

Unit title: Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)

Unit code: J13D 75

Superclass: NA

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Unit purpose

This is a mandatory unit of the National 5 Skills for Work Hospitality course, but can be taken as a free-standing unit. It provides progression from the unit *Hospitality: Working in the Professional Kitchen* (National 4), but it is also a suitable starting point for learners who have no previous experience of the hospitality industry.

In this unit learners will learn about menu planning, food preparation techniques and cookery processes, food hygiene and health and safety procedures, equipment, terminology, safe knife handling and appropriate storage of finished dishes prior to service. Learners will prepare and cook a range of commodities and present and evaluate finished dishes. While working as a member of a team, learners will participate in a number of practical activities which will help them to develop these skills.

Outcomes

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

- 1 Contribute to the planning of menus for specified occasions, working to a given brief.
- 2 Carry out a range of food preparation techniques while working as a member of a team.
- 3 Undertake a range of cookery processes while working as a member of a team.
- 4 Store and evaluate completed dishes while working as a member of a team.

Credit points and level

1 national unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

Recommended entry to the unit

Entry is at the discretion of the centre.

Core Skills

Achievement of this unit gives automatic certification of the following:

Complete Core Skill(s)	None
Core Skill component(s)	Working Co-operatively with Others at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes for this unit specification.

Context for delivery

If this unit is delivered as part of a course, it is recommended that it should be taught and assessed within the subject area of the course to which it contributes.

The assessment support pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. 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

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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 SQA.

Outcome 1

Contribute to the planning of menus for specified occasions, working to a given brief.

Performance criteria

- (a) Identify appropriate dishes for the occasions specified in the brief.
- (b) Identify and agree balanced menus for these occasions.
- (c) Take special dietary requirements into consideration throughout.
- (d) Co-operate positively with others throughout.

Outcome 2

Carry out a range of food preparation techniques while working as a member of a team.

Performance criteria

- (a) Select and correctly use a range of equipment appropriate to each preparation technique.
- (b) Apply each food preparation technique to a range of foods.
- (c) Follow all instructions given, including weighing and measuring foodstuffs accurately.
- (d) Carry out each activity using the correct health and safety and food hygiene procedures.
- (e) Co-operate positively with others in all activities.

Outcome 3

Undertake a range of cookery processes while working as a member of a team.

Performance criteria

- (a) Correctly identify suitable foods and equipment for each process.
- (b) Correctly apply each cookery process to a range of foods.
- (c) Regularly monitor the cookery process and use appropriate techniques to check for readiness.
- (d) Complete and present the finished dishes to a commercially acceptable standard.
- (e) Carry out each activity using the correct health and safety and food hygiene procedures.
- (f) Co-operate positively with others in all activities.

Outcome 4

Store and evaluate completed dishes while working as a member of a team.

Performance criteria

- (a) Store the finished dishes at the correct temperature.
- (b) Apply the correct health and safety and food hygiene procedures for the storage of the dishes.
- (c) Evaluate own finished dishes in terms of taste and appearance.

Evidence requirements for this unit

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

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

- ◆ Written/oral evidence is required which demonstrates knowledge and skills of menu planning.
- ◆ Practical activities for this assessment should be carried out under supervision. Suitable facilities may include; a professional kitchen, realistic working environment or workplace. In all instances, it is essential that professional practices are observed and appropriate equipment is provided which meets the demands of the unit.
- ◆ Observation of the learner working with others in a team to demonstrate good working practice.

Outcome 1 — written/oral evidence and performance evidence

The assessor will provide learners with **two** suitable occasions for menu planning purposes. Learners may work in groups to design suitable menus, but each learner must have evidence of his/her own contribution. This evidence should be gathered at a suitable point in the unit and must include:

- ◆ a list of the dishes that the learner has identified
- ◆ a copy of the agreed menus which have taken dietary requirements , into consideration
- ◆ an assessor checklist confirming that the learner has contributed to and agreed the menus, and has co-operated positively

Menus

- ◆ One lunch menu, two courses, two choices per course — one choice should be a vegetarian option
- ◆ One dinner menu, no choice, three courses

Each menu must include a potato and vegetable accompaniment, or alternatives suitable to the menu.

Evidence will be gathered in supervised conditions and learners should have access to menus, internet and recipes to assist with their planning.

Outcome 2 — performance evidence

Learners will be required to demonstrate by practical activity, while working as a member of a team, that they are able to:

- ◆ Select and correctly use a range of equipment appropriate to each preparation technique.
- ◆ Apply each food preparation technique to a range of foods.
- ◆ Follow instructions given including to weigh and measure foodstuffs accurately.
- ◆ Carry out each activity using the correct health and safety and food hygiene procedures.
- ◆ , Co-operate positively with others in all activities.

Preparation techniques: each preparation technique must be used at least once.

- ◆ Peel, cut, chop, slice, grate, mix, whisk, cream, fold, shape, pipe.

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

Outcome 3 — performance evidence

Learners will be required to demonstrate by practical activity, while working as a member of a team, that they are able to:

- ◆ Correctly identify suitable foods and equipment for each process.
- ◆ Correctly apply each cookery process to a range of foods.
- ◆ Regularly monitor the cookery process and use appropriate techniques to check for readiness.
- ◆ Complete and present the finished dishes to a commercially acceptable standard.
- ◆ Carry out each activity using the correct health and safety and food hygiene procedures.
- ◆ Co-operate positively with others in all activities.

Cookery processes: each cookery process must be used at least once.

- ◆ Boiling, poaching, steaming, baking, grilling, shallow frying.

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

Outcome 4 — performance evidence

Learners will be required to demonstrate by practical activity, while working as a member of a team, that they are able to:

- ◆ Store finished dishes at the correct temperature.
- ◆ Apply the correct health and safety and food hygiene procedures for the storage of dishes.
- ◆ Evaluate a minimum of four of their own finished dishes in terms of taste and appearance.

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

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

Development of Skills for Learning, Skills for Life and Skills for Work

It is expected that learners will develop broad, generic skills through this unit. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

2 Numeracy

- 2.2 Money, time and measurement

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.3 Working with others
- 4.4 Enterprise

5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in Skills for Learning, Skills for Life and Skills for Work is given in the 'National unit support notes' section.

National unit support notes

Unit title: Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)

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

Practical activities should be carried out under supervision. Suitable facilities may include; a professional kitchen, realistic working environment or workplace. In all instances it is essential professional practices are observed and appropriate equipment is provided which meets the demands of the unit.

Observation of the learner working with others in a team, which provide opportunities to demonstrate good working practice, must be made.

The unit will develop team working and the practical skills required to carry out a range of food preparation techniques, cookery processes and finishing techniques for food production. Learners will also carry out evaluations of their finished dishes.

Outcome 1 — the unit will introduce learners to menu planning for given occasions and provides the theory associated with it. It is recommended that the menu planning aspect is delivered towards the start of the unit, and the learners should work in groups to produce the menus.

Examples of styles of menus should be available for learners to refer to, and they should also be encouraged to use other resources such as books, trade magazines and the internet to source information.

The importance of nutritional balance, colour, texture and flavour should be emphasised. Dietary requirements for conditions such diabetes and coeliac disease should be considered, along with foods which commonly cause allergic reactions. The dietary requirements for cultural or religious reasons should also be discussed, and the reasons for including vegetarian and vegan choices when designing the menus.

Outcomes 2, 3 and 4 — the practical activities of this unit will allow learners to work in teams and use the skills required to carry out food preparation techniques, cookery processes and finishing techniques in a professional kitchen. Learners will also use a range of equipment commonly found in the professional kitchen. The practical activities could be carried out in food production situations when the learners would work in teams to replicate a 'partie' system which commonly operates in professional kitchens. The food produced should be of a commercially acceptable standard. Where the food is being produced for a food service, the menus used could be those that have been designed by the learners.

The practical activities could be based on dishes/recipes using main ingredients such as:

- ◆ Boiling: soups, pasta, rice
- ◆ Poaching: fish, chicken, eggs, fruit
- ◆ Steaming: vegetables, fish, chicken, sponge pudding
- ◆ Baking: potatoes, fruit, pies, flans, bread, sponge
- ◆ Grilling: vegetables, meat, fish, cheese
- ◆ Shallow frying: fish, vegetables, meat, poultry

It is essential that relevant aspects of current health and safety and food hygiene legislation are explained and applied throughout the practical activities of this unit.

Learners should be aware of hazards and risks associated with working in the professional kitchen and the controls which are in place to minimise risk.

In order that learners are aware of the time taken to prepare, cook and finish dishes, they should be introduced to time planning and encouraged to prepare time plans for their own use during practical cookery sessions.

Throughout the unit, key areas of knowledge and skills are:

- ◆ working as a member of a team
- ◆ co-operating positively with others
- ◆ menu planning
- ◆ dietary requirements
- ◆ food allergies
- ◆ working safely
- ◆ working hygienically
- ◆ cleaning effectively
- ◆ preventing food contamination
- ◆ using a range of food preparation techniques
- ◆ using equipment safely
- ◆ using a range of cookery processes
- ◆ using appropriate techniques to test readiness of dishes
- ◆ tasting food
- ◆ using garnishes and decorations where appropriate to complete dishes to a commercially acceptable standard
- ◆ carrying out dish evaluation

Employability skills

During this unit, in addition to the specific skills developed and assessed, learners will have opportunities to develop the following employability skills:

- ◆ positive attitude to workplace and learning*
- ◆ understand the importance of time keeping and attendance*
- ◆ appropriate appearance*
- ◆ good verbal communication
- ◆ good listening skills
- ◆ work co-operatively with others*
- ◆ ability to work in a team*
- ◆ self-respect and showing respect and consideration for others
- ◆ follow instructions*
- ◆ adaptability and flexibility
- ◆ application of food hygiene and health and safety procedures*
- ◆ planning and preparing for work*
- ◆ confidence to seek feedback
- ◆ confidence to give feedback
- ◆ self-review and evaluation
- ◆ customer care skills
- ◆ efficient use of time and resources
- ◆ understanding roles and responsibilities in the workplace*

Achievement in a number of these employability skills (those marked with an asterisk*) will be clearly identified as a result of the evidence generated through the assessment activities for this unit. There are opportunities in the unit to develop the remaining skills.

The focus of the unit is practical, and is based upon the learner developing practical skills while interacting positively with colleagues.

Knowledge and understanding elements will be developed by carrying out practical activities required to produce dishes to a commercially acceptable standard, effectively following instructions, efficiently using own time and resources, maintaining food hygiene and health and safety standards throughout.

In addition, there will be opportunities during the unit to discuss and develop an understanding of the importance of positive attitudes, appropriate appearance and the necessary employment skills required to work in the hospitality industry.

Guidance on approaches to delivery of this unit

The requirements for the unit should be discussed with learners as part of their induction to the unit. The main approach to learning and teaching should be practical and experiential. Learners should be encouraged to learn through a variety of activities which are designed to enhance their awareness of the work of the professional kitchen while working as part of a team. Learners should, where possible, experience workplace conditions and be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace.

Each part of learning/teaching should incorporate both theory and practice to facilitate learning, and all outcomes should be integrated so that the learner experience is of a completed dish on each occasion. It would be good practice to have a range of menus available and to use these as teaching tools. Learners could be encouraged to discuss the merits of these menus prior to contributing suggested dishes for designing the menus to meet the needs of the brief. Structured worksheets could also be used in order to ensure that learners plan their menus using the correct sequence of courses taking account of colour, texture, flavour, nutritional balance, dietary requirements, cultural and religious requirements, and food allergies.

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. Learners 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.

Learners could also be encouraged to prepare work plans for practical sessions in order to make them more aware of timeliness.

All food preparation techniques, cookery processes and equipment should be demonstrated by the lecturer/teacher prior to the learners 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.

Learners 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.

Culinary terms commonly associated with food preparation techniques and cookery processes should be explained, and learners should be encouraged to use them appropriately during practical activities.

The lecturer/teacher should encourage learners to monitor the cookery process with regard to temperature, time, and the cooking medium, and to demonstrate techniques to check food for readiness. Learners 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, where learners are taking the unit as part of the National 5 Skills for Work Hospitality course, they should complete a log book, diary or structured worksheet to track the practical activities in which they have participated. This will provide them with a sound basis for completing the self-evaluation activities and assessment required in *Hospitality: Working in the Hospitality Industry* (National 5). Where this unit is taken on a free-standing basis, this would also be good practice which would encourage learners to reflect on their performance in the workplace.

It is important that learners evaluate the dishes that they have been involved in producing. They could also be encouraged to seek feedback/advice and set themselves goals to build competence and confidence.

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

- ◆ teacher/lecturer demonstrations
- ◆ practical activities
- ◆ visits to commercial establishments
- ◆ a variety of resources and equipment
- ◆ reflection and evaluation
- ◆ structured worksheets

Practical activities for this unit should be carried out under supervision. Suitable facilities may include; a professional kitchen, realistic working environment or real workplace.

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.

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 requirements are fully expressed in the mandatory section of this unit specification.

When delivering this unit as part of the National 5 Skills for Work Hospitality course, performance evidence for all outcomes of this unit could be integrated with *Hospitality: Developing Skills for Working in Hospitality* (National 5). This would provide learners with a sound basis for completing the self-evaluation activities and assessment required in that unit.

Assessor observation checklists and other assessment records should be maintained and kept up-to-date to keep track of learner progress and provide evidence for internal and external verification purposes.

The ASP provided for this unit illustrates the standard that should be applied. It includes assessor observation checklists. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard. Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met.

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 Skills

In this unit learners will be working as a member of a team and will learn how important it is to work co-operatively with others, and to communicate appropriately. They will also be involved with weighing and measuring and designing menus. Therefore, there will be opportunities to develop aspects of the following Core Skills:

- ◆ Working with Others
- ◆ Communication
- ◆ Numeracy
- ◆ Problem Solving

The opportunity could be taken during this unit to emphasise that employability skills developed and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

This unit has the Working Co-operatively with Others component of Working with Others embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Working Co-operatively with Others at SCQF level 4.

General information for learners

Unit title: Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)

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 focuses on the work of a professional kitchen where you will learn about menu planning, food preparation techniques, cookery processes, food hygiene, equipment, terminology, safe knife handling and storage of finished dishes. You will learn how to:

- ◆ Contribute to the planning of menus for specified occasions working to a given brief.
- ◆ Carry out a range of food preparation techniques while working as a part of a team.
- ◆ Undertake a range of cookery processes while working as a member of a team.
- ◆ Store finished dishes and evaluate them with the rest of a team.

You do not need to have any previous qualifications or experience, but it would help if you have already finished, or are in the process of finishing, the following units:

- ◆ *Hospitality Events* (National 5)
- ◆ *Hospitality: Developing Skills for Working in Hospitality* (National 5)
- ◆ *Hospitality: Front of House Operations* (National 5)

After you finish this unit, there may be opportunities to study other qualifications in this area, and/or further develop skills that will help in employment.

Administrative information

Published: August 2019 (version 4.0)

History of changes to national unit specification

Version	Description of change	Date
4.0	Minor amends to wording throughout for clarification.	August 2019
3.0	Unit moved to a new template and re-coded to align with corresponding course 2 code. No change to unit content. Core Skill component Working Co-operatively with Others at SCQF level 4 embedded.	August 2018

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Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version of the unit specification.

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