictions
Inclement weather:	inability of fishing boats to put to sea lack of sun to ripen soft fruit wet crops
Harvesting seasons:	time of year poor crop yields
Animal husbandry:	lamb not over-wintered

#### **Range of suppliers, purchase specifications and storage requirements**

##### **Suppliers**

Wholesale:	cash and carry, specialist suppliers, general suppliers
Retail:	supermarket, specialist shop, general shop
Others:	home grown, direct buying at specialist market or abattoir.

##### **Principles of purchasing**

Perishable:	fresh fruit, vegetables; dairy products, meat and fish. Perishables should be purchased to meet menu needs for a short period only. Informal purchasing.
Processed supplies:	canned, bottled, dehydrated, frozen products. Formal or informal purchasing may be used.

Storage requirements: refrigerator, freezer, cold store, vegetable rack, dry store.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The learning and teaching approach should allow this outcome to be achieved in a candidate-centred, investigative manner. The folio provides an opportunity for candidates to research a variety of commodities, their uses and origins. Candidates should be encouraged to use a wide range of written and electronic resources (including the internet).

## **National Unit Specification: support notes (cont)**

### **UNIT        Food Product Knowledge (Higher)**

#### **Outcomes 2, 3 and 4**

It is recommended that these outcomes be taught in conjunction with the practical activities required for Integrated Production Cookery and Food Hygiene. Along with the information gained during practical activities, candidates should be encouraged to research further information relating to the knowledge required for these outcomes. This would be kept along with any hand-outs distributed by the teacher/lecturer.

Alternatively, the unit could be taught through a mixture of direct teaching and candidate investigation.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

For Outcome 1, an in-depth study of the range of commodities should be provided. This could be in the form of a portfolio of evidence or a piece of extended writing.

For Outcome 2, an exercise which compares fresh and processed food could be completed.

For Outcomes 3 and 4, a series of restricted response items or a piece of extended writing or an assignment could be completed.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## National Unit Specification: general information

<b>UNIT</b>	Restaurant Food Production with Menu Planning (Higher)
<b>NUMBER</b>	D9NN 12
<b>COURSE</b>	Hospitality - Professional Cookery (Higher)

### SUMMARY

On successful completion of this unit, the candidate should be knowledgeable about the principles of menu planning and demonstrate competence in preparing and producing foods whilst operating a partie system.

### OUTCOMES

- 1 Understand and apply the principles of menu planning for a given situation.
- 2 Prepare, cook and present a range of foods for restaurant service.
- 3 Prepare a range of foods within a specified time using appropriate methods of storage.
- 4 Operate as part of a team in a safe hygienic manner.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would find it advantageous to have attained:

- Hospitality - Professional Cookery at Intermediate 2
- Hospitality Costing
- appropriate catering units, or
- equivalent industrial experience

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## National Unit Specification: general information (cont)

**UNIT**          Restaurant Food Production with Menu Planning (Higher)

### CREDIT VALUE

1 Credit at Higher (6 SCOTCAT points\*) at SCQF level 6.

\*SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

### CORE SKILLS

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None
<b>Core skills component for the unit</b>	Critical Thinking    H Planning and Organising    H

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

### **UNIT        Restaurant Food Production with Menu Planning (Higher)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Understand and apply the principles of menu planning for a given situation.

##### **Performance criteria**

- (a) Underlying principles of planning different menus are explained.
- (b) Other influences on menu planning and food production are explained.
- (c) A menu is designed for a given situation with regard to principles and influences.
- (d) The menu is costed accurately.

##### **Evidence requirements**

Evidence could be generated by candidates compiling a portfolio to cover all Performance Criteria.

- a) Underlying principles:  
Type of establishment, type of customer, service style, balance of the menu, repetition of cookery processes, type of menu.
- b) Other influences:  
Season of the year, equipment and resources.
- c) The menu should consist of a minimum of 9 dishes.
- d) Costing should show:
  - Food cost calculations
  - Dish and portion costs
  - Total menu cost
  - Selling price calculation from stated gross profit percentage.

#### **OUTCOME 2**

Prepare, cook and present a range of food for restaurant service.

##### **Performance criteria**

- (a) Appropriate food preparation techniques and cookery processes are applied to a variety of foods.
- (b) Food is prepared and presented in a hot or cold form.
- (c) Food is presented to a commercially acceptable standard.



## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Restaurant Food Production with Menu Planning (Higher)

#### **Evidence requirements**

Variety of dishes:

- starters
- main dishes
- vegetables, potatoes and salads
- sweets and pastries

Evidence should be provided of preparing and cooking to a commercially acceptable standard, two dishes from each of the four categories listed above, whilst the candidates are working in the relevant section of the kitchen.

Wet and dry cookery processes should be used.

An observational checklist should be used to record practical attainment.

#### **OUTCOME 3**

Prepare a range of foods within a specified time using appropriate methods of storage.

#### **Performance criteria**

- (a) Completed dishes are produced for the specified time.
- (b) Foods are stored correctly during production and storage.

#### **Evidence requirements**

An Observational checklist should be used to record practical attainment.

Hot and cold storage should be used.

#### **OUTCOME 4**

Operate as part of a team in a safe hygienic manner.

#### **Performance criteria**

- (a) The candidate works effectively as part of a team.
- (b) Correct hygienic practices are maintained.
- (c) Correct safety practices are maintained.

#### **Evidence requirements**

An observational checklist should be used to record practical attainment.

## National Unit Specification: support notes

### UNIT Restaurant Food Production with Menu Planning (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

##### Outcome 1

Candidates will be required to plan and cost a menu to ensure that the performance criteria have been met. The customers, needs and expectations should be recognised. After the basic planning exercise has been completed, consideration should be given to the language in which it is described. It should be appropriate to the type of establishment, occasion, price etc. The style chosen should be consistent throughout the menu.

##### Principles of and influences on menu planning

###### Underlying principles

- Type of establishment: College restaurant, family hotel, college refectory
- Type of customer: no financial restriction, limited budget, employee, patient
- Service style: self service, silver service, plate service
- Balance of menu: colour, texture, flavours, consistency, repetition of ingredients, repetition of cookery processes
- Type of menu: *à la carte*, *table d'hôte*, special party, other modern concept menus

###### Other influences

- Season of the year: spring, summer, autumn, winter
- Equipment and resources: staff capabilities, cooking and holding equipment

###### Menu costing

The overall exercises should include:

- Food cost calculations
- Dish and portion costs
- Total menu costs
- Selling price calculations from stated gross profit percentage.

Ideally the menu planned will be suitable for candidates to work with in the production kitchen, producing food for the college restaurant as part of a *partie* system.

##### Outcome 2

Practical work should be carried out individually or as part of a group activity, as required.

## **National Course Specification: course details (cont)**

**COURSE**                      Restaurant Food Production with Menu Planning (Higher)

### **Range of foods**

#### **Starters**

- Soups – purees, broths, creams
- Salads
- Pasta, egg dishes

#### **Main dishes**

- Fish
- Meat
- Poultry

#### **Vegetables, potatoes and salads**

- Vegetables
- Potatoes
- Salads

#### **Sweets and Pastries**

- A selection of appropriate items should be prepared to enable the candidate to gain maximum knowledge either by preparation or by observation

#### **Range of cookery processes**

- Wet methods: boiling, poaching, stewing, braising, steaming, pot roasting
- Dry methods: baking, grilling, shallow frying, deep frying, roasting

#### **Food storage equipment**

- Cold: refrigerators, chilled display units
- Hot: bain-marie, hot plates and cupboards

Use should be made at all times of appropriate storage areas for raw, partially prepared and completed food items.

The monitoring of the correct holding temperatures for both hot and cold foods should conform to current legal requirements.

#### **Safe hygienic working practices as part of a team**

Procedures should be followed to allow safe and hygienic working practices to be carried out, in accordance with current legal requirements.

## **National Unit Specification: support notes (cont)**

### **UNIT**      Restaurant Food Production with Menu Planning (Higher)

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The learning and teaching approach should allow outcomes to be achieved in a candidate centred, participative and practical manner. The practical exercises should build on the skills introduced in previous cookery units. All equipment, techniques and processes to be used should be demonstrated by the lecturer before the commencement of the exercise.

The delivery should be organised so as to allow aspects of theory to be dealt with before or during practical exercises.

If the unit is being studied as part of a Scottish Group Award in Hospitality, the relevant aspects of the Hospitality Costing unit should be integrated where appropriate.

Practical work should be carried out individually or as part of a group activity as required. Carefully structured plans of work should be completed before each practical exercises detailing:

- The dishes where are to be produced
- The techniques and method for carrying out the process

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Much of the evidence for this unit will be recorded on an observational checklist with candidates keeping a folio of work showing dishes prepared (Outcomes 2 and 3).

For Outcome 1, candidates should compile a portfolio as follows:

Choosing one of the following types of establishment to create a menu:

- College restaurant
- Family hotel
- College refectory

Taking into account:

#### **1 Underlying principles:**

- Type of establishment
- Type of customer
- Service style
- Balance of the menu
- Type of menu – a la carte, table d’hote, special party, other modern concept menus

#### **2 Other influences:**

- Season of the year
- Equipment and resources

## **National Unit Specification: support notes (cont)**

### **UNIT**      Restaurant Food Production with Menu Planning (Higher)

Candidates will:

- Select one establishment
- Explain the factors which may influence menu planning for that establishment
- Produce a suitable menu for one meal occasion for the establishment to include: starters, main dishes, vegetable, potatoes and salads, sweets and pastries
- Supply dish costings for each of the dishes on the chosen menu to show the food cost for each dish and the total food cost for the menu
- The menu should consist of a minimum of 9 dishes to include both hot and cold food.

For Outcomes 2 and 3, operating as part of a team, candidates should prepare, cook and present foods to a commercially acceptable standard and according to the house style. Candidates should prepare, cook and present two dishes from the four categories – Starters, Main Dishes, Vegetable, Potatoes and Salads, Sweets and Pastries. The preparation of each category should take place whilst candidates are working in the relevant section of the kitchen.

For Outcome 4, working as part of a team, candidates will work effectively, hygienically and safely.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

## National Unit Specification: general information

<b>UNIT</b>	Food Hygiene for the Hospitality Industry (Higher)
<b>NUMBER</b>	D8KY 12
<b>COURSE</b>	Hospitality - Professional Cookery (Higher)

### SUMMARY

On successful completion of this unit, the candidate should demonstrate the knowledge and competence required to maintain the safety of food throughout the production process.

The content of this unit is equivalent to the REHIS Intermediate Food Hygiene Course. Candidates who successfully achieve this unit will be entitled to be entered for the REHIS Intermediate Food Hygiene examination through an authorised REHIS centre.

### OUTCOMES

1. Differentiate between food contamination, food hygiene, food spoilage, food poisoning and food-borne disease.
2. Identify and implement the factors which contribute to the safe handling of food.
3. Demonstrate an understanding of the procedures of a Hazard Analysis system.
4. Identify the requirements of current food hygiene legislation and the means of enforcement.

### RECOMMENDED ENTRY

Whilst entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- Food Hygiene for the Hospitality Industry: Intermediate 2
- REHIS elementary certificate
- A course or units in Hospitality

The unit is also suitable for adult returners with appropriate prior experience.

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**        Food Hygiene for the Hospitality Industry (Higher)

### **CREDIT VALUE**

1 credit at Higher.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## National Unit Specification: statement of standards

### UNIT Food Hygiene for the Hospitality Industry (Higher)

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 the Scottish Qualifications Authority.

#### OUTCOME 1

Differentiate between food contamination, food hygiene, food spoilage, food poisoning and food-borne disease.

##### Performance criteria

- a) The social and financial effects of food contamination, food spoilage, food poisoning and food-borne disease are correctly identified.
- b) The characteristics of agents associated with food spoilage, food poisoning and food borne infection are correctly identified.
- c) The causative agents, sources, foods associated, routes of transmission and control measures for food poisoning and food-borne infections are correctly identified.

##### Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

#### OUTCOME 2

Identify and implement the factors which contribute to the safe handling of food.

##### Performance criteria

- a) The importance of the principles of good design and construction of food production situations in relation to safe food handling practices are correctly identified.
- b) The importance of safe storage of food is correctly identified.
- c) The importance of pest control is correctly identified.
- d) Personal hygiene and hygienic food handling procedures which will contribute to safe food handling practices are identified and implemented.
- e) Temperature control procedures which will prevent multiplication of bacteria are identified and implemented.
- f) Appropriate cleaning and disinfection procedures for specific situations are identified, selected and applied.



## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Food Hygiene for the Hospitality Industry (Higher)

#### ***Note on range for the outcome***

Personal hygiene: personal habits, hand washing, protective clothing.

Food handling: separation of raw and cooked foods, storage procedures, good hygiene practice in the use of equipment and utensils, internal waste disposal procedures.

Temperature control: cooling, defrosting, cold holding, hot holding.

Cleaning and disinfection: utensils, equipment, working surfaces.

#### **Evidence requirements**

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

### **OUTCOME 3**

Demonstrate an understanding of the procedures of a Hazard Analysis system.

#### **Performance criteria**

- a) The steps required to identify the hazards are stated correctly.
- b) The hazards that may occur are correctly identified and those which are critical are stated.
- c) Effective controls of each hazard are identified.
- d) Effective monitoring procedures of each control point are identified.

#### **Evidence requirements**

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

### **OUTCOME 4**

Identify the requirements of current food hygiene legislation and the means of enforcement.

#### **Performance criteria**

- a) Current food hygiene legislation is identified.
- b) The responsibilities of employers and employees under the legislation are identified.
- c) The powers of the Environmental Health Officer under the Food Safety Act are identified.
- d) The use of an Improvement Notice, an Emergency Prohibition Notice and Prohibition Order are identified.

#### **Evidence requirements**

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

## **National Unit Specification: statement of standards (cont)**

**UNIT**      Food Hygiene for the Hospitality Industry (Higher)

### **EVIDENCE REQUIREMENTS FOR THE UNIT**

For Outcomes 1, 2, 3 and 4 written and/or oral recorded evidence which demonstrates the candidate's achievement of all performance criteria.

In addition, for Outcome 2 Pcs (d), (e) and (f) a summative observational checklist should be completed by the teacher/lecturer. This checklist should record performance evidence of the candidate's achievement for the performance criteria.

## **National Unit Specification: support notes**

### **UNIT        Food Hygiene for the Hospitality Industry (Higher)**

This part of the unit specification is offered as guidance. The support notes 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**

##### ***Outcome 1***

Social and financial effects: health risks, reduced quality of life, effects on business, closure, fines, compensation payments, effects on staff, food wastage

Food contamination and its prevention: food poisoning and food borne bacteria, food spoilage bacteria, chemicals, foreign bodies

Food Spoilage: yeast, moulds, bacteria

Food poisoning: bacteria and/or their toxins, viruses, chemicals, metals, poisonous fish, poisonous plants

Characteristics of bacteria: size, shape, type of toxin production, spore formation, binary fission.

Conditions necessary for multiplication: food, warmth, moisture, time, atmosphere and pH.

High risk foods: high protein foods, cooked rice, fish and shellfish.

Sources, vehicles, routes of transmission, symptoms, incubation/onset periods, duration, types of food normally involved with and control measures for the causative agents: Salmonella, Clostridium perfringens, Staphylococcus aureus, Bacillus cereus, Clostridium botulinum, Campylobacter, Ecoli 0157, Listeria, Typhoid, Dysentery.

**N.B.** General awareness of duration and incubation periods only.

##### ***Outcome 2***

###### **General principles of design of premises and equipment.**

Food preservation: high and low temperatures, dehydration including salt and sugar, canning, chemical preservatives, controlled atmosphere packaging and vacuum packing, smoking, irradiation.

Pests: definition of the term food pest, reasons for control, habitat, means of access, visual signs, control measures (environmental, physical, chemical).

Personal hygiene: procedures/rules, protective clothing, legislative requirements.

Definition of a carrier and case.

Food handling practices which protect from contamination: separation of raw and cooked foods, storage procedures, good hygiene practice in the use of equipment and utensils, waste disposal procedures.

## **National Unit Specification: support notes (cont)**

### **UNIT        Food Hygiene for the Hospitality Industry (Higher)**

Temperature controls from receipt of goods to service of food including: delivery, storage, thawing, cooking, cooling, hot holding, refrigeration and deep freezing, reheating of food and the significance of the danger zone.

Cleaning and disinfection: food production or food service areas.

Definition of the terms: cleaning, disinfection, disinfectant/bactericide, bactericidal detergent/sanitiser, sterilisation.

Types of energy used in cleaning: heat, physical and chemical.

The importance of cleaning.

Procedures for cleaning premises, equipment, utensils and work surfaces.

What to clean and where necessary disinfect.

#### ***Outcome 3***

The range is covered by the performance criteria.

#### ***Outcome 4***

Legislation:

The main requirements of: The Food Safety Act 1990, The Food Safety (General Food Hygiene) Regulations 1995, The Food Safety (Temperature Control) Regulations, The role of the Enforcement Officers.

For details and guidance on how to enter candidates for REHIS dual certification, contact SQA's customised awards section on 0141-242-2312.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Outcomes 1 – 4 should be delivered in a manner that encourages the use of learning and teaching approaches in which the outcomes can be achieved in a candidate-centred, participative and practical way.

Outcome 2 , Pc (d - f) can be undertaken during practical activities and can be integrated alongside other practical based National Units.

Outcome 3 should be delivered in the context of a practical exercise which allows the candidate to put the Hazard Analysis Critical Control Point System into practice.

Suggested resources for this unit:

The Intermediate Food Hygiene Handbook (2001, The Royal Environmental Health Institute of Scotland) ISBN 1 871912 29 6.

Food Safety for Supervisors, (1998, Chartered Institute of Environmental Health). ISBN 1 902423 23 2.

## **National Unit Specification: support notes (cont)**

**UNIT**      Food Hygiene for the Hospitality Industry (Higher)

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Outcome 1 (pc b & c) - Short answer closed book questions. 60% or more must be attained to pass.

Outcomes 1, 2 and 4 - Case study with short answer questions based on the range. This will be open book. Marking will be done by means of a checklist.

Outcome 2 (PC d, e & f) - will also be assessed by a checklist in a practical situation. This should be done on at least two separate occasions.

Outcome 3 - Candidates to carry out, in general terms, a Hazard Analysis on a specified dish. Marking will be done by means of a checklist.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).