



## National Unit Specification

### General information

**Unit title:** Cookery Processes: An Introduction (SCQF level 3)

**Unit code:** D264 09

**Superclass:** NF

**Publication date:** May 2008

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

On completion of this unit learners will be able to demonstrate underpinning knowledge associated with a range of cookery processes, and carry out the cookery processes in a safe and hygienic manner.

### Outcomes

On successful completion of the unit the learner will be able to:

- 1 Identify the principles associated with a range of cookery processes.
- 2 Carry out the cookery process to given specification.
- 3 Control the cookery process to minimise wastage.

### Credit points and level

1 National Unit credit at SCQF level 3: (6 SCQF credit points at SCQF level 3)

### Recommended entry to the unit

Entry is at the discretion of the centre.

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

## **National Unit Specification: General information (cont)**

**Unit title:** Cookery Processes: An Introduction (SCQF level 3)

### **Context for delivery**

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### **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).

## **National Unit Specification: Statement of standards**

**Unit title:** Cookery Processes: An Introduction (SCQF level 3)

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

### **Outcome 1**

Identify the principles associated with a range of cookery processes.

#### **Performance criteria**

- (a) Outline the principles associated with a range of cookery processes
- (b) Suitable foods are identified for each process

### **Outcome 2**

Carry out the cookery process to given specification.

#### **Performance criteria**

- (a) Each cookery process is correctly applied to one type of food
- (b) Instructions are correctly followed
- (c) Safe and hygienic standards are maintained throughout

### **Outcome 3**

Control the cookery process to minimise wastage.

#### **Performance criteria**

- (a) The process is monitored regularly
- (b) Appropriate techniques are used to check food for readiness
- (c) An attractive and palatable end result is produced

## **National Unit Specification: Statement of standards (cont)**

**Unit title:** Cookery Processes: An Introduction (SCQF level 3)

### **Evidence requirements for this unit**

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

#### **Outcome 1: Recorded evidence**

Learners will be required to demonstrate that they can identify the principles associated with a range of cookery processes, and are able to correctly identify one food suitable for each cookery process.

*Cookery processes:* Boiling, baking, grilling, shallow frying/stir frying, steaming

*Food:* Vegetables/fruit, eggs, meat/fish, dry goods

#### **Outcome 2 and 3: Performance evidence**

Learners will be required to demonstrate by practical activity that they are able to:

- ◆ Correctly apply each cookery process to one type of food
- ◆ Correctly follow instructions
- ◆ Maintain safe and hygienic standards throughout
- ◆ Regularly monitor the process
- ◆ Use appropriate techniques to check food for readiness
- ◆ Produce an attractive and palatable end result

The practical activity must be carried out under supervised conditions and an assessor observation checklist should be retained as evidence of performance.

Outcomes 2 and 3 can be assessed together.



## **National Unit Support Notes**

**Unit title:** Cookery Processes: An Introduction (SCQF level 3)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this unit**

#### **Outcome 1**

As each cookery process is covered, learners should be encouraged to discuss how the heat is passed through the food, and also the medium in which the food is being cooked. The suitability of a food for a process should be explained to enable learners to understand the need for appropriate methods of cooking for certain foods. Any operation required for the safe use of equipment should be demonstrated and the relationship to the process explained, eg, electric whisk, oven or microwave.

#### **Outcome 2**

Demonstrations and use of equipment should feature throughout each practical session as new skills are developed. The correct method of carrying out each process should be explored prior to learners carrying out practical sessions. The development of safe and hygienic standards and correct working methods must be instilled by the teacher/lecturer as essential skills to be practised at all times.

Learners should be encouraged to follow standard recipes in carrying out the practical tasks in a step by step method. The recipes must be in a form suitable for the needs of the learner.

#### **Outcome 3**

The teacher/lecturer should encourage learners to monitor the cookery process with regard to temperature, time, the cooking medium, and techniques demonstrated to check the food for readiness. Learners should be encouraged to use their senses to check the foods throughout the cookery process, specifically touch, sight and taste.

The teacher/lecturer will have to explain the effects of overcooking and undercooking on each foodstuff and the importance of producing a palatable end result.

## National Unit Support Notes (cont)

**Unit title:** Cookery Processes: An Introduction (SCQF level 3)

### Guidance on approaches to delivery of this unit

The learning and teaching approach should allow outcomes to be achieved in a learner-centred participative and practical manner. Theoretical aspects should be an integral part of each practical exercise. The choice of activities must allow for a range of cookery processes to be used and learners should be given time to practise before assessment. The needs and abilities of each learner must be taken into account in terms of the type of support and equipment required. The timescale required to complete an activity should be adjusted to allow for learner achievement. Learners should understand, however, that the constraint of time is a consideration when carrying out an activity.

### Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The evidence for Outcome 1 can be gathered under open-book, supervised conditions. For Outcomes 2 and 3 the practical activity could be carried out under supervised conditions and an assessor observation checklist should be retained as evidence of performance.

The NAB pack provided for this unit illustrates the standard that should be applied. It includes assessor checklists. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

In this unit, learners will be identifying suitable cookery processes for a range of foods, following instructions to cook and produce an attractive dish and maintaining safe and hygienic standards. This may provide opportunities to develop the following Core Skills components:

- ◆ *Problem Solving*: Critical Thinking at SCQF level 3
- ◆ *Problem Solving*: Planning and Organising at SCQF level 3

## History of changes to unit

Version	Description of change	Date
02	Transferred to current template Core Skills signposting information updated	April 2019

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## General information for learners

### Unit title: Cookery Processes: An Introduction (SCQF level 3)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit will enable you to demonstrate underpinning knowledge associated with a range of cookery processes, and carry out the cookery processes in a safe and hygienic manner. You will identify the principles associated with a range of cookery processes such as boiling, shallow frying and grilling, and identify suitable foods that can be cooked using each process.

You will carry out each cookery process to a given specification, and ensure that you work in a safe and hygienic manner at all times. You will control the cookery process to make sure that waste is minimised and that the final product is presented in an attractive and palatable manner.

Assessment will be carried out with a mixture of knowledge based and practical activities.

Completion of this unit will also enable you to develop the following Core Skills:

- ◆ *Problem Solving*: Critical Thinking at SCQF level 3
- ◆ *Problem Solving*: Planning and Organisation at SCQF level 3

On completion of this unit, you could progress to other units in Professional Cookery at SCQF levels 3/4 and/or seek employment in the hospitality industry.