



NQ Verification 2014–15

Key Messages Round 1

01

Section 1: Verification group information

Verification group name:	Hospitality Practical Cookery
Verification event/visiting information	Visiting
Date published:	March 2015

National Courses/Units verified:

H20H 73, 74 and 75 Cookery Skills, Techniques and Processes
H20L 73, 74 and 75 Understanding and Using Ingredients
H20M 73, 74 and 75 Organisational Skills for Cooking

02

Section 2: Comments on assessment

Please note: the 2013–14 Verification Key Messages are still relevant.

Assessment approaches

The majority of centres made good use of the Unit assessment support packs, including the exemplar recipes. However, centres are reminded that centre-devised recipes should be submitted to SQA for prior verification.

For each Unit at each level, and for each level of the combined approach, the recording documentation for candidate evidence is very similar. On completion of candidate assessment, the following should be signed and dated:

- ◆ a completed assessor checklist of candidate attainment
- ◆ a completed candidate worksheet/workbook (assessed)
- ◆ other relevant evidence — eg a centre-devised marking scheme that recognises candidate achievement of each Assessment Standard in a practical activity

Recording documents

Centres may choose to record candidate performance on the assessor's checklist of candidate attainment. This should be completed as fully as possible in order to

demonstrate individuality in the candidate's performance. Care should be taken if cutting and pasting parts of this checklist.

In the absence of photographic evidence, the information on this recording document offers an opportunity to give clear descriptions for performance of the candidate in each Outcome.

Alternatively, a fuller comment may be given on the candidate's worksheet/workbook, which would reflect their performance in each Outcome. This may be accompanied by a photograph, which may reduce the quantity of information required to demonstrate a pass or need for re-assessment.

The assessor's observational checklist may be used as the centre-devised recording document for the assessor to evidence the candidate performance during the practical activity. The recipes being used must be clearly recorded for each candidate.

The candidate checklist is only a record of learning and teaching. It should not be submitted as evidence of assessment.

Assessment judgements

Cookery Skills, Techniques and Processes

National 3

Centres that wish to use their own recipes as opposed to those supplied in the Unit assessment support pack are reminded that they should submit them to SQA for prior verification.

For the recipes in the Unit assessment support pack, particular attention should be paid to the desired garnish and, if using photographs, this should be evidenced accordingly.

In Assessment Standard 2.3 (Presenting and garnishing or decorating the dishes), if chopped chives have not been used to garnish the soup, this should be reflected in the assessor's judgement.

National 4

The point about using photographs also applies to Assessment Standard 2.1 (Cooking ingredients according to recipes) and Assessment Standard 2.3 (Presenting and garnishing or decorating the dishes). In these cases, the recipe asks for cream and chopped chives to garnish the soup and for the savoury scones to be cut into eight equal wedges. Everything should be obvious in the photographic evidence or recorded as achieved by the assessor if there is no photographic evidence.

National 5

The same point applies at National 5 for Assessment Standard 2.1 (Cooking ingredients according to recipes) and Assessment Standard 2.3 (Presenting and garnishing or decorating the dishes). The soup must be garnished with a swirl of cream and served with eight triangles of Melba toast. During verification there were illustrations of bread in various stages of preparation but they clearly did not show Melba toast. Some candidates had not achieved either one or both Assessment Standards.

The apple meringue pie must show four portions in the piping of the meringue. Again, where photographs were used, this wasn't always evident. Assessors must give an accurate record of candidate performance and it should match any images presented.

Understanding and Using Ingredients

National 3

Most centres recorded accurate judgements for this Unit at this level. A few omitted the circling of the appropriate garnish; this should be clearly evident.

National 4

Most centres recorded accurate judgements for this Unit at this level. A few omitted the circling of the appropriate garnish; this should be clearly evident. In Assessment Standard 1.3 (Describing current dietary advice relating to the use of ingredients), some responses were very minimal. An appropriate response might include:

- ◆ Porridge oats — this helps to meet the Scottish dietary target of eating more total complex carbohydrate.

Note: For each piece of advice chosen, the candidate must say how the dish helps to follow that advice.

National 5

In Assessment Standard 1.1 (Identifying a variety of ingredients and their characteristics), very minimal responses have been deemed acceptable, eg Turkey — Christmas roast. However, in reading the text, the expectation is to identify at least one characteristic of the ingredient which could include reference to the origin of the ingredient, a link to a traditional dish made using the ingredient, or the appearance or taste of the ingredient, eg Turkey — a type of poultry/white meat which is traditionally served as a Christmas roast.

In Task 2 of SQA's Unit assessment support pack 1 (Safe and appropriate storage of ingredients), the four identified ingredients should come from the previous list of ten used in Task 1.

Task 4 of the same Unit assessment support pack (Sustainable ingredients), still appears to be causing candidates problems. Candidates are asked to give two

reasons for sourcing sustainable ingredients which can be linked to the conference centre's wish to use sustainable ingredients. Candidates seem to struggle to make the link with reasons why; many of the scripts submitted had a great deal of information about sustainable ingredients but no links. Refer to suggestions in the Unit assessment support pack.

Organisational Skills for Cooking

If teaching a bi-level class, the selection of recipes presented to candidates should be of a suitably challenging standard and different for each level. If a similar recipe is being used, there should be a clear increase in skills, techniques, processes and number of ingredients.

The degree of difficulty in recipes has an impact on the dovetailing and timing required by the candidate to complete the practical activity.

A reminder to centres wishing to use their own recipes as opposed to those supplied in the Unit assessment support pack — these should be submitted to SQA for prior verification.

At National 3 and National 4, candidates work to a given time plan. At National 5, candidates are given the basic sequence for a time plan, which they must then add to in order to create their own personalised time plan. However, should they not achieve a workable time plan they should be given a centre-devised one in order to be able to complete the practical activity.

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Section 3: General comments

When submitting materials for verification, please ensure you have made an assessment judgement for either specific Outcomes or complete Units.

If a candidate has passed the Unit, please indicate on the Flyleaf that the evidence is complete, not interim.

If a candidate does not achieve the minimum requirement within an Outcome, they do not pass the Outcome. They can be re-assessed and the same standard applies. If they then fail that, then they fail the Outcome and the Unit at that level. Re-assessment instructions are clearly documented in Unit assessment support packs.

It is important to keep up to date with requirements of the Course; the most up-to-date documents will be those currently on SQA's website.

Some centres appear to be applying standards from other Courses. The terminology used for vegetable cuts at National 5 is: 'matchsticks', 'batons' and 'dice'.

Internal verification needs to be rigorous, recorded, reliable and fair to ensure that assessment judgements from centres meet the national standard. For advice and

support on internal verification, please refer to the Internal Verification toolkit on SQA's website: www.sqa.org.uk/IVtoolkit.

Centres are reminded to ensure that current documentation is being used and to refer to the examples of candidate responses in the judging evidence tables in the Unit assessment support packs.