



National Unit Specification: general information

UNIT Cookery Processes (SCQF level 5)

CODE F7DS 11

COURSE Hospitality Professional Cookery (SCQF level 5)

SUMMARY

This Unit is mandatory Unit in the *Professional Cookery* at SCQF level 5 and the National Certificate in Hospitality SCQF level 5. The Unit will introduce candidates to cookery processes used within the professional kitchen. Candidates will learn about health and safety issues, equipment and terminology, while carrying out the cookery processes. It is suitable for candidates who have no previous experience.

OUTCOMES

- 1 Describe the cookery processes, their associated principles and foods suitable for each process.
- 2 Carry out each cookery process to given specifications using commercial catering equipment.
- 3 Interpret written and/or oral instructions.
- 4 Use safe working practices.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

2 credits at SCQF level 5 (12 SCQF credit points at SCQF level 5*)

**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.*

Administrative Information

Superclass: NF

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CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 4

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

National Unit Specification: statement of standards

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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 the Scottish Qualifications Authority.

OUTCOME 1

Describe the cookery processes, their associated principles and foods suitable for each process.

Performance Criteria

- (a) Describe how to carry out each cookery process.
- (b) Identify the principles associated with each process.
- (c) Identify specialist equipment required for each process.
- (d) Identify culinary terms associated with each cookery process.
- (e) Identify foods suitable for each cookery process.

OUTCOME 2

Carry out each cookery process to given specifications using commercial catering equipment.

Performance Criteria

- (a) Apply each cookery process to different food types.
- (b) Calculate cooking temperatures and times to ensure minimal energy use.
- (c) Control the process during cooking.
- (d) Finish and present dishes to a commercially acceptable standard.

OUTCOME 3

Interpret written and/or oral instructions.

Performance Criteria

- (a) Follow written and/or oral instructions.
- (b) Interpret standard recipes to produce a commercially acceptable product.

OUTCOME 4

Demonstrate safe working practices.

Performance Criteria

- (a) Wear appropriate protective clothing for the professional kitchen.
- (b) Operate commercial catering equipment safely.
- (b) Work safely and hygienically throughout.

National Unit Specification: statement of standards (cont)

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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 cookery processes, their associated principles and foods suitable for each process
- ◆ Practical activities for this Unit should be carried out under supervision in a professional kitchen, realistic working environment or workplace and should provide opportunities to demonstrate good working practice.

Outcome 1 — Written/oral evidence

Candidates are required to demonstrate that they can:

- ◆ describe how to carry out each cookery process
- ◆ identify the principles associated with each cookery process
- ◆ identify specialist equipment associated with each cookery process
- ◆ identify culinary terms associated with each cookery process
- ◆ identify foods suitable for each cookery process

Cookery processes: boiling, poaching, steaming, stewing, braising, baking, grilling, pot roasting, oven roasting, deep frying, shallow frying

Principles:

- ◆ heat transfer: conduction; convection; radiation
- ◆ cooking temperatures
- ◆ associated safety precautions

Foods: meats, poultry, fish, vegetables, fruit, pasta, rice, puddings, pastry, yeast goods

- ◆ candidates must identify the main method of heat transfer for each cookery process
- ◆ candidates must identify the cooking temperature where appropriate
- ◆ candidates must identify one safety precaution for each cookery process
- ◆ candidates must identify a minimum of one piece of specialist equipment for each cookery process
- ◆ candidates must identify a minimum of two culinary terms for each cookery process
- ◆ candidates must match a minimum of two foods to each cookery process with the exception of pot roasting when a minimum of one food will be acceptable

This assessment could be completed by the use of a pro forma and should be conducted in open book supervised conditions.

National Unit Specification: statement of standards (cont)

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Outcomes 2, 3 and 4 — Performance evidence

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

- ◆ apply each cookery process to different food types
- ◆ calculate cooking temperatures and times according to the specification
- ◆ control the process during cooking
- ◆ finish and present dishes to commercially acceptable standard
- ◆ wear appropriate protective clothing for the professional kitchen
- ◆ operate commercial catering equipment safely
- ◆ work safely and hygienically throughout
- ◆ follow written/oral instructions
- ◆ interpret standard recipes to produce a commercially acceptable product

Cookery Processes: boiling, poaching, steaming, stewing, braising, baking, grilling, pot roasting, oven roasting, deep frying, shallow frying

Foods: meats, poultry, fish, vegetables, fruit, pasta, rice, puddings, pastry, yeast goods

The practical activities must be carried out in a professional kitchen, realistic working environment or workplace, in supervised conditions, and an assessor observation checklist must be retained as evidence of performance.

The NAB Pack provided for this Unit illustrates the standard that should be applied. It includes an assessment pro forma for Outcome 1 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 Cookery Processes (SCQF level 5)

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 80 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is a mandatory Unit in *Professional Cookery* at SCQF level 5 and the National Certificate in Hospitality at SCQF level 5, but can be taken as a freestanding Unit.

Practical activities should be carried out either in a professional kitchen, realistic working environment or real workplace, which involves working with others in a team to develop good working practice.

The focus of this Unit is practical. The Unit will develop the skills required to carry out a range of cookery processes on a range of different foods. Candidates will also learn about the main methods of heat transfer and how to control the cookery process.

The following should be emphasised throughout the delivery of the Unit:

- ◆ methods of heat transfer
- ◆ cooking media involved — water, oil, milk, stock etc
- ◆ appropriate use of professional knives and equipment
- ◆ seasoning of food
- ◆ cooking times and temperatures
- ◆ appropriate testing to check for readiness
- ◆ identification and correction of simple faults
- ◆ presentation of completed dishes
- ◆ portion control
- ◆ culinary terms

The suitability of several types of foods for each cookery process should be identified, explored and understood. Each process should be demonstrated at least once and additional cookery processes such as en papillote, sous vide, microwave and tandoori should be demonstrated and their use in modern cookery discussed.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The requirements for the Unit should be discussed with candidates as part of the 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 work that goes on in the professional kitchen. Candidates should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace.

Each part of teaching/learning should incorporate both theory and practice to facilitate learning, and all Outcomes should be integrated where possible. It would also be appropriate to integrate this Unit with other food production Units, for example, *Food Preparation Techniques* and *Stocks and Sauces*.

National Unit Specification: support notes (cont)

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Opportunities should be taken to integrate the required knowledge of food hygiene and health and safety while participating in practical activities. In this way, food hygiene and health and safety procedures will not only be more relevant but will be more easily understood and remembered. Candidates should always be made aware of hazards and risks when working in the professional kitchen and the controls that are in place to minimise these risks. The emphasis should always be on the practice of working safely and hygienically.

All new techniques and equipment should be demonstrated by the teacher/lecturer prior to the candidates undertaking the cookery process. The development of correct working practices must be emphasised.

Candidates should be given clear instructions for each task to ensure that they are fully aware of what is expected of them and candidates should be encouraged to follow standard recipes when carrying out the practical tasks. Culinary terms commonly associated with cookery processes should be explained and candidates should be encouraged to use them appropriately during practical activities. The use of the correct equipment should be emphasised with regard to the size of the pots for the amount being prepared. Candidates should be encouraged to use their senses to check the foods throughout the cookery process, specifically smell, touch, sight and taste. This will develop the candidate's understanding of acceptable quality.

It is strongly recommended that candidates should complete structured worksheets to track the practical activities in which they have participated. This would encourage candidates to reflect on their performance.

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

- ◆ teacher/lecturer demonstrations
- ◆ practical activities
- ◆ a variety of resources
- ◆ reflection and evaluation
- ◆ structured worksheets

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be weighing and measuring. Therefore, there will be opportunities to develop aspects of the Core Skill *Numeracy*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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 NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor observation checklists and an example of a pro forma for Outcome 1. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes (cont)

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DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.