



## National Unit Specification

### General information

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 6)

**Unit code:** J1S7 46

**Superclass:** NF

**Publication date:** May 2019

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

The unit is designed to develop the knowledge and practical skills required to produce food in a professional kitchen. In particular, this unit covers:

- ◆ Menu planning for seasonal variations and different customer requirements
- ◆ Work planning and integration of practical skills
- ◆ Health, safety and hygiene requirements
- ◆ Costing menus and calculating selling prices
- ◆ Development of productive working relationships
- ◆ Documentation requirements

This unit is suitable for learners who have achieved qualifications at SCQF level 5 in Professional Cookery and/or those with some kitchen experience, such as in a commis chef role.

On completion of this unit, learners could progress to other units in Professional Cookery at SCQF levels 6/7 and/or seek employment in a professional kitchen, for example in a chef de partie role.

This unit is mandatory in the National Certificate in Professional Cookery at SCQF level 6, but is also suitable for delivery as a stand-alone unit. It is designed to be delivered in conjunction with the SCQF level 6 units *Professional Cookery: Practical* and *Professional Cookery: Knowledge*.

## National Unit Specification: General information (cont)

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 6)

### Outcomes

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

- 1 Compile balanced menus taking account of seasonal variations and different customer requirements.
- 2 Plan, produce and present dishes for a range of menus as part of a kitchen team.
- 3 Accurately cost menus and calculate selling prices.
- 4 Identify kitchen documentation and record keeping requirements under current legislation.
- 5 Identify common workplace accidents/injuries and outline the procedures for reporting them.

### Credit points and level

2 National Unit credits at SCQF level 6 (12 SCQF credit points at SCQF level 6)

### 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 5
- ◆ A National Course in Health and Food Technology at SCQF level 5 or 6
- ◆ Appropriate Hospitality/Professional Cookery units
- ◆ Relevant industrial experience

### Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill                      Problem Solving at SCQF level 5

Core Skill component                      Using Number 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>).

## **National Unit Specification: General information (cont)**

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 6)

### **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: Kitchen Operations (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**

Compile balanced menus taking account of seasonal variations and different customer requirements.

#### **Performance criteria**

- (a) List the principles of menu planning
- (b) Outline the importance of sustainable product sourcing and ordering
- (c) Outline the function of food and its constituents in relation to a healthy diet
- (d) Compile menus with appropriate dishes according to seasonality, customer requirements and balance

### **Outcome 2**

Plan, produce and present dishes from a range of menus as part of a kitchen team.

#### **Performance criteria**

- (a) Create detailed work plans for the production of a range of dishes
- (b) Produce and present dishes according to the work plans
- (c) Demonstrate safe and hygienic practices throughout
- (d) Contribute to effective team working
- (e) Evaluate own performance in relation to the planning and production of the final dishes

### **Outcome 3**

Accurately cost menus and calculate selling prices.

#### **Performance criteria**

- (a) Explain the importance of portion control when costing dishes
- (b) Identify measures for implementing portion control
- (c) Outline the terms gross and net profit
- (d) Accurately cost menus and calculate selling prices for given gross profit percentages
- (e) Calculate net profit from given food and overhead costs

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

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 6)

### **Outcome 4**

Identify kitchen documentation and record keeping requirements under current legislation.

#### **Performance criteria**

- (a) List the documents required for receiving and storing goods
- (b) Identify documentation and record keeping procedures used in a Hazard Analysis and Critical Control Points (HACCP) system
- (c) Outline the reasons for record keeping and maintaining kitchen documentation

### **Outcome 5**

Identify common workplace accidents/injuries and outline the procedures for reporting them.

#### **Performance criteria**

- (a) Identify common workplace accidents/injuries
- (b) Outline the requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- (c) Outline how to identify and prevent accidents/injuries
- (d) Outline the procedures that should be followed in the event of a fire

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

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 6)

### **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.

#### **Outcome 1 — Written/oral evidence**

Learners are required to:

- ◆ List the principles of menu planning, should include:
  - Type of establishment
  - Type of menu
  - Type of customer
  - Dietary needs of different people, including allergens
  - Seasonal availability of ingredients
  - Service style
  - Balance, colour and texture
  - Repetition of ingredients/cooking methods
  - Resources and equipment required
  - Skills of staff
- ◆ Outline the importance of sustainable product sourcing and ordering
- ◆ State the nutrients found in different foods and outline how they contribute to a healthy diet
- ◆ State current guidelines on the proportions of nutrients needed for a balanced diet
- ◆ Compile three menus with appropriate dishes according to seasonality, customer requirements and balance

#### **Outcome 2 — Performance, product and written/oral evidence**

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

Learners are required to:

- ◆ Create detailed work plans for the production of a selection of dishes from the menus compiled for Outcome 1 and should include:
  - Realistic time plans for the preparation, cooking and presentation of the selected dishes
  - Accurate calculation of the quantity of ingredients required for number of portions for each of the dishes to be produced
  - A collated ingredient/food order for the dishes to be produced
  - A list of preparation, cooking and service equipment required
- ◆ 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 6)

### Performance evidence

Learners are required to:

- ◆ Follow their work plans to prepare, produce and serve the dishes, making adjustments if necessary
- ◆ Select and use the appropriate equipment as listed in their work plans
- ◆ Prepare the ingredients according to the recipe specifications
- ◆ Produce and serve dishes in the quantities required to an acceptable standard
- ◆ Demonstrate safe and hygienic working practices throughout, including
  - Maintaining a clean and organised working area
  - Minimising cross contamination risks during storage, preparation, cooking and serving
- ◆ Demonstrate effective time management throughout
- ◆ Contribute to effective team working

### Product evidence

The dishes produced should relate to those included in the menus compiled for Outcome 1.

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 customer requirement

Practical activities must be carried out under supervised conditions and an assessor observation checklist completed for each learner and retained as evidence of performance.

### Outcome 3 — Written/oral evidence

Learners are required to:

- ◆ State what is meant by portion control and explain its importance when costing dishes
- ◆ Identify measures for implementing portion control when preparing, cooking and serving food
- ◆ Outline the terms gross and net profit
- ◆ Accurately cost the menus compiled for Outcome 1, calculate selling prices and net profit from given information. The overall exercises should include:
  - Food cost calculations
  - Dish and portion costs
  - Total menu costs
  - Selling price calculations for at least two different gross profit percentages
  - Net profit from given food and overhead costs

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

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 6)

### **Outcome 4 — Written/oral evidence**

Learners are required to:

- ◆ List the documents required for receiving and storing goods
- ◆ Identify documentation and record keeping procedures used in a HACCP system
- ◆ Outline the reasons for record keeping and maintaining kitchen documentation

### **Outcome 5 — Written/oral evidence**

Learners are required to:

- ◆ Identify common workplace accidents/injuries
- ◆ Outline the requirements of RIDDOR, should include:
  - Employers and employees responsibilities
  - The procedures for recording workplace accidents/injuries or incidents
  - The types of accident/injuries that must be reported to the Health and Safety Executive (HSE)
- ◆ Outline measures that can be taken to identify and prevent accidents/injuries
- ◆ Outline the procedures that should be followed in the event of a fire, should include:
  - Different types of fire extinguisher for different types of fire





## National Unit Support Notes

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 6)

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 6. It is designed to be delivered in conjunction with the SCQF level 6 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 in a chef de partie role and/or help them progress to other Professional Cookery units within the SCQF.

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

With lecturer/teacher 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 discussed and agreed with the lecturer/teacher in advance. There should be scope for learners to use innovation when developing menus.

Emphasis should be placed on the following:

- ◆ Menu meeting the requirements of the given brief
- ◆ Keeping to given times
- ◆ Producing planned number of portions
- ◆ Accurate costing of requisitions and calculation of selling prices and gross and net profit
- ◆ Presenting food to a commercially acceptable standard
- ◆ Wearing the correct uniform
- ◆ Working methodically, safely and hygienically
- ◆ Carrying out procedures in the correct manner
- ◆ Using equipment correctly
- ◆ The importance of communication and team work
- ◆ Awareness of possible hazards

## National Unit Support Notes (cont)

### Unit title: Professional Cookery: Kitchen Operations (SCQF level 6)

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

Reference should also be made to SCQF level 6 *Professional Cookery: Practical* and *Professional Cookery: Knowledge* units as these will assist learners with menu compilation and organisation of work.

Initial theory related lessons should cover the types of menus suitable for given seasons, special occasions and customer dietary requirements. The use of alternative ingredients for people with specific food allergies should also be covered.

Learners will need to describe their role in the kitchen for given situations and produce a reflective account on their performance.

A range of cookery processes and ingredients should also be used in line with SCQF level 6 *Professional Cookery: Practical* and *Professional Cookery: Knowledge* units.

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

- ◆ Menu compilation relating to seasonality and special occasions
- ◆ The principles of planning different types of menu, taking account of:
  - The establishment
  - Type of customer
  - Style of menu (à la carte, table d'hôte, special party, other modern concept menus)
- ◆ Dietary requirements of certain groups of people such as religious/cultural/vegan
- ◆ Function of food and its constituents in relation to a healthy diet
- ◆ The importance of sustainable product sourcing and ordering
- ◆ Individual planning and organisation for practical sessions integrating at least four dishes
- ◆ Awareness of own role in the organisation/brigade
- ◆ Safe and hygienic working practices
- ◆ Control of ingredients and food waste
- ◆ Selection and use of correct equipment
- ◆ Basic food costing to include elements of cost and the importance of accurately calculating food costs within hospitality operations
- ◆ Accurate calculation of selling prices and gross and net profit
- ◆ Practical cookery skills
- ◆ Identification of common workplace accidents/injuries in the workplace and how to report them
- ◆ Evaluation of own performance

## National Unit Support Notes (cont)

### Unit title: Professional Cookery: Kitchen Operations (SCQF level 6)

Outcome 1 should develop learners' understanding of the principles of menu planning. This should include:

- ◆ The types of ingredients available in each of the four seasons
- ◆ The wide range of dishes that can be produced using seasonal ingredients
- ◆ Sustainability
- ◆ Dietary needs of customers — allergies/religious/cultural
- ◆ Different types of menu
- ◆ Consideration of equipment and resource requirements, staff skills and customer profile

Learners should be encouraged to investigate the how the nutrients found in different foods contribute to a healthy diet. The role of the following nutrient in our diet and the foods that contain them should be covered:

- ◆ Carbohydrates
- ◆ Protein
- ◆ Fats
- ◆ Fibre
- ◆ Fluids
- ◆ Vitamins and minerals

Learners should have an understanding of how the nutritional needs of different customers can be catered for, such as:

- ◆ Toddlers and nursery school children
- ◆ School children
- ◆ Teenagers
- ◆ Elderly
- ◆ Recovering patients
- ◆ Those with diabetes (both type 1 and type 2)
- ◆ Allergy sufferers
- ◆ Those who choose a vegetarian or vegan diet

Current legislation in food labelling should also be highlighted.

Outcome 2 should focus on the development of knowledge and skills required to plan, produce and present a range of dishes from the menus compiled for Outcome 1. The use of seasonal ingredients should be emphasised along with the importance of adapting dishes to meet different dietary requirements of customers.

Learners should create detailed plans of work for the production of at least four 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 6)

The range of dishes produced should encompass classic cookery techniques and processes in line with the SCQF level 6 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 3 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)

An explanation of gross profit and net profit should be given with examples of costings. Basic food costing should cover each of the dishes planned and use current prices.

Lecturers/teachers 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 and net profit percentages.

## National Unit Support Notes (cont)

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 6)

When discussing portion control the following should be covered:

- ◆ Setting portion size
- ◆ Careful preparation — loss during peeling, cutting, portioning
- ◆ Correct cooking to reduce overcooking/reduction
- ◆ Use of correct tools and equipment when serving
- ◆ Stock usage reports

Outcome 4 covers kitchen documentation and record keeping requirements. Relevant documents could include:

- ◆ Food safety information
- ◆ Temperature charts
- ◆ Delivery notes
- ◆ Stock rotation records
- ◆ Cleaning rotas
- ◆ The HACCP plan
- ◆ Inspection reports
- ◆ Training records
- ◆ Team meeting records

Reference should be made to SCQF level 6 *Food Hygiene for the Hospitality Industry* unit, as there will be some integration opportunities with this outcome.

Outcome 5 cover common workplace accidents/injuries and the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). RIDDOR requires employers, or in certain circumstances others who control or manage a premises, to report to the relevant enforcing authority and keep records of the following:

- ◆ Work-related deaths
- ◆ Work-related accidents which cause certain specified serious injuries to workers, or which result in a worker being incapacitated for more than seven consecutive days (see the **RIDDOR** site)
- ◆ Cases of those industrial diseases listed in RIDDOR
- ◆ Certain 'dangerous occurrences' (near-miss accidents)
- ◆ Injuries to a person who is not at work, such as a member of the public, which are caused by an accident at work and which result in the person being taken to hospital from the site for treatment.

Learners are required to explain why records must be kept of:

- ◆ Any reportable death, injury, occupational disease or dangerous occurrence
- ◆ All work-related injuries that result in a worker being away from work or unable to do their full range of normal duties for more than **three** consecutive days (not counting the day of the accident but including any weekends or other rest days)
- ◆ Fire procedures, including the types of fire extinguishers that should be used on different types of fire

## National Unit Support Notes (cont)

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 6)

Specified injuries to workers that must be reported include:

- ◆ Fractures, other than to fingers, thumbs and toes
- ◆ Amputations
- ◆ Any injury likely to lead to permanent loss of sight or reduction in sight
- ◆ Any crush injury to the head or torso causing damage to the brain or internal organs
- ◆ Serious burns (including scalding) that:
  - Covers more than 10% of the body
  - Causes significant damage to the eyes, respiratory system or other vital organs
- ◆ Any scalping requiring hospital treatment
- ◆ Any loss of consciousness caused by head injury or asphyxia
- ◆ Any other injury arising from working in an enclosed space that:
  - Leads to hypothermia or heat-induced illness
  - Requires resuscitation or admittance to hospital for more than 24 hours

### 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:

- ◆ Dishes 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 to show full cost, portion cost, selling price, gross and net profit
- ◆ Relevant documentation for HACCP and hazards
- ◆ Reflective summary

## National Unit Support Notes (cont)

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 6)

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, 3, 4 and 5 could be assessed using multiple-choice or short answer questions. Assessments should be completed under open-book supervised conditions

For Outcome 2 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.

As Outcome 3 relates to the cost of raw ingredients, accurate costing booklets should be available for learners use

There will be opportunities to integrate assessment of this unit with the SCQF level 6 units *Professional Cookery: Practical* and *Professional Cookery: Knowledge*.

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

## National Unit Support Notes (cont)

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 6)

### 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 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 compile balanced menus, incorporating seasonality and the dietary needs of different groups of people. For Outcome 2, they will prepare for and produce dishes from the menus compiled for Outcome 1. This will involve showing awareness of seasonality, selecting and using appropriate equipment and ingredients and controlling cookery processes. In addition, for Outcome 4 learners will identify kitchen documentation and record keeping requirements and for Outcome 5 they will identify common workplace accidents/injuries and the regulations for reporting these.

By completing 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 2, 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 be demonstrating the Core Skill component of Planning and Organising at SCQF level 5.

#### ***Numeracy: Using Number at SCQF level 4***

For Outcomes 2 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 3 learners will use number to calculate the cost dishes and determine the selling price per portion for different gross and net profit percentages.



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

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 6)

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

During the practical activities for Outcome 2, 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 different types of menu, the seasons in which ingredients are at their best and dietary requirements of different groups of people. For Outcome 4 learners will also likely to use the internet to identify kitchen documentation and record keeping requirements and for Outcome 5 to identify common workplace accidents/injuries and the regulations for reporting these. Therefore, they will be demonstrating the Core Skill component of Accessing Information at SCQF level 4.

This Unit has the Core Skill of Problem Solving SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.

The Using Number component of Numeracy 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 Skill Problem Solving at SCQF level 5 embedded. Core Skills Component Using Number at SCQF level 4 embedded.	17/5/19

© Scottish Qualifications Authority 2019

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

## General information for learners

### Unit title: Professional Cookery: Kitchen Operations (SCQF level 6)

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 develop the knowledge and practical skills required to produce food in a professional kitchen and builds on the SCQF level 5 *Professional Cookery: Kitchen Operations* unit. In particular, this unit covers:

- ◆ Menu planning for seasonal variations and different customer requirements
- ◆ Work planning and integration of practical skills
- ◆ Health, safety and hygiene requirements
- ◆ Costing menus and calculating selling prices
- ◆ Development of productive working relationships
- ◆ Documentation requirements

This unit is suitable for learners who have achieved qualifications at SCQF level 5 in Professional Cookery and/or those with some kitchen experience, such as in a commis chef role.

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 6/7 and/or seek employment in a professional kitchen, for example in chef de partie role.

This Unit has the Core Skill of Problem Solving SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.

The Using Number component of Numeracy 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.