



National Unit Specification

General information

Unit title: Professional Cookery: Kitchen Operations (SCQF level 5)

Unit code: J1S7 45

Superclass: NF

Publication date: May 2019

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

The unit is designed to introduce learners to the factors involved in producing food in a professional kitchen. Learners will use their practical skills to prepare, cook, finish and present a range of dishes for service while working as a member of a team. In particular, this unit covers the importance of:

- ◆ Team working within a traditional partie system
- ◆ Following health, safety and hygiene requirements
- ◆ Work planning and integration of practical skills
- ◆ Accurately calculating quantities of ingredients required for given numbers of portions
- ◆ Minimising waste and following stock control procedures

In addition, this unit will develop awareness about the elements of costs that should be considered when calculating selling prices by giving learners the opportunity to cost a variety of simple dishes and calculate selling prices.

This unit is suitable for learners with little or no kitchen experience. On completion, learners could progress to other units in Professional Cookery at SCQF levels 5/6 and/or seek employment in a professional kitchen, for example in a commis chef role.

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: Knowledge*.

National Unit Specification: General information (cont)

Unit title: Professional Cookery: Kitchen Operations (SCQF level 5)

Outcomes

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

- 1 Explain the role of team members in a professional kitchen.
- 2 State the responsibilities of employers and employees under health and safety regulations.
- 3 Plan, produce and present a range of dishes to meet customer requirements.
- 4 Apply basic calculations for costing of dishes to determine the cost and selling price per portion.

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 in Practical Cookery at SCQF level 4 or 5
- ◆ A National Course in Health and Food Technology at SCQF level 4 or 5
- ◆ Appropriate Hospitality/Professional Cookery units
- ◆ 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 5 Planning and Organising at SCQF level 5
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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.

National Unit Specification: Statement of standards

Unit title: Professional Cookery: Kitchen Operations (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

Explain the role of team members in a professional kitchen.

Performance criteria

- (a) Identify staffing structures within a traditional partie system
- (b) Correctly describe job roles
- (c) Correctly describe own role
- (d) State the importance of ensuring good working relationships with both kitchen and food service teams

Outcome 2

State the responsibilities of employers and employees under health and safety regulations.

Performance criteria

- (a) Identify the main responsibilities of employers to their employees in relation to health and safety regulations
- (b) Identify the main duties of employees in relation to health and safety regulations

Outcome 3

Plan, produce and present a range of dishes to meet customer requirements.

Performance criteria

- (a) Select dishes that incorporate the use of seasonal ingredients
- (b) Accommodate the dietary needs of customers in the planning, production and presentation of dishes
- (c) Choose ingredients that can be used to adapt dishes for customers who have specific dietary requirements
- (d) Create a plan of work for the production and presentation of the selected dishes
- (e) Produce and present dishes according to the plan of work
- (f) Minimise food waste and follow stock control procedures
- (g) Demonstrate safe and hygienic practices throughout
- (h) Contribute to effective team work
- (i) Evaluate own performance in relation to the planning and production of the final dishes

National Unit Specification: Statement of standards (cont)

Unit title: Professional Cookery: Kitchen Operations (SCQF level 5)

Outcome 4

Apply basic calculations for costing of dishes to determine the cost and selling price per portion.

Performance criteria

- (a) Identify the elements of cost and outline their importance within hospitality operations
- (b) Accurately calculate individual portion costs
- (c) Accurately calculate dish costs for given number of portions
- (d) Accurately calculate selling prices to achieve a set gross profit
- (e) State the factors that must be monitored to control food costs and maximise profit

National Unit Specification: Statement of standards (cont)

Unit title: Professional Cookery: Kitchen Operations (SCQF level 5)

Evidence requirements for this unit

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

Practical activities for this unit should be carried out under supervision in a realistic working environment (eg, a training kitchen) or real work place, and provide opportunities to demonstrate effective team working.

Outcomes 1, 2 and 4 — Written and/or oral evidence

Learners are required to:

- ◆ List job roles within a traditional partie system and provide a brief description of the responsibilities of each role, including own role
- ◆ State the reasons for ensuring good working relationships with both kitchen and food service teams
- ◆ State the main responsibilities of employers to their employees in relation to health and safety regulations
- ◆ List the main duties of employees in relation to health and safety regulations
- ◆ Identify the elements of cost and outline their importance within hospitality operations
- ◆ Calculate the cost of dishes accurately for a given number or portions
- ◆ Calculate individual portions costs from a given number of portions
- ◆ Calculate the selling price at 60% Gross Profit (GP) for each dish costed
- ◆ State the factors that must be monitored to control food costs and maximise profit

Outcome 3 — Performance, product and written and/or oral evidence

Written/oral evidence

Learners are required to:

- ◆ State the dietary needs of given groups of people, should include:
 - Allergens and intolerances as identified in current legislation
 - Specific dietary choices of customers
- ◆ Identify alternative ingredients that can be used to adapt dishes for customers with given dietary requirements
- ◆ Select appropriate dishes according to given seasons and dietary needs of customers
- ◆ Create an individual plan of work for the production and presentation of a range of dishes*. Plans of work must include:
 - A detailed time plan for the preparation, cooking and presentation of each of the dishes
 - A list of ingredients for the dishes and number of portions required
 - A list of the equipment required for the preparation, cooking and presentation of each dish
- ◆ Evaluate their own planning and performance in relation to the final dishes produced

National Unit Specification: Statement of standards (cont)

Unit title: Professional Cookery: Kitchen Operations (SCQF level 5)

*Product evidence must include at least:

- ◆ Three seasonal dishes
- ◆ One dish that has been adapted to be suitable for customers with an allergy/intolerance
- ◆ One dish for a given religious/cultural requirement

Performance evidence must demonstrate that learners have:

- ◆ Followed their work plans, making adjustments if necessary
- ◆ Accurately calculated the ingredients required for the range of dishes and number of portions
- ◆ Produced an accurate food order
- ◆ Checked the ingredients for suitability, ie:
 - Quality
 - In date
 - Stock rotation
- ◆ Prepared the ingredients in accordance with dish requirements
- ◆ Produced and presented the dishes in the quantities required to an acceptable standard
- ◆ Minimised food waste and followed stock control procedures correctly
- ◆ Maintained safe and hygienic working practices throughout
- ◆ Maintained a clean and organised work station throughout
- ◆ Worked cooperatively with team members



National Unit Support Notes

Unit title: Professional Cookery: Kitchen Operations (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. It is designed to be delivered in conjunction with the SCQF level 5 units *Professional Cookery: Practical* and *Professional Cookery: Knowledge*, although it is also suitable for delivery as a stand-alone unit.

The focus of this unit is on practical vocational training along with related theory. It has been designed to develop basic skills and an understanding of kitchen operations, which will help to prepare learners for employment as a commis chef and/or help them progress to other Professional Cookery units within the SCQF.

Initial theory related lessons should cover the structure and hierarchy of traditional kitchen and describe the responsibilities of specific job roles, such as:

- ◆ Commis chef
- ◆ Chef de partie
- ◆ Sous chef
- ◆ Head chef
- ◆ Executive chef

Learners should be aware of their own role in the kitchen for given situations and the importance of working as part of a team should be stressed.

The types of dishes suitable for given seasons, special occasions and the specific dietary requirements of different groups of people should be considered.

Class discussions could focus on food allergens/intolerances* (and the differences between these) to help develop learners' knowledge of the adverse reactions some people have to certain allergens and the use of alternative ingredients that may be used to adapt dishes to meet the requirements of allergy/intolerance sufferers.

National Unit Support Notes (cont)

Unit title: Professional Cookery: Kitchen Operations (SCQF level 5)

*At the time of publication, Food Standards Scotland identified the following as the 14 major allergens that need to be mentioned (either on a label or through provided information such as menus) when they are used as ingredients in food:

- ◆ Cereals containing gluten
- ◆ Eggs
- ◆ Mustard
- ◆ Sesame seeds
- ◆ Tree nuts
- ◆ Crustaceans
- ◆ Sulphur dioxide and sulphites
- ◆ Celery
- ◆ Milk
- ◆ Soybeans
- ◆ Peanuts
- ◆ Fish
- ◆ Molluscs
- ◆ Lupin

Common religious/cultural dietary needs of customers should also be discussed, for example:

- ◆ Vegans — do not eat dairy products, eggs, or any other products that are derived from animals
- ◆ Ovo-vegetarians — eat eggs but not dairy products
- ◆ Lacto-vegetarians — eat dairy products but avoid eggs
- ◆ Lacto-ovo-vegetarians — eat both dairy products and eggs (the most common type of vegetarian diet)
- ◆ Pescetarians — follow a vegetarian diet but also eat fish
- ◆ Kosher foods
- ◆ Halal foods

All practical activities should be carried out in a realistic working environment. The kitchen should be organised in a partie system, which could comprise:

- ◆ Larder/starters
- ◆ Main courses
- ◆ Vegetable and potato accompaniments
- ◆ Desserts

A range of cookery processes and ingredients should also be used in line with SCQF level 5 *Professional Cookery: Practical* and *Professional Cookery: Knowledge* units.

National Unit Support Notes (cont)

Unit title: Professional Cookery: Kitchen Operations (SCQF level 5)

The basic control of ingredients covering quality, waste and food costs should be taught in an integrated manner and include:

- ◆ Dish compilation relating to seasonality and special occasions
- ◆ Dietary requirements of certain groups of people such as religious/cultural (vegan)
- ◆ Basic allergies and intolerances and alternative ingredients
- ◆ Roles of a kitchen team, outline the staffing hierarchy in a traditional kitchen, ie, the structure of a 'partie system'
- ◆ Awareness of learners own role in the organisation/brigade
- ◆ Individual planning and organisation for practical sessions
- ◆ Health and safety legislation and safe working practices
- ◆ Food hygiene
- ◆ Control of ingredients and food waste
- ◆ Selection and use of correct equipment
- ◆ Basic food costing to include elements of cost and the importance of food costs within hospitality operations
- ◆ Practical cookery skills
- ◆ Reflection of learners' own performance

Learners will require some guidance and support when planning an effective sequence of work. Work plans will be directly related to all practical activities and the dishes chosen.

With teacher/lecturer direction, learners' work plans should detail each step with reasoning and explanation provided. Emphasis should be placed on the timing of the practical activities. To ensure dishes can be effectively prepared and completed, timescales should be agreed by the teacher/lecturer in advance. There should be scope for learners to use innovation when developing dishes.

Emphasis should be placed on the following:

- ◆ Dishes meeting the requirements of season and specified dietary group
- ◆ Keeping to given times
- ◆ Producing planned number of portions
- ◆ Accurate costing of requisitions
- ◆ Presenting food to a commercially acceptable standard
- ◆ Wearing the correct uniform
- ◆ Working safely and hygienically
- ◆ Carrying out procedures in the correct manner
- ◆ Correct use of equipment

Outcome 1 should cover the staffing structures in a traditional kitchen brigade and give specific job roles and responsibilities, such as:

- ◆ Chef de partie and commis chef — responsible for carrying out tasks in accordance with standard operating procedures
- ◆ Sous chef — responsible for the day-to day running of the kitchen, supervision of staff, tasks, food safety and health and safety practices, quality control, deputising in the absence of the head chef
- ◆ Head chef — responsible of management of staff, implementation of food safety and health and safety systems and practices, menu planning, costing, ordering stock, staff rota, staff training

National Unit Support Notes (cont)

Unit title: Professional Cookery: Kitchen Operations (SCQF level 5)

The importance of good working relationships within the kitchen team and with front of house should be covered to ensure efficient operation and how this contributes to staff moral and improvement of productivity.

Outcome 2 should refer to the Health and Safety at Work Act 1974. Teachers/lecturer should provide details of both employers and employees' responsibilities:

- ◆ Provision and maintenance of plant and systems of work that are safe and without risks to health
- ◆ Arrangements for ensuring, safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances
- ◆ Provision of information, instruction, training and supervision as is necessary to ensure, the health and safety at work of employees
- ◆ Place of work under the employer's control, the maintenance of it in a condition that is safe and without risks to health and the provision and maintenance of means of access to and egress from it that are safe and without such risks
- ◆ Provision and maintenance of a working environment for employees that is, so far as is reasonably practicable, safe, without risks to health, and adequate as regards facilities and arrangements for their welfare at work
- ◆ To take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions at work
- ◆ As regards any duty or requirement imposed on their employer or any other person by or under any of the relevant statutory provisions, to co-operate with them so far as is necessary to enable that duty or requirement to be performed or complied with

Outcome 3 should focus on the development of knowledge and skills required to plan, produce and present a wide range of dishes. The use of seasonal ingredients should be emphasised along with the importance of adapting dishes to meet different dietary requirements of customers.

When covering food allergens, teachers/lecturers should refer to the current list of allergens and intolerances published by Food Standards Scotland. The medical conditions associated with food allergens and the consequences of failing to comply with customer allergen requests should be highlighted. Learners should be encouraged to investigate alternative ingredients that can be used to adapt dishes for customers with food allergens.

Learners should create detailed plans of work for the production of at least two dishes in each practical session. The plans of work should show how they plan to utilise time, equipment and other resources and include:

- ◆ Detailed lists of ingredients (food order) for the given number of portions
- ◆ The preparation, production and service equipment needed

Learners must follow their work plans during the practical activities, making adjustments as required.

National Unit Support Notes (cont)

Unit title: Professional Cookery: Kitchen Operations (SCQF level 5)

The range of dishes produced should encompass classic cookery techniques and processes in line with the SCQF level 5 units *Professional Cookery: Practical* and *Professional Cookery: Knowledge*, such as:

- ◆ Boiling
- ◆ Baking
- ◆ Shallow and deep frying
- ◆ Sautéing
- ◆ Stir frying
- ◆ Poaching
- ◆ Steaming
- ◆ Roasting
- ◆ Pot-roasting
- ◆ Grilling
- ◆ Griddling
- ◆ Stewing and braising

Seasonal, special occasion and allergen free dishes must be covered along with correct presentation requirements, ensuring that the finished dishes meet an acceptable standard. Learners should be encouraged to develop their presentation and finishing skills, this could include:

- ◆ Plating
- ◆ Topping
- ◆ Foaming
- ◆ Glazing
- ◆ Hot and cold garnishes
- ◆ Sauces, relishes, pickles and chutneys
- ◆ Bread or pastry items

The dishes produced could include a range breakfast, lighter meals, main meals, vegetables/potatoes, desserts and afternoon tea items.

Working safely and hygienically at all times as well as the importance of good team working should be stressed.

Outcome 4 focuses on the costs involved in kitchen operations. The elements of cost to be covered should include:

- ◆ Food
- ◆ Labour
- ◆ Overheads (gas, electricity, rates, servicing, advertising)

Basic food costing should cover each of the dishes planned and use current prices. Teachers/lecturers may specify the number of portions required and learners will cost the total number of portions and give the individual portion cost. Selling prices should be calculated using at least four different gross profit percentages.

National Unit Support Notes (cont)

Unit title: Professional Cookery: Kitchen Operations (SCQF level 5)

Factors that must be monitored to control food costs and profit should cover:

- ◆ Waste
- ◆ Purchasing
- ◆ Storage requirements
- ◆ Within date
- ◆ Preparation
- ◆ Cooking and service
- ◆ Labour costs
- ◆ Services
- ◆ Maintenance
- ◆ Repairs
- ◆ Sundry expenses

Guidance on approaches to delivery of this unit

The requirements of the unit should be discussed with learners as part of the induction process to the unit. Experiential and practical learning and teaching are the main approaches, reinforced by theoretical knowledge to underpin the learning. Learners should be encouraged to learn through a wide range of activities both practically and within the theory classroom. This should enhance their awareness of the operation of a practical professional kitchen environment and the importance of working in a team.

The teaching for this unit should include a variety of teaching and learning approaches, including:

- ◆ Teacher/lecturer led theory
- ◆ Internet research on dish compilation, allergens and intolerances
- ◆ Practical activities
- ◆ Reflection and evaluation
- ◆ Structured worksheets
- ◆ Industrial visits

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

The following could be included:

- ◆ Dish produced
- ◆ Number of portions produced
- ◆ Preparation techniques used
- ◆ Cookery processes used
- ◆ Method of holding prior to service
- ◆ Service details, eg, garnish/decoration used
- ◆ Costing sheets
- ◆ Reflective summary

National Unit Support Notes (cont)

Unit title: Professional Cookery: Kitchen Operations (SCQF level 5)

Opportunities should be taken to integrate the required knowledge of food hygiene and health and safety while participating in practical activities for this unit. 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.

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.

Outcomes 1 and 2 could be assessed using multiple-choice or short answer questions. Assessments should be completed under open-book supervised conditions.

For Outcome 3 learners could complete pro-forma work plans under open-book supervised conditions. Learners will need to complete plans of work for at least three seasonal dishes, one cultural/religious dietary requirement and one allergy/intolerance. This must be carried out prior to the production of the chosen dishes.

Learners must work with their plans when carrying out the practical activities. The practical activities must be carried out under teacher/lecturer supervision in a professional kitchen, realistic working environment or workplace. An assessor observation checklist should be completed for each learner as evidence of performance. Time should be allowed for any necessary re-assessment.

Outcome 4 relates to the cost of raw ingredients. Accurate costing booklets should be available for learners use.

All written work should contain a statement of validity and proof of students own work, and be signed and dated by the learner.

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.

National Unit Support Notes (cont)

Unit title: Professional Cookery: Kitchen Operations (SCQF level 5)

Opportunities for developing Core and other essential skills

Problem Solving: Critical Thinking at SCQF level 5

For all outcomes, learners are required to demonstrate the knowledge and practical skills required to work in a safe and hygienic manner in a profession kitchen.

For Outcome 1, learners will identify and describe the roles and responsibilities within a traditional kitchen partie system, including their own role. For Outcome 2, they will identify the responsibilities of employers and employees under health and safety legislation. In addition, for Outcome 3 learners will identify and produce dishes for a variety of situations, including adapting dishes to meet specific dietary requirements. This will involve showing awareness of seasonality, selecting and using appropriate equipment and ingredients and controlling cookery processes.

In doing these tasks learners will be demonstrating the Core Skill component of Critical Thinking at SCQF level 5.

Problem Solving: Planning and Organising at SCQF level 5

For Outcome 3, learners are required to complete work plans for preparing, producing and presenting a range of dishes. This involves listing tasks in a logical sequence, identifying equipment requirements, identifying ingredients and putting together a food order for the dishes to be produced, working out timings, etc. Therefore, they will demonstrating the Core Skill component of Planning and Organising at SCQF level 5.

Numeracy: Using Number at SCQF level 4

For Outcomes 3 learners will be demonstrating the Core Skill component of Using Number at SCQF level 5 when they prepare and produce a range of dishes. This will include:

- ◆ Weighing and measuring
- ◆ Controlling processes and timing

In addition, for Outcome 4 learners will use number to calculate the cost dishes and determine the selling price per portion.

Working with Others: Working Co-operatively with Others at SCQF level 4

During the practical activities for Outcome 3, learners are required to work co-operatively with others within a traditional professional kitchen partie system. This will involve demonstrating an awareness of the kitchen hierarchy, their own role within this and contributing positively to the work of the team.

Information and Communication Technology: Accessing Information at SCQF level 4

For Outcome 1, learners are likely to use the internet to investigate the roles and responsibilities within a kitchen partie system. For Outcome 2, learners are required to investigate the responsibilities of employers and employees under health and safety legislations. Therefore, they will be demonstrating the Core Skill component of Accessing Information at SCQF level 4.

National Unit Support Notes (cont)

Unit title: Professional Cookery: Kitchen Operations (SCQF level 5)

Information and Communication Technology: Providing/Creating Information at SCQF level 4

Learners are likely to use the internet to compile information/build a portfolio of evidence for all outcomes. For example, completed pro forma, work plans, recipes, photographs, etc. In doing so they will be demonstrating the Core Skill component of Providing/Creating Information at SCQF level 4.

The Critical Thinking and Planning and Organising components of Problem Solving at SCQF level 5 are embedded in this unit. When a learner achieves these units, their Core Skills profile will also be updated to include these components.

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.	17/5/19

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General information for learners

Unit title: Professional Cookery: Kitchen Operations (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.

The unit is designed to introduce you to the factors involved in producing food in a professional kitchen. You will use your practical skills to prepare, cook, finish and present a range of dishes for service while working as a member of a team. In particular, this unit covers the importance of:

- ◆ Team working within a traditional partie system
- ◆ Following health, safety and hygiene requirements
- ◆ Work planning and integration of practical skills
- ◆ Adapting dishes to meet the dietary requirements of customers
- ◆ Seasonality of ingredients
- ◆ Accurately calculating quantities of ingredients required for given numbers of portions
- ◆ Minimising waste and following stock control procedures

In addition, you will develop awareness about the elements of costs that should be considered when calculating selling prices by giving you the opportunity to cost a variety of simple dishes and calculate selling prices.

This unit is suitable for those with little or no kitchen experience; however, it would be useful if you have attained other qualifications in Professional Cookery or Home Economics.

The assessments for this unit will test your knowledge and understanding of how a professional kitchen operates. The practical activities for this unit will test your preparation and cooking skills.

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

- ◆ *Problem Solving: Critical Thinking* at SCQF level 5
- ◆ *Problem Solving: Planning and Organising* at SCQF level 5
- ◆ *Numeracy: Using Number* at SCQF level 4
- ◆ *Working with Others: Working Co-operatively with Others* at SCQF level 4
- ◆ *Information and Communication Technology: Accessing Information* at SCQF level 4
- ◆ *Information and Communication Technology: Providing/Creating Information* at SCQF level 4

After completion, you could progress to other units in Professional Cookery at SCQF levels 5/6 and/or seek employment in a professional kitchen, for example in a commis chef role.

The Critical Thinking and Planning and Organising component of Problem Solving at SCQF level 5 are embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.