



Hospitality: Practical Cookery (National 5)

Draft Course and Unit Support Notes

For general advice and guidance on the Course.



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Hospitality: Practical Cookery (National 5) 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.

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General guidance on the Course

Aims

This Course aims to enable learners to:

- ◆ become familiar with a range of cookery skills, covering food preparation techniques and cookery processes
- ◆ develop an understanding of ingredients and their uses
- ◆ develop an understanding of the concepts of sustainability and responsible sourcing of ingredients
- ◆ develop an understanding of current dietary advice relating to the use of ingredients
- ◆ select and follow recipes to produce complex dishes for a specific occasion
- ◆ plan and produce meals and present them appropriately
- ◆ develop an understanding of the importance of food safety and hygiene and to work safely and hygienically

The Course is practical and experiential, and its use of real-life hospitality contexts makes it relevant to the world of work.

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 and knowledge required by one or more of the following or equivalent experience:

- ◆ Hospitality: Practical Cookery (National 4 or relevant component Units)
- ◆ Health and Food Technology (National 4 or relevant component Units)
- ◆ Home Economics (Intermediate 1 or relevant component Units)
- ◆ Home Economics (Standard Grade — General level)
- ◆ Hospitality (Skills for Work — SCQF level 4)
- ◆ Hospitality (National Certificate — SCQF level 4)
- ◆ equivalent qualifications
- ◆ previous relevant experience

Experiences and Outcomes

There is an expectation that learners have overtaken relevant experiences and outcomes.

This Course assumes that learners have overtaken the experiences and outcomes from the health and wellbeing and the technologies curriculum areas which are listed below.

CA1: Health and wellbeing

Organiser	EO — level 4
Physical wellbeing	I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 3-17a/HWB 4-17a
Safe and hygienic practices	Having explored the conditions for bacterial growth, I can use this knowledge to inform my practice and control food safety risks. HWB 4-33a

CA2: Technologies

Organiser	EO — level 4
No subsidiary organisers	I can confidently apply preparation techniques and processes to make items using specialist skills, materials, equipment or software in my place of learning, at home or in the world of work. TCH 4-10a
	I can explore the properties and functionality of ingredients, materials, equipment or software to establish their suitability for a task at home or in the world of work. TCH 4-10b
	Showing creativity and innovation, I can design, plan and produce increasingly complex food or textile items which satisfy the needs of the user, at home or in the world of work. TCH 4-11a
	I can apply skills of critical thinking when evaluating the quality and effectiveness of my own or others' products. TCH 4-11b

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.

This Course is practical, and its main purpose is to develop learners' cookery skills in the context of producing a range of complex dishes. Teachers/lecturers should introduce learners to a range of food preparation techniques and equipment, cookery processes and ingredients listed in the table at the end of this section.

It will be important for learners to understand how to plan a logical sequence of work so that they can dovetail tasks. Learners should acquire the ability to follow recipes and to plan and produce complex dishes and three-course meals. Teachers/lecturers should give learners opportunities to develop their service and presentation skills and encourage them to demonstrate flair in the presentation of dishes.

Learners should be encouraged to adopt an analytical approach to their work and given opportunities to evaluate the finished dishes in terms of their taste, texture and presentation as well as portion control. They should also be able to evaluate the plan and its implementation. The techniques used could include self- and peer evaluation, group discussions or question-and-answer sessions. This aspect strongly supports the development of analytical skills, which come under the umbrella of generic thinking skills.

In cookery, working safely and hygienically is of paramount importance, which is why teachers/lecturers should emphasise this importance throughout the Course and keep reinforcing it. Learners should be made to observe personal and kitchen hygiene at all times, which will involve washing hands, wearing clean protective clothing and hairnets and not wearing jewellery or nail varnish. Teachers/lecturers should also ensure that the equipment, ingredients and prepared food are handled safely and hygienically. It will be important for learners to develop a clean-as-you-go attitude and the habit of maintaining the work area in a safe, hygienic and organised manner.

The table below summarises the skills, knowledge and understanding which will be covered in this Course.

Identification and uses of the following as appropriate to the task:	
Food preparation equipment	Peeler; vegetable knife; cook's knife; blender; grater; sieve; wooden spoon; whisk; metal spoon; palette knife; rolling pin; dredger; cutter; pastry brush; spatula; piping bag and nozzles; food processor
Weighing and measuring equipment	<ul style="list-style-type: none"> ◆ scales ◆ measuring jug ◆ measuring spoons
Food preparation techniques	Peel; slice; cut for macedoine, jardinière, julienne, paysanne, brunoise; blend; puree; marinate; strain; grate; mix; whisk; cream; fold; line; shape; rub-in; knead; roll out; glaze; bake blind; pipe
Cookery processes	<ul style="list-style-type: none"> ◆ boiling ◆ baking ◆ stewing ◆ steaming ◆ stir frying ◆ poaching ◆ grilling ◆ shallow frying
Categories of ingredients	<ul style="list-style-type: none"> ◆ herbs and spices ◆ dry ingredients ◆ meat or meat alternatives or poultry ◆ fruit and vegetables ◆ dairy products or dairy alternatives ◆ fish and seafood ◆ eggs
Understanding ingredients	<ul style="list-style-type: none"> ◆ how to extend the shelf-life of perishable ingredients ◆ storage requirements of ingredients ◆ current dietary advice relating to the use of ingredients ◆ the concepts of sustainability and responsible sourcing of ingredients
Planning three-course meals for four people	<ul style="list-style-type: none"> ◆ the choice of recipes ◆ the ingredients list ◆ the time plan ◆ how the cookery processes will be monitored ◆ how safety and hygiene will be observed ◆ service details
Cooking and finishing dishes	<ul style="list-style-type: none"> ◆ following cookery processes ◆ monitoring the stages of cookery processes and checking food for readiness ◆ where appropriate, tasting and taking any necessary action to achieve an acceptable end product ◆ finishing the dishes using appropriate garnishes or decorations with flair

Serving dishes	<ul style="list-style-type: none">◆ portioning the dishes ensuring the portions are consistent◆ selecting the serving plates◆ ensuring the correct temperature of the serving plates◆ ensuring the cleanliness of the serving plates◆ adhering to the service times
Evaluating dishes	<ul style="list-style-type: none">◆ taste, texture, portion control and presentation◆ the implementation of the plan
Evaluating the plan	<ul style="list-style-type: none">◆ the plan◆ the implementation of the plan
Understanding safety and hygiene and working safely and hygienically	<ul style="list-style-type: none">◆ understanding the importance of food safety and hygiene◆ observing personal hygiene◆ handling equipment safely and hygienically◆ handling the ingredients and prepared food safely and hygienically◆ maintaining the work area in a safe, hygienic and organised manner

In general, the skills listed in this section will support the development of aspects of numeracy, namely number processes and understanding money, time and measurement, as well as thinking skills. A fuller explanation of how these skills relate to the development of skills for learning, skills for life and skills for work is given further on in these *Course Support Notes*.

Progression from this Course

This Course or its components may provide progression to:

- ◆ Health and Food Technology (Higher or relevant component Units)
- ◆ Hospitality: Professional Cookery (SCQF level 5 or 6)
- ◆ Hospitality: Practical Cake Baking and Finishing (National 5 — lateral progression)
- ◆ further study, employment and/or training

Hierarchies

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

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.

In Hospitality: Practical Cookery, the Courses and Units form a structured sequence spanning three levels, as is illustrated in the table below.

Access 3	National 4	National 5
Unit 1: Cookery Skills: Processes and Techniques	Unit 1: Cookery Skills: Processes and Techniques	Unit 1: Cookery Skills: Processes and Techniques
Unit 2: Understanding and Using Ingredients	Unit 2: Understanding and Using Ingredients	Unit 2: Understanding and Using Ingredients
Unit 3: Organisational Skills for Cooking	Unit 3: Organisational Skills for Cooking	Unit 3: Organisational Skills for Cooking

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. For those who might fall short in some areas, on the other hand, it provides fallback. A hierarchical arrangement also enables learners to work at different levels in one class — it is envisaged that this will happen in some centres.

Teachers/lecturers should ensure that learners who progress to the next SCQF level do not repeat the skills, knowledge and understanding already covered. The strategies for achieving this are outlined below.

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 and complexity commensurate with progression up the levels.

It is also important to differentiate between the levels in terms of both the range and the complexity of the recipes used, from a limited range of simple ones at Access 3 to a far greater range of relatively complex ones at National 5. The recipes will cover both the dishes and garnishes or decorations.

Teachers/lecturers should ensure that the higher the level, the greater the emphasis on the degree of flair in the presentation of the dishes should be.

Another useful strategy will be to make sure that the range of ingredients and their uses increases with the level and that the treatment of these areas becomes more challenging and includes new angles, for example new facets to sustainability in the sourcing of ingredients, including seasonality and locality. The sourcing of ingredients, for example, will not be covered at Access 3 at all, being introduced only at National 4. National 5 will then treat the subject in greater depth, examining concepts of sustainability and responsible sourcing of ingredients.

The health impact of ingredients should also be covered in different ways at different levels, with learners being encouraged to carry out progressively more independent investigations into this topic. Learners' planning, analytical and evaluative skills should be progressively stretched, with learners expected to demonstrate them with an increasing degree of insight.

The higher they progress, the greater the degree of autonomy which learners 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 previously completed the Course at a lower level, their interest in the subject is kept alive.

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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 cookery skills effectively. The underpinning knowledge should be integrated with practical activities and placed in the context of those activities.

In general, teaching strategies should enable learners to:

- ◆ learn progressively more independently
- ◆ work co-operatively and assume shared responsibility
- ◆ prioritise tasks and work within deadlines
- ◆ acquire, extend and apply 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

There are different ways of delivering the Course. While each Unit stands alone, all three will often be delivered as part of the Course. When the latter approach is used, the Units may either be taught in sequence or be fully integrated. When the Units are delivered in an integrated way, individual Outcomes may be integrated both within and across the Units.

An integrated approach is recommended, since it will enable learners to acquire skills, knowledge and understanding in a meaningful way and will help with their retention. Such an approach also helps learners to transfer any newly developed skills to new contexts and frees up more time for teaching and learning.

The model for integrated delivery is given in the table below.

Integrated delivery

Unit	Planning	Ingredients	Preparation techniques	Cookery processes	Service	Evaluation
Unit 1 Cookery Skills: Processes and Techniques		Outcome 1 Outcome 2	Outcome 1	Outcome 2	Outcome 2	
Unit 2 Understanding and Using Ingredients		Outcome 1 Outcome 2	Outcome 2	Outcome 2	Outcome 2	
Unit 3 Organisational Skills for Cooking	Outcome 2	Outcome 1	Outcome 2	Outcome 2	Outcome 2	Outcome 1 Outcome 2

When delivery is integrated, the ingredients covered in Unit 2: Understanding and Using Ingredients could be used in the context of the preparation techniques and cookery processes in Unit 1: Cookery Skills: Processes and Techniques. Unit 3: Organisational Skills for Cooking could be integrated with any cookery activity.

Centres may also consider delivering each of the three Units at National 4 and National 5 together. The time used by National 4 learners for the Added Value Unit would then be used by others for preparing for the Course assessment at National 5.

Centres planning to deliver the Units sequentially may wish to refer to the table below, which suggests two models for sequential delivery. However, the decision about how to structure the Course rests with each individual centre.

Sequential delivery

Model 1	Model 2
Unit 1 Cookery Skills: Processes and Techniques	Unit 2 Understanding and Using Ingredients
Unit 2 Understanding and Using Ingredients	Unit 1 Cookery Skills: Processes and Techniques
Unit 3 Organisational Skills for Cooking	Unit 3 Organisational Skills for Cooking

The safety and hygiene aspect should permeate the whole Course and, in order to be meaningful, must be integrated within all cookery activities. In order to bring the safety and hygiene aspect to life, teachers/lecturers could ask learners to research it using a variety of sources, including the internet, commercially produced CD-ROMs or relevant textbooks. Learners could be given a project to

work through and then asked to present the findings to the whole class. They might also complete a worksheet, which could be used for formative assessment purposes.

In order to encourage personalisation and choice, teachers/lecturers should allow the choice of different:

- ◆ recipes for dishes
- ◆ ingredients for garnishes and decorations
- ◆ methods of conducting research into the theoretical aspects of the Course and of presenting the findings
- ◆ ways of planning work and evaluating both the process and the product

To make the Course engaging, teachers/lecturers could use, and encourage learners to use, a wide variety of resources, such as video footage from websites, TV programmes, DVDs, CD-ROMs, videos, photographs or slide shows of previously produced dishes, food brochures or cookery books and magazines. Use could also be made of the contacts with FE colleges, restaurants, industry partners and visits to the local food outlets or cookery shows and exhibitions.

Learners could also be given extra-curricular opportunities, such as the Royal Environmental Health Institute of Scotland (REHIS) certification, to enhance this Course.

Teachers/lecturers should adopt inclusive approaches to learning and teaching, adapting their teaching methods to suit the needs of all learners and using an appropriate balance of teaching methodologies. It should be noted that there is no one single way of covering a topic or developing a skill, and teachers/lecturers should use a variety of teaching and learning approaches.

Learners with additional support needs should be offered adequate support.

ICT can be a very useful tool in supporting learning and teaching and should be used in innovative and creative ways. Teachers/lecturers could, for example, encourage internet-based research and get learners to present their research findings using presentation applications. They could also use recording devices to record learners' cookery-related activities.

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

Aspect	Cookery Skills: Processes and Techniques	Understanding and Using Ingredients	Organisational Skills for Cooking
cookery skills, covering food preparation techniques and cookery processes	<ul style="list-style-type: none"> ◆ preparing ingredients to show the use of a range of techniques and processes ◆ chef/teacher demonstrations ◆ watching videos/ photographs ◆ IT/web-based activities ◆ watching TV programmes ◆ peer support/ evaluation ◆ recipe book research ◆ using supermarket leaflets ◆ making video clips 	<ul style="list-style-type: none"> ◆ preparing ingredients to show the use of a range of ingredients ◆ chef/teacher demonstrations ◆ watching videos/ photographs ◆ IT/web-based activities ◆ watching TV programmes ◆ peer support/ evaluation ◆ recipe book research ◆ using supermarket leaflets 	<ul style="list-style-type: none"> ◆ preparing dishes for a range of occasions ◆ brain storming ◆ recipe book research ◆ planning
ingredients and their uses and sourcing	<ul style="list-style-type: none"> ◆ chef/teacher demonstration ◆ preparing ingredients to show their uses linked to processes and techniques ◆ games, eg <i>Can't Cook, Won't Cook</i> ◆ store cupboard <i>Ready Steady Cook</i> challenge 	<ul style="list-style-type: none"> ◆ matching exercises ◆ supermarket surveys/visits ◆ IT/web-based activities ◆ research into ingredients and their uses, availability, sourcing sustainability ◆ foods from other countries: collage/leaflet/ presentation ◆ food miles challenge ◆ games, eg <i>Ready Steady Cook</i>, food dominoes, food bingo 	<ul style="list-style-type: none"> ◆ research into ingredient availability ◆ recipe book research ◆ IT/web-based activities

		<ul style="list-style-type: none"> ◆ Love Food, Hate Waste campaign 	
the impact of the choice of ingredients on health and wellbeing	<ul style="list-style-type: none"> ◆ quizzes/ crosswords ◆ collages/ posters ◆ guest speakers/ chef visits ◆ group presentations ◆ visits to food outlets ◆ build a lesson ◆ DVDs/ CD-ROMs ◆ IT/web-based activities ◆ e-portfolios ◆ learner demonstrations 	<ul style="list-style-type: none"> ◆ quizzes/ crosswords ◆ collages/ posters ◆ guest speakers/ chef visits ◆ group presentations ◆ visits to food outlets ◆ build a lesson ◆ DVDs/ CD-ROMs ◆ IT/web-based activities ◆ e-portfolios ◆ learner demonstrations ◆ fresh versus convenience challenge ◆ graffiti boards ◆ show-me boards 	<ul style="list-style-type: none"> ◆ recipe book research ◆ collages/ posters ◆ guest speakers/ chef visits ◆ group presentations ◆ visits to food outlets ◆ DVDs/ CD-ROMs ◆ IT/web-based activities ◆ e-portfolios
following recipes to produce dishes	<ul style="list-style-type: none"> ◆ chef/teacher demonstrations ◆ Chef of the Day award ◆ video clips 	<ul style="list-style-type: none"> ◆ chef/teacher demonstrations ◆ Chef of the Day award ◆ video clips 	<ul style="list-style-type: none"> ◆ chef/teacher demonstrations ◆ Chef of the Day award ◆ team challenges/ <i>Ready Steady Cook/ Masterchef</i> competitions ◆ video clips
planning and producing meals and presenting them appropriately	<ul style="list-style-type: none"> ◆ chef/teacher demonstrations ◆ video clips ◆ IT/web-based activities ◆ practical challenges on presentation techniques 	<ul style="list-style-type: none"> ◆ chef/teacher demonstrations ◆ video clips ◆ IT/web-based activities ◆ practical challenges on presentation techniques 	<ul style="list-style-type: none"> ◆ team challenges ◆ competitions ◆ planning ◆ problem solving activities ◆ chef/teacher demonstrations ◆ video clips ◆ IT/web-based activities ◆ practical challenges on

			<p>presentation techniques</p> <ul style="list-style-type: none"> ◆ portfolio of garnishing/ decorating techniques
<p>the importance of food safety and hygiene and working safely and hygienically</p>	<ul style="list-style-type: none"> ◆ worksheets ◆ peer/self-evaluation ◆ IT/web-based games ◆ posters ◆ fridge magnets ◆ leaflets ◆ group discussions/ presentations ◆ Environmental Health visits ◆ REHIS certification 	<ul style="list-style-type: none"> ◆ worksheets ◆ peer/self-evaluation ◆ IT/web-based games ◆ posters ◆ fridge magnets ◆ leaflets ◆ group discussions/ presentations ◆ Environmental Health visits ◆ REHIS certification 	<ul style="list-style-type: none"> ◆ practical application ◆ peer/self-evaluation ◆ teacher-led discussions

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

The generic skills for learning, life and work which this Course develops include aspects of numeracy and thinking skills. It will be important for teachers/lecturers to offer learners ample opportunity to develop these skills as an integral part of their learning experience because this will highlight those skills' relevance.

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

2 Numeracy

2.2 Money, Time and Measurement

Unit 1 Cookery Skills: Processes and Techniques	Unit 2 Understanding and Using ingredients	Unit 3 Organisational Skills for Cooking
<ul style="list-style-type: none">◆ using common measuring instruments to weigh and measure ingredients◆ applying numerical skills to calculations involving controlling temperature◆ applying numerical skills to calculations involving time when controlling cooking times	<ul style="list-style-type: none">◆ using common measuring instruments to weigh and measure ingredients◆ applying numerical skills to calculations involving controlling temperature◆ applying numerical skills to calculations involving time when controlling cooking times	<ul style="list-style-type: none">◆ using common measuring instruments to weigh and measure ingredients◆ applying numerical skills to calculations involving time when following the plan and managing time

5 Thinking skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying

Unit 1 Cookery Skills: Processes and Techniques	Unit 2 Understanding and Using ingredients	Unit 3 Organisational Skills for Cooking
<ul style="list-style-type: none"> ◆ memorising and recalling cookery-related facts ◆ recognising cookery related information which has been previously examined ◆ understanding cookery processes and techniques ◆ explaining the importance of safety and hygiene ◆ using knowledge of safety and hygiene to work safely and hygienically in different contexts ◆ using food preparation techniques and following cookery processes in different contexts 	<ul style="list-style-type: none"> ◆ memorising and recalling cookery-related facts ◆ recognising cookery related information which has been previously examined ◆ recognising, ingredients, describing their sourcing and explaining their uses ◆ applying knowledge of ingredients in different contexts ◆ explaining the importance of safety and hygiene ◆ using knowledge of safety and hygiene to work safely and hygienically in different contexts ◆ using food preparation techniques and following cookery processes in different contexts 	<ul style="list-style-type: none"> ◆ memorising and recalling cookery-related facts ◆ recognising cookery related information which has been previously examined ◆ listing the order of (sequencing) tasks and explaining why this order has been chosen ◆ adhering to the plan in different contexts ◆ explaining the suitability of different dishes for different occasions ◆ understanding recipes ◆ explaining the importance of safety and hygiene ◆ using knowledge of safety and hygiene to work safely and hygienically in different contexts ◆ using food preparation techniques and following recipes and cookery processes in different contexts

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.

Approaches to assessment should encourage personalisation and choice, mirroring those outlined in the section on the Approaches to Learning and Teaching.

The following is a list of possible methods which could be used for assessment:

- ◆ questioning — written, oral
- ◆ observation of learners performing tasks
- ◆ presentations
- ◆ group discussions
- ◆ peer/self-assessment
- ◆ matching exercises
- ◆ various forms of e-assessment
- ◆ working logs

A range of activities which could be used for assessment purposes can be found in the section on the Approaches to Learning and Teaching.

It is recommended that learners should complete working logs to record the application of their skills, knowledge and understanding. This evidence will be validated by the teacher/lecturer acting as an assessor.

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

Learners should maintain a portfolio of evidence including checklists for the demonstrated skills. Photographic or video evidence may be used where appropriate.

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

Preparation for Course assessment

Each Course has additional time (40 hours) 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 and/or gathering evidence 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 four 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 the 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

When the Units are delivered as part of the Course, their assessment can be combined. The pattern of such integrated assessment can mirror that for integrated delivery, suggested in the section on Approaches to Learning and Teaching.

Where possible, using an integrated approach to assessment is recommended because it will:

- ◆ enrich the assessment process for both learners and teachers/lecturers by bringing together elements of different Units
- ◆ make more sense to learners and avoid duplication of assessment
- ◆ ensure greater rigour in assessment
- ◆ allow for evidence for both Units 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

Integrating assessment will also minimise repetition, allow more time for learning and allow centres to manage the assessment process more efficiently. When integrating assessment across Units, teachers/lecturers should use e-assessment whenever possible. The relevant strategies are outlined in the next section.

An example of combining assessment across Units is given in the table below. It shows that assessment of Outcomes 1 and 2 in Cookery Skills: Processes and Techniques could be combined with that of Outcome 2 in Understanding and Using Ingredients. Teachers/lecturers could assess a dish, which might be a combination of a flan case filled and garnished/decorated appropriately. This would also provide opportunities for personalisation and choice.

Cookery Skills: Processes and Techniques	Understanding and Using ingredients	Evidence
Outcome 1 1.1	Outcome 2 2.1	Use of measuring equipment Selection of appropriate ingredients
Outcome 1 1.2	Outcome 2 2.2	Use of listed equipment Use of listed food preparation techniques Preparation and cooking of ingredients
Outcome 2 2.1 2.2	Outcome 2 2.2	Monitoring of cookery processes Combination of ingredients
Outcome 2 2.3	Outcome 2 2.3	Appropriate garnish/decoration

The Course offers many other opportunities for combining assessment across Units, and teachers/lecturers should exploit them whenever appropriate.

When assessment across the Units is combined, teachers/lecturers should take particular care to track the evidence for each Unit to ensure that learners who do not achieve the entire Course may still get the credit for the Unit(s) they have achieved.

E-assessment

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

Where appropriate, teachers/lecturers should use technology to support not only learning and teaching but also assessment of their learners and to reinforce the acquisition of the underpinning knowledge. Learners should be encouraged to carry out internet-based research, for example into the categories and uses of ingredients, current dietary advice relating to the use of ingredients or the safety and hygiene aspect. The findings of such research could then be presented in an e-portfolio, which generally supports personalisation.

Learners could also use blogs, intranets and virtual learning environments to reflect on their learning and to share their achievements with others. These methods could then be used by teachers/lecturers to contribute to authenticating any research which learners carry out in their own time. Other, emerging, technologies could also be used to enhance learners' assessment experience.

When aspects of the Course are delivered online, perhaps by inter-school or school–college partnerships, e-assessment could be used to support such delivery.

Equality and inclusion

This Course has been designed to ensure that there are no unnecessary barriers to learning or assessment. The Course 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 and to draw on a range of mechanisms supporting delivery.

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 (eg using Additional Support Needs (ASN) Assistants or commercially available aids or adapting the kitchen and/or the tools and equipment).

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

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.

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.
- ◆ [*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
- ◆ [*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

Published: January 2012 (draft version 1.0)

Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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



Draft Unit Support Notes — Cookery Skills: Processes and Techniques (National 5)

For general advice and guidance on the Unit.



This edition: January 2012, draft version 1.0

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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 Cookery Skills: Processes and Techniques 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

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

This Unit aims to enable learners to:

- ◆ become familiar with a range of cookery skills, covering food preparation techniques and cookery processes
- ◆ use food preparation techniques
- ◆ follow cookery processes in the preparation of complex dishes
- ◆ develop an understanding of the importance of food safety and hygiene and work safely and hygienically

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 one or more of the following or equivalent experience:

- ◆ Hospitality: Practical Cookery (National 4 or relevant component Units)
- ◆ Health and Food Technology (National 4 or relevant component Units)
- ◆ Home Economics (Intermediate 1 or relevant component Units)
- ◆ Home Economics (Standard Grade — General level)
- ◆ Hospitality (Skills for Work — SCQF level 4)
- ◆ Hospitality (National Certificate — SCQF level 4)
- ◆ equivalent qualifications
- ◆ previous relevant experience

The Unit is practical and experiential, and its use of real-life hospitality contexts makes it relevant to the world of work.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Hospitality: Practical Cookery (National 5) *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 may provide progression to:

- ◆ Health and Food Technology (Higher or relevant component Units)
- ◆ Hospitality: Professional Cookery (SCQF level 6)
- ◆ Hospitality: Practical Cake Baking and Finishing (National 5 — lateral progression)
- ◆ further study, employment and/or training

Draft

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 cookery skills effectively. The underpinning knowledge should be integrated with practical activities and placed in the context of those activities

There are different ways of delivering this Unit. While each Unit stands alone, it may be delivered as part of the Course. When the latter approach is used, the Units may either be taught in sequence or be fully integrated. When the Units are delivered in an integrated way, individual Outcomes may be integrated both within and across the Units. The Outcomes in this Unit may, however, be integrated even if the Unit is delivered on a free-standing basis. In combining the Outcomes, the recipes used by learners should cover a range of appropriate equipment, food preparation techniques and cookery processes.

An integrated approach is recommended, since it will enable learners to acquire skills, knowledge and understanding in a meaningful way and will help with their retention. Such an approach also helps learners to transfer any newly developed skills to new contexts and frees up more time for teaching and learning.

The model for integrated delivery is given in the table below, although the use of this model would, ultimately, need to take account of learners' abilities.

Unit	Planning	Ingredients	Preparation techniques	Cookery processes	Service	Evaluation
Unit 1 Cookery Skills: Processes and Techniques		Outcome 1 Outcome 2	Outcome 1	Outcome 2	Outcome 2	
Unit 2 Understanding and Using Ingredients		Outcome 1 Outcome 2	Outcome 2	Outcome 2	Outcome 2	
Unit 3 Organisational Skills for Cooking	Outcome 2	Outcome 1	Outcome 2	Outcome 2	Outcome 2	Outcome 1 Outcome 2

When delivery is integrated, the ingredients covered in Unit 2: Understanding and Using Ingredients could be used in the context of the preparation techniques and cookery processes in Unit 1: Cookery Skills: Processes and Techniques. Unit 3: Organisational Skills for Cooking could be integrated with any cookery activity.

Centres may also consider delivering this Unit at both National 4 and National 5 together.

If sequential delivery of the Course is chosen, it is recommended that this Unit be delivered before Unit 3, as is illustrated in the table below.

Model 1	Model 2
Unit 1 Cookery Skills: Processes and Techniques	Unit 2 Understanding and Using Ingredients
Unit 2 Understanding and Using Ingredients	Unit 1 Cookery Skills: Processes and Techniques
Unit 3 Organisational Skills for Cooking	Unit 3 Organisational Skills for Cooking

This Unit concentrates on introducing learners to food preparation techniques, cookery processes and the relevant equipment and appliances. Teachers/lecturers or catering staff should demonstrate a range of relevant techniques and processes, and learners should be offered sufficient opportunities to practise all the necessary skills.

The safety and hygiene aspect should permeate the Unit and, in order to be meaningful, must be integrated within all cookery activities. In order to bring the safety and hygiene aspect to life, teachers/lecturers could ask learners to carry out research using a variety of sources, including the internet, commercially produced CD-ROMs or relevant textbooks. Learners could be given a project to work through and then asked to present the findings to the whole class. They might also complete a worksheet, which could be used for assessment purposes.

In order to encourage personalisation and choice, teachers/lecturers should allow the choice of different recipes for dishes and ingredients for garnishes and decorations.

To make the Course engaging, teachers/lecturers could use, and encourage learners to use, a wide variety of resources, such as video footage from websites, TV programmes, DVDs, CD-ROMs, videos, photographs or slide shows of previously produced dishes, food brochures or cookery books and magazines. 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.

Active learning techniques, involving pair and group activities, may prove useful revision tools helping with the consolidation of skills, knowledge and understanding developed in this Unit. For example, learners could be asked to complete a matching exercise or an information chart to show their understanding of the monitoring of cookery process and how to check food for readiness.

Self- and peer evaluation may help learners to identify areas for further development in different areas of this Unit.

ICT can be a very useful tool in supporting learning and teaching and should be used in innovative and creative ways. Teachers/lecturers could, for example, encourage internet-based research and get learners to present their research findings using presentation applications.

The table below suggests some activities which could support the delivery of this Unit.

Aims	Cookery Skills: Processes and Techniques
become familiar with a range of cookery skills, covering food preparation techniques and cookery processes	<ul style="list-style-type: none"> ◆ preparing ingredients to show the use of a range of techniques and processes ◆ teacher demonstrations ◆ chef demonstrations ◆ watching videos/studying photographs ◆ IT/web-based activities ◆ watching TV programmes ◆ peer support/evaluation ◆ recipe book research ◆ using supermarket leaflets ◆ making video clips
develop an understanding of the importance of food safety and hygiene and to work safely and hygienically	<ul style="list-style-type: none"> ◆ worksheets ◆ peer/self-evaluation ◆ IT/web-based games ◆ posters ◆ fridge magnets ◆ leaflets ◆ group discussions/presentations ◆ Environmental Health visits ◆ REHIS certification

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 relevant *Course Support Notes*.

Approaches to assessment and gathering evidence

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.

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

Approaches to assessment should encourage personalisation and choice, mirroring those outlined in the section on Approaches to Learning and Teaching. A range of activities which could be used for assessment purposes can be found in the section on the Approaches to Learning and Teaching.

Before being assessed, learners are expected to have familiarised themselves thoroughly with the prescribed range of equipment, food preparation techniques and cookery processes. Each learner will progress at a different rate, and teachers/lecturers should be able to determine when the learner is ready to be assessed.

It is recommended that learners should complete working logs to record the application of skills in this Unit. This evidence will be validated by the teacher/lecturer acting as an assessor.

Learners' assessment performance will be observed by teachers/lecturers, who will complete an observation checklist confirming whether the learner has met the requirement of each Assessment Standard in this Unit. When an integrated approach is used, the checklist will be useful in ensuring that the same things are not being assessed twice (ie to avoid over-assessment).

Learners should maintain a portfolio of evidence including checklists for the demonstrated skills. Photographic or video evidence may be used where appropriate.

Teachers/lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements for this Unit either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment.

Combining assessment within Units

Wherever possible, assessment within the Unit should be integrated. Using an integrated 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

Integrating assessment will also 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 integrated activities would cover both food preparation techniques and cookery processes.

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

E-assessment

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

Where appropriate, teachers/lecturers should use technology to support not only learning and teaching in this Unit but also assessment of their learners and to reinforce the acquisition of the underpinning knowledge.

Learners should be encouraged to use the internet to gather relevant information, for example about the cookery processes and techniques or the safety and hygiene aspect. The findings could then be presented in an e-portfolio, which generally supports personalisation, or conveyed through presentations.

Learners could also use blogs, intranets and virtual learning environments to reflect on their learning and to share their achievements with others. These methods could then be used by teachers/lecturers to contribute to authenticating any work which learners carry out in their own time. Other, emerging,

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technologies could also be used to enhance learners' assessment experience in this Unit.

When aspects of the Unit are delivered online, perhaps by inter-school or school–college partnerships, e-assessment could be used to support such delivery.

Draft

Equality and inclusion

The 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 methods and to draw on a range of mechanisms supporting delivery.

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 ASN Assistants
- ◆ using commercially available/specialist aids
- ◆ adapting the kitchen and/or the tools and equipment
- ◆ providing extra time for learners

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* 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*](#)
- ◆ *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
- ◆ [*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

Administrative information

Published: January 2012 (draft version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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

For general advice and guidance on the Unit.



This edition: January 2012, draft version 1.0

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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

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

This Unit aims to enable learners to:

- ◆ develop an understanding of ingredients and their uses
- ◆ understand the concepts of sustainability and responsible sourcing of ingredients
- ◆ develop an understanding of current dietary advice relating to the use of ingredients
- ◆ use ingredients in the preparation of complex dishes
- ◆ develop an understanding of the importance of food safety and hygiene and work safely and hygienically

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 one or more of the following or equivalent experience:

- ◆ Hospitality: Practical Cookery (National 4 or relevant component Units)
- ◆ Health and Food Technology (National 4 or relevant component Units)
- ◆ Home Economics (Intermediate 1 or relevant component Units)
- ◆ Home Economics (Standard Grade — General level)
- ◆ Hospitality (Skills for Work — SCQF level 4)
- ◆ Hospitality (National Certificate — SCQF level 4)
- ◆ equivalent qualifications
- ◆ previous relevant experience

The Unit is practical and experiential, and its use of real-life hospitality contexts makes it relevant to the world of work.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Hospitality: Practical Cookery (National 5) *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:

- ◆ Health and Food Technology (Higher or relevant component Units)
- ◆ Hospitality: Professional Cookery (SCQF level 6)
- ◆ Hospitality: Practical Cake Baking and Finishing (National 5 — lateral progression)
- ◆ further study, employment and/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 cookery skills effectively. The underpinning knowledge should be integrated with practical activities and placed in the context of those activities.

There are different ways of delivering this Unit. While each Unit stands alone, it may be delivered as part of the Course. When the latter approach is used, the Units may either be taught in sequence or be fully integrated. When the Units are delivered in an integrated way, individual Outcomes may be integrated both within and across the Units. The Outcomes in this Unit may, however, be integrated even if the Unit is delivered on a free-standing basis. In combining the Outcomes, it would be advisable to work through each of the seven categories of ingredients one at a time.

An integrated approach is recommended, since it will enable learners to acquire skills, knowledge and understanding in a meaningful way and will help with their retention. Such an approach also helps learners to transfer any newly developed skills to new contexts and frees up more time for teaching and learning.

The model for integrated delivery is given in the table below, although the use of this model would, ultimately, need to take account of learners' abilities.

Unit	Planning	Ingredients	Preparation techniques	Cookery processes	Service	Evaluation
Unit 1 Cookery Skills: Processes and Techniques		Outcome 1 Outcome 2	Outcome 1	Outcome 2	Outcome 2	
Unit 2 Understanding and Using Ingredients		Outcome 1 Outcome 2	Outcome 2	Outcome 2	Outcome 2	
Unit 3 Organisational Skills for Cooking	Outcome 2	Outcome 1	Outcome 2	Outcome 2	Outcome 2	Outcome 1 Outcome 2

When delivery is integrated, the ingredients covered in Unit 2: Understanding and Using Ingredients could be used in the context of the preparation techniques and cookery processes in Unit 1: Cookery Skills: Processes and Techniques. Unit 3: Organisational Skills for Cooking could be integrated with any cookery activity.

Centres may also consider delivering this Unit at both National 4 and National 5 together.

If sequential delivery of the Course is chosen, it is recommended that this Unit be delivered before Unit 3, as is illustrated in the following table.

Model 1	Model 2
Unit 1 Cookery Skills: Processes and Techniques	Unit 2 Understanding and Using Ingredients
Unit 2 Understanding and Using Ingredients	Unit 1 Cookery Skills: Processes and Techniques
Unit 3 Organisational Skills for Cooking	Unit 3 Organisational Skills for Cooking

Encouraging garnishing/decorating dishes is a feature of the Unit. Teachers/lecturers or catering staff could demonstrate a range of presentation techniques, and learners should be offered sufficient opportunities to practise a range of suitable garnishing, decorating and presentation techniques. Photographic or video evidence could be used as part of a class discussion to evaluate standards.

The safety and hygiene aspect should permeate the Unit and, in order to be meaningful, must be integrated within all cookery activities. In order to bring the food safety and hygiene aspect to life, teachers/lecturers could ask learners to carry out research using a variety of sources, including the internet, commercially produced CD-ROMs or relevant textbooks. Learners could be given a project to work through and then asked to present the findings to the whole class. They might also complete a worksheet, which could be used for assessment purposes.

In order to encourage personalisation and choice, teachers/lecturers should allow the use of a range of different ingredients from each category for both the dishes and garnishes and different decorations. They should also encourage learners to use different methods of conducting research into the theoretical aspects of the Unit and presentation of the findings.

To make the Unit engaging, teachers/lecturers could use, and encourage learners to use, a wide variety of resources, such as video footage from websites, TV programmes, DVDs, CD-ROMs, videos, photographs or slide shows of previously produced dishes, food brochures or cookery books and magazines. 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.

Active learning techniques, involving pair and group activities, may prove useful revision tools helping with the consolidation of skills, knowledge and understanding developed in this Unit. For example, learners could be asked to complete a matching exercise or an information chart to show their understanding of the categories and uses of ingredients. Such exercises would complement learners' practical activities focused on using ingredients to prepare complex dishes.

Self- and peer evaluation may help learners to identify areas for further development in different areas of this Unit.

ICT can be a very useful tool in supporting learning and teaching and should be used in innovative and creative ways. Teachers/lecturers could, for example, encourage internet-based research into the range and uses of ingredients and get learners to present their research findings using presentation applications.

The table below suggests some activities which could support the delivery of this Unit.

Aims	Understanding and Using Ingredients
develop an understanding of ingredients and their uses and the concepts of sustainability and responsive sourcing of ingredients	<ul style="list-style-type: none"> ◆ matching exercises ◆ supermarket surveys/visits ◆ IT/web-based activities ◆ research into ingredients and their uses, availability, sourcing and sustainability ◆ games, eg <i>Ready Steady Cook</i>, food dominoes, food bingo ◆ Love Food, Hate Waste campaign
develop an understanding of current dietary advice relating to the use of ingredients	<ul style="list-style-type: none"> ◆ quizzes/crosswords ◆ collages/posters ◆ guest speakers/chef visits ◆ group presentations ◆ visits to food outlets ◆ build a lesson ◆ DVDs/CD-ROMs ◆ IT/web-based activities ◆ e-portfolios ◆ learner demonstrations ◆ fresh versus convenience challenge
develop an understanding of the importance of food safety and hygiene and to work safely and hygienically	<ul style="list-style-type: none"> ◆ worksheets ◆ peer/self-evaluation ◆ IT/web-based games ◆ posters ◆ fridge magnets ◆ leaflets ◆ group discussions/presentations ◆ Environmental Health visits ◆ REHIS certification

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 relevant *Course Support Notes*.

Approaches to assessment and gathering evidence

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.

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

Approaches to assessment should encourage personalisation and choice, mirroring those outlined in the section on Approaches to Learning and Teaching. A range of activities which could be used for assessment purposes can be found in the section on the Approaches to Learning and Teaching.

Before being assessed, learners are expected to have familiarised themselves thoroughly with the prescribed range of ingredients and their uses. Each learner will progress at a different rate, and teachers/lecturers should be able to determine when the learner is ready to be assessed.

It is recommended that learners complete working logs to record the application of skills in this Unit. This evidence will be validated by the teacher/lecturer acting as an assessor.

Learners' assessment performance will be observed by teachers/lecturers, who will complete an observation checklist confirming whether the learner has met the requirement of each Assessment Standard in this Unit. When an integrated approach is used, the checklist will be useful in ensuring that the same things are not being assessed twice (ie to avoid over-assessment).

Learners should maintain a portfolio of evidence including checklists for the demonstrated skills. Photographic or video evidence may be used where appropriate.

Teachers/lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements for this Unit either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment.

Combining assessment within Units

Wherever possible, assessment within the Unit should be integrated. Using an integrated 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

Integrating assessment will also 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 largely 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.

Practical assessment will be supplemented by assessment of the underpinning knowledge, which could take the form of short-answer questions. Assessment of theory can be conducted either orally or in writing.

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

E-assessment

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

Where appropriate, teachers/lecturers should use technology to support not only learning and teaching in this Unit but also assessment of their learners and to reinforce the acquisition of the underpinning knowledge.

Learners should be encouraged to use the internet to gather relevant information, for example about the ingredients, their uses and sourcing, sustainability or the safety and hygiene aspect. The findings could then be presented in an e-portfolio, which generally supports personalisation, or conveyed through presentations.

successful learner, confident individual, responsible citizen, effective contributor

Learners could also use blogs, intranets and virtual learning environments to reflect on their learning and to share their achievements with others. These methods could then be used by teachers/lecturers to contribute to authenticating any work which learners carry out in their own time. Other, emerging, technologies could also be used to enhance learners' assessment experience in this Unit.

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- ◆ 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

Administrative information

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Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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

For general advice and guidance on the Unit.



This edition: January 2012, draft version 1.0

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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 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

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

This Unit aims to enable learners to:

- ◆ select and follow recipes to prepare complex dishes for specific occasions
- ◆ develop and implement a plan to prepare complex dishes for a specific occasion
- ◆ develop an understanding of the importance of food safety and hygiene and work safely and hygienically

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 one or more of the following or equivalent experience:

- ◆ Hospitality: Practical Cookery (National 4 or relevant component Units)
- ◆ Health and Food Technology (National 4 or relevant component Units)
- ◆ Home Economics (Intermediate 1 or relevant component Units)
- ◆ Home Economics (Standard Grade — General level)
- ◆ Hospitality (Skills for Work — SCQF level 4)
- ◆ Hospitality (National Certificate — SCQF level 4)
- ◆ equivalent qualifications
- ◆ previous relevant experience

The Unit is practical and experiential, and its use of real-life hospitality contexts makes it relevant to the world of work.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Hospitality: Practical Cookery (National 5) *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 Course or its components may provide progression to:

- ◆ Health and Food Technology (Higher or relevant component Units)
- ◆ Hospitality: Professional Cookery (SCQF level 6)
- ◆ Hospitality: Practical Cake Baking and Finishing (National 5 — lateral progression)
- ◆ further study, employment and/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 cookery skills effectively. The underpinning knowledge of planning should be integrated within practical activities.

There are different ways of delivering this Unit. While each Unit stands alone, it may be delivered as part of the Course. When the latter approach is used, the Units may either be taught in sequence or be fully integrated. When the Units are delivered in an integrated way, individual Outcomes may be integrated both within and across the Units. In this Unit, the Outcomes are likely to be integrated even if it is delivered on a free-standing basis. When the Outcomes are integrated, the use of recipes will be combined with planning complex dishes, enabling learners to follow the recipes as they implement the plan to prepare complex dishes for specific occasions.

An integrated approach is recommended, since it will enable learners to acquire skills, knowledge and understanding in a meaningful way and will help with their retention. Such an approach also helps learners to transfer any newly developed skills to new contexts and frees up more time for teaching and learning.

The model for integrated delivery is given in the table below, although the use of this model would, ultimately, need to take account of learners' abilities.

Integrated delivery

Unit	Planning	Ingredients	Preparation techniques	Cookery processes	Service	Evaluation
Unit 1 Cookery Skills: Processes and Techniques		Outcome 1 Outcome 2	Outcome 1	Outcome 2	Outcome 2	
Unit 2 Understanding and Using Ingredients		Outcome 1 Outcome 2	Outcome 2	Outcome 2	Outcome 2	
Unit 3 Organisational Skills for Cooking	Outcome 2	Outcome 1	Outcome 2	Outcome 2	Outcome 2	Outcome 1 Outcome 2

When delivery is fully integrated, this Unit could be integrated with any cookery activity in Units 1 and 2. Integration will ensure a practicable and economic approach to the delivery of the Course. Another approach, probably more appropriate at lower levels, would be to integrate Units 1 and 2, with this Unit being delivered on a free-standing basis afterwards.

Centres may also consider delivering this Unit at both National 4 and National 5 together.

If sequential delivery of the Course is chosen, it is recommended that this Unit be delivered after Units 1 and 2, as is illustrated in the table below.

Model 1	Model 2
Unit 1 Cookery Skills: Processes and Techniques	Unit 2 Understanding and Using Ingredients
Unit 2 Understanding and Using Ingredients	Unit 1 Cookery Skills: Processes and Techniques
Unit 3 Organisational Skills for Cooking	Unit 3 Organisational Skills for Cooking
Added Value Unit: Producing a Meal	Added Value Unit: Producing a Meal

This Unit concentrates on developing learners' organisational skills, and teachers/lecturers should emphasise the planning aspect. Learners should be taught how to plan preparing complex dishes and then given ample opportunity to practise following the plan.

The safety and hygiene aspect should permeate the Unit and, in order to be meaningful, must be integrated within all cookery activities. In order to bring the food safety and hygiene aspect to life, teachers/lecturers could ask learners to carry out research using a variety of sources, including the internet, commercially produced CD-ROMs or relevant textbooks. Learners could be given a project to work through and then asked to present the findings to the whole class. They might also complete a worksheet, which could be used for assessment purposes. Peer and self-assessment of safe food preparation practices could also be used to provide feedback to learners.

In order to encourage personalisation and choice, teachers/lecturers should allow the use of a range of starters, main courses and desserts and encourage different methods of planning.

To make the Unit engaging, teachers/lecturers could use, and encourage learners to use, a wide variety of resources, such as video footage from websites, TV programmes, DVDs, CD-ROMs, videos, photographs or slide shows of previously produced dishes, food brochures or cookery books and magazines. 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.

Active learning techniques, involving pair and group activities and participation in team competitions, may prove useful revision tools helping with the consolidation of skills, knowledge and understanding developed in this Unit.

Self- and peer evaluation may help learners to identify areas for further development in different areas of this Unit.

ICT can be a very useful tool in supporting learning and teaching and should be used in innovative and creative ways. Teachers/lecturers could, for example, encourage internet-based research into garnishing and presentation techniques, planning dishes or safety and hygiene. Learners could then present their research findings using presentation applications.

The table below suggests some activities which could support the delivery of this Unit.

Aims	Organisational Skills for Cooking
follow recipes to produce complex dishes for a specific occasion	<ul style="list-style-type: none"> ◆ chef/teacher demonstrations ◆ Chef of the Day award ◆ team challenges/<i>Ready Steady Cook</i>/<i>Masterchef</i> competitions ◆ watching videos ◆ IT/web-based activities ◆ watching TV programmes ◆ peer support/evaluation ◆ recipe book research ◆ using supermarket leaflets ◆ making video clips
plan and produce meals and present them appropriately	<ul style="list-style-type: none"> ◆ team challenges ◆ competitions ◆ planning ◆ problem solving activities ◆ chef/teacher demonstrations ◆ watching video clips ◆ IT/web-based activities/games ◆ practical challenges on presentation techniques ◆ portfolio of garnishing/decorating techniques
develop an understanding of the importance of food safety and hygiene and work safely and hygienically	<ul style="list-style-type: none"> ◆ practical application ◆ peer/self-evaluation ◆ teacher-led discussions ◆ worksheets ◆ IT/web-based games ◆ fridge magnets ◆ leaflets ◆ group discussions/presentations ◆ Environmental Health visits ◆ REHIS certification

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 relevant *Course Support Notes*.

Approaches to assessment and gathering evidence

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.

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

Approaches to assessment should encourage personalisation and choice, mirroring those outlined in the section on Approaches to Learning and Teaching. A range of activities which could be used for assessment purposes can be found in the section on the Approaches to Learning and Teaching.

Before being assessed, learners are expected to have familiarised themselves thoroughly with a range of recipes and to have developed their organisational skills. Each learner will progress at a different rate, and teachers/lecturers should be able to determine when the learner is ready to be assessed.

It is recommended that learners should complete working logs to record the application of skills in this Unit. This evidence will be validated by the teacher/lecturer acting as an assessor.

Learners' assessment performance will be observed by teachers/lecturers, who will complete an observation checklist confirming whether the learner has met the requirement of each Assessment Standard in this Unit. When an integrated approach is used, the checklist will be useful in ensuring that the same things are not being assessed twice (ie to avoid over-assessment).

Learners should maintain a portfolio of evidence including checklists for the demonstrated skills. Photographic or video evidence may be used where appropriate.

Teachers/lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements for this Unit either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment.

Combining assessment within Units

Wherever possible, assessment within the Unit should be integrated. Using an integrated 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

Integrating assessment will also 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 assessment of both Outcomes will be integrated, and it must be clear how the evidence covers each Outcome.

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

E-assessment

E-assessment can play an important role in the design and delivery of National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, it may be that learners may be using ICT in working towards their assessment.

Where appropriate, teachers/lecturers should use technology to support not only learning and teaching in this Unit but also assessment of their learners and to reinforce the acquisition of the underpinning knowledge.

Learners should be encouraged to use the internet to gather relevant information, for example about recipes, planning techniques or the safety and hygiene aspect. The findings could then be presented in an e-portfolio, which generally supports personalisation, or conveyed through presentations.

Learners could also use blogs, intranets and virtual learning environments to reflect on their learning and to share their achievements with others. These methods could then be used by teachers/lecturers to contribute to authenticating any work which learners carry out in their own time. Other, emerging, technologies could also be used to enhance learners' assessment experience in this Unit.

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