



National Unit Specification

General information

Unit title: Cookery Processes: An Introduction (SCQF level 4)

Unit code: D264 10

Superclass: NF

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Version: 06

Unit purpose

This unit will enable learners to demonstrate underpinning knowledge associated with a range of cookery processes, and carry out the cookery processes in a safe and hygienic manner.

The unit is also suitable for 'new starts' and adult returners with appropriate prior experience.

Outcomes

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

- 1 Identify foods suitable for a range of cookery processes.
- 2 Carry out the cookery process to given specifications.
- 3 Control the cookery process to minimise wastage.

Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

Recommended entry to the unit

While entry is at the discretion of the centre, learners would normally be expected to have attained one of the following:

- ◆ National Units at SCQF level 3 in a relevant subject

National Unit Specification: General information (cont)

Unit title: Cookery Processes: An Introduction (SCQF level 4)

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.

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.

National Unit Specification: Statement of standards

Unit title: Cookery Processes: An Introduction (SCQF level 4)

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 foods suitable for a range of cookery processes.

Performance criteria

- (a) 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
- (b) 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 4)

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 correctly identify two foods suitable for five cookery processes.

Outcomes 2 and 3: Performance evidence

Learners will be required to demonstrate that they can:

- ◆ Correctly apply each of the following cookery process:
 - Baking
 - Boiling
 - Grilling
 - Poaching
 - Shallow frying
 - Steaming
 - Stewing
- ◆ Monitor the cooking process regularly
- ◆ Use appropriate techniques to check food for readiness
- ◆ Produce attractive and palatable end results
- ◆ Maintain safe and hygienic standards throughout the practical sessions

Learners will be required to demonstrate that each of the performance criteria have been met on at least one occasion.



National Unit Support Notes

Unit title: Cookery Processes: An Introduction (SCQF level 4)

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, the type of heat transfer, ie, conduction, convection, radiation, should be identified and explained. The cooking medium, ie, oil, water, stock, steam, etc, should be discussed and understood. The classification of the process as wet or dry should be identified and explained. The operation of equipment, such as steamer, microwave, oven and salamander will relate to each process as learners carry them out. The suitability of foods for each process will require to be covered in detail and learners helped to understand why certain food types require to be cooked by wet and others by dry methods.

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 teachers/lecturers, 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.

Outcome 3

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

Teachers/lecturers should explain the effects of overcooking and undercooking on each food used and the importance of producing a palatable end result.

National Unit Support Notes (cont)

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Guidance on approaches to delivery of this unit

The learning and teaching approach should allow the outcomes to be achieved in a learner-centred, participative and practical manner. Aspects of theory related to the principles associated with each cookery process should be covered prior to the practical exercise, as should correct use of equipment. This unit should be delivered at a pace in keeping with the learners' ability, with each process explained and discussed at a basic level.

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.

Outcome 1 could be assessed using short response questions. Outcomes 2 and 3 can be assessed together. The proposed instrument of assessment is a practical exercise. Attainment should be recorded using an observational checklist.

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.

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
06	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 4)

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.

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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 and identify suitable foods that can be cooked using each process.

You will carry out a range cookery processes 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 4/5 and/or seek employment in the hospitality industry.