



Group Award Specification for:

**Professional Development Award (PDA) in
Professional Cookery at SCQF level 7
Professional Development Award (PDA) in
Professional Patisserie at SCQF level 7**

**Group Award Code: GL2W 47
GL2X 47**

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1 Introduction

This document was previously known as the Arrangements document. 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, employers and HEIs of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

Rationale

PDA in Professional Cookery at SCQF level 7 **PDA in Professional Patisserie at SCQF level 7:**

The Professional Development Awards (PDA) above are designed to support continuing professional development for individuals in professional kitchens and to help address the well documented and ongoing skill shortages for highly skilled chefs and pastry chefs.

They are suitable for learners who:

- ◆ have relevant experience in the industry but no formal qualifications.
- ◆ wish to develop knowledge and skills in new areas to enhance career progression.
- ◆ part complete a relevant HNC/HND and want recognition for the units they have successfully completed.

Many chefs in the sector have been promoted to positions of Chefs or Sous Chefs without qualifications, just experience. These PDAs will allow them to gain practical and specialist skills at a high level along with certification for the level of work that they are performing.

Appendix 1 illustrates the full SQA portfolio of hospitality qualifications and how the PDAs sit within it. As the PDAs comprise Units from the HNC/HND Professional Cookery learners could progress directly to those qualifications.

2 Qualifications structure

Learners require 6 SQA credits (48 SCQF points) in total to achieve the PDA in Professional Cookery or PDA in Professional Patisserie. The PDA in Professional Cookery is comprised of 5 mandatory SQA credits and 1 SQA credit from the options. The PDA in Professional Patisserie is comprised of 2 mandatory SQA credits, 2–4 SQA credits from the limited option section and if required 2 SQA credits from the options section.

2.1 Structure

Learners must achieve 6 SQA credits in total, 5 from the mandatory section and a minimum of 1 SQA credit from the options

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
Mandatory					
DL47	34	Production Cookery: Hot Kitchen	7	16	2
DL46	34	Production Cookery: Cold Kitchen	7	16	2
F4TL	34	Food Hygiene Intermediate	7	8	1
Options — a minimum of 1 credit required					
DL48	34	Production Cookery: Sweets and Desserts	7	16	2
DL45	34	Patisserie	7	16	2
DL3H	34	Food Classification and Purchase	7	8	1
DL3T	34	Hospitality: Financial and Control Systems	7	8	1

2.2 PDA in Professional Patisserie at SCQF level 7:

Learners must achieve 6 SQA credits in total, 2 from the mandatory section, 2–4 from the limited option section 0–2 from the options section

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
Mandatory					
DL3F	34	Fermented Patisserie Products	7	8	1
F4TL	34	Food Hygiene Intermediate	7	8	1
Limited Options 2–4 credits required					
DL48	34	Production Cookery: Sweets and Desserts	7	16	2
DL45	34	Patisserie	7	16	2
Options — 0–2 credits required					
DL49	34	Specialised Patisserie	7	16	2
DL44	34	Pastry	7	8	1
DL3H	34	Food Classification and Purchase	7	8	1
DL3T	34	Hospitality: Financial and Control Systems	7	8	1

3 Aims of the qualifications

The principal aim for both PDAs is to provide a very practical qualification that supports the upskilling and continuing professional development of chefs and pastry chefs.

3.1 General aims of the qualifications

- 1 Provide recognition of existing skills for experienced staff.
- 2 Develop problem solving skills.
- 3 Develop time management skills.
- 4 Develop the ability to be flexible and to work co-operatively within a team structure.
- 5 Enhance career progression.
- 6 Enable progression within SCQF.

3.2 Specific aims of the qualifications

- 7 Develop high level of professional culinary skills.
- 8 Apply sustainable working practices in the sourcing of commodities and preparation and production of food.
- 9 Develop knowledge and understanding of the principles and practice of food safety.
- 10 Develop specialist skills as appropriate to the PDA, in for example, working with and preparation of commodities, dish production, production of pastries, breads, sugar and chocolate craft.
- 11 Depending on options chosen, further develop knowledge and understanding of the principles of food purchasing and storage and various control systems in use in the hospitality industry.

4 Recommended entry to the qualifications

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

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:

- ◆ current or prior experience as a chef in a professional kitchen (centres may wish to apply a diagnostic practical skills test to establish the current level of skill of learners).
- ◆ relevant SVQ at SCQF level 5 or above, eg SVQ 2 Professional Cookery.
- ◆ National Certificate in Professional Cookery at SCQF level 5 or 6.
- ◆ Different combinations of relevant National or Vocational qualifications and equivalent qualifications from other awarding bodies.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would 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 (<i>Reading</i>) (<i>Writing</i>)	4	Learners must follow detailed written instructions in recipes and worksheets to produce the required range of menu items. In addition, learners will access information to carry out research and complete work books/portfolios to demonstrate their underpinning knowledge of the processes and techniques required to create a range of menu items.
Numeracy (<i>Using Number</i>)	4	Learners need to be able to carry out a variety of calculations to weigh and measure ingredients, estimating timings, measuring temperatures, etc when producing the required range of menu items.
Information and Communication Technology (ICT) (<i>Accessing Information</i>)	4	It is expected that learners will use on-line sources to investigate the processes and techniques involved in the production of a range of menu items, as well as to research trends/styles in the presentation of a range of menu items. On line ordering and purchasing systems may be used. Spreadsheets are likely to be used in the context of financial and control systems.
Problem Solving (<i>Planning and Organising</i>) (<i>Critical Thinking</i>) (<i>Reviewing and Evaluating</i>)	4	Learners will plan for the production of the required menu items by checking recipe details, preparing their work area, selecting the appropriate tools and equipment, selecting the appropriate ingredients, methodically preparing the ingredients in the correct order and ensuring that hygiene, health and safety requirements are adhered to.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Problem Solving (cont) <i>(Planning and Organising)</i> <i>(Critical Thinking)</i> <i>(Reviewing and Evaluating)</i>	4	In addition, learners will have to create the appropriate conditions needed when working with specific products (eg temperature controlled items) identify and use the appropriate equipment and identify and correct faults that occur with the ingredients and/or finished products. Learners will also evaluate their finished products and identify and correct any faults that may have occurred.
Working with Others <i>(Working Co-operatively with Others)</i> <i>(Reviewing Co-operative Contribution)</i>	4	Production activity in the kitchen will typically involve working in brigades and cooperating with front of house staff. Learners will also take part in discussions with others to analyse issues, review approaches and make recommendations for changes to procedures.

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 the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to Units

Code	Unit title	Aims											
		1	2	3	4	5	6	7	8	9	10	11	
DL47 34	Production Cookery: Hot Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
DL46 34	Production Cookery: Cold Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
F4TL 34	Food Hygiene Intermediate	✓	✓			✓	✓				✓		
DL48 34	Production Cookery: Sweets and Desserts	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
DL45 34	Patisserie	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
DL3T 34	Hospitality: Financial and Control Systems	✓	✓		✓	✓	✓		✓				✓
DL3F 34	Fermented Patisserie Products	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
DL49 34	Specialised Patisserie	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
DL44 34	Pastry	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
DL3H 34	Food Classification and Purchase	✓				✓	✓		✓				✓

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

National Occupational Standards (NOS) describe the performance required of an individual for an occupation in the workplace, eg commis chef, pastry chef, etc. They are developed for employers by employers through the relevant Sector 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 Professional Development Awards in Professional Cookery and Professional Patisserie relate to relevant NOS.

Code	Unit title	National Occupational Standard														
		3FP1	3FP2	3FP3	3FP4	3FP5	3FC1	3FC2	3FC3	3FC4	3FC5	3FC6	3FPC1	3FPC2	3FPC3	3FPC12
DL47 34	Production Cookery: Hot Kitchen	3FP1	3FP2	3FP3	3FP4	3FP5	3FC1	3FC2	3FC3	3FC4	3FC5	3FC6	3FPC1	3FPC2	3FPC3	3FPC12
DL46 34	Production Cookery: Cold Kitchen	3FP1	3FP2	3FP3	3FP4	3FP5	3FC1	3FC2	3FC3	3FC4	3FC5	3FC6	3FPC9	3FPC10	3FPC11	3FPC13
F4TL 34	Food Hygiene Intermediate	HSL4	HSL30													
DL48 34	Production Cookery: Sweets and Desserts	3FPC4	3FPC5	3FPC6	3FPC10	3FPC12	3FPC13	3FPC14								
DL45 34	Patisserie	3FPC4	3FPC5	3FPC6	3FPC10											
DL3T 34	Hospitality: Financial and Control Systems	HSL3														
DL3F 34	Fermented Patisserie Products	3FPC4	3FPC5	3FPC6	3FPC10											
DL49 34	Specialised Patisserie	3FPC7	3FPC8													
DL44 34	Pastry	3FPC6	3FPC10													
DL3H 34	Food Classification and Purchase	HSL9														

5.3 Mapping of Core Skills development opportunities across the qualifications

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written	Reading	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
DL47 34	Production Cookery: Hot Kitchen			✓	✓					✓	✓	✓	✓
DL46 34	Production Cookery: Cold Kitchen			✓	✓					✓	✓	✓	
F4TL 34	Food Hygiene Intermediate	✓	✓		✓	✓			✓				
DL48 34	Production Cookery: Sweets and Desserts			✓	✓					✓	✓	✓	
DL45 34	Patisserie			✓	✓					✓	✓	✓	
DL3T 34	Hospitality: Financial and Control Systems	✓	✓		✓	✓	✓			✓			
DL3F 34	Fermented Patisserie Products	S4	S5	✓	S5	S4	S4	S4	S5	S5	S5	✓	
DL49 34	Specialised Patisserie	S4	S5	✓	S5	S4	S4		S5	S5	S5	✓	
DL44 34	Pastry	S4	S5	✓	S5	S4	S4		S5	S5	S5	✓	
DL3H 34	Food Classification and Purchase	✓	✓	✓		✓	✓						

S = Signposted

4/5/6 = SCQF level

✓ = opportunities to develop

5.4 Assessment Strategy for the qualifications

The table below provides a summary of the assessment methods used within the PDA.

Unit	Assessment
Production Cookery: Hot Kitchen	Production of menu items in a production situation. Hygiene and HACCP records and self-evaluation report.
Production Cookery: Cold Kitchen	Production of menu items in a production situation. Hygiene and HACCP records and self-evaluation report.
Food Hygiene Intermediate	Closed book short answer questions 30–45 minutes for each outcome or holistic test of 2.5 hours. Equivalent to REHIS intermediate level.
Production Cookery: Sweets and Desserts	Outcome 1 — Plan, design and produce one original modern hot plated and one cold plated dessert. Outcomes 2 and 3, produce the desserts in a production situation along with a variety of sweets and desserts for different situations.
Patisserie	Production of a range of hot and cold sweets and desserts and afternoon patisserie products and petits fours in a production environment.
Hospitality: Financial and Control Systems	Outcome 1, folio of evidence for recipe costing. Outcome 2, calculations and cost and profit statements for a food and beverage operation. Outcome 3, practical exercise covering operation of stock control system. Outcome 4, exercise (45 minutes) covering cost analysis and calculation of break-even point.
Fermented Patisserie Products	<p>Outcome 1 could be assessed using questioning to test learners' knowledge of the fermentation process and the possible faults associated with the process. Short answer questions could be used for components of the fermentation process, and the conditions that yeast requires for development within the dough. An open-book exercise could be used to test learners' knowledge of the use of enhancers in a variety of doughs.</p> <p>Alternatively, assessment of Outcome 1 could be integrated with the practical Outcomes; with learners gathering information on the products they will be producing as part of their preparation for the practical exercises and using the information as the basis for questioning/discussion.</p> <p>Outcomes 2, 3 and 4 should be assessed using performance evidence where learners will produce, bake and finish a prescribed range of fermented patisserie products. Each practical assessment should have a suitable brief that gives learners guidance on the requirements of the assessment and the time allocated for completion.</p>

Unit	Assessment
Specialised Patisserie	<p>A single short answer question paper could be used to assess learners' knowledge and understanding of the processes, skills and techniques required to produce the specialised patisserie items from all four Outcomes. This assessment should be carried out as a closed-book exercise.</p> <p>An observation checklist should be used by tutors to record learners' performance during preparation and on final presentation of specialised patisserie items produced for each Outcome.</p>
Pastry	<p>The assessment of all Outcomes in this Unit is practical in nature and requires the learner to produce a variety of pastry mixes, and plan, produce and present a variety of pastry items suitable for specified purposes. Observation checklists should be used to record performance during practical lessons and cover preparation through to final presentation of learners' work.</p> <p>Checklists should be designed to assess both production criteria and product quality criteria.</p>
Food Classification and Purchase	<p>Production of two well researched holistic folios (approximately 1,000 words each), one for a perishable and one for a non-perishable product.</p>

6 Guidance on approaches to delivery and assessment

There is no prescribed order in which the units must be delivered and centres may develop their delivery plans to meet the needs of learners. Examples of the order in which units could be delivered are given in Section 6.1.

Production Cookery: Hot/Cold Kitchen:

Assessment approaches should be sufficiently flexible to allow for adaptation to suit the needs and situations of the learners. Where learners are part-time, negotiation of content and delivery around employment needs and situation is recommended. The nature of the assessment requirements makes stand-alone delivery very difficult and unrealistic.

Graphic and pictorial information should support and enhance both written and oral communication. The use of technology for word processing and to provide audio-visual support may be appropriate, although learners without access to such resources should not be disadvantaged.

Food Hygiene Intermediate:

Tutors responsible for the delivery of this Unit should be suitably qualified, preferably with a Diploma in Advanced Food Hygiene and with knowledge of HACCP. The current REHIS approved text book, Intermediate Food Hygiene by Richard A. Sprenger would be a useful reference book. Guest speakers may be considered, eg an Environmental Health Officer for input into relevant aspects of legislation.

Production Cookery: Sweets and Desserts:

It is envisaged that Outcome 1 would be introduced to learners at the beginning of the Unit. Tutors could outline the principles of contemporary plated dessert production giving examples and guidance. Learners would then be required to design one original modern style plated hot dessert and 1 original plated cold dessert. The time allowed for this would be at the discretion of tutors, but should be sufficient to assess the feasibility of the planned desserts and also allow sufficient time for organising the practical production of the items for Outcome 2. Learners could be required to undertake the planning exercise outside class time, although, if available, tutors might feel some classroom time could usefully be allocated for this purpose. The plans produced by learners should be submitted to, and retained by tutors as evidence. The production of the original plated desserts for Outcome 2 and the production of desserts for Outcome 3 would take place during the normal practical class and would be assessed using a checklist.

Food Classification and Purchase:

This Unit is primarily designed to provide learners with the professional knowledge and skills related to cookery and patisserie. Ideally, the knowledge and understanding developed in class should be supported and developed in the practical situation, so that learners can see the importance of food classification and purchase and the impact made on the quality of the end product produced for customer consumption. Wherever possible, learners should be involved in the selection, ordering, purchasing and control of the commodities required for the practical production cookery and patisserie Units.

Learners will require guidance from a centre to ensure that they adopt a suitable approach to providing evidence of competence. This may take the form of a checklist detailing all the evidence requirements to be covered in the folios.

Because the Unit does not necessarily have to be completed under supervision, it will be important for centres to implement procedures to ensure authenticity of learner's work and monitor progress.

Hospitality: Financial and Control Systems:

It is recommended that each Outcome is assessed separately; however there are opportunities for integration of assessments.

Outcome 1 covers the standard costing of recipes. When introducing the addition of VAT to selling prices, the opportunity should be taken to include an overview of the operation of the VAT system and calculation of the VAT component of transactions. Outcome 2 covers the operation of a food and beverage costing and control system. It includes calculations on the elements of cost, gross and net profit and the preparation of cost and profit statements. The differentiation between 'margin' and 'mark-up' should be clearly explained.

Outcomes 1 and 3 provide an opportunity to incorporate the operation of spreadsheets within a control environment.

Outcome 3 covers the calculation of stock consumed following stocktaking, its valuation at cost and selling price; the comparison of calculated sales with actual sales and possible reasons for deviations.

Outcome 4 provides a simple introduction to different types of costs and break-even point

Fermented Patisserie Products:

It is anticipated that this Unit will be delivered in a training kitchen. Learners' are expected to demonstrate the understanding, skills and techniques needed to produce commercially acceptable and creative patisserie products. Learners must have opportunities to practice and develop appropriate finishes prior to the practical assessment.

The items being produced must be of a consistent shape and size and demonstrate a high level of baking, finishing and presentation skills. Learners should use a variety of different ingredients to enhance their finished products, such as different types of flours, poppy seeds, sesame seeds, vegetables, herbs and fruits, etc.

Delivery of this Unit should also include development of learners organisational and team working skills.

Worksheets/log books/portfolios should be completed by learners to record the methods and skills used when producing the prescribed fermented patisserie products.

Evaluations/descriptions of the finished products, photographs and a recipe reference list could also be included.

Patisserie:

This unit provides the underlying knowledge, techniques and skills that underpin the more specialist patisserie Units.

It is anticipated that this Unit will be delivered in a training kitchen. Learners' are expected to demonstrate the understanding, skills and techniques needed to produce commercially acceptable products. Learners must have opportunities to practice and develop appropriate finishes prior to the practical assessment.

The final assessment will be achieved using prepared bases produced in a training pastry kitchen and patisserie products completed in a production kitchen pastry section, or it may be a combination of both.

Specialised Patisserie:

Throughout the Unit the emphasis should be on developing a high standard in applying the fundamental preparation and basic handling skills required to produce specialised patisserie items.

Pastry:

It is envisaged that an integrated approach would be used when teaching the three Outcomes. The importance of good organisational skills, efficient work flow and health and safety considerations should be emphasised throughout the delivery of the Unit.

Learners are required to demonstrate competence in planning, producing and presenting a variety of items for desserts, afternoon tea items and savoury goods to a professional standard. Where a common base product is used, such as puff pastry, learners could produce sweet, savoury and afternoon tea items using the same batch of pastry. The choice of items should reflect the fact that this Unit is at SCQF level 7. Learners should, therefore be required to fabricate items suitable for service in establishments offering high standard of products.

The assessment of all Outcomes in this Unit is practical in nature and requires the learner to produce a variety of pastry mixes, and plan, produce and present a variety of pastry items suitable for specified purposes. Observation checklists should be used to record performance during practical lessons and cover preparation through to final presentation of learners' work.

Checklists should be designed to assess both production criteria and product quality criteria.

6.1 Sequencing/integration of Units

As the Professional Development Awards (PDA) in Professional Cookery and Professional Patisserie are designed to support continuing professional development and/or develop knowledge and skills in new areas to enhance career progression for individuals in professional kitchens they could be delivered on a part time basis, as infill or as day release training. The following are suggestions of how the PDA could be delivered:

PDA in Professional Cookery at SCQF level 7:

- ◆ Delivered over 36 weeks (2 x 18 week semesters)

- ◆ Production Cookery: Hot Kitchen and Production Cookery Cold Kitchen delivered concurrently over 36 weeks
- ◆ Food Hygiene delivered in the first 18 week semester
- ◆ Either Food Classification and Purchase or Hospitality: Financial and Control Systems delivered in the second 18 week semester

PDA in Professional Cookery at SCQF level 7:

- ◆ Delivered over 36 weeks (2 x 18 week semesters)
- ◆ Food Hygiene delivered as theory based tutorial for 1 hour per week
- ◆ Production Cookery: Hot Kitchen, Production Cookery: Cold Kitchen and Production Cookery: Sweets and Desserts delivered as an 8 hour practical session in the kitchen

PDA in Professional Cookery at SCQF level 7:

- ◆ Day Release — 8 hours per day for 36 weeks
- ◆ Production Cookery: Hot Kitchen, Production Cookery: Cold Kitchen and Production Cookery: Sweets and Desserts delivered as a seven hour practical session in the kitchen
- ◆ Food Hygiene as one hour theory based tutorial

PDA in Professional Patisserie at SCQF level 7:

- ◆ Delivered over 36 weeks (2 x 18 week semesters)
- ◆ Fermented Patisserie Products delivered in the first six weeks (in 2 x 3 hour classes)
- ◆ Production Cookery: Sweets and Desserts, Patisserie/Specialised Patisserie and Food Hygiene delivered over the remaining 30 weeks

PDA in Professional Patisserie at SCQF level 7:

- ◆ Delivered over 36 weeks (2 x 18 week semesters)
- ◆ Food Hygiene delivered as theory based tutorial for one hour per week
- ◆ Fermented Patisserie Products, Patisserie and Production Cookery: Sweets and Desserts delivered as an eight hour practical session in the kitchen

PDA in Professional Patisserie at SCQF level 7:

- ◆ Day Release — Eight hours per day for 36 weeks
- ◆ Fermented Patisserie Products, Patisserie and Production Cookery: Sweets and Desserts delivered as a seven hour practical session in the kitchen
- ◆ Unit Food Hygiene as one hour theory based tutorial

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.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.3 Opportunities for e-assessment

Given the highly practical nature of most of the units it is anticipated that the majority of evidence for assessment will come from direct observed evidence and performance evidence of practical activity in a professional kitchen environment. However, there may be scope to use online portfolio building tools as a means for learners to gather evidence for some assessments. Some areas of underpinning knowledge, in for example food hygiene and product/commodity knowledge would lend themselves to on-line testing. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

6.4 Support materials

A **list of existing ASPs** is available to view on SQA's website.

A **list of existing ASPs** is available to view on SQA's website.

6.5 Resource requirements

A fully equipped training or production kitchen will be required to deliver many of the units in the PDAs. Learners will need good access to a wide range of commodities that reflect current commercially available menus and items.

Tutors responsible for the Food Hygiene Unit should be suitably qualified, preferably with a Diploma in Advanced Food Hygiene and with knowledge of HACCP.

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 assessments 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

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

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:

- ◆ learners 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 learners whom they expect to complete the Group Award during the defined lapsing period.

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.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

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 learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
02	Duplicate Information on Page 13/14 deleted	02/06/2016

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 if either the Professional Development Award (PDA) in Professional Cookery or the PDA in Professional Patisserie are for you by explaining what the qualifications are 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.

PDA in Professional Cookery

This PDA is suitable for:

- ◆ experienced chefs who have no formal qualifications.
- ◆ those who have some kitchen experience and want to develop knowledge and skills in news area to help with career progression.
- ◆ anyone who has part completed a relevant HNC/HND and wants recognition for the units they have successfully completed.

The following knowledge, skills, experience and qualifications provide suitable preparation for this qualification and therefore would be beneficial if you have one or more of these before starting this PDA:

- ◆ current or prior experience as a chef in a professional kitchen.
- ◆ relevant SVQ at SCQF level 5 and above, eg SVQ 2 Professional Cookery.
- ◆ National Certificate in Professional Cookery at SCQF level 5 or 6.
- ◆ Different combinations of relevant National or Vocational qualifications and equivalent qualifications from other awarding bodies.

To achieve the PDA in Professional Cookery you will need to successfully complete three mandatory Units:

- ◆ *Production Cookery: Hot Kitchen*
- ◆ *Production Cookery: Cold Kitchen*
- ◆ *Food Hygiene Intermediate*

And one unit from the following:

- ◆ *Production Cookery: Sweets and Desserts*
- ◆ *Patisserie*
- ◆ *Food Classification and Purchase*
- ◆ *Hospitality: Financial and Control Systems*

Assessment of the Units in this PDA will involve you carrying out practical activities to demonstrate your competence in the required skills and techniques and collating a portfolio of evidence and/or answering questions to demonstrate your knowledge and understanding.

While undertaking this PDA you will have the opportunity to develop the following Core Skills:

- ◆ *Communication*
- ◆ *Numeracy*
- ◆ *Problem Solving*
- ◆ *Working with Others*

This qualification could be undertaken as a part-time or day release student in a college training kitchen or in the workplace or a combination of both.

Successful completion of this PDA could help you find employment as a Head Chef/Senior Sous Chef. The Units that make up this PDA also contribute to the HNC/HND in Professional Cookery.

PDA in Professional Patisserie

This PDA is suitable for:

- ◆ experienced pastry chefs who have no formal qualifications.
- ◆ those who have some kitchen experience and want to specifically develop specialist knowledge and skills in patisserie to help with career progression.
- ◆ anyone who has part completed a relevant HNC/HND and wants recognition for the units they have successfully completed.

The following knowledge, skills, experience and qualifications provide suitable preparation for this qualification and therefore would be beneficial if you have one or more of these before starting this PDA:

- ◆ current or prior experience as a chef in a professional kitchen.
- ◆ relevant SVQ at SCQF level 5 and above, eg SVQ 2 Professional Cookery.
- ◆ National Certificate in Professional Cookery at SCQF 5 or 6.
- ◆ Different combinations of relevant National or Vocational qualifications and equivalent qualifications from other awarding bodies.

To achieve the PDA in Professional Patisserie you will need to successfully complete two mandatory units:

- ◆ *Fermented Patisserie Products.*
- ◆ *Food Hygiene Intermediate.*

And at least one Unit from the following:

- ◆ *Production Cookery: Sweets and Desserts*
- ◆ *Patisserie*

And up to two Units from the following:

- ◆ *Specialised Patisserie*
- ◆ *Pastry*
- ◆ *Food Classification and Purchase*
- ◆ *Hospitality: Financial and Control Systems*

Assessment of the Units in this PDA will involve you carrying out practical activities to demonstrate your competence in the required skills and techniques and collating a portfolio of evidence and/or answering questions to demonstrate your knowledge and understanding.

While undertaking this PDA you will have the opportunity to develop the following Core Skills:

- ◆ *Communication*
- ◆ *Numeracy*
- ◆ *Problem Solving*
- ◆ *Working with Others*

This qualification could be undertaken as a part-time or day release student in a college training kitchen or in the workplace or a combination of both.

Successful completion of this PDA could help you find employment as a specialist pastry chef. The Units that make up this PDA also contribute to the HNC/HND in Professional Cookery.

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"> ◆ Events ◆ Events Operations ◆ 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 		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 Award: <ul style="list-style-type: none"> ◆ Culinary Ability : Food Preparation* 	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

*Subject to validation May 2016

Group Award Specification: PDA in Professional Cookery at SCQF level 7
PDA in Professional Patisserie at SCQF level 7