

Draft National Unit Specification



Unit title: Cookery Skills: Processes and Techniques (National 5)

SCQF: level 5 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' cookery skills and food preparation techniques and the ability to follow cookery processes in the context of food preparation and cooking. The Unit also develops learners' understanding of the importance of safety and hygiene and the ability to work safely and hygienically.

Learners who complete this Unit will be able to:

- 1 Select and use food preparation equipment and techniques in food preparation
- 2 Use cookery skills and processes when preparing dishes
- 3 Work safely and hygienically in the context of cookery skills, processes and techniques

This Unit is a mandatory Unit of the Practical Cookery (National 5) 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*.

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:

- ◆ Hospitality: Practical Cookery (National 4) Course or relevant component Units
- ◆ Health and Food Technology (National 4) Course or relevant component Units

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 Select and use food preparation equipment and techniques in food preparation by:**
 - 1.1 Selecting and using three different weighing and measuring tools to weigh and measure ingredients accurately when preparing food on two different occasions
 - 1.2 Identifying 17 pieces of equipment used in food preparation and explaining one use for each. The equipment will cover:
 - ◆ fruit and vegetable preparation
 - ◆ meat preparation
 - ◆ cake making
 - ◆ pastry and dough making
 - 1.3 Using 23 food preparation techniques when preparing food. The techniques will cover:
 - ◆ fruit and vegetable preparation
 - ◆ meat preparation
 - ◆ cake making
 - ◆ pastry and dough making

Outcome 2

The learner will:

- 2 Use cookery skills and processes when preparing dishes by:**
 - 2.1 Naming a range of cookery processes which could be carried out using each of the following three cookery appliances: hob; oven; grill
 - 2.2 Selecting the cookery equipment required to carry out the following seven cookery processes: boiling; baking; stewing; stir frying; poaching; grilling; shallow frying
 - 2.3 Following each of the seven cookery processes when preparing dishes, checking food for readiness
 - 2.4 Finishing the cooked dishes using garnishes and decorations and serving them appropriately

Outcome 3

The learner will:

- 3 Work safely and hygienically in the context of cookery skills, processes and techniques 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 largely practical. Evidence for Outcome 1 and Outcome 2 may be either presented separately or gathered through one single activity assessed holistically. If the latter approach is used, it must be clear how the evidence covers each Outcome. However, assessment of Outcome 3 must be integrated into the holistic activity, which will provide the context in which learners will demonstrate their ability to work safely and hygienically.

In Outcome 1, the food preparation equipment includes: potato peeler; vegetable knife; cook's knife; blender; grater; sieve; wooden spoon; whisk; metal spoon; palette knife; rolling pin; flour dredger; pastry cutter; pastry brush; spatula; piping bag and nozzles; food processor.

In Outcome 1, the food preparation techniques include: peel; slice; cut for macedoine, jardinière, julienne, paysanne, brunoise; blend or puree; marinate; strain; grate; mix; whisk; cream; fold; line; shape; rub-in; knead; roll out; glaze; bake blind; pipe.

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

4 Employability, enterprise and citizenship

- 4.1 Employability

5 Thinking skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying

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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