

## **SQA Advanced Unit Specification**

### **General information for centres**

**Unit title:** Production Cookery: Hot Kitchen

**Unit code:** HT2F 47

**Unit purpose:** This unit is designed to enable candidates to develop practical cookery skills and produce dishes to an advanced level and will provide candidates with the opportunity to evaluate the dishes that they have produced.

On completion of the Unit the candidate should be able to:

1. Apply a range of food preparation techniques to a wide range of commodities.
2. Apply methods of cookery to a variety of commodities to produce a range of hot dishes, to an acceptable commercial standard.
3. Select, prepare cook, present and evaluate a selection of dishes to a commercially acceptable standard.

**Credit points and level:** 2 SQA Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this unit is at the discretion of the centre. However it is strongly recommended that candidates have competence in cookery skills to at Vocational Qualification Units level 2 Food Preparation and Cooking, or have achieved a national qualification or units in Practical or Professional Cookery or relevant industrial experience.

**Core skills:** There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

**Context for delivery:** If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

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**Assessment:** Candidates will be required to plan a complete menu taking account of seasonality and availability of food stuffs. This menu type and service details will be specified by the tutor. Each candidate will undertake production of the menu items in a production situation.

At all times HACCAP and Food Safety regulations will be followed. After each production a critical self evaluation should be completed and recorded.

**Unit specification: statement of standards**

**Unit title:** Production Cookery: Hot Kitchen

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**Outcome 1**

Apply a range of food preparation techniques for a wide range of commodities.

**Knowledge and/or skills**

- ◆ Modern and traditional food preparation techniques
- ◆ Knife skills
- ◆ Awareness and knowledge of seasonal commodities and their availability
- ◆ Modern and current presentation styles
- ◆ Food Hygiene and HACCAP

**Evidence requirements**

Please refer to the Evidence Requirements for Outcome 2.

**Assessment guidelines**

Please refer to the Assessment Guidelines for Outcome 2.

**Outcome 2**

Apply methods of cookery to a variety of commodities to produce a range of hot dishes, to an acceptable commercial standard.

**Knowledge and/or skills**

- ◆ Modern and traditional methods of cookery suitable to a variety of service styles.
- ◆ How to adapt the cookery methods to different service styles as required.
- ◆ Presentation styles as currently used in the catering and hospitality industry
- ◆ How to plan and prepare for the appropriate style required – and will include: cooking to order, function work and carvery.
- ◆ Health and Hygiene requirements with reference to temperature control and monitoring during preparation, cooking and holding stages if applicable, and at service

**Evidence requirements**

The candidate will produce evidence to demonstrate that they have:

- ◆ covered a range of preparation techniques
- ◆ demonstrated a range of knife skills
- ◆ covered a range of cookery methods
- ◆ presented dishes appropriately
- ◆ complied with HACCAP and Food Hygiene legislation

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Candidate evidence should be recorded by means of a candidate log book/portfolio. Details of the preparation techniques, cookery process, and the dishes produced and presentation of dishes must be recorded.

In addition an observation checklist should be completed by the tutor/lecturer.

### **Assessment guidelines**

Candidates log book/portfolio must contain details of preparation techniques, cookery process, and the dishes produced and presentation of dishes. In addition candidates should be encouraged to record any additional notes where appropriate for example, difficulties or challenges encountered during the execution of methods.

Photographic evidence should be encouraged.

Tutors should provide the range of compatible foods and dishes to be produced using specific cookery methods.

### **Outcome 3**

Select, prepare, cook, present and evaluate a selection of dishes to a commercially acceptable standard.

### **Knowledge and/or skills**

- ◆ Menu planning, taking account of availability of fresh commodities, and seasonality
- ◆ Suitability of items for cookery processes
- ◆ Types of service styles
- ◆ Presentation styles and methods
- ◆ HACCAP and food safety regulations
- ◆ Evaluation of dishes in terms of suitability of presentation style, cookery method used, ease of service, commercial acceptability

### **Evidence requirements**

The candidate will produce evidence to demonstrate that they have:

- ◆ produced a menu, the content of which will be directed by the tutor
- ◆ selected appropriate commodities
- ◆ prepared and cooked selected dishes selected
- ◆ presented dishes appropriately
- ◆ supplied a critical appraisal of each dish, and reviewed the possibilities of altering the methods or presentation

Candidate evidence should be recorded by means of a candidate log book/portfolio. In addition performance evidence should be recorded on an observation checklist by the tutor/lecturer.

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### **Assessment guidelines**

A folio of evidence will be undertaken by each candidate which should detail all of the issues taken into account in the planning, production and evaluation of the menu selected.

Evidence must be shown that the candidate used HACCAP guidelines and was aware of Food and Personal Hygiene.

The portfolio should be supplemented with further written and photographic material demonstrating this critical approach. A standard evaluation format should be used for each attempt showing success or not.

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### Administrative Information

<b>Unit code:</b>	HT2F 47
<b>Unit title:</b>	Production Cookery: Hot Kitchen
<b>Superclass category:</b>	NF
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<b>Version:</b>	01

#### History of changes:

Version	Description of change	Date

**Source:** SQA

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

**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

### Unit specification: support notes

#### Unit title: Production Cookery: Hot Kitchen

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

#### Guidance on the content and context for this Unit

This unit integrates well with the Production Cookery: Cold Kitchen unit (HT2D 47), it is recommended that the two units within the practical sessions and assessments are combined where applicable. The menu required for Hot Kitchen can be viewed holistically to include both the hot and cold dishes to encompass the requirements of both Units.

Outcomes 1 and 2, will allow candidates the opportunity to demonstrate a full range of cookery processes and preparation skills.

Outcome 3 – where the group members will each prepare a suitable menu which reflects the standards fully expected at SQA Advanced Certificate level and allows each candidate the opportunity to develop these skills while linking cookery methods to presentation styles and ease of service. Candidate must critically examine the production items, and formalise their findings in the folio.

Candidates should at all time of the process take part in informal discussions with others and their tutor during which they analyse issues, discuss a range of approaches and agree a solution. Health and Safety issues, menu planning events, and recommendations for procedural changes, are examples of appropriate topics and in this case there is scope for integration with other Outcomes and Units. Outcome 3 may be used to complement part of the assessment of Outcomes 1 or 2. Links between Outcomes is good practice and reinforces the development of practical communication skill needed in the workplace.

In cases where candidates lack the formal recommended entry requirements a discrete approach, which develops skills, and includes additional bridging support over an extended time may be more helpful.

Knowledge aspects underpinning the practical work should be stressed as being equally important. Practical work should cover:

- ◆ Commodities: beef, pork offal, lamb, poultry, feathered and furred game, fish and shellfish, vegetables, fruits, farinaceous, eggs, dairy products
- ◆ Preparation techniques:
  - Knife work
  - Cleaning
  - Peeling and turning vegetables
  - Piping

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- Moulding/shaping
- Preparing purees
- Blending
- Mixing
- Liquidising

### ◆ Vegetarian preparations

#### **Definitions**

A vegetarian is someone living on a diet of grains, pulses, nuts, seeds, vegetables and fruits with or without the use of dairy products and eggs.

A vegetarian does not eat any meat, poultry, game, fish, shellfish or crustacean, or meat slaughtered by-products.

#### **Types of Vegetarian**

**Lacto-ovo-vegetarian.** Eats both dairy products and eggs. This is the most common type of vegetarian diet.

**Lacto-vegetarian.** Eats dairy products but not eggs.

**Vegan.** Does not eat dairy products, eggs, or any other animal product.

### ◆ Healthy catering practices should be evidenced by: low salt, low fat

#### **Salt**

The Food Standards Agency has a target to reduce the salt intake of the population to 6g per person per day by 2010.

#### **Advice on Fats**

Current population average intakes of saturated fat exceed public health recommendations and the rising levels of obesity indicate that energy (calorie) intakes currently exceed energy requirements. Both these conditions raise serious health concerns, particularly in relation to cardiovascular disease, some cancers and type 2 diabetes.

### The Bad Fats

Saturated fats raise total blood cholesterol as well as LDL cholesterol (the bad cholesterol). Saturated fats are mainly found in animal products such as meat, dairy, eggs and seafood. Some plant foods are also high in saturated fats such as **coconut oil, palm oil and palm kernel oil**.

Trans fats are invented as scientists began to 'hydrogenate' liquid oils so that they can withstand better in food production process and provide a better shelf life. As a result of hydrogenation, trans fatty acids are formed. Trans fatty acids are found in many commercially **packaged foods**, commercially fried foods such as French Fries from some fast food chains, other packaged snacks such as microwaved popcorn as well as in vegetable shortening and hard stick margarine.

### The Good Fats

#### Monounsaturated Fats

Monounsaturated fats lower total cholesterol and LDL cholesterol (the bad cholesterol) and increase the HDL cholesterol (the good cholesterol). Nut, canola and olive oils are high in monounsaturated fats.

#### Polyunsaturated Fats

Polyunsaturated fats also lower total cholesterol and LDL cholesterol. Seafood like **salmon** and **fish oil**, as well as corn, soy, safflower and sunflower oils are high in polyunsaturated fats. **Omega 3** fatty acids belong to this group.

- ◆ Avoid using cooking oils that are high in saturated fats and/or trans fats such as coconut oil, palm oil, or vegetable shortening. Instead, use oils that are low in saturated fats and high in mono- and polyunsaturated fats such as canola oil, olive oil and **flax seed oil**.
- ◆ Minimise using commercially **packaged foods** which are high in trans fats. Always read labels to look for trans-fat free alternatives.
- ◆ As saturated fats are found in animal products, use lower-fat version dairy such as 1% or skim milk instead of whole milk. Trim visible fats and skins from meat products.

### Healthy Eating

- ◆ Improving consumer awareness and understanding of healthy eating, with particular focus on the impact of saturated fat on health
- ◆ Encouraging promotion and uptake of healthier options, such as reduced fat products and the retailers healthier ranges
- ◆ Encouraging accessibility of smaller food portion sizes
- ◆ Encouraging voluntary reformulation of mainstream products to reduce saturated fat and energy

The FSA targets were expected to be part of a requirement of the government's Action Plan to reduce people's saturated fat intake from 13.3% of food energy to 11% by 2010 and to **reduce sugar intake from 12.7% to 11% of food energy**.

While each candidate will be required to plan the production of a menu, the candidates will all play a part on the production of all menus.

Where this menu is integrated with that for Cold Kitchen, the menu should consist of a selection of hot and cold dishes.

It is suggested that this should be a minimum of three starters, four main courses, vegetables and an appropriate starch or carbohydrate. Sweets and desserts should also be included as part of a balanced menu.

During the planning stage of the menu (starters and main courses) candidates should take into account the style of service — silver or plated. Style of service however should not effect the 'balance' of the dish — protein versus carbohydrate.

This will give the opportunity to participate in a greater number of styles and presentation.

The evaluation of suitability of styles of cooking, service and presentation will be contained in the project portfolio.

### Guidance on the delivery and assessment of this Unit

Assessment approaches should be sufficiently flexible to allow for adaptation to suit the needs and situations of the candidates. We have seen that Outcomes may be integrated but candidates must be aware of the need to fulfil all assessment criteria. Where candidates 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.

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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 candidates without access to such resources should not be disadvantaged.

Whether candidates are fulltime, part-time or work-base assessment approaches should be sufficiently flexible to allow for adaptation to the needs and situation of the candidates.

### **Open learning**

Outcomes 1 and 2 are appropriate to Open and Flexible learning, with tutor input support at all stage of the draft of the folio of evidence. Centre-devised assessment agreements should detail controlled conditions and the validity of the assessor's status to ensure authenticity of evidence. In addition, for Outcomes 1 and 2 candidates must be directly observed and assessed by the assessor, verified by the tutor. This could be achieved either by direct observation while arranging a meeting with candidates and assessor, by video conferencing, or by the tutor assessing and verifying a video of performance of competence which meets all assessment criteria.

### **Equality and inclusion**

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

**General information for candidates**

**Unit title:** Production Cookery: Hot Kitchen

This unit will enable you to develop practical cookery skills and produce dishes to an advanced level. You will learn how to evaluate the dishes you have produced with a view to suggesting improvements in the way the dishes have been produced or presented. In addition you will also develop organisational skills.

At the end of the unit you will be able to:

- ◆ Apply a range of food preparation techniques for a wide range of commodities.
- ◆ Apply methods of cookery to a variety of commodities to produce a range of hot dishes, to an acceptable commercial standard.
- ◆ Select, prepare cook, present and evaluate a selection of dishes to a commercially acceptable standard.