

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY
NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 5130326 **-Session-1996-97**
-Superclass- **NE**
-Title- **ORGANISATION OF PRACTICAL SKILLS 2**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Planning work, requisitioning components, identifying equipment and integrating practical skills to complete tasks involving work co-ordination using eight components and ten processes.

OUTCOMES

1. prepare for a task or tasks that require a minimum of eight component parts and at least ten processes in their production;
2. prepare a plan of work for the tasks chosen;
3. carry out the tasks to achieve the desired outcome;
4. use safe working practices.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: Completion of NC module 5130316 Organisation of Practical Skills 1 (x¹/₂) or appropriate industrial experience.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS**

UNIT NUMBER: 5130326

UNIT TITLE: ORGANISATION OF PRACTICAL SKILLS 2

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. PREPARE FOR A TASK OR TASKS THAT REQUIRE A MINIMUM OF EIGHT COMPONENT PARTS AND AT LEAST TEN PROCESSES IN THEIR PRODUCTION

PERFORMANCE CRITERIA

- (a) The tasks are correctly named.
- (b) The component parts are correctly identified.
- (c) The processes used are correctly identified.
- (d) All equipment required is correctly identified.
- (e) All component parts are requisitioned prior to commencing.

RANGE STATEMENT

The range is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Recorded evidence that the candidate prepares for the tasks on four separate occasions.

OUTCOME

2. PREPARE A PLAN OF WORK FOR THE TASKS CHOSEN

PERFORMANCE CRITERION

- (a) A logical sequence of work is planned to ensure effective time management.

RANGE STATEMENT

The range is fully expressed in the performance criterion.

EVIDENCE REQUIREMENTS

Recorded evidence that the candidate plans a logical sequence of work to a given timescale on four separate occasions.

OUTCOME

3. CARRY OUT THE TASKS TO ACHIEVE THE DESIRED OUTCOME

PERFORMANCE CRITERIA

- (a) The tasks are completed within the given time.
- (b) The tasks are presented in the quantities planned.
- (c) The tasks are presented in a commercially acceptable condition.
- (d) The component parts are processed to given specifications.

RANGE STATEMENT

The range is fully expressed in the performance criteria.

EVIDENCE REQUIREMENTS

Performance evidence that the candidate presents completed tasks on four separate occasions.

OUTCOME

4. USE SAFE WORKING PRACTICES

PERFORMANCE CRITERIA

- (a) Appropriate clothing is worn.
- (b) A clean and tidy work station is maintained.
- (c) All equipment is used in a safe manner.

RANGE STATEMENT

The range is fully expressed in the performance criteria.

EVIDENCE REQUIREMENTS

Performance evidence that the candidate uses safe working practices on four separate occasions.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 5130326

UNIT TITLE: ORGANISATION OF PRACTICAL SKILLS 2

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit will allow candidates to develop basic skills in work co-ordination established in Organisation of Practical Skills 1. Satisfactory performance will confirm that the candidate can bring together, order and integrate a variety of skills previously acquired. The unit is transferable to a number of different contexts.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit will allow you to plan work, requisition components, identify equipment and integrate practical tasks involving work co-ordination using eight components and ten processes.

CONTENT/CONTEXT As this is a generic (multi-discipline) unit the statement of standards are applicable to different curriculum areas whereas this content/context section is related specifically to practical cookery/bakery skills.

As the title of the unit indicates it is essential that candidates have had previous practical experiences prior to commencing. The practical elements of the unit should enable candidates to integrate the component skills from the planning stage through to presentation.

Corresponding to outcomes 1-4:

1. A task in this context is a dish or a recipe. Component parts are the ingredients. Processes are the steps to be carried out to successfully complete the dish/recipe, such as; weighing; measuring; sieving; mixing; trimming; melting; sealing; dicing; simmering; seasoning; rolling out; proving.

Candidates should be encouraged to choose dishes from a given range rather than the tutor identifying the practical activity for them.

Examples of practical activity expected at this level may be: soups, hors d'oeuvres, simple meat/fish dishes, desserts, bakery produce such as bread rolls, savarins. In fact any recipe with at least eight ingredients and ten process steps involved in their production. The equipment to be used throughout the practical must be identified by candidates and all ingredients requisitioned prior to commencing.

2. Candidates will require to be given practice in planning a logical sequence of work to a given timescale. Where two simple dishes are to be produced together the candidate will need guidance on sequencing the processes to produce the desired end results at the appropriate times.
- 3 & 4. Standard recipes will be followed for most dishes and the timescale should be set by the tutor.

Emphasis must be placed on the following:

- keeping to given times;
- producing correct number of portions;
- presenting food to a commercially acceptable standard;
- wearing correct uniform;
- safe and hygienic working methods;
- carrying out procedures in correct manner;
- correct use of equipment.

APPROACHES TO GENERATING EVIDENCE The learning and delivery approach should allow outcomes to be achieved in a candidate - centred, participative and practical manner. It is recommended that this unit is used as the vehicle for utilising (in an integrated manner) the foods prepared within commodity units and cookery processes units. This will ensure a practicable and economic approach to their delivery.

The tasks within this unit can relate to a snack bar, restaurant or bakery provision where candidates are involved in the planning and production of dishes for all sections of the menus.

ASSESSMENT PROCEDURES

Outcome 1	Structured worksheet containing evidence of preparing for the task(s).
Outcome 2	Plan of work.
Outcomes 3 & 4	Practical observation checklist.

PROGRESSION NC module 5130196 Organisation of Practical Skills 3.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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