



## National Unit Specification: general information

**UNIT** Kitchen Skills: An Introduction (SCQF level 4)

**CODE** F4SM 10

### SUMMARY

This Unit will introduce candidates to a range of food preparation skills and cookery processes associated with professional cookery. Candidates will learn about the importance of working safely and hygienically, equipment, terminology, safe knife handling and preparing, cooking and presenting a range of commodities through participating in a number of practical activities. The Unit will also introduce candidates to the origins of a range of foods.

### OUTCOMES

- 1 Investigate the origins of a range of foods.
- 2 Carry out a range of food preparation techniques.
- 3 Carry out a range of cookery processes.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*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 Access 1 to Doctorates.*

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### Administrative Information

**Superclass:** NA

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

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### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Teaching and Learning Approaches*.

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

### **UNIT Kitchen Skills: 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**

Investigate the origins of a range of foods.

##### **Performance Criteria**

- (a) Gather information from a variety of sources on the origins of a given range of foods.
- (b) Gather information from a variety of sources in order to match cookery processes to a given range of foods.
- (c) Organise and present findings clearly in an appropriate format.

#### **OUTCOME 2**

Carry out a range of food preparation techniques.

##### **Performance Criteria**

- (a) Select and use correctly a range of equipment appropriate to each preparation technique.
- (b) Apply each food preparation technique to a range of foods.
- (c) Weigh and measure accurately.
- (d) Carry out each activity using the correct health and safety and food hygiene procedures.

#### **OUTCOME 3**

Carry out a range of cookery processes.

##### **Performance Criteria**

- (a) Correctly identify suitable foods and equipment for each process.
- (b) Correctly apply each cookery process to a range of foods.
- (c) Use an appropriate range of garnishes and decorations to present the finished dish to a commercially acceptable standard.
- (d) Carry out each activity using the correct health and safety and food hygiene procedures.

## National Unit Specification: statement of standards

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### EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Written/oral and performance evidence is required for this Unit.

- ◆ written/oral evidence is required which demonstrates knowledge and understanding of the origins of a range of foods
- ◆ practical activities for this assessment should be carried out under supervision in a realistic working environment and should provide opportunities to demonstrate good working practice

#### Outcome 1 — Written/Oral evidence

Each candidate will be assigned five foods, one for each category, to be investigated. The evidence will be gathered in an individual folio of evidence. The folio should include for each of the five given foods:

- ◆ a brief description of the origin of the food
- ◆ where appropriate, a suitable cookery process is matched to each food

The foods will be selected from the categories below:

<b>Meat/Poultry</b>	<b>Vegetables</b>	<b>Fruit</b>	<b>Dairy</b>	<b>Dry goods</b>
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The evidence will be gathered in open-book conditions.

#### Outcome 2 — Performance evidence

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

- ◆ select and use correctly a range of equipment appropriate to each preparation technique
- ◆ apply each food preparation technique to a range of foods
- ◆ weigh and measure accurately
- ◆ carry out each activity using the correct health and safety and food hygiene procedures

**Preparation techniques:** wash, peel, cut, chop, slice, grate, mix, whisk, cream, shape. Each preparation technique must be used at least once.

The activity must be carried out in supervised conditions, and an assessor observation checklist must be retained as evidence of performance.

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

### **UNIT      Kitchen Skills: An Introduction (SCQF level 4)**

#### **Outcome 3 — Performance evidence**

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

- ◆ correctly identify suitable foods and equipment for each process
- ◆ correctly apply each cookery process to a range of foods
- ◆ use an appropriate range of garnishes and decorations to present the finished dish to a commercially acceptable standard
- ◆ carry out each activity using the correct health and safety and food hygiene procedures

**Cookery processes:** boiling, baking, grilling, shallow frying. Each cookery process must be used at least once.

The activity must be carried out in supervised conditions, and an assessor observation checklist must be retained as evidence of performance.

The Assessment Support Pack provided for this Unit illustrates the standard that should be applied. It includes an investigation pro forma and assessor observation checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Kitchen Skills: An Introduction (SCQF level 4)

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 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The focus of this Unit is practical vocational training and practical activities should be carried out in a professional kitchen. This Unit will introduce candidates to the skills required to carry out food preparation techniques, cookery processes and finishing techniques associated with professional cookery. It will also introduce them to a range of equipment used in the professional kitchen.

It is essential that relevant aspects of health and safety and food hygiene procedures are explained and reinforced throughout the practical activities of this Unit.

They will also have the opportunity to investigate the origins of a range of different foods and also to match a cookery process to the food, where appropriate. This will help to raise awareness of where foods come from and, where appropriate, how best to cook them.

Candidates will participate in a number of practical activities which will help them to develop the professional cookery skills identified in this Unit.

#### Outcome 1

This Outcome is intended to provide a basic introduction to the origins of foods. The teacher/lecturer should provide each candidate with five foods, one from each category, to investigate. The candidates should carry out some basic research into their given foods, which may involve reading, researching the Internet, using CD-ROM, DVDs and videos.

Examples of foods in each category are as follows:

<b>Meat/Poultry</b>	<b>Vegetables</b>	<b>Fruit</b>	<b>Dairy</b>	<b>Dry goods</b>
Cuts/joints of beef	Potatoes	Apples	Milk	Rice
Cuts/joints of lamb	Carrots	Pears	Cream	Pasta
Cuts/joints of pork	Turnip	Oranges	Yoghurt	Flour
Chicken	Onions	Grapefruit	Butter	Sugar
Duck	Celery	Satsuma	Cheese	Herbs
Turkey	Cabbage	Grapes		Spices
	Cauliflower	Bananas		
	Broccoli	Peaches		
	Asparagus	Plums		
	Courgettes	Apricots		
	Aubergines	Figs		
	Tomatoes	Melons		
	Peppers	Kiwi Fruit		
	Mushrooms	Pineapple		
	Peas			
	Beans			

## National Unit Specification: support notes

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Once the candidate has completed the investigation, they should then match a suitable cookery process to each food, where appropriate. It will be necessary for the teacher/lecturer to provide guidance at this stage.

The cookery processes that should be use are:

- ◆ boiling
- ◆ baking
- ◆ grilling
- ◆ shallow frying

### **Outcomes 2 and 3**

The practical activities for these Outcomes should be based on simple dishes/recipes such as:

- ◆ basic soups
- ◆ baked goods
- ◆ pasta dishes
- ◆ grilled foods
- ◆ shallow fried fish/vegetables

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The requirements of the Unit should be discussed with candidates as part of induction to the Unit. The main approach to learning and teaching should be practical and experiential. Candidates should be encouraged to learn through a variety of activities which are designed to enhance their awareness of the skills required to work as a member of a team in a professional kitchen. Each part of teaching and learning should incorporate both theory and practice to facilitate learning, and Outcomes 2 and 3 should be integrated so that the candidate experience is of a completed dish on each occasion.

Candidates should be encouraged to use a variety of methods to find out the information required for Outcome 1. Group discussion may be a useful way to disseminate knowledge that some candidates may have because of working part-time in professional kitchens. There are good internet sites that will provide valuable information and trade publications often have interesting articles on this subject.

Opportunities should be taken to integrate the required knowledge of health and safety and food hygiene procedures in a real context. In this way, the health and safety and food hygiene legislation will not only be more relevant but will be more easily understood and remembered. The emphasis should always be on the practice of working safely and hygienically.

All new techniques, cookery processes and equipment should be demonstrated by the teacher/lecturer prior to the candidates undertaking the preparation technique/cookery process. The development of correct working practices must be emphasised. The safe use of knives should be demonstrated and reinforced throughout.

## **National Unit Specification: support notes (cont)**

### **UNIT      Kitchen Skills: An Introduction (SCQF level 4)**

Candidates should be given clear instructions for each task to ensure that they are fully aware of what is expected of them and they should be encouraged to follow standard recipes when carrying out the practical tasks.

Common basic culinary terms associated with food preparation techniques and cookery processes should be explained and candidates should be encouraged to use them appropriately during practical activities.

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

It is strongly recommended that candidates complete a log book, diary or structured work sheet to track the practical activities in which they have participated. This would encourage candidates to reflect on their performance.

It is also important that candidates get support and feedback from their teacher/lecturer on their performance and progress. Feedback should highlight aspects where candidates did well and areas for improvement.

The Unit therefore should incorporate a variety of approaches to teaching and learning, including:

- ◆ teacher/lecturer demonstrations
- ◆ practical activities
- ◆ investigations using various resources
- ◆ group discussions
- ◆ the use of structured worksheets

### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

In this Unit candidates will be involved in carrying out an investigation when they will be required to organise and present information. They will be working as part of a kitchen team and will learn how important it is to work cooperatively with others and to listen effectively. During practical activities they will be required to weigh and measure foods. Therefore, aspects of the following Core Skills will be developed:

- ◆ Communication
- ◆ Numeracy
- ◆ Information Technology
- ◆ Working with Others

## **National Unit Specification: support notes (cont)**

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### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

#### **Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

Assessor observation checklists and other assessment records should be maintained and kept up-to-date to keep track of candidate progress and provide evidence for Internal and External Verification purposes.

The Assessment Support Pack provided for this Unit illustrates the standard that should be applied. It includes an investigation pro forma and assessor observation checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).