



## National Unit Specification

### General information

**Unit title:** Professional Cookery: Knowledge (SCQF level 5)

**Unit code:** J1S6 45

**Superclass:** NF

**Publication date:** May 2019

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This unit is designed to enable learners to develop basic knowledge and understanding of:

- ◆ Preparation techniques and the use of kitchen equipment
- ◆ Knife care and knife skills
- ◆ A wide range of ingredients and their uses
- ◆ A wide range of cookery processes
- ◆ Dietary requirements
- ◆ Culinary terminology

On completion of this unit learners could progress to other units in Professional Cookery at SCQF levels 5/6 and/or seek employment in a professional kitchen.

This unit is mandatory in the National Certificate in Professional Cookery at SCQF level 5, but is also suitable for delivery as a stand-alone unit. It is designed to be delivered in conjunction with the SCQF level 5 units *Professional Cookery: Practical* and *Professional Cookery: Kitchen Operations*.

This unit is part of a progressive suite of units in Professional Cookery at SCQF levels 5–8.

### Outcomes

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

- 1 Demonstrate an understanding of the correct use of knives.
- 2 Describe a range of food preparation techniques.
- 3 Describe a range of cookery processes.
- 4 Demonstrate basic knowledge of a range of ingredients and their categorisation.

## National Unit Specification: General information (cont)

**Unit title:** Professional Cookery: Knowledge (SCQF level 5)

### Credit points and level

2 National Unit credits at SCQF level 5: (12 SCQF credit points at SCQF level 5)

### Recommended entry to the unit

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

- ◆ A National Course/Units in Professional Cookery or Health and Food Technology at SCQF level 4
- ◆ Relevant industrial experience

### Core Skills

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

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.

### Context for delivery

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

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

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

**Unit title:** Professional Cookery: Knowledge (SCQF level 5)

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**

Demonstrate an understanding of the correct use of knives.

#### **Performance criteria**

- (a) Identify different types of knives and state their specific use
- (b) Describe how to carry out basic knife sharpening
- (c) Describe safe handling, cleaning and storage requirements for knives

### **Outcome 2**

Describe a range of food preparation techniques.

#### **Performance criteria**

- (a) Identify a range of common vegetable cuts and state their uses
- (b) Describe a range of food preparation techniques
- (c) Identify equipment used for a range of preparation techniques
- (d) Identify appropriate techniques for the preparation of a range of ingredients
- (e) Use culinary terms appropriately

### **Outcome 3**

Describe a range of cookery processes.

#### **Performance criteria**

- (a) Describe how to carry out a range of cookery process
- (b) Identify equipment used for a range of cookery process
- (c) Identify appropriate cookery processes for a range of ingredients and dishes
- (d) Use culinary terms appropriately

### **Outcome 4**

Demonstrate basic knowledge of a range of ingredients and their categorisation.

#### **Performance criteria**

- (a) Sort ingredients into their appropriate categories
- (b) Give examples of seasonal ingredients
- (c) State the specific quality points for a range of ingredients
- (d) Explain the function of salt, acid and sweeteners
- (e) State the storage requirements for a range of ingredients
- (f) Give examples of common dietary, ethnic and cultural requirements

## National Unit Specification: Statement of standards (cont)

**Unit title:** Professional Cookery: Knowledge (SCQF level 5)

### Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. Written and/or oral evidence is required for all outcomes in this unit.

#### Outcome 1

Learners are required to:

- ◆ Identify five types of knife and state what each is used for
- ◆ Describe two methods of sharpening knives
- ◆ Describe safe handling, cleaning and storage requirements for knives

#### Outcome 2

Learners are required to:

- ◆ Identify a range of common vegetable cuts and state their uses, must include:
  - Macèdoine
  - Brunoise
  - Julienne
  - Jardinière
  - Paysanne
  - Mirepoix
- ◆ Describe the following food preparation techniques and state the equipment used for each:
  - Peel
  - Grate
  - Roll
  - Shape
  - Pipe
  - Whisk
  - Pane
  - Blanch
  - Skin
  - Cream
  - Beat
  - Rub-in
  - Mince
- ◆ For the each of the above, identify a dish or a component of a dish that uses that technique

## National Unit Specification: Statement of standards (cont)

### Unit title: Professional Cookery: Knowledge (SCQF level 5)

#### Outcome 3

For the range of cookery processes below, learners are required to identify:

- ◆ The cooking temperature where appropriate
- ◆ One safety precaution for each cookery process
- ◆ One specific piece of equipment for each cookery process
- ◆ Three ingredients suitable for each cookery process. Must include:
  - Cuts of meat
  - Poultry
  - Fish
  - Fruit and vegetables
  - Pasta
  - Rice or pulses
- ◆ The cookery processes used in the production of a specific dish. Must include a minimum of three processes

Cookery processes:

- ◆ Roasting
- ◆ Braising
- ◆ Shallow frying
- ◆ Deep frying
- ◆ Baking
- ◆ Boiling
- ◆ Steaming
- ◆ Poaching
- ◆ Grilling
- ◆ Pressure cooking
- ◆ Sautéing
- ◆ Microwaving

#### Outcome 4

Learners are required to:

- ◆ Organise a range of ingredients into appropriate categories
- ◆ Outline what is meant by the term 'seasonality'
- ◆ State the season in which eight ingredients are at their best
- ◆ State the quality points specific to a range of ingredients. Must include:
  - Two from root vegetables
  - Two from green vegetables
  - Two from fruit
  - Two from meat
  - One from poultry
  - One from fish

- One from shellfish
- ◆ Explain the function of salt, acid and sweeteners in the context of seasoning

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

### **Unit title:** Professional Cookery: Knowledge (SCQF level 5)

- ◆ State the temperature and conditions for storing a range of ingredients. Must include:
  - Two dairy products
  - Two dried goods
  - One type of fresh fish
  - One mollusc
  - One crustacean
  - One cut of fresh meat
  - One fresh poultry item
  - Two types of vegetables
  - Two types of fruit
  - Eggs
  - Potatoes
- ◆ Give examples of three common dietary, ethnic or cultural requirements

***There must be evidence of the correct use of culinary terms throughout all outcomes.***



## National Unit Support Notes

**Unit title:** Professional Cookery: Knowledge (SCQF level 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 80 hours.

### Guidance on the content and context for this unit

This unit is mandatory in the National Certificate in Professional Cookery at SCQF level 5, but is also suitable for delivery as a stand-alone unit. It is designed to be delivered in conjunction with the SCQF level 5 units *Professional Cookery: Practical* and *Professional Cookery: Kitchen Operations*.

This unit is designed to enable learners to develop the knowledge and understanding required for an entry-level role in a professional kitchen, for example in the role of a commis chef, or as a foundation for progression to other units/qualifications in Professional Cookery at SCQF levels 5/6.

Learners should be encouraged to develop their understanding of culinary terms.

Delivery of Outcome 1 could be timed to coincide with the introduction of basic knife skills in the practical class.

Methods of sharpening should include:

- ◆ Using a steel
- ◆ Using a stone

Methods of storing knives may include:

- ◆ Knife roll/case
- ◆ Magnetic strips
- ◆ Knife blocks

Types of knives should include:

- ◆ Chef's knife
- ◆ Paring knife
- ◆ Turning knife
- ◆ Filleting knife
- ◆ Boning knife



## National Unit Support Notes (cont)

### Unit title: Professional Cookery: Knowledge (SCQF level 5)

For Outcome 2, learners should become familiar with the following common vegetable cuts in order to be able to describe their shapes and state the types of dishes they would be used in.

For example:

Veg cut	Description	Use
Macèdoine	Diced mixed veg	Cold in salads or hot as a side dish
Brunoise	Finely diced, small, uniform cubes	In sauces and garnishes
Julienne	Long thin strips	In stir fry, salads or garnishes
Jardinière	Medium thick batons	In side dishes
Paysanne	Thinly cut, according to the shape of the vegetable	In soups and sauces
Mirepoix	Evenly diced mix of onions, carrots, and celery (two parts onion to part carrot and one part celery)	Flavour base for stocks, soups, stews and stews

A wide range of preparation techniques should be discussed. Descriptions of the techniques should be brief, for example, 'beat butter and sugar together until light and creamy' for creaming.

Equipment related to preparation techniques should be specific to the technique and may include, for example, a spider for blanching.

Learners should identify a dish or a component of a dish that involves the listed preparation techniques, for example:

Dish	Component	Preparation technique
Quiche	Short crust pastry	Rolling

For Outcome 3 learners must describe all the cookery processes listed, identify equipment and the appropriate cookery processes for a range of ingredients and a specific dish.

#### Example: **Boiling**

- ◆ Temperature: 100°C
- ◆ Safety precaution: Do not overfill pot
- ◆ Equipment: Spider
- ◆ Culinary Term 1: Blanch
- ◆ Culinary Term 2: Refresh
- ◆ Food 1: Broccoli
- ◆ Food 2: Macaroni
- ◆ Food 3: Potato

#### Example: **Lasagne**

- ◆ Cookery Process 1: Boiling
- ◆ Cookery Process 2: Shallow frying
- ◆ Cookery Process 3: Baking

## National Unit Support Notes (cont)

**Unit title:** Professional Cookery: Knowledge (SCQF level 5)

Outcome 4 covers the main food groups and categories of ingredients, including:

- ◆ Functionality
- ◆ Seasonality
- ◆ Quality points
- ◆ Storage requirements
- ◆ Dietary, ethnic and cultural requirements

Learners should be encouraged to research the main food groups and categories of ingredients, for example:

- ◆ Carbohydrates
- ◆ Protein
- ◆ Dairy products
- ◆ Fruit and vegetables
- ◆ Fats and sugar
- ◆ Herbs and spices
- ◆ Preservatives and sweeteners

### Guidance on approaches to delivery of this unit

This unit has been designed to be delivered in conjunction with the SCQF level 5 units *Professional Cookery: Practical* and *Professional Cookery: Kitchen Operations*.

Requirements for the unit should be discussed with learners as part of the introduction to the unit. The unit could be taught in blended style to provide learners with a wide breadth of basic knowledge. For example, learners may carry out guided research and participate in discussions on ingredients and the preparation techniques, knife skills, cookery processes and culinary terms commonly associated with them. A student pack could be provided to clarify avenues of study and facilitate recording of information.

Delivery of this unit should be carried out in a classroom environment. Access should be provided to relevant textbooks and notes to facilitate basic research and aid learners in the completion of packs and assessments. The use of IT is encouraged for this purpose.

The unit could embrace a wide range of learning and teaching approaches, which may include:

- ◆ Tutor led discussions
- ◆ Structured worksheets
- ◆ Group work
- ◆ Basic internet or book research
- ◆ Written assessments
- ◆ Reflection and evaluation

## National Unit Support Notes (cont)

**Unit title:** Professional Cookery: Knowledge (SCQF level 5)

### 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.

Written/oral evidence is required to demonstrate the learner's knowledge and understanding of a wide range of ingredients, preparation techniques, cookery processes and culinary terminology.

For all outcomes, the use of clearly structured pro formas, multiple choice questions and/or matching exercises is recommended, allowing the learner to conduct specific, guided research and discussion to formulate responses. The use of matching exercises to assess Outcome 4 in particular would be appropriate.

### 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

#### ***Problem Solving: Critical Thinking at SCQF level 5***

For all outcomes, learners will be demonstrating the Core Skill component of Critical Thinking at SCQF level 5, when they demonstrate their knowledge of a wide range of ingredients, preparation techniques, cookery processes and equipment. This will include:

- ◆ Sorting ingredients into the appropriate categories
- ◆ Identification of different knives and their uses
- ◆ Identification of the seasons that different ingredients are at their best
- ◆ Identification of the quality points of a different ingredients
- ◆ Identification of the storage requirements for different ingredients
- ◆ Explaining the functionality of salt, acid and sweeteners
- ◆ Identification of dietary, ethnic or cultural requirements

## **National Unit Support Notes (cont)**

**Unit title:** Professional Cookery: Knowledge (SCQF level 5)

### ***Information and Communication Technology: Accessing Information at SCQF level 4***

Learners are likely to use the internet to investigate a wide range of ingredients, including their categorisations, preparation techniques and cookery processes; therefore, they will be demonstrating the Core Skill component of Accessing Information at SCQF level 4.

The Critical Thinking component of Problem Solving at SCQF level 4 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component

## History of changes to unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 4 embedded.	17/5/19

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## General information for learners

### Unit title: Professional Cookery: Knowledge (SCQF level 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 is designed to enable you to develop the knowledge and understanding required for an entry-level role in a professional kitchen. In particular, you will develop a basic knowledge and understanding of:

- ◆ Preparation techniques and the use of equipment
- ◆ Knife care and knife skills
- ◆ A wide range of ingredients and their uses
- ◆ A wide range of cookery processes
- ◆ Dietary requirements
- ◆ Culinary terminology

You do not have to have any previous experience to be able to undertake this unit; however, it is recommended that have attained other qualifications in Professional Cookery or Home Economics.

The assessments for this unit will test your knowledge and understanding of a wide range of ingredients, preparation techniques, cookery processes and culinary terminology.

Completion of this unit will also enable you to develop the following Core Skills:

- ◆ *Problem Solving: Critical Thinking* at SCQF level 5
- ◆ *Information and Communication Technology: Accessing Information* at SCQF level 4

On completion of this unit you could progress to other units in Professional Cookery at SCQF levels 5/6 and/or seek employment in a professional kitchen.

This unit is part of a progressive suite of units in Professional Cookery at SCQF levels 5–8.

The Critical Thinking component of Problem Solving at SCQF level 4 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.