



Group Award Specification for:

Culinary Ability: Food Preparation Award

Group Award Code: GL5P 44

Validation date: June 2016

Date of original publication: June 2016

Version: 01

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1 Introduction

The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners and employers of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The Culinary Ability: Food Preparation Award at SCQF level 4 was developed to fill a gap for kitchen staff with the relevant skills to carry out a range of basic tasks to a high standard. Research carried out highlighted that there has been an erosion of basic culinary skills over recent years and there is a gap for kitchen staff that can carry out a range of basic tasks to a high standard and effectively provide 'more hands' for the chef.

The Award is aimed at those of all abilities who have no formal qualifications in catering or hospitality but are interested in and motivated to pursue a career in the sector. It may also be relevant to those who have assisted supported learning (ASL) needs. It is primarily intended to be a pre-employment qualification; however given the practical workplace assessment methodology used in the Award it could also support work force development, therefore it could be delivered in the workplace or a college training kitchen and would be suitable for a school/college partnership.

The Culinary Ability: Food Preparation Award is designed to equip learners with the practical skills, knowledge and understanding required for identifying, handling, preparing and storing a wide range of foods. It also has a strong emphasis on food hygiene and workplace health and safety.

Completion of the Award will provide learners with a platform to progress to other qualifications, for example SVQs in Food Preparation and Cooking or a National Progression Award in Professional Cookery or to seek entry level employment in the catering and hospitality industry, eg as a kitchen assistant.

2 Qualification structure

Learners require 5 SQA credits (30 SCQF points) in total to achieve the Culinary Ability: Food Preparation Award. This is comprised of seven mandatory Units at SCQF level 4.

2.1 Structure

Learners must successfully complete all seven mandatory Units to achieve the Culinary Ability: Food Preparation Award.

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
HD90	04	Receive and Store Goods in a Catering Environment	4	6	1
HD91	04	Select, Weigh, Measure and Prepare Ingredients for Future Use	4	3	0.5
HD92	04	Prepare Ingredients for Future Use in a Variety of Dishes	4	6	1
HD93	04	Assist with the Preparation of Dishes for Cooking and/or Finishing	4	3	0.5
HD94	04	Assist with the Completion and Presentation of a Variety of Dishes	4	3	0.5
HD95	04	Clean and Disinfect Work Areas, Tools and Equipment in a Catering Environment	4	3	0.5
HD96	04	Work Effectively in a Catering Environment	4	6	1

3 Aims of the qualification

The principal aim of the Culinary Ability: Food Preparation Award is to provide a very practical qualification that supports the development of basic culinary skills for individuals with disabilities or those with no previous relevant training and who aspire to gain employment in a professional kitchen.

3.1 General aims of the qualification

- 1 Develop knowledge and understanding of relevant health and safety and food hygiene procedures.
- 2 Develop a positive and responsible attitude to work.
- 3 Develop knowledge of culinary terminology and practical kitchen skills.
- 4 Provide learners with the opportunity to develop skills for learning, skills for life and skills for work.
- 5 Provide learners with a foundation to progress to further education, training and/or employment.

3.2 Specific aims of the qualification

- 6 Prepare learners for work in a professional kitchen.
- 7 Provide opportunities for learners to apply knowledge of relevant food safety procedures when handling, preparing and storing food.
- 8 Enable learners to identify and appropriately handle and store a large range of commodities.
- 9 Enable learners to select and use appropriate catering tools and equipment.
- 10 Develop skills in specialist culinary preparation techniques (eg Julienne, Jardinières, Macedoine, Brunoise).
- 11 Instil the importance of following instructions precisely and minimising waste.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. No specific knowledge or skills are required to embark on this award, however, learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ prior SQA qualifications in basic numeracy, literacy and health and wellbeing
- ◆ any prior work experience relevant to the catering industry
- ◆ any previous employment skills

Centres may wish to apply a diagnostic practical skills test to establish the current level of skill of learners.

4.1 Core Skills entry profile

The Core Skills entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication (Oral Communication)	2	Learners must provide explanations/answer questions on the reasons for specific processes and procedures.
(Written Communication — Reading)	2	Learners must be able to follow written/pictorial instructions, recipes and worksheets.
(Written Communication — Writing)	2	Learners will need to be able to complete kitchen documentation, eg cleaning schedules, temperature control checks, labelling and date coding of food items.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Numeracy (Using Number)	2	Learners will need to be able to count and weigh ingredients, take temperatures, etc.
Information and Communication Technology (ICT)	N/A	N/A
Problem Solving (Critical Thinking)	2	Learners will need to be able to identify when there are problems with the ingredients, tools or equipment and know the appropriate action to take.
Working with Others (Working Co-operatively with Others)	2	Learners will need to be able to co-operate with the head chef and others in the kitchen when carrying out the practical activities for this award.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop generic Skills for Learning, Skills for Life and Skills for Work.

5.1 Mapping of qualification aims to Units

Code	Unit title	Aims										11
		1	2	3	4	5	6	7	8	9	10	
HD90 04	Receive and Store Goods in a Catering Environment	X	X	X	X	X	X	X	X			X
HD91 04	Select, Weigh, Measure and Prepare Ingredients for Future Use	X	X	X	X	X	X	X	X	X		X
HD92 04	Prepare Ingredients for Future Use in a Variety of Dishes	X	X	X	X	X	X	X	X	X	X	X
HD93 04	Assist with the Preparation of Dishes for Cooking and /or Finishing	X	X	X	X	X	X	X	X	X	X	X
HD94 04	Assist with the Completion and Presentation of a Variety of Dishes	X	X	X	X	X	X	X	X	X	X	X
HD95 04	Clean and Disinfect Work Areas, Tools and equipment in a Catering Environment	X	X	X	X	X	X	X		X		X
HD96 04	Work Effectively in a Catering Environment	X	X	X	X	X	X	X				X

5.2 Mapping of National Occupational Standards (NOS)

National Occupational Standards (NOS) describe the performance required of an individual for an occupation in the workplace, eg kitchen assistant, commis chef, etc. They are developed for employers by employers through the relevant Sectors Skills Council, in this instance People 1st. NOS have different uses, and for example, employers can use them to develop job specifications or in house training programmes. One of the main applications of NOS is to inform the development and content of qualifications. The table below highlights how the Units in the Culinary Ability: Food Preparation Award relate to relevant NOS.

Code	Unit Title	National Occupational Standard														
HD90 04	Receive and Store Goods in a Catering Environment	1GEN1	2GEN3	2PC&C1	2PR5	2PR6										
HD91 04	Select, Weigh, Measure and Prepare Ingredients for Future Use	1GEN1	2GEN3	1GEN7	2PC&C1	1FP1	1FP2	1FPC1	1FPC2	1FPC3	1FPC4	1FPC5	1FPC6	1FPC7	1FPC8	1FPC9
HD92 04	Prepare Ingredients for Future Use in a Variety of Dishes	1GEN1	2GEN3	1GEN7	2PC&C1	1FP1	1FP2	1FPC1	1FPC2	1FPC3	1FPC4	1FPC5	1FPC6	1FPC7	1FPC8	1FPC9
HD93 04	Assist with the Preparation of Dishes for Cooking and /or Finishing	1GEN1	2GEN3	1GEN7	2PC&C1	1FP1	1FP2	1FPC1	1FPC2	1FPC3	1FPC4	1FPC5	1FPC6	1FPC7	1FPC8	1FPC9
HD94 04	Assist with the Completion and Presentation of a Variety of Dishes	1GEN1	2GEN4	1GEN7	2PC&C1	1PR1	1FP2	2FPC1	2FPC3	2FPC15	2FPC3	2PR15				
HD95 04	Clean and Disinfect Work Areas, Tools and Equipment in a Catering Environment	1GEN1	1GEN5	1GEN7	2PC&C1	2PR21										
HD96 04	Work Effectively in a Catering Environment	1GEN1	1GEN4	2GEN3	2PC&C1	2PR19	2PR20									

5.3 Mapping of Skills for Learning, Skills for Life and Skills for Work

SQA's Skills Framework, Skills for Learning, Skills Life and Skills for Work (SfLLW) is a framework of broad generic skills derived from **Building the Curriculum 4**. The framework contains five broad areas of generic skills that are essential for learners, ie literacy; numeracy; health and wellbeing; employment, enterprise and citizenship; and thinking skills. The table below highlights where there are opportunities to develop SfLLW across the Culinary Ability: Food Preparation Award.

Unit code	Unit title	Literacy		Numeracy		Health and Wellbeing		Employment, enterprise and citizenship		Thinking Skills		
		Reading	Listening and talking	Number processes	Money, time and measurement	Personal learning	Emotional wellbeing	Employability	Working with others	Remembering	Understanding	Applying
HD90 04	Receive and Store Goods in a Catering Environment	X	X	X	X	X		X		X	X	X
HD91 04	Select, Weigh, Measure and Prepare Ingredients for Future Use	X	X	X	X	X		X		X	X	X
HD92 04	Prepare Ingredients for Future Use in a Variety of Dishes	X	X	X	X	X		X		X	X	X
HD93 04	Assist with the Preparation of Dishes for Cooking and/or Finishing	X	X	X	X	X		X		X	X	X
HD94 04	Assist with the Completion and Presentation of a Variety of Dishes	X	X	X	X	X		X		X	X	X
HD95 04	Clean and Disinfect Work Areas, Tools and equipment in a Catering Environment	X	X	X	X	X		X		X	X	X
HD96 04	Work Effectively in a Catering Environment	X	X			X	X	X	X	X	X	X

5.4 Assessment Strategy for the qualifications

Direct observation supplemented with testing of underpinning knowledge is the main assessment method used in all of the Units in the Culinary Ability: Food Preparation Award. The Performance Criteria in the Units that make up this award are expressed as 'What you must do' and 'What you must know' ('D' and 'K') statements. The table below provides an overview of the assessments used within the award.

Unit	Assessment
Receive and Store Goods in a Catering Environment	D1, D2, D3, D4, D5, D6, D7: Direct observation on three separate occasions K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12: Open questioning during assessment of practical activities and/or multiple-choice assessment
Select, Weigh, Measure and Prepare Ingredients for Future Use	D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15: Direct observation on three separate occasions K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21: Open questioning during assessment of practical activities and/or multiple-choice assessment
Prepare Ingredients for Future Use in a Variety of Dishes	D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12: Direct observation on three separate occasions K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13: Open questioning during assessment of practical activities and/or multiple-choice assessment
Assist with the Preparation of Dishes for Cooking and /or Finishing	D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13: Direct observation on three separate occasions K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14: Open questioning during assessment of practical activities and/or multiple-choice assessment
Assist with the Completion and Presentation of a Variety of Dishes	D1, D2, D3, D4, D5, D6, D7, D8, D9, D10: Direct observation on three separate occasions K1, K2, K3, K4, K5, K6, K7, K8, K9, K10: Open questioning during assessment of practical activities and/or multiple-choice assessment
Clean and Disinfect Work Areas, Tools and Equipment in a Catering Environment	D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13: Direct observation on three separate occasions K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18: Open questioning during assessment of practical activities and/or multiple-choice assessment
Work Effectively in a Catering Environment	D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18: Direct observation on three separate occasions K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18, K19: Open questioning during assessment of practical activities and/or multiple-choice assessment

6 Guidance on approaches to delivery and assessment

Delivery of the Culinary Ability: Food Preparation Award should be experiential, practical and learner centred. Learners should have the opportunity to learn and develop practical skills in a realistic work environment. Delivery should take account of the needs, skills and aspirations of each individual learner.

Delivery should be sensitive to the needs of individual learners and not make assumptions about their skills or abilities. It is important to create a learning environment where learners feel confident to ask questions and are not embarrassed if they make mistakes or get confused. Over the course of the programme learners should be encouraged to increase their level of independent learning and working.

A variety of approaches to delivery should be used, such as:

- ◆ Practical activities
- ◆ Discussions/questioning
- ◆ Reflection and evaluation
- ◆ Peer review
- ◆ Guest speakers
- ◆ Use of external visits, eg to organic farms or fruit and vegetable markets
- ◆ Use of industry related DVDs/videos
- ◆ Use of internet resources

An induction to the Award which covers the expectation of people working in the hospitality industry should be provided; for example this should include:

- ◆ Appropriate personal hygiene and appearance
- ◆ Food hygiene and health and safety requirements
- ◆ Appropriate workplace behaviour
- ◆ Working within a team
- ◆ Precisely following instructions and paying attention to detail
- ◆ Emphasis on an employee's role in contributing to the success of the organisation
- ◆ Use of culinary terminology

It is important to demonstrate to learners what can go wrong and for them to understand the consequences, especially with regard to health and safety in the kitchen. In addition, learners should be able to recognise that their role in minimising waste and in maintaining good workplace practices underpins business success.

Where possible, the underpinning knowledge should be integrated with the practical activities and placed in the context of those activities.

The emphasis on the development of practical skills and underpinning knowledge in the delivery of this Award will enable learners to demonstrate their awareness of the importance of safe and hygienic working practices and provide them with a secure foundation for pursuing a career in the hospitality industry.

Direct observation should be used to assess learners' performance during practical activities. An observational checklist could be used to record learners' performance during practical activities. Assessment of underpinning knowledge that cannot be inferred through learners' performance could take the form of oral or written evidence, eg the assessor could ask the learner open questions or use a multiple-choice test.

6.1 Sequencing/integration of Units

The following sequence of delivery for the Units is suggested:

- 1 Clean and Disinfect Work Areas, Tools and Equipment in a Catering Environment
- 2 Receive and Store Goods in a Catering Environment
- 3 Select, Weigh, Measure and Prepare Ingredients for Future Use
- 4 Prepare Ingredients for Future Use in a Variety of Dishes
- 5 Assist with the Preparation of Dishes for Cooking and/or Finishing
- 6 Assist with the Completion and Presentation of a Variety of Dishes
- 7 Work Effectively in a Catering Environment

However, it is recommended wherever possible, that a holistic or integrated approach to delivery and assessment of the Award is taken. The Unit Work Effectively in a Catering Environment in particular could be integrated with the delivery and assessment of the other Units in the award.

A typical delivery pattern would be one day per week over 35 weeks. This should include an induction period and reflect a normal working day in a catering environment.

The requirements of individual learners and the organisation should be taken into consideration when planning delivery and assessment of the Units.

6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk

6.2.1 Articulation and/or progression

Learners completing the Culinary Ability: Food Preparation Award can progress to a number of related hospitality qualifications, in particular SVQ 1 Food Preparation and Cooking or NPAs in Professional Cookery. Appendix 1 illustrates progression opportunities across SQA's full portfolio of hospitality qualifications.

In addition, completing this Award is a relevant entry level qualification for those interested in working in the catering side of the hospitality industry

6.3 Opportunities for e-assessment

E-portfolios could be used to record and store evidence of learners' performance during the delivery and assessment of practical activities.

All Unit assessments relating to 'What you must know' statements could be completed using electronic multiple-choice tests, matching exercises, etc.

Where e-assessment is used, centres should consider how they will ensure the authentication of learner evidence. This can be achieved through a variety of methods such as discussion with the learner, video or testimony from a responsible person who can verify the learner's work.

6.4 Support materials

Sample Evidence Recording Forms are available on SQA's website.

6.5 Resource requirements

Centres delivering the Culinary Ability: Food Preparation Award will need access to a commercially equipped professional kitchen or be able to replicate a realistic working environment (RWE). This qualification is not suitable for a domestic kitchen environment as learners need to experience how a professional kitchen operates and understand how what they are learning fits with the work of the stations within the typical kitchen brigade system.

Centres also must ensure that learners have good access to a range of commodities and equipment that reflect current commercial practice and covers the Evidence Requirements for the Units that make up the award.

Tutors should have relevant industrial knowledge and experience.

An appropriate environment to complete theory based learning and assessment of knowledge will be required.

Provision of changing facilities appropriate to individual learner needs should be provided.

External resources to provide learner support may be required, eg scribes, readers, sign language interpreter, etc.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Core Skills: Core Skills are a group of five skills that are key to learning and working in today's world. The Core Skills framework was produced by the Scottish Government and describes what the general and specific skills of each Core Skill are. The five Core Skills are: Communication, Numeracy, Information and Communication Technology, Problem Solving and Working with Others. Each Core Skill is available at levels 2 to 6 of the Scottish Credit and Qualifications Framework (SCQF).

Skills for Learning, Skills for Life and Skills for Work (SfLLW): SQA's Skills Framework, Skills for Learning, Skills Life and Skills for Work is a framework of broad generic skills derived from Building the Curriculum 4. The framework outlines definitions of five broad areas of generic skills that are essential for qualification development. The five areas are: literacy; numeracy; health and wellbeing; employment, enterprise and citizenship; and thinking skills.

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ candidates may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The Culinary Ability: Food Preparation Award has been designed to enable you to develop the practical skills, knowledge and understanding required to work in the catering side of the hospitality industry, eg as a kitchen assistant. It will also provide you with the foundation to undertake further training for roles such as apprentice chef, commis chef, etc. In addition, the completion of the Award will also provide you with a platform to enable you undertake other qualifications, for example SVQs in Food Preparation and Cooking or a National Progression Award in Professional Cookery.

You do not need any other qualifications or experience to be able to undertake this Award, however, a desire to work in a professional kitchen is important.

This Award focuses on teaching the essential skills for identifying, handling, preparing and storing a wide range of foods. It also has a strong emphasis on food hygiene and workplace health and safety.

To achieve the Culinary Ability: Food Preparation Award you will need to successfully complete seven Units, these are:

- ◆ Receive and Store Goods in a Catering Environment
- ◆ Select, Weigh, Measure and Prepare Ingredients for Future Use
- ◆ Prepare Ingredients for Future Use in a Variety of Dishes
- ◆ Assist with the Preparation of Dishes for Cooking and/or Finishing
- ◆ Assist with the Completion and Presentation of a Variety of Dishes
- ◆ Clean and Disinfect Work Areas, Tools and Equipment in a Catering Environment
- ◆ Work Effectively in a Catering Environment

You will spend the majority of your time for this qualification in a training or production kitchen where your assessor will observe you carrying out practical activities. Your assessor will also ask questions to test your knowledge and understanding of the procedures involved in identifying, handling, preparing and storing a wide range of foods.

Completion of the Culinary Ability: Food Preparation Award will also help you to develop the following Skills for Life, Learning and Work:

Literacy

Reading
Listening and Talking

Numeracy

Number processes
Money, time and measurement

Health and Wellbeing

Personal learning
Emotional wellbeing

Employability

Employability
Working with Others

Thinking Skills

Remembering
Understanding
Applying

Appendix 1: SQA qualifications in Hospitality and possible progression pathways

	<i>Pre-employment</i>	<i>Pre-employment and Development</i>	<i>Workforce Development</i>		
SCQF	SQA National Courses and Group Awards	Higher Education	Safe and Legal	Occupational/CPD	SCQF
8		HND <ul style="list-style-type: none"> ◆ Hospitality Management ◆ Professional Cookery ◆ Events Management 		PDA <ul style="list-style-type: none"> ◆ Accommodation Management SVQ 4 <ul style="list-style-type: none"> ◆ Hospitality Management Skills 	8
7		HNC <ul style="list-style-type: none"> ◆ Hospitality ◆ Professional Cookery ◆ Events 	HN Food Hygiene <ul style="list-style-type: none"> ◆ Food Hygiene Intermediate 	SVQ 3 <ul style="list-style-type: none"> ◆ Hospitality Supervision and Leadership PDA <ul style="list-style-type: none"> ◆ Professional Cookery ◆ Professional Patisserie 	7
6	Higher <ul style="list-style-type: none"> ◆ Professional Cookery National Certificate <ul style="list-style-type: none"> ◆ Professional Cookery 		Alcohol Licensing Qualifications <ul style="list-style-type: none"> ◆ Scottish Certificate for Personal Licence Holders ◆ Scottish Certificate for Personal Licence Holders (Refresher) Food Safety: <ul style="list-style-type: none"> ◆ Food Hygiene for the Hospitality Industry 	SVQ 3 <ul style="list-style-type: none"> ◆ Professional Cookery ◆ Professional Cookery (Preparation & Cooking) ◆ Professional Cookery (Patisserie & Confectionery) 	6
5	National 5 <ul style="list-style-type: none"> ◆ Creative Cake Production ◆ Hospitality: General Operations ◆ Hospitality: Practical Cookery ◆ Hospitality: Professional Cookery ◆ Hospitality Skills for Work National Certificate <ul style="list-style-type: none"> ◆ Hospitality ◆ Professional Cookery ◆ Events Co-ordination ◆ Bakery Award <ul style="list-style-type: none"> ◆ Customer Service: Principles and Practice 		Alcohol Licensing Qualifications <ul style="list-style-type: none"> ◆ Scottish Certificate for Safe Sale and Service of Alcohol Food Safety <ul style="list-style-type: none"> ◆ Food Hygiene for the Hospitality Industry 	SVQ 2 <ul style="list-style-type: none"> ◆ Professional Cookery ◆ Professional Cookery (Preparation & Cooking) ◆ Food and Beverage Service ◆ Food Service ◆ Beverage Service ◆ Front of House Reception ◆ Housekeeping ◆ Food Production and Cooking ◆ Hospitality Services ◆ Kitchen Services 	5
4	National 4 <ul style="list-style-type: none"> ◆ Hospitality Practical Cookery ◆ Hospitality Skills for Work National Certificate <ul style="list-style-type: none"> ◆ Hospitality National Progression Award <ul style="list-style-type: none"> ◆ Bakery ◆ Professional Cookery Award <ul style="list-style-type: none"> ◆ Culinary Ability: Food Prep Award 		Food Safety <ul style="list-style-type: none"> ◆ Food Hygiene for the Hospitality Industry 	SVQ 1 <ul style="list-style-type: none"> ◆ Accommodation Services ◆ Food Prep and Cooking ◆ Food and Beverage Service ◆ Hospitality Services 	4
3	National 3 <ul style="list-style-type: none"> ◆ Hospitality Practical Cookery National Progression Award <ul style="list-style-type: none"> ◆ Professional Cookery 		Food Safety <ul style="list-style-type: none"> ◆ Food Hygiene for the Hospitality Industry 		3