



HOSPITALITY: PRACTICAL COOKERY
(Access 3)

3rd edition — published June 2011



**NOTE OF CHANGES TO ARRANGEMENTS
THIRD EDITION PUBLISHED JUNE 2011**

COURSE TITLE: Hospitality – Practical Cookery (Access 3)

COURSE NUMBER: C201 09

NATIONAL COURSE SPECIFICATION No change

National Unit Specification

F792 09
Food Hygiene for the Hospitality Industry

Minor amendments throughout to correct grammatical inconsistencies and to update REHIS terminology ie 'Environmental Health Officer' changed to 'Authorised Officer'.



National Course Specification

Hospitality: Practical Cookery (Access 3)

COURSE CODE **C201 09**

COURSE STRUCTURE

This Course has four mandatory Units.

The mandatory Units are:

D263 09	<i>Food Preparation Techniques: An Introduction (Access 3)</i>	<i>1 credit (40 hours)</i>
D264 09	<i>Cookery Processes: An Introduction (Access 3)</i>	<i>1 credit (40 hours)</i>
D9NL 09	<i>Hospitality: Organisation of Practical Skills (Access 3)</i>	<i>0.5 credit (20 hours)</i>
F792 09	<i>Food Hygiene for the Hospitality Industry (Access 3)</i>	<i>0.5 credit (20 hours)</i>

This Course includes 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Intermediate 1 Hospitality — Practical Cookery or its Units
- ◆ Intermediate 1 Hospitality or its Units (this is a Skills for Work Course)

CREDIT VALUE

The Access 3 Course in Hospitality: Practical Cookery is allocated 18 SCQF credit points at SCQF level 3*.

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

Administrative Information

Publication date: June 2011

Source: Scottish Qualifications Authority

Version: 03

© Scottish Qualifications Authority 2011

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Specification (including Unit Specifications) can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Course Specification: (cont)

COURSE Hospitality: Practical Cookery (Access 3)

CORE SKILLS

Achievement of this Course gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3
	Planning and Organising at SCQF level 3

National Course Specification: Course details (cont)

COURSE Hospitality: Practical Cookery (Access 3)

RATIONALE

The aim of this Course is to develop a candidate's personal effectiveness in the use and management of resources. In the context of Hospitality Practical Cookery, the Course offers a broad provision for the acquisition of knowledge and understanding and specific skills in hospitality. This provision anticipates the future needs of candidates in preparing them for life in terms of self, family and society. By offering an insight into the food and hospitality industries, opportunities for further study or employment are enhanced.

The Units are devised to allow candidates of different abilities and needs to achieve success. The Course aims to provide flexibility of choice and to encourage, through practical activity, the integration of understanding and skills in a variety of ways. For example:

- ◆ linking an understanding of foods for health to candidates' own requirements
- ◆ making choices about appropriate cooking methods for identified foods
- ◆ carrying out a practical task which is planned to combine practical skills in the production of food items
- ◆ following a logical sequence of work in food preparation and cooking
- ◆ showing some creativity in the production of items
- ◆ reflecting on success by evaluating the product

The Course aims to provide candidates with challenging, engaging and motivating learning opportunities as well as an appropriate level of challenge, to help each individual to achieve his or her potential. This Course aims to allow candidates to play an active role in their learning and have opportunities to develop and demonstrate their creativity, with support to enable them to sustain their efforts.

Specific subject-related skills and organisational skills are fundamental to hospitality. The specific skills include the process and manipulative skills concerned with:

- ◆ food preparation
- ◆ simple food production

The organisational skills include the ability to plan, make judgements and establish priorities in relation to available resources, and make an evaluation of the suitability of the product to the end user. Importantly, these skills also include the ability to work effectively as an individual, and as a member or leader of a team, and the ability to handle information. These skills enable candidates to participate effectively in technological activity.

The specific aims of this Course are to:

- ◆ develop some understanding of, and give practice in the use of, principles underlying the informed choice, and the safe and knowledgeable use of equipment, materials and procedures
- ◆ provide meaningful experiences and opportunities to develop creative, aesthetic and specialist craft skills
- ◆ develop candidates' organisational skills and personal effectiveness necessary to meet some of their own needs and those of others within a rapidly changing society
- ◆ foster vocational links and raise awareness of the world of work

National Course Specification: Course details (cont)

COURSE Hospitality: Practical Cookery (Access 3)

COURSE CONTENT

Food Preparation Techniques: An Introduction

Candidates will demonstrate understanding of:

- ◆ accurate weighing and measuring
- ◆ basic food preparation equipment

- ◆ through simple practical activities such as the preparation of vegetable soup; scones; basic sponges; baked potato; pizza. It is expected that the healthier options for ingredients will be chosen.

Cookery Processes: An Introduction

Candidates will demonstrate some understanding of:

- ◆ the principles and practice associated with the following cookery processes: boiling, baking, grilling, shallow frying, steaming
- ◆ heat transfer, ie, conduction; convection; radiation, for each cookery process
- ◆ the cooking medium: oil; water; stock, steam, etc
- ◆ classification of the process as wet or dry
- ◆ the operation of equipment, such as microwave and oven, relating to each process
- ◆ the suitability of foods for each process and understanding of why certain food types require to be cooked by wet methods and others by dry methods
- ◆ foodstuffs to be used in each process specified above: vegetables, fruit, eggs, meat, fish, dry goods

as well as carrying out cookery processes.

Hospitality: Organisation of Practical Skills

Candidates should be able to:

- ◆ choose dishes from a given range to meet specified needs and/or purposes
- ◆ plan a logical sequence of work
- ◆ prepare recipes with at least five ingredients and five process steps involved in their production. For example: soups; starters; simple meat/fish dishes, desserts, bakery produce, such as scones
- ◆ use safe and hygienic practices

Food Hygiene for the Hospitality Industry

Candidates will demonstrate knowledge and understanding of basic food safety related to the hospitality industry. The content is equivalent to the Royal Environmental Health Institute of Scotland (REHIS) Introduction to Food Hygiene Award.

National Course Specification: Course details (cont)

COURSE Hospitality: Practical Cookery (Access 3)

Undertaking the Units as a coherent whole offers a number of benefits:

- ◆ together, the component Units offer opportunities for delivery as a coherent, integrated, holistic experience
- ◆ balance and breadth of candidates' experiences and learning are promoted
- ◆ both specific and Core Skills may be further explored and developed
- ◆ practical activity may be integrated
- ◆ skills and abilities developed through practical activity support learning as a whole
- ◆ a candidate's abilities to sustain effort and concentration, come to conclusions, make decisions, complete a process and evaluate a product are developed

An integrative approach to learning is recommended, and can be achieved in a variety of imaginative ways. Classroom activities chosen to deliver the content of the Units should match the needs and abilities of the candidates and enable them to:

- ◆ develop and practise the skills identified in the rationale
- ◆ develop personal effectiveness and problem solving skills
- ◆ extend their knowledge base

National Course Specification: Course details (cont)

COURSE Hospitality: Practical Cookery (Access 3)

ASSESSMENT

The Units which comprise this Course will be assessed using written/oral evidence and performance evidence supported by assessor observation checklists. Further details of the assessment are provided in the Unit specifications. Holistic approaches to assessment should be adopted and a variety of approaches may be appropriate. It is anticipated that ongoing assessment will take place, informing and supporting candidates.

Candidates should be aware of assessment criteria and instruments. They will prepare for the Outcomes of each Unit, which will evolve naturally through practical activities during the learning and teaching process. At mutually agreed points of learning the candidate will indicate readiness to be assessed.

National Course Specification: Course details (cont)

COURSE Hospitality: Practical Cookery (Access 3)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

For all Units, learning and teaching approaches should be candidate-centred, participative and practical. Activities should be selected to allow opportunity to develop all the necessary techniques and processes in an appropriate range of contexts. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The timescale required to complete an activity should be adjusted to allow for candidate achievement. Candidates should understand, however, that the constraints of time are a consideration when carrying out an activity.

Some advice for each Unit is given below:

Hospitality: Organisation of Practical Skills (Access 3)

Candidates must be given time to practise their organisational skills before being assessed.

Food Preparation Techniques: An Introduction (Access 3)

Theoretical aspects such as identification of equipment and its uses should be an integral part of each practical exercise. The choice of activities must allow all of the equipment to be used and the range of preparation techniques to be covered. Candidates must be given time to practise a variety of food preparation techniques before being assessed.

Cookery Processes: An Introduction (Access 3)

Theoretical aspects should be an integral part of each practical exercise. The choice of activities must allow for a range of cookery processes to be used and candidates should be given time to practise before being assessed.

Food Hygiene for the Hospitality Industry (Access 3)

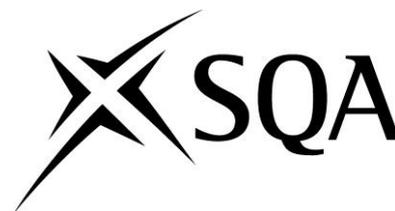
Outcome 3 can be undertaken during practical activities and can be integrated alongside other practical based National Units.

Reference can be made to the following resources:

- ◆ Course handbook: *The Essentials of Food Hygiene: A Guide for Food Handlers* (Highfield Publications)
- ◆ The Royal Environmental Health Institute of Scotland (REHIS): *Elementary Food Hygiene Course Resource Pack*
- ◆ *Hygiene Sense, Hygiene Awareness* (Highfield Publications)
- ◆ *Industry Guide to Good Hygiene Practice: Catering Guide*, ISBN 0900103-00-0

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements



National Unit Specification: general information

UNIT Food Preparation Techniques: An Introduction (Access 3)

CODE D263 09

SUMMARY

This Unit is a mandatory Unit in the Access 3 Hospitality: Practical Cookery Course, but can be taken as a free-standing Unit. It is suitable for candidates with no previous experience.

On completion of this Unit, candidates will be able to apply knowledge of basic food preparation terms, techniques and equipment to their practical exercises.

OUTCOMES

- 1 Weigh and measure foodstuff accurately.
- 2 Use a range of simple food preparation techniques.
- 3 Identify basic food preparation equipment.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*).

**SCQF credit 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 SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: NE

Publication date: May 2008

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

UNIT Food Preparation Techniques: An Introduction (Access 3)

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Food Preparation Techniques: An Introduction (Access 3)

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 SQA.

OUTCOME 1

Weigh and measure foodstuffs accurately.

Performance Criteria

- (a) Scales are used accurately.
- (b) Measuring jugs are used accurately.
- (c) Measuring spoons are used accurately.

OUTCOME 2

Use a range of simple food preparation techniques.

Performance Criteria

- (a) The equipment selected is appropriate to the preparation technique.
- (b) The preparation technique is correctly carried out.
- (c) Safe and hygienic standards are maintained throughout.

OUTCOME 3

Identify basic food preparation equipment.

Performance Criteria

- (a) Items of basic equipment are identified correctly.
- (b) The use of each item of equipment is identified correctly.

National Unit Specification: statement of standards (cont)

UNIT Food Preparation Techniques: An Introduction (Access 3)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met. Performance and written/oral evidence is required for this Unit.

Outcome 1 and 2 — Performance Evidence

Candidates will be required to demonstrate by practical activity on at least one occasion that they are able to:

- ◆ use scales accurately
- ◆ use measuring jugs accurately
- ◆ use measuring spoons accurately
- ◆ select equipment appropriate to the preparation technique
- ◆ carry out preparation techniques correctly without undue waste
- ◆ maintain safe and hygienic standards throughout

Preparation techniques: peel, cut, grate, shape, mix, whisk. Each preparation technique must be used on at least one occasion.

The activity must be carried out in supervised conditions, and an assessor observation checklist must be used.

Outcome 3 — Written/oral Evidence

Candidate will be required to demonstrate that they can:

- ◆ identify eight items of basic equipment correctly
- ◆ identify the use of each item of equipment correctly

Equipment: flour dredger; sieve; cooling tray; hand-held electric whisk; pastry cutter; fish slice; vegetable peeler; vegetable knife; grater; tablespoon; pastry brush.

The evidence for this Outcome will be gathered under open-book, supervised conditions.

The National Assessment Bank (NAB) item for this Unit exemplifies the national standard. Centres wishing to design their own assessments should refer to the NAB to ensure that they are of a comparable standard.

National Unit Specification: support notes

UNIT Food Preparation Techniques: An Introduction (Access 3)

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

The content will allow candidates to develop basic techniques utilising a range of preparation equipment. Candidates should be encouraged to end cook products that have been prepared under the supervision of the teacher/lecturer.

Outcomes 1 and 2

The practical activities of this Unit should be relatively simple dishes/recipes such as: the preparation of vegetables for soup; scones; basic sponge; fresh fruit salad; shepherd's pie; pizza; fruit crumble; hamburgers. Healthier options for ingredients should be chosen, where appropriate.

Hygiene and safety must feature as key practices to be developed in the use of all preparation equipment and throughout preparation techniques. Demonstrations will be required in the use of all equipment and in following each preparation technique. The development of correct working practices must be emphasised. Knife drill will have to be demonstrated and reinforced throughout. Candidates should be given clear specifications for each task to ensure that they are fully aware of what is expected of them. The timescale required for activities should be adjusted to meet individual needs and abilities.

Outcome 3

All items of equipment used in practical work should be correctly identified and named and its uses explained. Candidates should be encouraged to correctly identify and use correctly appropriate equipment for each task.

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. Theoretical aspects such as identification of equipment and its uses should be an integral part of each practical exercise. The choice of activities must allow all of the equipment to be used and the range of preparation techniques to be covered.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the learning and teaching process. In this Unit candidates will be weighing and measuring, and identifying the correct equipment to use for a range of cookery processes. This may provide opportunities to develop aspects of the following Core Skills:

- ◆ Numeracy
- ◆ Communication

National Unit Specification: support notes (cont)

UNIT Food Preparation Techniques: An Introduction (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

If this Unit is being taken as part of the Hospitality: Practical Cookery Access 3 Course, it is recommended that this Unit is delivered in an integrated way with *Hospitality: Organisation of Practical Skills* and *Cookery Processes: An Introduction*. This may encourage a practicable and economic approach to delivery.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements



National Unit Specification: general information

UNIT Cookery Processes: An Introduction (Access 3)

CODE D264 09

SUMMARY

This Unit is a mandatory Unit in the Access 3 Hospitality: Practical Cookery Course, but can be taken as a free-standing Unit. It is suitable for candidates with no previous experience.

On completion of this Unit candidates will be able to demonstrate underpinning knowledge associated with a range of cookery processes, and carry out the cookery processes in a safe and hygienic manner.

OUTCOMES

- 1 Identify the principles associated with a range of cookery processes.
- 2 Carry out the cookery process to given specification.
- 3 Control the cookery process to minimise wastage.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*).

**SCQF credit 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 SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

Administrative Information

Superclass: NF

Publication date: May 2008

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: statement of standards

UNIT Cookery Processes: An Introduction (Access 3)

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 SQA.

OUTCOME 1

Identify the principles associated with a range of cookery processes.

Performance Criteria

- (a) Outline the principles associated with a range of cookery processes.
- (b) Suitable foods are identified for each process.

OUTCOME 2

Carry out the cookery process to given specification.

Performance Criteria

- (a) Each cookery process is correctly applied to one type of food.
- (b) Instructions are correctly followed.
- (c) Safe and hygienic standards are maintained throughout.

OUTCOME 3

Control the cookery process to minimise wastage.

Performance Criteria

- (a) The process is monitored regularly.
- (b) Appropriate techniques are used to check food for readiness.
- (c) An attractive and palatable end result is produced.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met. Performance and written/oral evidence is required for this Unit.

Outcome 1 — Written/oral Evidence

Candidates will be required to demonstrate that they can identify the principles associated with a range of cookery processes, and are able to correctly identify one food suitable for each cookery process.

Cookery processes: boiling, baking, grilling, shallow frying/stir-frying, steaming.

Foods: vegetables/fruit, eggs, meat/fish, dry goods.

The evidence for this Outcome must be gathered under open-book, supervised conditions.

National Unit Specification: statement of standards (cont)

UNIT Cookery Processes: An Introduction (Access 3)

Outcome 2 and 3 — Performance Evidence

Candidates will be required to demonstrate by practical activity that they are able to:

- ◆ correctly apply each cookery process to one type of food
- ◆ correctly follow instructions
- ◆ maintain safe and hygienic standards throughout
- ◆ regularly monitor the process
- ◆ use appropriate techniques to check food for readiness
- ◆ produce an attractive and palatable end result

The practical activity must be carried out under supervised conditions and an assessor observation checklist should be retained as evidence of performance.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Cookery Processes: An Introduction (Access 3)

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

As each cookery process is covered, candidates should be encouraged to discuss how the heat is passed through the food, and also the medium in which the food is being cooked. The suitability of a food for a process should be explained to enable candidates to understand the need for appropriate methods of cooking for certain foods. Any operation required for the safe use of equipment should be demonstrated and the relationship to the process explained, eg, electric whisk, oven or microwave.

Outcome 2

Demonstrations and use of equipment should feature throughout each practical session as new skills are developed. The correct method of carrying out each process should be explored prior to candidates carrying out practical sessions. The development of safe and hygienic standards and correct working methods must be instilled by the teacher/lecturer as essential skills to be practised at all times.

Candidates should be encouraged to follow standard recipes in carrying out the practical tasks in a step by step method. The recipes must be in a form suitable for the needs of the candidate.

Outcome 3

The teacher/lecturer should encourage candidates to monitor the cookery process with regard to temperature, time, the cooking medium, and techniques demonstrated to check the food for readiness. Candidates should be encouraged to use their senses to check the foods throughout the cookery process, specifically touch, sight and taste.

The teacher/lecturer will have to explain the effects of overcooking and undercooking on each foodstuff and the importance of producing a palatable end result.

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. Theoretical aspects should be an integral part of each practical exercise. The choice of activities must allow for a range of cookery processes to be used and candidates should be given time to practise before assessment. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The timescale required to complete an activity should be adjusted to allow for candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity.

National Unit Specification: support notes (cont)

UNIT Cookery Processes: An Introduction (Access 3)

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the learning and teaching process. In this Unit the candidate will be identifying suitable foods to use of different cookery processes and will be following instructions. This may provide opportunities to develop aspects of the following Core Skills:

- ◆ Problem Solving
- ◆ Communication

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Aspects of theory related to the principles associated with each cookery process should be covered prior to the practical exercise, as should correct use of equipment.

The assessment of Outcome 1 should be related to the practical exercise and not seen as a separate unrelated Outcome.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements



National Unit Specification: general information

UNIT Hospitality: Organisation of Practical Skills (Access 3)

CODE D9NL 09

SUMMARY

This Unit is a mandatory Unit in the Access 3 Hospitality: Practical Cookery Course, but can be taken as a free-standing Unit. It is suitable for candidates with no previous experience.

On completion of the Unit, candidates will be able to plan work, gather ingredients, identify equipment and integrate practical skills to complete tasks involving work co-ordination in the context of food preparation.

OUTCOMES

- 1 Prepare for making a dish that requires a range of ingredients and cookery processes in its production.
- 2 Prepare a plan of work for the dish.
- 3 Prepare the dish.
- 4 Use safe working practices.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at Access 3 (3 SCQF credit points at SCQF level 3*).

**SCQF credit 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 SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: NF

Publication date: May 2008

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

UNIT Hospitality: Organisation of Practical Skills (Access 3)

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3 Planning and Organising at SCQF level 3

National Unit Specification: statement of standards

UNIT Hospitality: Organisation of Practical Skills (Access 3)

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 SQA.

OUTCOME 1

Prepare for making a dish that requires a range of ingredients and cookery processes in its production.

Performance Criteria

- (a) An appropriate dish is selected.
- (b) The ingredients are correctly identified.
- (c) The cookery processes used are correctly identified.
- (d) All equipment required is correctly identified.
- (e) All ingredients are gathered prior to commencing.

OUTCOME 2

Prepare a plan of work for the dish.

Performance Criteria

- (a) A logical sequence of work is planned to ensure effective time management.
- (b) Timings are given for each stage of the plan.
- (c) Required quantities are identified in the plan.

OUTCOME 3

Prepare the dish.

Performance Criteria

- (a) The dish is completed within the given time.
- (b) The dish is presented in the quantities planned.
- (c) The dish is presented to an acceptable condition for eating.

OUTCOME 4

Use safe working practices.

Performance Criteria

- (a) Appropriate clothing is worn.
- (b) A clean and tidy workstation is maintained.
- (c) All equipment is used in a safe manner.

National Unit Specification: statement of standards (cont)

UNIT Hospitality: Organisation of Practical Skills (Access 3)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met. Performance and written/oral evidence is required for this Unit.

Outcome 1 and 2 — Written/oral Evidence

Candidate will be required to demonstrate that on one occasion, they can:

- ◆ select an appropriate dish
- ◆ identify at least three of the ingredients
- ◆ identify four cookery processes
- ◆ identify the equipment required
- ◆ gather the ingredients in the required quantity
- ◆ plan a logical sequence of work, including timings and quantities

The evidence for these Outcomes should be obtained under open-book, supervised conditions.

Outcome 3 and 4 — Performance Evidence

Candidates will be required to demonstrate by practical activity on one occasion that they can present the completed dish within the time, in the quantities planned and to an acceptable standard for eating.

During the practical activity candidates will be required to:

- (a) wear appropriate clothing
- (b) maintain a clean and tidy workstation
- (c) use all equipment in a safe manner

Outcomes 3 and 4 the proposed instrument of assessment is a practical exercise. Attainment could be recorded by the use of an observational checklist.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Hospitality: Organisation of Practical Skills (Access 3)

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 20 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The practical elements of the Unit should enable candidates to integrate the component skills from the planning stage through to presentation.

Outcome 1

Processes are the steps to be carried out to successfully complete the dish/recipe, such as: weighing; measuring; sieving; mixing; whisking; stirring; chopping; grating; peeling; washing; seasoning.

Candidates should be encouraged to choose dishes from a given range rather than the teacher/lecturer identifying the practical activity for them.

An example of the minimum level of practical activity expected at this level is given below:

Dish: Apple Crumble (using previously prepared fruit).

Ingredients: wholemeal flour, margarine, brown sugar, prepared apple.

Processes: weighing, rubbing in, mixing, assembling, baking.

Equipment to be used throughout the practical exercise must be identified by candidates and all ingredients gathered prior to commencing.

Outcome 2

Candidates should be given practice in ordering the stages of a practical activity. For example, re-arrange in a logical order the stages of a recipe. The time allowed for activities should be adjusted to meet individual needs and abilities. The candidate must be made aware of the importance of working within a time constraint to achieve the standard of organisational skills necessary to achieve the Outcome.

National Unit Specification: support notes (cont)

UNIT Hospitality: Organisation of Practical Skills (Access 3)

Outcomes 3 and 4

Standard recipes will be followed for most dishes and the timescale set by the teacher/lecturer to support individual needs.

Emphasis must be placed on the following:

- ◆ keeping to given times
- ◆ producing correct numbers of portions
- ◆ presenting food to an acceptable standard
- ◆ wearing correct clothing
- ◆ safe and hygienic working methods
- ◆ carrying out procedures in a correct manner
- ◆ correct and safe use of equipment

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. Candidates must be given time to practise their organisational skills before assessment takes place. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The timescale required to complete an activity should be adjusted to allow for candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the learning and teaching process. In this Unit candidates will be planning and making a dish using a number of ingredients and cookery processes within a given time. This may provide opportunities to develop aspects of the Core Skill of *Problem Solving*.

National Unit Specification: support notes (cont)

UNIT Hospitality: Organisation of Practical Skills (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

If this Unit is being taken as part of the Hospitality: Practical Cookery Access 3 Course it is recommended that this Unit is used as the vehicle for integrated delivery of other units, eg, *Food Preparation Techniques: An Introduction* and *Cookery Processes: An Introduction*. This may encourage a practicable and economic approach to their delivery.

Assessor observation checklists should be maintained and kept up-to-date to keep track of candidate progress and provide evidence for internal and external verification purposes.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements



National Unit Specification: general information

UNIT Food Hygiene for the Hospitality Industry (SCQF level 3)

CODE F792 09

COURSE Hospitality: Practical Cookery (SCQF level 3)

SUMMARY

This Unit is a mandatory Unit in the Access 3 Hospitality: Practical Cookery Course, but can be taken as a freestanding Unit. It is suitable for candidates with no previous experience.

This Unit enables candidates to develop a basic understanding of hygienic food handling practices. The Unit will provide the knowledge equivalent to that required for The Royal Environmental Health Institute of Scotland (REHIS) Introduction to Food Hygiene Certificate and successful candidates can be entered for both. For details and guidance on how to enter candidates for REHIS dual certification, contact SQA's Customer Contact Centre on 0845 213 5900.

OUTCOMES

- 1 Identify the main causes and sources of food poisoning.
- 2 Describe how to prevent food poisoning.
- 3 Demonstrate appropriate personal hygiene and food handling practices during practical activities.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: NH

Publication date: April 2011

Source: Scottish Qualifications Authority

Version: 02

© Scottish Qualifications Authority 2011

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

UNIT Food Hygiene for the Hospitality Industry (SCQF level 3)

CREDIT VALUE

0.5 credits at SCQF level 3 (3 SCQF credit points at SCQF level 3*).

**SCQF credit 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 SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Food Hygiene for the Hospitality Industry (SCQF level 3)

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 SQA.

OUTCOME 1

Identify the main causes and sources of food poisoning.

Performance Criteria

- (a) Outline the meaning of the terms *food hygiene*, *food poisoning*, *food spoilage*, *food contamination* and *food allergens*.
- (b) The causes of food poisoning are correctly identified.
- (c) The main sources of food poisoning and physical contaminants are correctly identified.
- (d) The main characteristics of bacteria are correctly identified.
- (e) The factors affecting bacterial multiplication are correctly identified.

OUTCOME 2

Describe how to prevent food poisoning.

Performance Criteria

- (a) The symptoms of food poisoning are correctly identified.
- (b) The common kinds of physical and chemical contamination are correctly identified.
- (c) The common kinds of food allergens are correctly identified.
- (d) Simple measures used to prevent food poisoning are correctly identified.
- (e) The reasons for good personal hygiene are correctly identified.
- (f) The role of the supervisor in food production is correctly identified.

OUTCOME 3

Demonstrate appropriate personal hygiene and food handling practices during practical activities.

Performance Criteria

- (a) Appropriate personal hygiene practices before and during preparation or service of food are carried out.
- (b) Appropriate food hygiene practices before and during preparation or service of food are carried out.

National Unit Specification: statement of standards (cont)

UNIT Food Hygiene for the Hospitality Industry (SCQF level 3)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met. Performance and written/oral evidence is required for this Unit.

Outcomes 1 and 2 — written/oral evidence

Candidates will be required to demonstrate they can:

- ◆ outline the terms *food hygiene*, *food poisoning*, *food spoilage*, *food contamination* and *food allergens*
- ◆ identify the causes of food poisoning
- ◆ identify the main sources of food poisoning and physical contaminants
- ◆ identify the main characteristics of bacteria
- ◆ identify the factors affecting bacterial multiplication
- ◆ identify the symptoms of food poisoning
- ◆ identify the common kinds of physical and chemical contamination
- ◆ identify the common kinds of food allergens
- ◆ identify the simple measures used to prevent food poisoning
- ◆ identify the reasons for good personal hygiene
- ◆ identify the role of the supervisor in food production

Candidates could be assessed by restricted choice questions and 30 minutes would be allowed to complete the questions. This must be carried out under closed-booked supervised conditions.

Outcome 3 — Performance evidence

Candidates must demonstrate by practical activity on a minimum of one occasion that they can use appropriate personal and food hygiene practices before and during preparation or service of food.

Personal hygiene relating to hands, nails, protective clothing and jewellery.

Food hygiene relating to separation of raw and cooked foods, avoidance of cross contamination, cleaning up 'as you go', temperature control, cooking, cold holding, hot holding.

The activity must be carried out under supervised conditions and an assessor observation checklist must be used.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Food Hygiene for the Hospitality Industry (SCQF level 3)

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 20 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Outcome 1

- ◆ Meaning of the terms: *food hygiene, food poisoning, food spoilage, food contamination* and *food allergens*
- ◆ Groups most at risk from food poisoning
- ◆ Types of food poisoning — bacterial and non-bacterial (chemicals, metals and poisonous plants)
- ◆ How food poisoning can occur
- ◆ General characteristics of bacteria: size, shape, beneficial and harmful bacteria and where food poisoning bacteria are found
- ◆ How bacteria multiply given time and temperature (danger zone)

Outcome 2

- ◆ Cross-contamination and how it can be prevented
- ◆ The care required when handling raw foods: meat, poultry and vegetables
- ◆ The importance of protecting ready-to-eat foods from contamination and to handle food as little as possible
- ◆ The symptoms and effects of food poisoning
- ◆ Examples of common physical and chemical contaminants
- ◆ Examples of common food allergens
- ◆ The need to prevent bacteria from multiplying
- ◆ The importance of keeping food out of the danger zone and of reheating food until it is ‘piping hot’
- ◆ Thorough cooking of food and not preparing food too far in advance
- ◆ The importance of a clean and well-organised refrigerator
- ◆ Why high standards of personal hygiene are important and a legal requirement for everyone in the food industry
- ◆ Hands — when and how to wash
- ◆ The use of waterproof dressings
- ◆ Nails — short, clean, no nail varnish and not bitten
- ◆ Importance of not eating, drinking, coughing or sneezing over food
- ◆ Why smoking is not permitted in a food room
- ◆ The need for protective clothing
- ◆ Why food handlers should not wear jewellery or strong perfume
- ◆ The need to be aware of any hygiene problems and to report them to the supervisor — this is not in PCs or Evidence Requirements now
- ◆ Examples of hygiene problems
- ◆ Why it is important to follow employer’s instructions regarding cleaning and disinfection
- ◆ Basic cleaning procedures
- ◆ The importance of ‘clean as you go’

National Unit Specification: support notes (cont)

UNIT Food Hygiene for the Hospitality Industry (SCQF level 3)

Outcome 3

This can be integrated with any practical exercise undertaken by the candidate. Candidates should be made aware of the assessment criteria for this Outcome.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcomes 1 and 2 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 3 can be undertaken during practical activities and can be integrated alongside other practical-based National Units.

Reference can be made to the following resources:

- ◆ Course Handbook: *The Essentials of Food Hygiene: A Guide for Food Handlers* (Highfield Publications)
- ◆ The Royal Environmental Health Institute of Scotland (REHIS): *Elementary Food Hygiene Course Resource Pack*
- ◆ *Hygiene Sense: Hygiene Awareness* (Highfield Publications)
- ◆ *Industry Guide to Good Hygiene Practice: Catering Guide*

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the learning and teaching process. In this Unit candidates will be identifying the causes and sources of food poisoning and how to prevent them. This may provide opportunities to develop aspects of the Core Skill of *Problem Solving*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcomes 1 and 2 should be assessed by restricted choice questions based on the two Outcomes.

Outcome 3 will be assessed by means of an assessor observation checklist completed by the teacher/lecturer on at least one occasion before and during food preparation or food service.

It is not intended that the full range of content be assessed at any given time although the content is assessable and must be covered in the teaching.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website: www.sqa.org.uk/assessmentarrangements.