

SQA Advanced Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the SQA Advanced Diploma in Professional Cookery. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit title: Professional Cookery: Graded Unit 2

Graded Unit code: HT2N 48

Type of Graded Unit: Project

Assessment Instrument: Case Study

Credit points and level: 2 SQA Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**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.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the SQA Advanced Diploma in Professional Cookery:

- ◆ Developing planning and analysis skills.
- ◆ Developing problem solving skills.
- ◆ Developing research and study skills.
- ◆ Developing critical and evaluative thinking.
- ◆ Developing associated knowledge and skills, such as specialist culinary skills, food hygiene and control systems.
- ◆ Apply and integrate knowledge and skills across specialist culinary areas.
- ◆ Gain leadership skills and a customer focused attitude through an understanding of the role of a team leader/supervisor.
- ◆ Be prepared for progression to further studies in hospitality or related disciplines.

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Recommended prior knowledge and skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ *Kitchen Planning and Design*
- ◆ *Gastronomy*
- ◆ *Management of Food and Beverage Operations*
- ◆ *Human Resource Management*
- ◆ *Employment Experience*

Core Skills:

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills Problem Solving at SCQF level 6

Core Skill component(s) None

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

Assessment: This Graded Unit will be assessed by the use of a case study. The developed case study should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

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Administrative Information

Graded Unit Code: HT2N 48

Graded Unit Title: Professional Cookery: Graded Unit 2

Date of publication: August 2017

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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](#).

SQA Advanced Graded Unit specification: instructions for designing the assessment task and assessing candidates

Conditions of assessment

The candidate should be given a date for completion of each stage of the case study. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grade given should reflect the quality of the candidate's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where the Minimum Evidence Requirements for each stage should be met before the next is undertaken. If dates given are not met then the college's internal policy on missed deadlines will apply.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages should be undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade should be based on the achievement in the re-assessment, if this results in a higher grade.

It should be noted that the nature of a project based Graded Unit may not provide the opportunity for candidates to undertake a substantially different project within the same academic year.

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover
- ◆ demonstrate an understanding of the underlying principles of human resource management, hospitality financial accounting and kitchen planning and design
- ◆ carry out a comprehensive evaluation

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade-related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

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Grade-related criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence for the three essential stages of Planning, Developing and Evaluating, that is comprehensive, integrated and logical ◆ demonstrates an accurate and imaginative interpretation of the project brief ◆ demonstrates a highly focused, planned and systematic approach to the brief ◆ provides extensive evidence of research and linking facts/findings in a coherent manner and meets the needs of the brief ◆ uses language of a high standard in terms of level, accuracy and technical content as it relates to professional cookery ◆ effectively consolidates and integrates required knowledge and skills ◆ effectively justifies each stage of the project and decisions made in a logical and coherent manner ◆ critically evaluates how the use of concepts, information, issues and research have been used to inform and influence own work ◆ identifies and describes actions that would improve Outcomes and meet the project brief objectives ◆ demonstrates the candidate's ability to work autonomously with the minimum of support throughout the project 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence for the three essential stages of Planning, Developing and Evaluating, and is produced to an adequate standard ◆ demonstrates an acceptable interpretation of the project brief ◆ demonstrates an adequately focused and planned approach to the brief ◆ provides clear evidence of research and linking facts/findings in a coherent manner and meets the needs of the brief ◆ uses language of an adequate standard in terms of level, accuracy and technical content as it relates to professional cookery ◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency ◆ adequately justifies each stage of the project and decisions made ◆ demonstrates an understanding of how the concepts, information, issues and research have been used to inform and influence own work ◆ identifies and describes where improvements could have been made and project brief objectives met ◆ demonstrates that the candidate has required reasonable support throughout the project

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

- A = 70% — 100%
 B = 60% — 69%
 C = 50% — 59%

Note: the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit **and** a grade should not be recommended until the final stage is complete and the three parts have been viewed as a whole.

Project Stage	Minimum Evidence Requirements
<p>Stage 1 – Planning</p> <p>20%</p>	<p>A portfolio of evidence which includes:</p> <ol style="list-style-type: none"> 1. The candidates interpretation of the case study, an overview of their role and a summary of the issues 2. Identification of key topics for which research will be undertaken 3. A description of the methodology to be used including primary and secondary sources of research 4. Analysis and interpretation of the results of the research undertaken 5. Compilation of an action plan indicating timelines and research, including references and other sources of information, which reflects current industry practice or issues 6. Justification of approach taken <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>
<p>Stage 2 – Developing</p> <p>60%</p>	<p>A portfolio of evidence containing a realistic proposed action plan for carrying out the case study requirements, which reflects current industry practices or issues, including:</p> <ol style="list-style-type: none"> 1. Identification of SMART strategic and operational objectives in relation to the case study 2. Identification and description of the constraints which may impact on the achievement of both the strategic and operational objectives 3. A description of current legislative requirements that need to be adhered to 4. Recommendations made regarding profitability and efficiency 5. Justification of the recommendations made <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

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Project Stage	Minimum Evidence Requirements
Stage 3 – Evaluating 20%	<p>A portfolio of evidence which concludes with:</p> <p>An evaluation which should:</p> <ol style="list-style-type: none">1. Provide an overview of the approach taken during the planning and developing stages2. Identify and describe areas of the action plan that were changed during the Developing stage, e.g. task list, timeframes, sources of research3. Provide an analysis of the effectiveness of the research methods used4. Provide an assessment of strengths and weaknesses identified while undertaking the project5. Identify any knowledge and skills which have been gained or developed in undertaking the project <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

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Support notes

Candidates should be provided with information about the Graded Unit as early as possible but centres must ensure that candidates have all the required knowledge and skills as laid out at the beginning of this Graded Unit Specification. Candidates must work independently but must also be supported throughout the process and effective tools such as progress logs or diaries should be used to motivate and monitor the candidates' work. An appointment system for progress interviews with candidates should be identified at an early stage of the project.

As identified within this Graded Unit Specification, projects should be assessed at each stage against Minimum Evidence Requirements and candidates should only progress to the next stage when they have met the Minimum Evidence Requirements of the previous stage. Candidates should be given a date for submission of each stage, if dates given are not met then the college's internal policy on missed deadlines will apply. At the end of each stage there should be opportunities for remediation and re-assessment on that particular stage. However, any remediation/re-assessment will have an impact on grading as the degree of autonomous working is a criterion for a grade A.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages should be undertaken using a new project, case study, etc. In this case, a candidate's grade should be based on the achievement in the new project, if this results in a higher grade. It should be noted that the nature of a project based Graded Unit may not provide the opportunity for candidates to undertake a substantially different project within the same academic year.

Where appropriate, candidate portfolios should also include the following:

- ◆ Contents page
- ◆ Industrial contacts
- ◆ Acknowledgement of sources and references
- ◆ Research undertaken

Portfolios should also provide the opportunity to demonstrate candidates':

- ◆ knowledge of the hospitality industry and industry standards
- ◆ subject knowledge
- ◆ presentation skills

For further information regarding the implementation of Graded Units please refer to the SQA publication *Guidance for the Implementation of Graded Units in Higher National Certificates and Higher National Diplomas* Publication date: April 2008. Publication code: CA4405.

This Unit has the Core Skill of Problem Solving embedded in it. This means that when candidates achieve the Unit, Their Core Skills profile will also be updated to show they have achieved Problem Solving at SCQF level 6.

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.

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General information for candidates

This Unit will give you the opportunity to demonstrate your ability to integrate, evaluate and apply the knowledge and skills you have gained from a range of Units from the SQA Advanced Diploma in Professional Cookery, and should therefore be completed toward the end of your course. You will be allocated a grade of A, B or C on successful completion of the project.

The achievement of this Unit gives automatic certification of the Core Skill of *Problem Solving* at SCQF level 6.

Typically the Graded Unit assessment is a project which takes the form of a case study describing a fictitious organisation, in which you will be expected to assume the role of a consultant.

The Graded Unit project is in three stages, planning, developing and evaluating. The work you produce for each stage of the project will form a portfolio of evidence.

The requirements for each stage must be met before you will be allowed to progress to the next. You will be given a deadline for the completion of each stage, please note that late submissions could be penalised in line with your centre's internal policy and could affect your grade.

The first stage is the **planning** stage. You will have to read the case study scenario and think about what you know and you will have carry out research on the things you don't know about. You will identify the key tasks of the project and compile an action plan indicating timelines, references and sources of information.

The next stage is the **developing** stage and is when you will detail your proposal. Your proposal should identify constraints, include a realistic operational plan for carrying out the project brief and consider legislative requirements.

The final stage is the **evaluating** stage. For this stage you have to look back and comment on your approach to the project, how your planning went, how the developing went and comment on how this experience was in terms of the decisions you made, positive aspects of the process and what improvements you would make should you undertake a project again.

Where appropriate, your portfolio should also include the following:

- ◆ Contents page
- ◆ Industrial contacts
- ◆ Acknowledgement of sources and references
- ◆ Research undertaken

Your portfolio should also give you the opportunity to demonstrate your:

- ◆ knowledge of the hospitality industry and industry standards
- ◆ subject knowledge
- ◆ presentation skills

Remember that a grade will not be given until the final stage is complete and your work can be viewed as a whole. Grades are subject to external verification by SQA.

You will be given the opportunity during tutorials and/or progress interviews to discuss your progress. Feedback will be ongoing as part of the process and you will be encouraged to use a log book which you should maintain throughout your project and take to tutorials and/or progress interviews. This is your opportunity to discuss the work you have undertaken and agree next steps.

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In undertaking this project you are required to display your ability to work independently to meet the standards required. At the same time, however, you will be under supervision and may need some support from your tutor. Reasonable assistance can be given, however, if you require more than what is deemed to be reasonable this will affect your grade as the degree of autonomous working is a criterion for a grade A.

Arrangements for remediation and re-assessment will be in line with your centre's policy, however, if for any reason you were to be unsuccessful in the project overall, re-assessment must be on a substantially different project. It should be noted that your centre may not be able to provide the opportunity to undertake a substantially different project within the same academic year.