

**HOSPITALITY -
PROFESSIONAL COOKERY**
Higher

Third edition – published November 1999

**NOTE OF CHANGES TO ARRANGEMENTS
THIRD EDITION PUBLISHED ON CD-ROM NOVEMBER 1999**

COURSE TITLE: Hospitality – Professional Cookery (Higher)

COURSE NUMBER: C051 12

National Course Specification

Course Details: Core skills statements expanded

National Unit Specification:

All Units: Core skills statements expanded

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.

	Title of unit	Duration
<i>D289 12</i>	<i>Food Product Knowledge (H)</i>	<i>1 credit (40 hours)</i>
<i>D290 12</i>	<i>Integrated Production Cookery 1 (H)</i>	<i>1 credit (40 hours)</i>
<i>D291 12</i>	<i>Menu Planning (H)</i>	<i>0.5 credit (20 hours)</i>
<i>D282 12</i>	<i>Food Hygiene (H)</i>	<i>0.5 credit (20 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

Administrative Information

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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.

Integrated Production Cookery (H)

Range of foods

1 Starters:

- soups - purées, broths
- hors d'oeuvres - simple/single
- farinaceous and egg - simple pasta, simple egg dishes.

2 Main courses:

- fish - fried, grilled, baked, poached
- meat - stews, braises, roasts
- poultry - roasted, poached and sauté.

3 Potatoes, vegetables and salads:

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

4 Sweets and pastries:

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

Range of cookery processes

Wet methods: boiling, poaching, stewing, braising, steaming.

Dry methods: baking, grilling, frying, roasting.

Balanced menu

In order to create a balanced menu, care should be taken to minimise repetition of ingredients, colours, tastes, textures and methods of cookery.

Food storage equipment

Cold: refrigerators, chilled display cabinets.

Hot: bain-marie, hot plates and cupboards.

National Course Specification: course details (cont)

COURSE Hospitality - Professional Cookery (Higher)

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 food should conform to current legal requirements.

Safe, hygienic working as part of a team

Procedures should be followed to allow safe and hygienic work practices, in accordance with current legislation, to be carried out.

Menu Planning (H)

Candidates will require to plan and cost various menus to ensure that the full range has been covered. Integration of work on menu planning with Integrated Production Cookery enables costing of actual menus and is, therefore, to be encouraged.

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

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: quality restaurant, family hotel, industrial canteen, hospital ward
- 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
- Type of menu *à la carte, table d'hôte, special party.*

Other influences

- Season of 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)

Food Hygiene (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 new 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 processes

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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT	Food Product Knowledge (Higher)
NUMBER	D289 12
COURSE	Hospitality - Professional Cookery (Higher)

This is a component unit of Higher Hospitality - Professional Cookery.

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

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 *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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 three 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 six 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. This would be evidenced by the candidate referring to two influences to the product availability; two factors which affect the price; and two examples of when prime condition can be expected.

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 differentiated and 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:

- five categories of perishable commodities and the purchasing principle associated with them
- four 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
- 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.

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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Integrated Production Cookery (Higher)
NUMBER	D290 12
COURSE	Hospitality - Professional Cookery (Higher)

This is a component unit of Higher Hospitality - Professional Cookery.

SUMMARY

On successful completion of this unit, the candidate should demonstrate underpinning knowledge associated with the professional kitchen and competence in preparing foodstuffs and producing foods whilst operating a 'partie' system.

OUTCOMES

- 1 Prepare a range of food for restaurant presentation.
- 2 Prepare a range of food using a variety of presentation techniques, selecting and using appropriate equipment.
- 3 Prepare a range of food using a variety of cookery processes.
- 4 Prepare a range of food within a specified time using appropriate methods of storage.
- 5 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
- appropriate catering-related units, or
- equivalent industrial experience

Administrative Information

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National Unit Specification: general information (cont)

UNIT Integrated Production Cookery (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 *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Integrated Production Cookery (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

Prepare a range of food for restaurant presentation.

Performance criteria

- (a) Appropriate food preparation techniques are carried out, skilfully and accurately, on a range of commodities.
- (b) A variety of dishes of the specified quantity are finished and presented to commercially acceptable standards.

Note on range for the outcome

Variety of dishes:

- starters
- main courses
- potatoes and vegetables
- sweets

Evidence requirements

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

Evidence will be recorded:

- in an observation checklist ensuring all performance criteria are covered
- by the candidate's compilation of a plan of work for each dish and a folio of the dishes which they have prepared

OUTCOME 2

Prepare a range of food using a variety of presentation techniques, selecting and using appropriate equipment.

Performance criteria

Operating as part of a team:

- (a) Food is prepared and attractively presented as part of a balanced menu.
- (b) Equipment is selected and used appropriately.

National Unit Specification: statement of standards (cont)

UNIT Integrated Production Cookery (Higher)

Evidence requirements

Evidence of attainment will be recorded on a checklist or observation schedule, and will cover the following:

Balanced menu: The menu should include both hot and cold dishes.
Equipment: The equipment should be suitable for commercial use.

OUTCOME 3

Prepare a range of food using a variety of cookery processes.

Performance criteria

Food is prepared and presented in a hot or cold form using:

- (a) wet methods of cookery
- (b) dry methods of cookery

Evidence requirements

Using checklists, or the candidates' portfolio, evidence should be recorded of the production of three foods cooked by wet methods and three foods cooked by dry methods.

OUTCOME 4

Prepare a range of food 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 service.

Note on range for the outcome

Stores correctly: refrigerated equipment, heated equipment

Evidence requirements

A plan of work should be prepared in advance and should include:

- the holding requirements for the foods during production
- the storage requirements for the completed dishes

National Unit Specification: statement of standards (cont)

UNIT Integrated Production Cookery (Higher)

OUTCOME 5

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 hygiene practices are maintained.
- (c) Correct safety procedures are maintained.

Evidence requirements

Evidence of practical attainment should be recorded on a checklist or observation schedule.

National Unit Specification: support notes

UNIT Integrated Production Cookery (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

Range of foods

1 Starters:

- soups - purées, broths
- hors d'oeuvres - simple/single
- farinaceous and egg - simple pasta, simple egg dishes

2 Main courses:

- fish - fried, grilled, baked, poached
- meat - stews, braises, roasts
- poultry - roasted, poached and sauté

3 Potatoes, vegetables and salads:

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

4 Sweets and pastries:

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

Range of cookery processes

Wet methods: boiling, poaching, stewing, braising, steaming.

Dry methods: baking, grilling, frying, roasting.

Balanced menu

In order to create a balanced menu, care should be taken to minimise repetition of ingredients, colours, tastes, textures and methods of cookery.

Food storage equipment

Cold: refrigerators, chilled display cabinets.

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 food should conform to current legal requirements.

National Unit Specification: support notes (cont)

UNIT Integrated Production Cookery (Higher)

Safe, hygienic working as part of a team

Procedures should be followed to allow safe and hygienic work practices, in accordance with current legislation, to be carried out.

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 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.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Much of the evidence for this unit will be recorded on a checklist or observation schedule with candidates keeping a record of planning (Outcome 1 and 4) and a folio of work showing dishes prepared (Outcome 1). Additional restricted response items may be used, if necessary, to cover any criteria or range items or in the event of partial re-assessment.

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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Menu Planning (Higher)
NUMBER	D291 12
COURSE	Hospitality - Professional Cookery (Higher)

This is a component unit of Higher Hospitality - Professional Cookery.

SUMMARY

On successful completion of the unit, the candidate should be knowledgeable about the principles of menu planning and costing, and will demonstrate effective techniques for implementing menu planning and costing.

OUTCOMES

- 1 Understand and explain the principles of menu planning.
- 2 Design and cost menus in accordance with underlying principles.

RECOMMENDED ENTRY

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

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

Administrative Information

Superclass:	NA
Publication date:	November 1999
Source:	Scottish Qualifications Authority
Version:	03

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National Unit Specification: general information (cont)

UNIT Menu Planning (Higher)

CREDIT VALUE

0.5 credit at Higher.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills component for the unit	Critical Thinking H

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT 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 explain the principles of menu planning.

Performance criteria

- (a) The underlying principles of planning different types of menu are explained.
- (b) The other influences on menu and food production are explained.

Evidence requirements

See Outcome 2 for the evidence requirements for this unit.

OUTCOME 2

Design and cost menus in accordance with underlying principles.

Performance criteria

- (a) Simple menus are designed for a range of situations.
- (b) Choice of menu is justified in terms of underlying principles.
- (c) Simple menus are costed accurately.
- (d) The principles underpinning menu costing are explained.

Evidence requirements

Evidence could be generated by candidates compiling a portfolio as follows:

Choosing two of the following types of establishment:

- quality restaurant
- family hotel
- college refectory

The following should be taken into account.

Underlying principles:

- type of establishment
- type of customer
- service style
- balance of menu
- type of menu eg à la carte, table d'hôte, special party, other modern concept menus

National Unit Specification: statement of standards (cont)

UNIT Menu Planning (Higher)

Other influences:

- season of year
- equipment and resources

Candidates will:

- list the characteristics of the establishments
- identify the needs of the customers in relation to menu planning
- explain other factors which may influence menu planning in the establishments
- produce suitable menus for two different meal occasions for each of the two establishments (a standard recipe book should be used)
- supply costings for 2 of the chosen menus (one from each establishment)

A menu should consist of a minimum of 9 dishes.

National Unit Specification: support notes

UNIT 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 20 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Candidates will require to plan and cost various menus to ensure that the full range has been covered. Integration of work on menu planning with Integrated Production Cookery enables costing of actual menus and is, therefore, to be encouraged.

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

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: quality 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
- Type of menu: *à la carte*, *table d'hôte*, special party, other modern concept menus

Other influences

- Season of 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 Unit Specification: support notes (cont)

UNIT 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 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.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is recommended that candidates compile a portfolio of evidence which covers all outcomes and criteria.

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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Food Hygiene (Higher)
NUMBER	D282 12
COURSE	Hospitality - Professional Cookery (Higher)

This is a component unit of Higher Hospitality - Professional Cookery.

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. This will provide evidence of a thorough understanding of food safety in practice.

OUTCOMES

- 1 Differentiate between food spoilage, food poisoning and food-borne disease.
- 2 Implement the factors which contribute to safe food handling practices.
- 3 Explain the requirements of current food hygiene legislation and the means of its enforcement.

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

Administrative Information

Superclass:	NH
Publication date:	November 1999
Source:	Scottish Qualifications Authority
Version:	03

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National Unit Specification: general information (cont)

UNIT Food Hygiene (Higher)

CREDIT VALUE

0.5 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 *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Food Hygiene (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

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

Performance criteria

- (a) The social and financial effects of 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 disease are correctly identified.
- (c) The causative agents, sources, foods associated, routes of transmission and control measures for food poisoning and food-borne disease are correctly identified.

Evidence requirements

Evidence should be provided from the undernoted categorisations of five social and financial effects; six agents of food spoilage or poisoning; two causative agents.

Social and financial effects:	health risks, reduced quality of life, effects of business closure, fines, compensation payments, effect on staff, food wastage.
Agents: food spoilage -	yeasts, moulds, bacteria.
food poisoning -	bacteria, chemicals, metals, poisonous plants, poisonous fish, mycotoxins.
Causative agents:	food poisoning bacteria, bacteria causing food-borne disease, viruses.

OUTCOME 2

Implement the factors which contribute to safe food handling practices.

Performance criteria

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

National Unit Specification: statement of standards (cont)

UNIT Food Hygiene (Higher)

Note on range for the outcome

Food production situations: food preparation/production areas; food storage areas; large equipment; small equipment and utensils; crockery and cutlery; cleaning equipment.

Evidence requirements

Portfolio evidence should be provided to ensure full coverage of the performance criteria and the range.

OUTCOME 3

Explain the requirements of current food hygiene legislation and the means of its enforcement.

Performance criteria

- (a) Current food hygiene legislation is identified.
- (b) The responsibilities of employers and employees under the legislation are explained.
- (c) The way in which a HACCP system may be implemented in food premises are described.
- (d) The powers of the Enforcement Officer under the Food Safety Act are identified.
- (e) The use of an Improvement Notice, an Emergency Prohibition Notice and a Prohibition Order are differentiated.

Evidence requirements

Written evidence should be provided to ensure full coverage of the performance criteria.

National Unit Specification: support notes

UNIT Food Hygiene (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 20 hours.

This unit is designed to allow the candidates to develop a thorough knowledge of all aspects of food safety so that they may be employed as competent operatives in any of the sectors of the food industry.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Food spoilage, food poisoning and food-borne diseases

Social and financial costs including 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.

National Unit Specification: support notes (cont)

UNIT Food Hygiene (Higher)

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.

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 HACCP 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 system.

Role and powers of the Enforcement Officer.

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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Where the unit is taught as part of the course Higher Hospitality: Professional Cookery, the delivery of this unit should be integrated with that of Integrated Production Cookery. Where this is not the case, it should be integrated with another appropriate professional cookery unit.

Before a practical cookery activity, an additional aspect of the hygiene unit should be introduced. That aspect should be emphasised during the practical activity whilst reinforcing aspects of hygiene introduced on previous occasions. Investigative activities could be used to gather information relating to outcome 1; this could include the collection of newspaper cuttings concerning reported outbreaks and the use of structured assignments. Where possible the outcomes should be taught in an integrated way.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Assessment could take the form of portfolio evidence from practical cookery activities. The portfolio should provide evidence of an interactive approach with the lecturer posing relevant hygiene questions during practical cookery activities. A short focused case study should be used to demonstrate the candidate's understanding of the application of acceptable food hygiene practice in a situation other than that experienced within their practical activities

National Unit Specification: support notes (cont)

UNIT Food Hygiene (Higher)

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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).