

Draft National Unit Specification



Unit title: Organisational Skills for Cooking (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' basic planning, organisational and time management skills in the context of planning and producing simple dishes. Learners will acquire the ability to plan their work and follow the plan, follow simple recipes to prepare simple dishes for specific occasions and work safely and hygienically.

Learners who complete this Unit will be able to:

- 1 Develop and implement a simple plan to prepare simple dishes
- 2 Follow simple recipes to prepare simple dishes for specific occasions
- 3 Work safely and hygienically in the context of organisational skills for cooking

This Unit is a mandatory Unit of the Practical Cookery (National 4) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provides advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Added Value Unit Specification for the Practical Cookery (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Practical Cookery (National 4) Course.

Recommended entry

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

- ◆ Access 3 Hospitality: Practical Cookery Course or relevant component Units
- ◆ Access 3 Health and Food Technology Course or relevant component Unit

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Develop and implement a simple plan to prepare simple dishes by:

- 1.1 Developing a simple plan to prepare two specified simple dishes for four people; the plan to include:
 - ◆ the ingredients list
 - ◆ the equipment list
 - ◆ the time plan
 - ◆ service details
 - ◆ the costing of one dish
- 1.2 Following the plan to prepare both dishes. This will involve controlling the cookery processes and monitoring dishes for readiness and, where appropriate, tasting and taking any necessary action to achieve an acceptable end product
- 1.3 Carrying out a simple evaluation of:
 - ◆ the prepared dishes in terms of taste, texture and presentation
 - ◆ the implementation of the plan

Outcome 2

The learner will:

2 Follow simple recipes to prepare simple dishes for specific occasions by:

- 2.1 Selecting, from a given list, simple recipes for three main courses and three desserts suitable for two different occasions
- 2.2 Preparing one main course and one dessert following two of the selected recipes. The two dishes must complement each other and be suitable for a specified occasion
- 2.3 Carrying out a simple evaluation of whether the prepared dishes complement each other and are suitable for the specified occasion

Outcome 3

The learner will:

3 Work safely and hygienically in the context of organisational skills for cooking by:

- 3.1 Following personal hygiene
- 3.2 Following safe and hygienic working practices

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence for this Unit will be practical. Evidence for Outcome 1 and Outcome 2 may be either presented separately or gathered through one single activity assessed holistically. However, assessment of Outcome 3 must be integrated with that of Outcome 1 and Outcome 2, which will provide the context in which learners will demonstrate their ability to work safely and hygienically. The plan required in Outcome 1 will be presented in writing, although, in some circumstances, it may be conveyed orally. Where assessment is integrated, it must be clear how the assessment evidence covers each Outcome.

Learners' assessment performance will be observed by assessors, who will complete an assessor's observation checklist for each learner. The checklist will confirm whether the learner has met the requirements of each assessment standard.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

2 Numeracy

- 2.1 Number processes
- 2.2 Money, time and measurement

3 Health and wellbeing

- 3.3 Physical wellbeing

5 Thinking skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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