



## National Unit specification: general information

**Unit title:** Creative Cookery 2 (SCQF level 6)

**Unit code:** FT8G 12

**Superclass:** NF

**Publication date:** September 2011

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**Version:** 02

## Summary

The purpose of this Unit is to develop creative skills when adapting given recipes within the context of a set theme. Candidates will demonstrate an understanding of the construction of given recipes and adapt them for a theme within a set criteria. Candidates will demonstrate sensitivity towards the origins of recipes, including the use of regional ingredients and seasonality of produce and use a range of preparation techniques and cookery processes and be able to demonstrate the ability to cost the adapted recipes and work within a given time frame.

This is an optional Unit in the National Certificate in Professional Cookery (SCQF level 6).

This Unit is suitable for school leavers, adult returners, and those already working in the hospitality industry.

## Outcomes

- 1 Analyse and adapt given recipes to produce distinctive variations for a set theme taking into account seasonality and regional produce.
- 2 Develop recipes, working to prescribed time scales and a set budget.
- 3 Prepare, cook, finish and present dishes to a commercially acceptable standard using a range of preparation techniques and cookery processes.
- 4 Use safe and hygienic working practices.

## Recommended entry

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

1. *D0TH 11: Creative Cookery*
2. Appropriate industrial experience
3. NC Professional Cookery (SCQF level 5)

## **National Unit specification: general information**

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### **Credit points and level**

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

*\*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.*

### **Core Skills**

Achievement of this Unit gives automatic certification of the following Core Skills component:

- ◆ Critical Thinking at SCQF level 5
- ◆ Planning and Organising at SCQF level 5

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**

**Unit title:** Creative Cookery 2 (SCQF level 6)

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**

Analyse and adapt given recipes to produce distinctive variations for a set theme, taking into account seasonality and regional produce.

#### **Performance Criteria**

- (a) Analyse given recipes and adapt them to create variations that support a set theme.
- (b) Analyse given recipes and adapt them to create dishes that demonstrate the incorporation of seasonal ingredients and regional produce where appropriate, possible, practical and affordable.
- (c) Plan adapted recipes to support a given set theme.
- (d) Describe how adapted recipes will support the given theme and justify changes/alterations.
- (e) Explain how dishes can be produced and presented to a commercially acceptable standard.

### **Outcome 2**

Develop recipes working to prescribed time scales and a set budget.

#### **Performance Criteria**

- (a) Adapt and develop recipes that can be produced within a prescribed time scale.
- (b) Develop recipes within a given budget.

### **Outcome 3**

Prepare, cook, finish and present dishes to a commercially acceptable standard using a range of preparation techniques and cookery processes.

#### **Performance Criteria**

- (a) Produce adapted recipes (Outcome 1) that are suitable for given theme.
- (b) Demonstrate a range of cookery methods and techniques which reflect candidates' interpretation of original given recipes.

### **Outcome 4**

Use safe and hygienic working practices.

#### **Performance Criteria**

- (a) Observe high standards of personal hygiene.
- (b) Handle equipment safely and hygienically.
- (c) Handle, store and prepare ingredients safely and hygienically.
- (d) Follow safe and hygienic practices in the working environment.

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

**Unit title:** Creative Cookery 2 (SCQF level 6)

### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria.

Written/Oral and Performance evidence is required for this Unit.

- ◆ Written/oral evidence is required which demonstrates knowledge and understanding of adapting existing given recipes.
- ◆ Candidates will be required to produce a set menu for two covers consisting of appetiser, first course, soup, main and dessert.

The practical activities must be carried out in a professional kitchen, realistic working environment or workplace, in supervised conditions. The situation must provide opportunities to demonstrate good working practice. An assessor observation checklist must be retained as evidence of performance.

### **Outcomes 1 and 2**

#### **Written/oral recorded evidence**

Written/Oral evidence must be provided to demonstrate that the candidate can:

- ◆ Adapt given recipes to produce a set menu for two covers that incorporates appetiser, first course, soup, main and dessert within a given theme.
- ◆ Analyse and adapt given recipes to incorporate a variety of techniques and cookery processes.
- ◆ Demonstrate that the adapted given recipes are, where appropriate, developed to take into account regional produce and seasonal ingredients.
- ◆ Plan adapted recipes for a given specific set theme (a suitable time scale would be three hours to produce two portions of five dishes with an appropriate amount of time (45 mins) for checking of ingredients, weighing, collecting equipment and setting up of workstations prior to the assessment commencing).
- ◆ Justify the choices and changes made to given recipes that support the set theme.
- ◆ Explain how dishes can be finished and presented to a commercially acceptable standard.
- ◆ Plan the production of dishes to meet a set time criteria and cost all five dishes within agreed budgets.

### **Outcomes 3 and 4: Performance evidence**

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

- ◆ Produce creative dishes using the adapted recipes which are suitable for a given specific theme.
- ◆ Produce five dishes (appetiser, first course, soup, main and dessert for two covers) within a given theme.
- ◆ Produce dishes which accurately reflect their interpretation of original given recipes.

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

**Unit title:** Creative Cookery 2 (SCQF level 6)

- ◆ Demonstrate a range of preparation techniques and cookery processes.
- ◆ Produce dishes to a commercially acceptable standard.
- ◆ Produce dishes consistent with the given theme.
- ◆ Prepare and present dishes within the set timescales.
- ◆ Observe personal hygiene.
- ◆ Handle equipment safely and hygienically.
- ◆ Handle ingredients safely and hygienically.
- ◆ Follow safe and hygienic practices required in the working environment.

## National Unit specification: support notes

### Unit title: Creative Cookery 2 (SCQF level 6)

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

This is an optional Unit in the National Certificate in Professional Cookery (SCQF level 6). It can also be taken as a free-standing Unit.

In this Unit candidates are required to develop ability in evaluating and analysing existing recipes to produce new, creative variations for a specific theme. They will learn about seasonality, regional ingredients and working within budgets.

Candidates should have a good knowledge of practical cookery and may have attained *DOTH 11: Creative Cookery 1*.

A full range of regional and themed cookery books, magazines, menus, reference material and websites should be made available to candidates.

Corresponding to Outcomes 1–4:

- 1 Candidates should analyse and evaluate existing recipes by recognising origins and identifying regional ingredients. They should understand the reasoning behind the choice of ingredients, cookery methods and techniques used.
- 2 A specific theme will offer an opportunity for candidates to explore in some depth cultural influences on food and eating. The choice of theme is at the centre's discretion but examples may include: Healthy Eating, Vegetarian, Middle Eastern, Mediterranean, British, Scottish, Thai, Kosher, Pacific Rim, French, Spanish, Scandinavian, Italian. Candidates should look to leaders in the hospitality sector when planning/developing skills in finishing and presentation, while encouraging imagination and creativity, all ingredients should be meaningful to the overall eating experience and chosen theme. Candidates could give oral evidence when explaining the presentation of dishes for different markets.
- 3 Candidate should plan and cost all developed recipes. The costing element should give calculations for individual portions. Candidates will give costing based on agreed budgetary limits and work effectively within the set timescales.
- 4 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.

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

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### **Guidance on learning and teaching approaches for this Unit**

The learning and delivery approaches should allow Outcomes to be achieved in a candidate-centred, participative and practical manner.

Candidates should have theoretical knowledge of product, quality and classification prior to assessment of practical exercises.

Group discussions should be used to generate creativity when researching menus, reference books, magazines and websites. It may be beneficial to work in small groups when candidates are exploring specific region. The use of Information and Communication Technology (ICT) as a main resource is recommended for this activity.

### **Guidance on approaches to assessment for this Unit**

The following approaches to assessment are suggested:

**Outcome 1:**

Candidate folio with copies of original and adapted recipes.

**Outcome 2:**

Candidate folio of costing and budgeting and a plan of work showing all dishes and timescales.

**Outcome 3:**

Assessor checklist based on Performance Criteria which could include photographic evidence of each dish.

**Outcome 4:**

Assessor checklist based on Performance Criteria and practical assessment.

### **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 Communication 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)*.

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

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### **Opportunities for developing Core Skills**

In this Unit candidates will learn about using seasonal and regional ingredients when writing/planning recipes. In addition, they will develop skills in creativity following the evaluation and extraction of information from existing resources.

Candidates will:

- ◆ critically interpret existing material and identify elements for development
- ◆ work and plan to a specific theme/event
- ◆ effectively cost individual portions within a budget
- ◆ write new and commercially appropriate recipes
- ◆ produce each dish in a creative and imaginative manner.

As candidates are undertaking this Unit they will be developing aspects of the Core Skills in *Communication, Numeracy, Information and Communication Technology (ICT), Problem Solving and Working with Others*.

### **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](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date
02	Core Skills Components Critical Thinking and Planning and Organising at SCQF level 5 embedded.	29/09/2011

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