

Unit 1: Cookery Skills, Techniques and Processes (April 2012 published version)

National 3 Cookery Skills, Techniques and Processes	National 4 Cookery Skills, Techniques and Processes	National 5 Cookery Skills, Techniques and Processes
<p>Outcome 1</p> <p>The learner will:</p> <p>1 Use cookery skills, with guidance, to prepare ingredients by:</p> <p>1.1 Using equipment to weigh and measure ingredients accurately</p> <p>1.2 Applying a range of food preparation techniques using appropriate equipment</p> <p>1.3 Working safely and hygienically</p> <p>Outcome 2</p> <p>The learner will:</p> <p>2 Follow cookery processes, with guidance, to produce dishes by:</p> <p>2.1 Cooking prepared ingredients according to recipes</p> <p>2.2 Controlling the stages of the cookery processes and testing food for readiness</p> <p>2.3 Presenting and garnishing or decorating the dishes</p> <p>2.4 Working safely and hygienically</p>	<p>Outcome 1</p> <p>The learner will:</p> <p>1 Use cookery skills, with minimal guidance, to prepare ingredients by:</p> <p>1.1 Selecting and using equipment to weigh and measure ingredients accurately</p> <p>1.2 Applying a range of food preparation techniques using appropriate equipment</p> <p>1.3 Working safely and hygienically</p> <p>Outcome 2</p> <p>The learner will:</p> <p>2 Follow cookery processes, with minimal guidance, to produce dishes by:</p> <p>2.1 Cooking prepared ingredients according to recipes</p> <p>2.2 Controlling the stages of the cookery processes and testing food for readiness</p> <p>2.3 Presenting and garnishing or decorating the dishes</p> <p>2.4 Working safely and hygienically</p>	<p>Outcome 1</p> <p>The learner will:</p> <p>1 Use cookery skills to prepare ingredients by:</p> <p>1.1 Selecting and using equipment to weigh and measure ingredients accurately</p> <p>1.2 Applying a range of food preparation techniques using appropriate equipment with precision</p> <p>1.3 Working safely and hygienically</p> <p>Outcome 2</p> <p>The learner will:</p> <p>2 Follow cookery processes to produce dishes by:</p> <p>2.1 Cooking prepared ingredients according to recipes</p> <p>2.2 Controlling the stages of the cookery processes and testing food for readiness</p> <p>2.3 Presenting and garnishing or decorating the dishes and, where appropriate, portioning them</p> <p>2.4 Working safely and hygienically</p>

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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 and observational. Evidence for Outcome 1 and Outcome 2 may be either presented separately or gathered through one activity assessed holistically. If the latter approach is used, it must be clear how the evidence covers each Outcome.

The food preparation techniques should be selected from the following range: wash, peel, cut, shape, chop, sieve, grate, mix and stir.

The cookery processes should be selected from the following range: absorption, boiling, baking, grilling and shallow frying.

The recipes selected will determine the range of cookery skills, techniques and processes that will be applied and assessed in this Unit. Recipes of an appropriate standard should be followed.

Assessors should track evidence for each Outcome to ensure that the requirements of each Assessment Standard have been met.

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

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The food preparation techniques and cookery processes should be selected from those listed in the 'Further mandatory information on Course coverage for the Hospitality: Practical Cookery (National 4) Course' section of the *Added Value Unit*.

The recipes selected will determine the range of cookery skills, techniques and processes that will be applied and assessed in this Unit. Recipes of an appropriate standard should be followed.

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Evidence for this Unit will be practical and observational. Evidence for Outcome 1 and Outcome 2 may be either presented separately or gathered through one activity assessed holistically. If the latter approach is used, it must be clear how the evidence covers each Outcome.

The food preparation techniques and cookery processes should be selected from those listed in the 'Further mandatory information on Course coverage' section of the *Course Assessment Specification*.

The recipes selected will determine the range of cookery skills, techniques and processes that will be applied and assessed in this Unit. Recipes of an appropriate standard should be followed.

Assessors should track evidence for each Outcome to ensure that the requirements of each Assessment Standard have been met.

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

Unit 2: Understanding and Using Ingredients (April 2012 published version)

National 3 Understanding and Using Ingredients	National 4 Understanding and Using Ingredients	National 5 Understanding and Using Ingredients
<p>Outcome 1 The learner will:</p> <p>1 Apply an understanding of ingredients from a range of categories by:</p> <p>1.1 Identifying ingredients 1.2 Identifying and demonstrating safe and appropriate storage methods for ingredients 1.3 Outlining current dietary advice relating to the use of ingredients 1.4 Identifying locally produced and seasonal ingredients</p> <p>Outcome 2 The learner will:</p> <p>2 Use ingredients in the preparation of dishes by:</p> <p>2.1 Selecting, preparing and/or cooking the ingredients, with guidance, according to recipes 2.2 Selecting suitable garnishes and/or decorations for the dishes 2.3 Working safely and hygienically</p>	<p>Outcome 1 The learner will:</p> <p>1 Apply an understanding of ingredients from a range of categories by:</p> <p>1.1 Identifying ingredients and the categories to which they belong 1.2 Outlining and demonstrating safe and appropriate storage methods for ingredients 1.3 Describing current dietary advice relating to the use of ingredients 1.4 Outlining reasons for sourcing locally produced and seasonal ingredients</p> <p>Outcome 2 The learner will:</p> <p>2 Use ingredients in the preparation of dishes by:</p> <p>2.1 Selecting, preparing and/or cooking the ingredients, with minimal guidance, according to recipes 2.2 Selecting and preparing suitable garnishes and/or decorations for the dishes 2.3 Working safely and hygienically</p>	<p>Outcome 1 The learner will:</p> <p>1 Apply an understanding of ingredients from a range of categories by:</p> <p>1.1 Identifying a variety of ingredients and their characteristics 1.2 Describing and demonstrating safe and appropriate storage methods for ingredients 1.3 Describing how current dietary advice influences the selection, preparation and use of ingredients 1.4 Describing the importance of sourcing sustainable ingredients</p> <p>Outcome 2 The learner will:</p> <p>2 Use ingredients in the preparation of dishes by:</p> <p>2.1 Selecting, preparing and/or cooking the ingredients according to recipes 2.2 Demonstrating specialist garnishing and/or decorating techniques 2.3 Working safely and hygienically</p>

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<p>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.</p> <p>Evidence for this Unit will cover both knowledge and practice. Assessment of the knowledge in Outcome 1 may be either undertaken separately or combined into a holistic activity.</p> <p>Where assessment is combined, it must be clear how the assessment evidence covers each Outcome.</p> <p>The categories of ingredients should be selected from the following range: herbs, spices, flavourings and seasonings; dry ingredients; meat or meat alternatives; poultry or poultry alternatives; fruit and vegetables; dairy products or dairy alternatives; fish or seafood; and eggs.</p> <p>The recipes selected will determine the range of ingredients used in Outcome 2. Recipes of an appropriate standard should be followed.</p> <p>Assessors should track evidence for each Outcome to ensure that the requirements of each Assessment Standard have been met.</p> <p>Exemplification of assessment is provided in the <i>National Assessment Resource</i>. Advice and guidance on possible approaches to assessment is provided in the <i>Unit Support Notes</i>.</p>	<p>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.</p> <p>Evidence for this Unit will cover both knowledge and practice. Assessment of the knowledge in Outcome 1 may be either undertaken separately or combined into a holistic activity.</p> <p>Where assessment is combined, it must be clear how the assessment evidence covers each Outcome.</p> <p>The categories of ingredients should be selected from those listed in the 'Further mandatory information on Course coverage for the Hospitality: Practical Cookery (National 4) Course' section of the <i>Added Value Unit</i>.</p> <p>The recipes selected will determine the range of ingredients used in Outcome 2. Recipes of an appropriate standard should be followed.</p> <p>Assessors should track evidence for each Outcome to ensure that the requirements of each Assessment Standard have been met.</p> <p>Exemplification of assessment is provided in the <i>National Assessment Resource</i>. Advice and guidance on possible approaches to assessment is provided in the <i>Unit Support Notes</i>.</p>	<p>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.</p> <p>Evidence for this Unit will cover both knowledge and practice. Assessment of the knowledge in Outcome 1 may be either undertaken separately or combined into a holistic activity.</p> <p>Where assessment is combined, it must be clear how the assessment evidence covers each Outcome.</p> <p>The categories of ingredients should be selected from those listed in the 'Further mandatory information on Course coverage' section of the <i>Course Assessment Specification</i>.</p> <p>The recipes selected will determine the range of ingredients used in Outcome 2. Recipes of an appropriate standard should be followed.</p> <p>Assessors should track evidence for each Outcome to ensure that the requirements of each Assessment Standard have been met.</p> <p>Exemplification of assessment is provided in the <i>National Assessment Resource</i>. Advice and guidance on possible approaches to assessment is provided in the <i>Unit Support Notes</i>.</p>

Unit 3: Organisational Skills for Cooking (April 2012 published version)

National 3 Organisational Skills for Cooking	National 4 Organisational Skills for Cooking	National 5 Organisational Skills for Cooking
<p>Outcome 1 The learner will:</p> <p>1 Select and follow recipes, with guidance, to produce a dish by:</p> <p>1.1 Selecting a suitable recipe for a single dish 1.2 Preparing the dish according to the recipe 1.3 Evaluating the prepared dish in terms of presentation, taste and texture 1.4 Working safely and hygienically</p> <p>Outcome 2 The learner will:</p> <p>2 Implement a time plan, with guidance, to produce a dish by:</p> <p>2.1 Requisitioning equipment and ingredients and organising the work area 2.2 Carrying out the tasks according to the time plan 2.3 Working safely and hygienically</p>	<p>Outcome 1 The learner will:</p> <p>1 Select and follow recipes, with minimal guidance, to produce two dishes by:</p> <p>1.1 Selecting suitable recipes for two dishes 1.2 Preparing the dishes according to the recipes 1.3 Evaluating the prepared dishes in terms of presentation, taste and texture 1.4 Working safely and hygienically</p> <p>Outcome 2 The learner will:</p> <p>2 Implement a time plan, with minimal guidance, to produce two dishes by:</p> <p>2.1 Requisitioning equipment and ingredients and organising the work area 2.2 Carrying out the tasks according to the time plan 2.3 Working safely and hygienically</p>	<p>Outcome 1 The learner will:</p> <p>1 Select and follow a recipes to produce a two-course meal by:</p> <p>1.1 Selecting and costing suitable recipes for a main course and a complementary starter or dessert 1.2 Preparing the dishes according to the recipes 1.3 Evaluating the prepared dishes in terms of presentation, taste and texture 1.4 Working safely and hygienically</p> <p>Outcome 2 The learner will:</p> <p>2 Implement a time plan to produce a two-course meal by:</p> <p>2.1 Requisitioning equipment and ingredients and organising the work area efficiently 2.2 Carrying out the tasks according to the time plan 2.3 Working safely and hygienically</p>

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Evidence Requirements for the Unit	Evidence Requirements for the Unit	Evidence Requirements for the Unit
<p>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.</p> <p>Evidence for this Unit will be practical and observational. Assessment of Outcome 1 and Outcome 2 will normally be combined, and it must be clear how the assessment evidence covers each Outcome.</p> <p>The dish to be produced in Outcome 1 should be a starter, a main course or a dessert. Learners are required to produce a single dish on one occasion.</p> <p>The time plan required to complete Outcome 2 should be provided by centres.</p> <p>Assessors should track evidence for each Outcome to ensure that the requirements of each Assessment Standard have been met.</p> <p>Exemplification of assessment is provided in the <i>National Assessment Resource</i>. Advice and guidance on possible approaches to assessment is provided in the <i>Unit Support Notes</i>.</p>	<p>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.</p> <p>Evidence for this Unit will be practical and observational. Assessment of Outcome 1 and Outcome 2 will normally be combined, and it must be clear how the assessment evidence covers each Outcome.</p> <p>The dishes to be produced in Outcome 1 need not be complementary, and can be starters, main courses or desserts, or any combination of two of these courses. Learners are required to produce two dishes on one occasion.</p> <p>The time plan required to complete Outcome 2 should be provided by centres.</p> <p>Assessors should track evidence for each Outcome to ensure that the requirements of each Assessment Standard have been met.</p> <p>Exemplification of assessment is provided in the <i>National Assessment Resource</i>. Advice and guidance on possible approaches to assessment is provided in the <i>Unit Support Notes</i>.</p>	<p>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.</p> <p>Evidence for this Unit will be practical and observational. Assessment of Outcome 1 and Outcome 2 will normally be combined, and it must be clear how the assessment evidence covers each Outcome.</p> <p>Outcome 1 requires learners to produce a two-course meal on one occasion.</p> <p>Learners should devise their own time plan for Outcome 2, with guidance from teachers/lecturers as required.</p> <p>Assessors should track evidence for each Outcome to ensure that the requirements of each Assessment Standard have been met.</p> <p>Exemplification of assessment is provided in the <i>National Assessment Resource</i>. Advice and guidance on possible approaches to assessment is provided in the <i>Unit Support Notes</i>.</p>