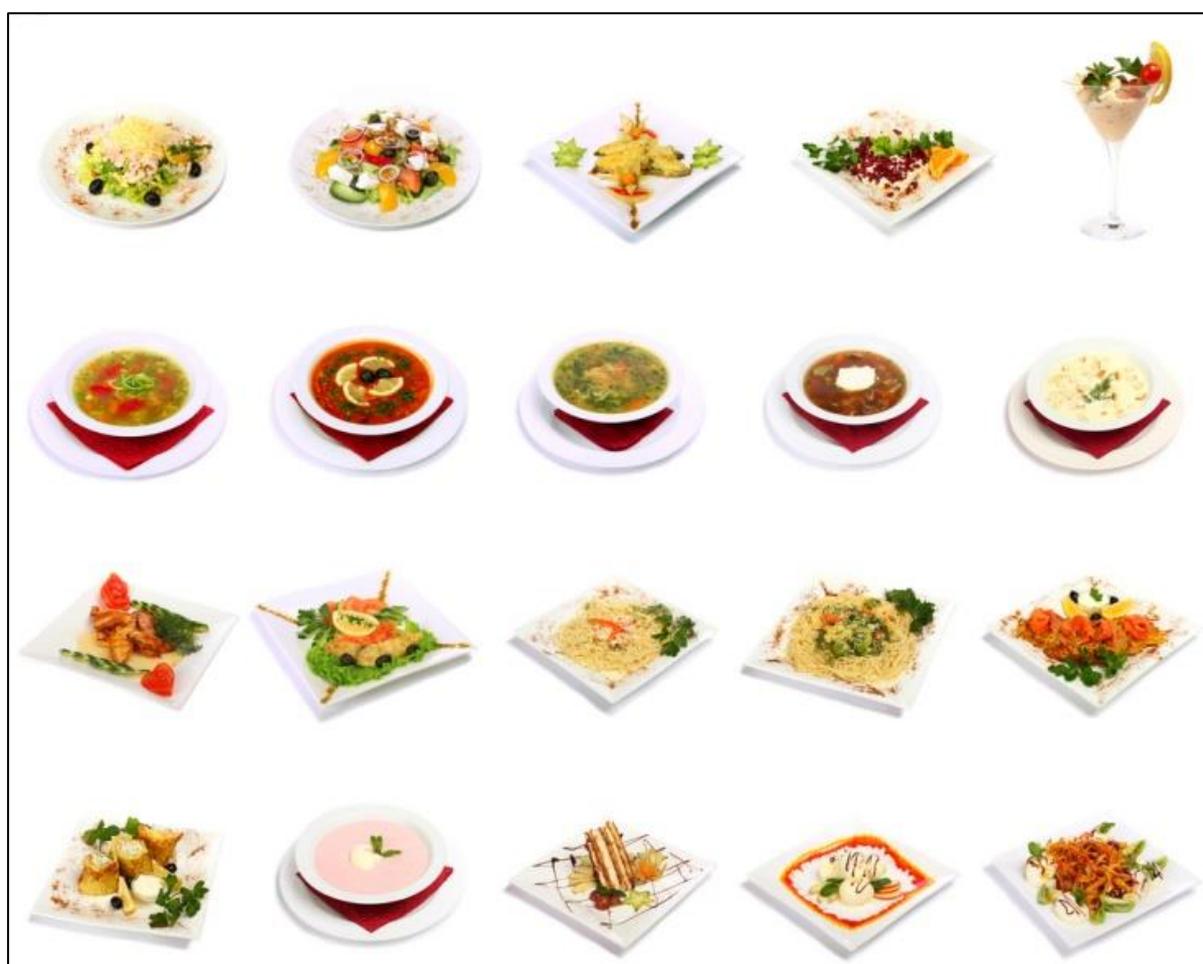


# National 5 Hospitality: Practical Cookery Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 5 Hospitality: Practical Cookery Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification*, and the *Unit Specifications* for the Units in the Course.

# General guidance on the Course

## Aims

This Course aims to enable learners to:

- ◆ proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- ◆ select and use ingredients to produce and garnish or decorate dishes
- ◆ develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- ◆ develop an understanding of current dietary advice relating to the use of ingredients
- ◆ plan and produce meals and present them appropriately
- ◆ work safely and hygienically

## Progression into this Course

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ◆ National 4 Hospitality: Practical Cookery Course or relevant component Units

### Experiences and outcomes

Learners who have completed relevant Curriculum for Excellence experiences and outcomes will find these an appropriate basis for doing the Course.

## Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: teachers and lecturers should refer to the *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The National 5 Hospitality: Practical Cookery Course develops skills, knowledge and understanding as stated in the *Course Specification*. These may be developed in each of the Course Units; however greater emphasis will be given to developing some of these in particular Units as shown in the following table:

**Key**

✓✓✓

Plenty of opportunities within the Unit

✓✓

Some opportunities within the Unit

✓

Limited opportunities within the Unit

<b>Skills, knowledge and understanding</b>	<b>Cookery Skills, Techniques and Processes</b>	<b>Understanding and Using Ingredients</b>	<b>Organisational Skills for Cooking</b>
Using equipment in food preparation	✓✓✓	✓✓	✓✓✓
Using weighing and measuring equipment accurately	✓✓	✓✓	✓✓✓
Carrying out food preparation techniques	✓✓✓	✓✓✓	✓✓✓
Using cookery processes	✓✓✓	✓✓	✓✓✓
Understanding and using ingredients	✓	✓✓✓	✓✓✓
Following recipes and plans to prepare dishes	✓	✓	✓✓✓
Finishing and presenting dishes appropriately	✓✓✓	✓✓✓	✓
Evaluating the finished dishes	✓✓✓	✓	✓✓✓
Identifying current dietary advice relating to the use of ingredients		✓✓	
Working safely and hygienically	✓✓✓	✓✓✓	✓✓✓

## Progression from this Course

This Course or its components may provide progression to:

- ◆ other qualifications in Hospitality or related areas at SCQF level 6
- ◆ further study, employment and/or training

Other progression pathways are also possible including progression to other qualifications at the same or different levels.

# Hierarchies

**Hierarchy** is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

In Hospitality: Practical Cookery the Courses and Units are offered from SCQF level 3 to SCQF level 5.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

Learners will be expected to demonstrate a greater degree of autonomy with less support offered by teachers/lecturers the higher they progress through the hierarchy. This should increase learners' sense of ownership over their work and ensure that, even if they previously completed the Course at a lower level, their interest in the subject is kept alive.

To the learners who might exceed the SCQF level they are working at, a hierarchical arrangement gives the opportunity to have their best achievements recognised. A hierarchical arrangement also enables learners to work at different levels in one class, and it is envisaged that this will happen in some centres.

Centres must be aware, however, that although the knowledge and skill set is similar across the Units, there are differences in the:

- ◆ underpinning knowledge and understanding
- ◆ complexity of food items to be produced
- ◆ extent of the practical skills required

The possible strategies for achieving differentiation between levels are outlined below.

## **Cookery skills**

Teachers/lecturers could get their learners to apply and extend their cookery skills in different, new, contexts and ensure that the equipment and techniques introduced to learners increase in range, complexity and precision of skills commensurate with progression through the levels. At National 5 learners should be able to complete tasks independently.

## **Range and complexity of recipes**

It is also important to differentiate between the levels in terms of both the range and the degree of difficulty of the recipes used, from a range of simple recipes at National 3 to a greater range of more complex ones at National 5. The recipes will cover the stages in the preparation and production of the dishes and give suggestions for appropriate garnishes or decorations. Teachers/lecturers should ensure that the emphasis on the degree of flair in the presentation of the dishes increases with the SCQF level.

## **Range of ingredients and their uses**

The range of ingredients will be the same across all levels but their use will become more challenging as the complexity of recipes increases with the SCQF level. The level of understanding of ingredients required will also increase with SCQF level.

At National 5 level the categories and characteristics of ingredients will be covered with increasing depth, as will the storage, seasonality and sustainability of these ingredients.

## **Dietary advice relating to ingredients**

Current dietary advice relating to the use of ingredients should also be covered in different ways at different levels, with learners being encouraged to carry out progressively more independent and detailed research into this topic. At National 5 level learners will also be required to describe in greater detail how current dietary advice influences the selection, preparation and use of ingredients.

The higher the learners progress, the greater the degree of autonomy which they will be expected to exercise, with less support offered by teachers/lecturers. This should increase learners' sense of ownership over their work and ensure that, even if they have previously completed the Course at a lower level, their interest in the subject will be retained.

# Approaches to learning and teaching

Learning and teaching approaches should be learner-centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning, with an activity approach being used to enable learners to develop all the relevant skills effectively. The underpinning knowledge should be integrated with practical activities and placed in the context of those activities.

In general, these learning and teaching strategies should enable learners to:

- ◆ learn progressively more independently
- ◆ work co-operatively and assume shared responsibility
- ◆ work within given deadlines
- ◆ acquire and extend application of cookery-related knowledge, understanding and skills
- ◆ be involved in self and peer assessment
- ◆ adopt a positive attitude to, and take pride in, their work
- ◆ make links with their existing knowledge and experience both within cookery contexts and across the curriculum

## Delivery

There are different ways of delivering the Course. While each Unit stands alone, they may either be taught in sequence or be fully combined. When the Units are delivered in a combined way, individual Outcomes may be combined both within and across the Units.

A combined approach in the delivery of Cookery Skills, Techniques and Processes and Understanding and Using Ingredients is recommended. This will enable learners to acquire skills, knowledge and understanding in a meaningful way and will help with their retention. This is also a more time efficient and cost effective method of delivery for centres. Organisational Skills for Cooking can then be used as a means of gathering evidence for the whole Course and applying the skills developed in the other two Units.

Whichever the method of delivery, the safety and hygiene aspect should permeate the whole Course and, in order to be meaningful, should be integrated within all cookery activities.

Learning and teaching will be more effective if teachers/lecturers use different learning and teaching strategies to allow for different learning styles. Tasks and levels of support given should be tailored to meet individual learners' needs, using an appropriate balance of teaching methodologies. It should be noted that there is no single way of covering a topic or developing a skill, and teachers/lecturers should use a variety of teaching and learning approaches.

Practical approaches to learning and teaching which provide opportunities for personalisation and choice will help to motivate and challenge learners. This could be achieved through allowing the choice of:

- ◆ recipes for dishes
- ◆ ingredients for garnishes and decorations
- ◆ methods of obtaining and presenting information

Centres may also consider delivering each of the three Units at National 4 and National 5 together. The time set aside to allow National 4 learners to complete the Added Value Unit, can be used by National 5 learners to prepare for the Course assessment.

Throughout this Course, the use of resources such as visual aids, television cookery programmes, DVDs, and visits to local or national food events may also help to motivate and encourage learners.

ICT can be a very useful tool in supporting learning, teaching and assessment and should be used in innovative and creative ways. Teachers/lecturers could, for example, encourage internet-based research and allow learners to present their findings using a range of technology-based presentation techniques. The use of e-portfolios could facilitate personalisation and authenticate research carried out in learners' own time. Use could be made of recording devices to record learners' cookery-related activities.

Further information about possible approaches to learning and teaching for each Unit can be found in the *Unit Support Notes*.

## Combined delivery

A model for combined delivery at National 5 is given in the table below, although the use of this model would, ultimately, need to take account of learners' abilities. At this level, it might be advisable to combine Cookery Skills, Techniques and Processes and Understanding and Using Ingredients, with the delivery of Organisational Skills for Cooking following.

Unit	Following a recipe	Following a plan	Selecting/using ingredients	Food preparation techniques	Cookery processes	Use of equipment	Service	Evaluation	Safety and hygiene
Cookery Skills, Techniques and Processes	Outcome 2		Outcome 1 Outcome 2	Outcome 1	Outcome 2	Outcome 1 Outcome 2	Outcome 2		Outcome 1 Outcome 2
Understanding and Using Ingredients	Outcome 2		Outcome 1 Outcome 2	Outcome 2	Outcome 2	Outcome 2	Outcome 2		Outcome 2
Organisational Skills for Cooking	Outcome 1	Outcome 2	Outcome 1 Outcome 2	Outcome 1 Outcome 2	Outcome 1 Outcome 2	Outcome 1 Outcome 2	Outcome 1	Outcome 1	Outcome 1 Outcome 2

When delivery is combined, the ingredients covered in Understanding and Using Ingredients could be used in the context of the food preparation techniques and cookery processes in Cookery Skills, Techniques and Processes. Organisational Skills for Cooking could be combined with any cookery activity.

The following table illustrates an example of combined delivery and assessment of all three Units through a single activity.

**Cookery activity: Prepare a two course meal for yourself and a friend**

The learner has selected chicken, mushroom and pasta bake and fresh fruit gateau and will follow their own devised plan to produce these dishes.

Organisational Skills for Cooking	Cookery Skills, Techniques and Processes	Understanding and Using Ingredients	Evidence
1.1 Selecting and costing suitable recipes for a main course and a complementary starter or dessert			<p>The learner has selected chicken, mushroom and pasta bake and fresh fruit gateau as a suitable two-course meal.</p> <p>The following should be provided:</p> <ul style="list-style-type: none"> <li>◆ a current price list for ingredients</li> <li>◆ a sheet for recording the candidate's calculations for each dish</li> </ul>
	1.1 Selecting and using equipment to weigh and measure ingredients accurately		Ingredients for both dishes are weighed accurately using scales/measuring jug/measuring spoons
	1.2 Applying a range of food preparation techniques using appropriate equipment with precision		<p>Food preparation techniques: peel/skin, slice, segment, grate, mix, whisk, fold, portion, pipe.</p> <p>Equipment: vegetable knife, cook's knife, palette knife, peeler, grater, sieve, whisk, spatula, piping bag and nozzle, bakeware.</p>
1.4 Working safely and hygienically	1.3 Working safely and hygienically		Safe and hygienic practices, eg personal and kitchen hygiene, safe use of equipment and cooker demonstrated.

		<p>2.1 Selecting, preparing and/or cooking the ingredients according to recipes</p> <p>1.1 Identifying a variety of ingredients and their characteristics</p> <p>1.2 Describing and demonstrating safe and appropriate storage methods for ingredients</p> <p>1.3 Describing how current dietary advice influences the selection, preparation and use of ingredients</p> <p>1.4 Describing the importance of sourcing sustainable ingredients.</p>	<p>Ingredients are selected for the two recipes.</p> <p>Teacher could orally question learner on ingredients used in the recipes linked to 1.1, 1.2, 1.3 and 1.4 and record on a checklist, or learners could complete short answer responses.</p>
<p>1.2 Preparing the dishes according to the recipes</p> <p>2.1 Requisitioning equipment and organising the work area efficiently</p> <p>2.2 Carrying out the tasks according to the time plan</p>	<p>2.1 Cooking prepared ingredients according to recipes</p>	<p>2.1 Selecting, preparing and/or cooking the ingredients according to recipes</p>	<p>The devised plan is followed. The learner will prepare and/or cook the ingredients, eg whisking sponge and cream, fresh fruit preparation, cooking of pasta, chicken, mushrooms, onions and roux sauce, baking the sponge and main dish course.</p>
	<p>2.2 Controlling the stages of the cookery processes and testing food for readiness</p>		<p>Pasta and chicken are checked for readiness, consistency of sauce, appearance of cheese topping. Baked sponge tested for readiness.</p>

	2.3 Presenting and garnishing or decorating the dishes and, where appropriate, portioning them	2.2 Demonstrating specialist garnishing and/or decorating techniques	Chicken, mushroom and pasta bake could be garnished with, eg chopped parsley and tomato wedges. Fresh fruit gateau could be decorated with orange segments, rosettes of cream, fruit coulis and portioned.
2.3 Working safely and hygienically	2.4 Working safely and hygienically	2.3 Working safely and hygienically	Safe and hygienic practices, eg personal and kitchen hygiene, safe use of equipment and cooker demonstrated.
1.3 Evaluating the prepared dishes in terms of presentation, taste and texture			Flavour, texture, appearance could each be evaluated using a rating system, or short answer response questions.

Some additional suggestions for suitable National 5 dishes (linked to further mandatory information on Course coverage) are given below.

<b>Dish</b>	<b>Kitchen equipment</b>	<b>Food preparation techniques</b>	<b>Cookery processes</b>
<b>Starter</b> Smoked haddock creams	Vegetable knife, cook's knife, blender, sieve, whisk, spoons, individual serving dishes, eg ramekin	Peel, chop, purée, fold, strain, mix, blend, whisk, portion	Boiling, poaching
<b>Main course</b> Vegetable lasagne	Vegetable knife, cook's knife, peeler, grater, ovenproof dish of a suitable size and shape	Peel, chop, slice, dice, grate, mix,	Stewing, baking
<b>Dessert</b> Mixed berry shortcake	Palette knife, blender, sieve, whisk, rolling pin, cutter, piping bag and nozzle, baking tray	Purée, pass, mix, whisk, cream, fold, knead, roll out, portion, pipe	Baking

The table below suggests some activities which could support Course delivery.

<b>Cookery Skills, Techniques and Processes</b>	<b>Understanding and Using Ingredients</b>	<b>Organisational Skills for Cooking</b>
<ul style="list-style-type: none"> <li>◆ teacher demonstrations to show the use of ingredients and a range of techniques and processes when making dishes</li> <li>◆ watching film clips or TV programmes to reinforce demonstrations and identify new recipes</li> <li>◆ practical cookery to practise and reinforce skills</li> <li>◆ research magazines, cookery books, etc, to investigate garnishes/decorations</li> <li>◆ games based on TV cookery competitions, food dominoes, food bingo, quizzes, crosswords, food miles challenges</li> <li>◆ collages/posters/information leaflets linked to safe hygienic practices, garnishing</li> <li>◆ worksheets on equipment, techniques, ingredients, processes</li> <li>◆ Environmental Health visits</li> <li>◆ contact with catering colleges, restaurants, industry partners and visits to local food outlets or cookery shows and exhibitions</li> </ul>		
<ul style="list-style-type: none"> <li>◆ peer support/ evaluation of safe hygienic practices</li> <li>◆ matching exercises to link equipment with techniques</li> <li>◆ group activities to demonstrate processes and techniques in the production of dishes</li> <li>◆ recipe bookmark on tests for readiness</li> </ul>	<ul style="list-style-type: none"> <li>◆ chef demonstrations on the use of a range of ingredients to show presentation techniques for finished dishes</li> <li>◆ photographs of finished dishes for evaluation</li> <li>◆ using supermarket leaflets/magazines to investigate the type of ingredients available and their seasonality and sustainability</li> <li>◆ group presentations on local ingredients</li> <li>◆ food miles challenges</li> <li>◆ group discussions/ presentations on a range of ingredients and their characteristics</li> <li>◆ current food waste reduction campaigns</li> </ul>	<ul style="list-style-type: none"> <li>◆ preparing dishes for a range of occasions</li> <li>◆ recipe research for suitable dishes for specific occasions</li> <li>◆ group and individual activities to carry out a plan to prepare dishes</li> <li>◆ research into ingredient availability</li> <li>◆ chef demonstrations/chef of the day awards</li> <li>◆ team challenges (games based on TV cookery competitions)</li> <li>◆ practical application</li> </ul>

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

# Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills is appropriate to the level of the Course.

Learners should be aware of the generic skills they are learning. Below are some learning activities where these *Skills for Learning, Skills for Life and Skills for Work* may be developed concurrently with subject specific skills. Many of the learning activities exemplified offer opportunities to develop more than one skill for learning, life and work.

The coverage of skills for learning, skills for life and skills for work is illustrated in the table below.

<b>Skills for learning, skills for life and skills for work</b>	<b>Learning and teaching opportunities for development</b>
<p><b>2 Numeracy</b> 2.2 Money, time and measurement</p>	<ul style="list-style-type: none"> <li>◆ developing numeracy skills in the measurement of ingredients, using scales measuring spoons and jugs</li> <li>◆ applying numerical skills to calculations involving temperature</li> <li>◆ applying numerical skills to calculations involving cooking times</li> <li>◆ applying numerical skills to calculations involving time management when following a plan</li> </ul>
<p><b>5 Thinking skills</b> 5.2 Understanding 5.3 Applying</p>	<ul style="list-style-type: none"> <li>◆ correctly using equipment and techniques</li> <li>◆ using food preparation techniques and following cookery processes in different contexts</li> <li>◆ correctly applying and monitoring cookery processes</li> <li>◆ demonstrating and applying knowledge of safe and hygienic practices</li> <li>◆ checking foods for readiness and taking appropriate action</li> <li>◆ evaluating the prepared dishes</li> </ul>

The development of both cookery-specific and generic skills will be central to this Course, and teachers/lecturers should make learners aware of the skills they are developing and of the transferability of the generic ones. It is this transferability that will help learners with further study and enhance their personal effectiveness.

# Approaches to assessment

There are different approaches to assessment, and teachers/lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives.

Each learner will progress at a different rate, and teachers/lecturers should be able to determine when the learner is ready to be assessed. As with learning and teaching, approaches to assessment should encourage personalisation and choice.

Teachers/lecturers should give learners accurate and regular feedback about their learning and ensure that they are actively involved in the assessment process.

The following is a list of possible methods which could be used for assessment and gathering evidence.

- ◆ questioning — written, oral
- ◆ observation of learners carrying out practical activities
- ◆ presentations
- ◆ group discussions
- ◆ peer-/self-assessment
- ◆ matching exercises
- ◆ various forms of e-assessment
- ◆ working logs/portfolios of evidence
- ◆ photographic or video evidence may also be used where appropriate

A range of activities which could be used for gathering evidence for each Unit can be found in the sections on Approaches to Learning, Teaching and Assessment in the *Unit Support Notes*.

It is recommended, however, that learners should maintain a portfolio of evidence to record the application of their skills, knowledge and understanding. This may include checklists of the demonstrated skills.

During practical assessment, teachers/lecturers will usually observe learners' performance and complete an observational checklist confirming whether the learner has met the requirement of each Assessment Standard.

When a combined approach is used, the checklist will be useful in ensuring that the same things are not being assessed twice (ie to avoid over-assessment). Assessment of the underpinning knowledge may take a variety of forms, for example oral or written questioning or e-assessment.

Teachers/lecturers should note that learners' day-to-day class activities may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially. Such naturally occurring evidence may contribute towards Unit assessment.

Since skills in particular take a long time to develop, teachers/lecturers should give learners plenty of opportunities for application and reinforcement of cookery skills and techniques along with practise in planning and organising their work. Simple evaluation should be an integral part of the Course at all stages to allow learners to improve. Safe and hygienic practices should be followed at all times during practical activities.

## **Preparation for Course assessment**

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and towards the end of the Course, for further integration, revision and preparation for Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

Course assessment will take the form of a practical activity drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners to extend their knowledge, understanding and skills in the context of planning, producing and presenting a three-course meal for a given number of people.

Since Course assessment samples skills, knowledge and understanding from across the Course, teachers/lecturers should make sure that they cover the entire mandatory content for the Course.

Skills in particular take a long time to develop, so teachers/lecturers should give learners plenty of opportunities to practise planning and organising their work, using cookery skills and evaluating both the process and the product in order to improve those skills. They should also keep emphasising the importance of safety and hygiene and ensure that learners follow safe and hygienic practices at all times.

Towards the end of the Course, some of learners' time will be spent revising the work done over the entire programme. The emphasis there should be on practical skills, and learners could use the opportunity to practise producing dishes in the Unit on Organisational Skills for Cooking in preparation for Course assessment. Teachers/lecturers could use the information on the structure and coverage of the Course assessment given in the *Course Assessment Specification* as a checklist for this purpose.

## Combining assessment across Units

Wherever possible, assessment within the Unit should be combined. Any pattern of combined assessment can mirror that for combined delivery, illustrated in the section on Approaches to Learning, Teaching and Assessment.

Using a combined approach to assessment is recommended because it will:

- ◆ enrich the assessment process for both learners and teachers/lecturers by bringing together the Unit's Outcomes
- ◆ make more sense to learners and avoid duplication of assessment
- ◆ ensure greater rigour in assessment
- ◆ allow for evidence for the Outcomes to be drawn from a range of activities, making it easier to cover aspects which may not occur in a one-off assessment
- ◆ use assessment opportunities efficiently and reduce over-assessment

Combined assessment will also minimise repetition, allow more time for learning and allow centres to manage the assessment process more efficiently.

When assessment within the Course is combined, teachers/lecturers should take particular care to track the evidence for each Outcome to ensure that learners who do not achieve the entire Unit may still get recognition for the Outcome they have achieved.

The use of a combined checklist is recommended to record learner achievement across more than one Unit when preparing a dish. An example is given below.

### Cookery Skills, Techniques and Processes Outcomes 1 and 2

		Food preparation equipment			Food preparation techniques			Cookery processes			Safety and hygiene	
Recipe	Teacher's initials	Date	Peeler	Veg knife	Others	Peel	Cut	Others	Boiling	Baking		Others
Chicken, mushroom and pasta bake												
Fresh fruit gateau												
Other recipes												

## Understanding and Using Ingredients Outcome 2

			Use of ingredients				Safety and hygiene
Recipe	Teacher's initials	Date	Selecting	Preparing	Cooking	Garnishing /decorating	
Chicken, mushroom and pasta bake							
Fresh fruit gateau							
Other recipes							

# Equality and inclusion

The Course has been designed to ensure that there are no unnecessary barriers to learning or assessment. It takes into account the needs of all learners in that it recognises that young people achieve in different ways and at a different pace. Centres will be free to use a range of teaching methods.

Equality and inclusion will also be promoted through a range of activities and assessment techniques which suit particular learning styles and allow the choice of different recipes and ingredients to demonstrate a range of cookery skills, garnishing and decoration techniques.

Learners with additional support needs should be offered adequate support. Such support might, for example, enable them to demonstrate a skill or complete a task, handle equipment or read instructions. The range of support might include:

- ◆ using Additional Support Needs (ASN) Assistants/readers or scribes
- ◆ using commercially available/specialist aids
- ◆ adapting the kitchen and/or the tools and equipment
- ◆ providing additional time for learners

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).
- ◆ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
- ◆ *Building the Curriculum 5: A framework for assessment*
- ◆ Course Specifications
- ◆ Design Principles for National Courses
- ◆ *Guide to Assessment* (June 2008)
- ◆ Overview of Qualification Reports
- ◆ Principles and practice papers for curriculum areas
- ◆ *SCQF Handbook: User Guide* (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
- ◆ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*

# Administrative information

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**Published:** September 2016 (version 1.1)

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## History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date
	1.1	Additions to 'Support for Learning and Teaching' section to provide further support.  Minor amendments to suggested activities to provide further support and for consistency with the Course Assessment Specification.	Qualifications Manager	September 2016

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version.

## Unit Support Notes — Cookery Skills, Techniques and Processes (National 5)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Cookery Skills, Techniques and Processes* (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

# General guidance on the Unit

## Aims

The general aim of this Unit is to enhance learners' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

Learners who complete this Unit will be able to:

- ◆ Use cookery skills to prepare ingredients
- ◆ Follow cookery processes to produce dishes

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or equivalent qualifications or experience:

- ◆ National 4 Hospitality: Practical Cookery Course or relevant component Units

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 Hospitality: Practical Cookery *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

This Unit or its components may provide progression to:

- ◆ other qualifications in Hospitality or related areas at SCQF level 6
- ◆ further study, employment or training

# Approaches to learning, teaching and assessment

Learning and teaching approaches should be learner centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning, with an activity approach being used to enable learners to develop all the relevant cookery skills effectively.

Learners should develop an awareness of, and contribute to discussions about, cookery skills, techniques and processes in the context of preparing a range of dishes. This should include knowledge of the safe and hygienic practices involved in the application of these skills. For example, they could explore:

- ◆ the range of food preparation equipment
- ◆ food preparation techniques
- ◆ cookery processes
- ◆ safe and hygienic practices in food preparation and cooking

Centres should set varied practical tasks to allow learners to experience challenge and enjoyment in a range of practical food contexts. The food preparation techniques and cookery processes should be selected in the 'Further mandatory information on Course coverage for the National 5 Hospitality: Practical Cookery Course' section of the *Course Assessment Specification*.

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

Outcome 1	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
<p>1.1 Selecting and using equipment to weigh and measure ingredients accurately</p>	<p>Teacher demonstration and monitoring of the accurate use of the following range of weighing and measuring equipment in a variety of contexts:</p> <ul style="list-style-type: none"> <li>◆ scales</li> <li>◆ measuring jug</li> <li>◆ measuring spoons</li> </ul> <p>Self and peer monitoring and evaluation of weighing and measuring</p>	<p>Learners should be given opportunities to use scales, measuring jugs and measuring spoons when following a number of different recipes.</p> <p>Self and peer monitoring and evaluation of weighing and measuring could be encouraged.</p>	
<p>1.2 Applying a range of food preparation techniques using appropriate equipment with precision</p>	<p>Teacher demonstration of the practical application of the use of a range of equipment.</p> <p>Teacher demonstration of the practical application of the equipment to carry out the techniques identified in the 'Further mandatory information on Course coverage for the National 5 Hospitality: Practical Cookery' section of the Course Assessment Specification.</p> <ul style="list-style-type: none"> <li>◆ individual activities for learners to demonstrate the correct and safe use of equipment</li> <li>◆ individual activities for learners to apply, with support as required, a range of food preparation techniques with precision in the context of making dishes</li> </ul>	<p>Learners should be given opportunities to use a variety of equipment, appropriate to the techniques, when following a number of different recipes.</p>	<p>Safe and hygienic practices should be evident at all times.</p> <p>Evidence could comprise video footage/photographs, a completed assessor observational checklist.</p>

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

<p>2.4 Working safely and hygienically</p>	<p>During all practical food activities learners should implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria and demonstrate safe working practices.</p> <p>At the end of each practical food activity, the food should be correctly stored and appropriate instructions given for reheating.</p>	<p>Practical food activities will allow learners to demonstrate safe hygienic practices. The use of teacher, peer- and self-assessment should be used to identify areas for improvement.</p>	
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An exemplar checklist for use with this Unit is provided as an appendix: [Appendix 2: Exemplar checklist](#).

## **Combining assessment within Units**

Using a combined approach to assessment is recommended because it will minimise repetition, allow more time for learning and allow centres to manage the assessment process more efficiently.

The evidence for this Unit will be generated through practical activities. Evidence for both Outcomes may be either presented separately or gathered through a range of activities assessed holistically. If the latter approach is used, it must be clear how the evidence covers each Outcome. Such combined activities would cover both food preparation techniques and cookery processes.

When assessment within the Unit is combined, teachers/lecturers should take particular care to track the evidence for each Assessment Standard to identify where any re-assessment may be required.

## **Developing skills for learning, skills for life and skills for work**

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the National 5 Hospitality: Practical Cookery *Course Support Notes*.

# Equality and inclusion

This Unit has been designed to ensure that there are no unnecessary barriers to learning or assessment. It takes into account the needs of all learners in that it recognises that young people achieve in different ways and at a different pace. Centres will be free to use a range of teaching and delivery methods.

Equality and inclusion will also be promoted by the use of a range of activities and assessment techniques which suit particular learning styles and learners' needs and allowing the choice of different recipes and ingredients for dishes.

Learners with additional support needs should be offered adequate support. Such support might, for example, enable them to demonstrate a skill or complete a task, handle equipment or read instructions. The range of support might include:

- ◆ using Additional Support Needs (ASN) Assistants
- ◆ using commercially available/specialist aids
- ◆ adapting the kitchen and/or the tools and equipment
- ◆ providing additional time for learners

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Overview of Qualification Reports
- ◆ Principles and practice papers for curriculum areas
- ◆ Research Report 4 — Less is More: Good Practice in Reducing Assessment Time
- ◆ Coursework Authenticity — a Guide for Teachers and Lecturers
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

# Appendix 2: Exemplar checklist

## Outcome 1

Use cookery skills to prepare ingredients

## Outcome 2

Follow cookery processes to produce dishes

Learner's name: \_\_\_\_\_

Dishes: \_\_\_\_\_

Assessment Standard	Achieved (✓) Re-assessment required (✗)	Re- assessment ✓ or ✗	Date
1.1 Selecting and using equipment to weigh and measure ingredients accurately			
1.2 Applying a range of food preparation techniques using appropriate equipment with precision			
1.3 Working safely and hygienically			
2.1 Cooking prepared ingredients according to recipes			
2.2 Controlling the stages of the cookery processes and testing food for readiness			
2.3 Presenting and garnishing or decorating the dishes and, where appropriate, portioning them			
2.4 Working safely and hygienically			

# Administrative information

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**Published:** April 2012 (version 1.0)

**Superclass:** NF

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## History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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## Unit Support Notes — Understanding and Using Ingredients (National 5)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Understanding and Using Ingredients* (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

# General guidance on the Unit

## Aims

The general aim of this Unit is to enhance learners' knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice. Learners will further develop the ability to select and use a range of appropriate ingredients in the preparation of dishes and do so safely and hygienically.

Learners who complete this Unit will be able to:

- ◆ Apply an understanding of ingredients from a range of categories
- ◆ Use ingredients in the preparation of dishes

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or equivalent experience:

- ◆ National 4 Hospitality: Practical Cookery Course or relevant component Units

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 Hospitality: Practical Cookery *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

This Unit or its components may provide progression to:

- ◆ other qualifications in Hospitality or related areas at SCQF level 6
- ◆ further study, employment or training

# Approaches to learning and teaching

Learning and teaching approaches should be learner-centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning, with an activity approach being used to enable learners to develop all the relevant preparation skills effectively.

Learners should develop an awareness of, and contribute to discussions about, the selection, preparation and cooking of a range of ingredients, responsible sourcing of ingredients in the context of preparing a range of dishes. This should include knowledge of the safe and hygienic practices involved in the preparation and use of ingredients.

For example, they could explore:

- ◆ the range of ingredients and their characteristics
- ◆ storage methods for ingredients
- ◆ current dietary advice relating to the use of ingredients
- ◆ locally sourced and sustainable ingredients
- ◆ safe and hygienic practices in the preparation and cooking of ingredients

Centres should set varied practical tasks to allow learners to experience challenge and enjoyment in the understanding and use of a range of ingredients. The recipes selected will determine the range of ingredients used in Outcome 2. This would include using a range of ingredients from the following categories: herbs, spices, flavourings and seasonings; dry ingredients; meat or meat alternatives; poultry or poultry alternatives; fruit and vegetables; dairy products or dairy alternatives; fish or seafood; and eggs.

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

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

<p>1.4 Describing the importance of sourcing sustainable ingredients</p>	<p>Group and class activities to identify the value of sourcing sustainable ingredients, including locally produced and seasonal ingredients, when preparing dishes.</p> <p>There should ideally be sufficient flexibility built into the practical activities that allows for centres to develop specific recipes that show the use of locally produced and seasonal ingredients.</p>	<p>Learners should be given opportunities to identify a range of ingredients from different categories and their uses in food preparation.</p>	<p>Learners can identify categories of ingredients and via verbal feedback or completion of short answer response questions. An information poster could be created to feedback findings to the rest of the class. Presentations can be stored in an e-portfolio.</p> <p>A matching exercise could also be used.</p>
<p><b>Outcome 2</b></p>	<p><b>Approaches to learning and teaching</b></p>	<p><b>Approaches to assessment</b></p>	<p><b>Approaches to gathering evidence</b></p>
<p>2.1 Selecting, preparing and/or cooking the ingredients, according to recipes</p>	<p>Selection of ingredients suitable for recipes.</p> <p>Research of ingredients linked to recipes and identification of alternative ingredients to promote current dietary advice.</p> <p>Individually, with support as required, learners can produce a range of dishes which demonstrate the use of a range of different ingredients.</p>	<p>Learners should be given opportunities to select ingredients for a given recipe.</p> <p>Learners either individually, in pairs or groups, should be given opportunities to prepare a variety of dishes to demonstrate the correct preparation and cooking of a range of ingredients.</p>	<p>Evidence could comprise a completed assessor observational checklist for the correct selection, preparation and/or cooking of a range of ingredients. Peer observation with verbal feedback could also be used as evidence.</p>
<p>2.2 Demonstrating specialist garnishing and/or decorating techniques</p>	<p>Chef/teacher demonstrations on the use of a range of ingredients to produce specialist garnishes/decorations.</p> <p>Individual/paired/group practical activities to demonstrate garnishes/decorations.</p>	<p>Learners should be given opportunities to demonstrate the use of a range of ingredients to produce specialist garnishes for savoury dishes and decorations for sweet dishes.</p>	<p>Evidence could comprise a completed assessor observational checklist for the appropriate use of ingredients for garnishes/decorations.</p> <p>Peer observation with verbal feedback on finished dishes could also be used as evidence.</p>

	<p>Chef demonstrations, TV cookery programmes and magazine/recipe book research.</p> <p>Group research and image board on different types of ingredients suitable for garnishing and decorating finished dishes.</p>		
<p>2.3 Working safely and hygienically</p>	<p>During all practical food activities learners should implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria.</p> <p>Demonstrate safe working practices throughout the preparation and use of ingredients.</p> <p>At the end of the lesson the food should be correctly stored and instructions given for adequate reheating.</p>	<p>Practical food activities will allow learners to demonstrate safe hygienic practices. The use of teacher, peer and assessment should be used to identify areas for improvement.</p>	<p>Safe and hygienic practice should be evident at all times. Evidence could be collated via video footage, peer observation, assessor observational checklist.</p>

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

## **Combining assessment within the Unit**

Using a combined approach to assessment is recommended because it will minimise repetition, allow more time for learning and allow centres to manage the assessment process more efficiently.

The evidence for this Unit will be generated through practical activities. Evidence for both Outcomes may be either presented separately or gathered through a range of activities assessed holistically. If the latter approach is used, it must be clear how the evidence covers each Outcome. Such combined activities would cover both identifying the ingredients and then using them in the preparation of dishes.

When assessment within the Unit is combined, teachers/lecturers should take particular care to track the evidence for each Assessment Standard to identify where any re-assessment may be required.

## **Developing skills for learning, skills for life and skills for work**

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the National 5 Hospitality: Practical Cookery *Course Support Notes*.

# Equality and inclusion

This Unit has been designed to ensure that there are no unnecessary barriers to learning or assessment. It takes into account the needs of all learners in that it recognises that young people achieve in different ways and at a different pace. Centres will be free to use a range of teaching and delivery methods.

Equality and inclusion will also be promoted by the use of a range of activities and assessment techniques which suit particular learning styles and learners' needs and allowing the choice of different recipes to demonstrate the appropriate use of a range of ingredients.

Learners with additional support needs should be offered adequate support. Such support might, for example, enable them to demonstrate a skill or complete a task, handle equipment or read instructions. The range of support might include:

- ◆ using Additional Support Needs (ASN) Assistants
- ◆ using commercially available/specialist aids
- ◆ adapting the kitchen and/or the tools and equipment
- ◆ providing additional time for learners

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Overview of Qualification Reports
- ◆ Principles and practice papers for curriculum areas
- ◆ Research Report 4 — Less is More: Good Practice in Reducing Assessment Time
- ◆ Coursework Authenticity — a Guide for Teachers and Lecturers
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

# Appendix 2: Exemplar checklist

## Outcome 1

Apply an understanding of a range of ingredients from a range of categories

## Outcome 2

Use ingredients in the preparation of dishes

Learner's name: \_\_\_\_\_

Dishes: \_\_\_\_\_

Assessment Standard	Achieved (✓) Re-assessment required (✗)	Re-assessment ✓ or ✗	Date
1.1 Identifying a variety of ingredients and their characteristics			
1.2 Describing and demonstrating safe and appropriate storage methods for ingredients			
1.3 Describing how current dietary advice influences the selection, preparation and use of ingredients			
1.4 Describing the importance of sourcing sustainable ingredients			
2.1 Selecting, preparing and/or cooking the ingredients according to recipes			
2.2 Demonstrating specialist garnishing and/or decorating techniques.			
2.3 Working safely and hygienically			

# Administrative information

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**Published:** September 2016 (version 1.1)

**Superclass:** NF

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## History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date
	1.1	Amendment in Appendix 2.	Qualifications Manager	September 2016

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version.

## Unit Support Notes — Organisational Skills for Cooking (National 5)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Organisational Skills for Cooking* (National 5) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

# General guidance on the Unit

## Aims

The general aim of this Unit is to extend learners' planning, organisational and time management skills. Learners will develop the ability to follow recipes; to plan, produce and cost dishes and meals; and to work safely and hygienically. They will also extend their ability to carry out an evaluation of the product.

Learners who complete this Unit will be able to:

- ◆ select and follow recipes to produce a two-course meal
- ◆ Implement a time plan to produce a two-course meal

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or equivalent qualifications or experience:

- ◆ National 4 Hospitality: Practical Cookery Course or relevant component Units

## Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 Hospitality: Practical Cookery *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

This Unit or its components may provide progression to:

- ◆ other qualifications in Hospitality or related areas at SCQF level 6
- ◆ further study, employment or training

# Approaches to learning, teaching and assessment

Learning and teaching approaches should be learner centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning, with an activity approach being used to enable learners to develop all the relevant organisational skills effectively.

Learners should develop an awareness of, and contribute to discussions about, organisational skills in the context of preparing dishes. This should include knowledge of the safe and hygienic practices involved in the application of these skills. For example, they could explore:

- ◆ suitable recipes for each course
- ◆ evaluation techniques
- ◆ steps involved in time management
- ◆ safe and hygienic practices in the preparation and cooking of food

Centres should set varied practical tasks to allow learners to experience challenge and enjoyment in a range of practical cookery contexts.

Use could also be made of contacts with catering colleges, restaurants, industry partners and visits to the local food outlets or cookery shows and exhibitions.

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

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

Outcome 2	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
2.1 Requisitioning equipment and organising the work area efficiently	During practical activities learners should requisition equipment required for the recipe and organise their work areas appropriately.	Learners should be given the opportunity to requisition equipment and organise the work area efficiently on a number of occasions.	Evidence could be collated via video footage, completion of an assessor observational checklist.
2.2 Carrying out the tasks according to the time plan	<p>Learners should previously have devised a time plan to produce a two-course meal with guidance from the teacher to link to the key stages, eg:</p> <ul style="list-style-type: none"> <li>◆ practical activities</li> <li>◆ timings</li> <li>◆ points of safety and hygiene</li> </ul> <p>Learners should work individually to follow the devised time plan.</p>	Learners should be given opportunities to work with through time plans which they have previously devised.	Evidence could be collated via video footage, completion of an assessor observational checklist.
2.3 Working safely and hygienically	<p>During all practical food activities learners should implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria and demonstrate safe working practices.</p> <p>At the end of each practical food activity the food should be correctly stored and appropriate instructions given for reheating.</p>	Practical food activities will allow learners to demonstrate safe hygienic practices. The use of teacher, peer and self-assessment should be used to identify areas for improvement.	Safe and hygienic practice should be evident at all times. Evidence could be collated via video footage, peer observation, assessor observational checklist.

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

## **Combining assessment within Units**

Using a combined approach to assessment is recommended because it will minimise repetition, allow more time for learning and allow centres to manage the assessment process more efficiently.

The evidence for this Unit will be generated through practical activities. It is expected that the evidence for both Outcomes will be gathered through the implementation of a time plan. It must be clear how the evidence covers each Outcome.

When assessment within the Unit is combined, teachers/lecturers should take particular care to track the evidence for each Assessment Standard to identify where any re-assessment may be required.

## **Developing skills for learning, skills for life and skills for work**

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the National 5 Hospitality: Practical Cookery *Course Support Notes*.

# Equality and inclusion

This Unit has been designed to ensure that there are no unnecessary barriers to learning or assessment. It takes into account the needs of all learners in that it recognises that young people achieve in different ways and at a different pace. Centres will be free to use a range of teaching and delivery methods.

Equality and inclusion will also be promoted by the use of a range of activities and assessment techniques which suit particular learning styles and learners' needs and allowing the choice of different recipes and ingredients for dishes.

Learners with additional support needs should be offered adequate support. Such support might, for example, enable them to demonstrate a skill or complete a task, handle equipment or read instructions. The range of support might include:

- ◆ using Additional Support Needs (ASN) Assistants
- ◆ using commercially available/specialist aids
- ◆ adapting the kitchen and/or the tools and equipment
- ◆ providing additional time for learners

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ Overview of Qualification Reports
- ◆ Principles and practice papers for curriculum areas
- ◆ Research Report 4 — Less is More: Good Practice in Reducing Assessment Time
- ◆ Coursework Authenticity — a Guide for Teachers and Lecturers
- ◆ [SCQF Handbook: User Guide](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

# Appendix 2: Exemplar checklist

## Outcome 1

Select and follow recipes to produce a two-course meal

## Outcome 2

Implement a time plan to produce a two-course meal

Learner's name: \_\_\_\_\_

Dishes: \_\_\_\_\_

Assessment Standard	Achieved (✓) Re-assessment required (✗)	Re – assessment ✓ or ✗	Date
1.1 Selecting and costing suitable recipes for a main course and a complementary starter or dessert			
1.2 Preparing the dishes according to the recipes			
1.3 Evaluating the prepared dishes in terms of presentation, taste and texture			
1.4 Working safely and hygienically			
2.1 Requisitioning equipment and organising the work area efficiently			
2.2 Carrying out the tasks according to the time plan			
2.3 Working safely and hygienically			

# Administrative information

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## History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date
	1.1	Amendments to 'Approaches to learning, teaching and assessment grid'. Minor amendments to Appendix 2.	Qualifications Manager	September 2016

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