



## National Unit Specification

### General information

**Unit title:** Stocks, Sauces and Soups (SCQF level 5)

**Unit code:** J1S8 45

**Superclass:** NF

**Publication date:** May 2019

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This unit will introduce learners to the knowledge and skills required to produce a range of stocks, basic sauces, derivatives from basic sauces and soups. It is designed to enable learners to:

- ◆ Develop an understanding of a range of stocks, sauces and soups
- ◆ Prepare, cook and serve a range of stocks, sauces and soups to a commercial acceptable standard
- ◆ Identify and remedy faults with stocks, sauces and soups

Learners will also find out about health and safety issues, use of equipment and culinary terminology associated with the production of stocks, sauces and soups.

This unit is a mandatory in the National Certificate (NC) in Professional Cookery at SCQF level 5 but it is also suitable for delivery as a free-standing unit.

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

### Outcomes

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

- 1 Prepare and cook a range of stocks.
- 2 Prepare and cook a range of jus, gravies and sauces.
- 3 Prepare and cook a range of soups.
- 4 State why faults occur in a range of soups, stocks and sauces and give possible remedies.

## National Unit Specification: General information (cont)

**Unit title:** Stocks, Sauces and Soups (SCQF level 5)

### Credit points and level

1 National Unit credits at SCQF level 5: (6 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 Planning and Organising at SCQF level 4
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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](http://www.sqa.org.uk/assessmentarrangements).

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

**Unit title:** Stocks, Sauces and Soups (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**

Prepare and cook a range of stocks.

#### **Performance criteria**

- (a) Select and prepare ingredients for the range of stocks
- (b) Prepare and cook a range of stocks according to specification
- (c) Control the cookery process and timing throughout
- (d) Finish stocks as appropriate
- (e) Demonstrate safe and hygienic working practices throughout

### **Outcome 2**

Prepare and cook a range of jus, gravies and sauces.

#### **Performance criteria**

- (a) Select and prepare ingredients for a range of jus, gravies and sauces
- (b) Prepare and cook a range of jus, gravies and sauces according to specification
- (c) Control the cookery process and timing throughout
- (d) Select and use suitable thickening agents for a range of jus, gravies and sauces
- (e) Finish and present jus, gravies and sauces as appropriate
- (f) Demonstrate safe and hygienic working practices throughout

### **Outcome 3**

Prepare and cook a range of soups.

#### **Performance criteria**

- (a) Select and prepare ingredients for a range of soups
- (b) Prepare and cook a range of soups
- (c) Control the cookery process and timing throughout
- (d) Finish and present a range of soups
- (e) Demonstrate safe and hygienic working practices throughout

### **Outcome 4**

State why faults occur in a range of stocks, sauces and soups and give possible remedies.

#### **Performance criteria**

- (a) State the reasons why faults occur in a range of stocks, sauces and soups
- (b) Give possible remedies for common faults that occur in stocks, sauces and soups

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

**Unit title:** Stocks, Sauces and Soups (SCQF level 5)

### Evidence requirements for this unit

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

Both performance and written/oral evidence is required for this unit. Practical activities for this unit should be carried out under supervision in either a training kitchen or realistic working environment. Written/oral evidence is required to demonstrate the learner's knowledge and understanding of a range of soups, stocks, sauces, thickening agents, faults and remedies.

### Performance evidence

#### Outcome 1

Learners are required to demonstrate by practical activity that they can:

- ◆ Select and prepare ingredients for a range of stocks
- ◆ Prepare and cook each of stocks listed below according to specification
- ◆ Control the cookery process and timing throughout
- ◆ Finish stocks as appropriate
- ◆ Demonstrate safe and hygienic working practices throughout

<b>Stocks</b>	White meat or poultry, brown meat or poultry, fish, vegetable
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*NB: Learners are required to prepare and cook each of the stocks on a minimum of one occasion.*

#### Outcome 2

Learners are required to demonstrate by practical activity that they can:

- ◆ Select and prepare ingredients for a range of jus, gravies, basic sauces and derivatives from basic sauces
- ◆ Prepare and cook each of the jus, gravies, basic sauces and derivatives from basic sauces according to specification
- ◆ Control the cookery process and timing throughout
- ◆ Select and use suitable thickening agents
- ◆ Finish and present jus, gravies and sauces as appropriate
- ◆ Demonstrate safe and hygienic working practices throughout

<b>Jus</b>	Veal or beef, chicken
<b>Gravies</b>	Thickened and unthicken
<b>Sauces</b>	Bèchamel, veloutè, espagnole, tomato, warm emulsion, cold emulsion, mayonnaise, bread, fruit based
<b>Derived sauces</b>	From: Bèchamel, veloutè, warm emulsion, cold emulsion, mayonnaise

*NB: Learners are required to prepare and cook each of the jus, gravies and sauces on a minimum of one occasion.*

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

**Unit title:** Stocks, Sauces and Soups (SCQF level 5)

### Outcome 3

Learners are required to:

- ◆ Select and prepare ingredients for range of soups
- ◆ Prepare and cook each of soups listed below according to specification
- ◆ Control the cookery process and timing throughout
- ◆ Finish and present the range of soups as appropriate
- ◆ Demonstrate safe and hygienic working practices throughout

<b>Soups</b>	Pureed	Unblended	Hot	Chilled	Broth
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*NB: Learners are required to prepare and cook each of the soups on a minimum of one occasion.*

### Written/oral evidence

#### Outcome 2

Learners are required to:

- ◆ Identify a suitable thickening agent for a gravy and each of the sauces listed below
- ◆ Give menu examples for a gravy and each of the sauces listed below

<b>Thickening agents</b>	White roux, blond roux, brown roux, eggs, cornflour, arrowroot, beurre manie, xanthan gum, reduction, bread, agar agar
<b>Gravies</b>	Thickened
<b>Sauces</b>	Bèchamel, veloutè, tomato, warm emulsion, cold emulsion, mayonnaise, bread, fruit based

#### Outcome 4

Learners are required to:

- ◆ State the reasons why faults occur in a range of soups, stocks and sauces and give possible remedies, must include a minimum of six from the list below
- ◆ Describe the cooling and storage procedures for a range of stocks, sauces and soups

<b>Products</b>	Fish stock	Bèchamel
	Brown meat or poultry stock	Veloutè
	White meat or poultry stock	Pureed soups
	Emulsions	Broths



## National Unit Support Notes

**Unit title:** Stocks, Sauces and Soups (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 40 hours.

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

This unit is mandatory in the NC in Professional Cookery at SCQF level 5, but is also suitable for delivery as a stand-alone unit.

The unit is designed to enable learners to develop the basic skills needed to prepare and cook a range of stocks, sauces and soups in a professional kitchen environment. The unit will develop the skills required to carry out a range of preparation techniques and methods of cookery required to produce a range of stocks, soups and sauces. Learners will also extend their knowledge by producing derivatives from basic sauces. In addition, learners will find out about the reasons faults occur in a range of soups, stocks and sauces and possible ways to rectify these faults. The use of thickening agents will also be explored and assessed. Finally, suitable uses for sauces and gravies should be discussed.

Practical activities should be carried out either in a training kitchen or realistic working environment, with the focus of this unit being practical vocational training.

It would be beneficial to introduce convenience stocks and sauces to allow learners to compare preparation time, taste, appearance and cost with freshly made products. Learners could discuss suitable uses for both convenience and freshly made products. There is no requirement for learners to produce completed dishes from the stocks, sauces, jus and gravies; therefore this unit may be integrated with other Professional Cookery units as long as the evidence requirements are met.

All outcomes in this unit can be carried out and assessed in a blended style. For example a lesson can be laid out in such a way to successfully achieve multiple criteria across several outcomes, as long as the minimum evidence requirements are met by the learner.

### Guidance on approaches to delivery of this unit

This unit could be delivered in conjunction with the SCQF level 5 units *Professional Cookery: Knowledge*, *Professional Cookery: Practical* and *Professional Cookery: Kitchen Operations*.

The requirements for the unit should be discussed with learners as part of the introduction to the unit. Each part of the teaching/learning could incorporate both theory and practice with the main approach to delivery being lecturer led demonstrations, followed by learning task completion.

## National Unit Support Notes (cont)

### Unit title: Stocks, Sauces and Soups (SCQF level 5)

Teachers/lecturers should demonstrate all new techniques and equipment prior to learners carrying tasks. Learners should have an understanding of the need to follow specifications when preparing and producing stocks, sauces and soups.

Learning and teaching in this unit must be underpinned with background information relevant to each task. All outcomes should be integrated where possible. The practice of working safely and hygienically should be promoted and observed by the lecturer, while learners should also be made aware of any hazards/risks involved within the lesson.

It is strongly recommended that learners evidence work from each lesson using evaluation and photographs of dishes.

The use of poultry carcass and beef/veal bones for the production of stocks is recommended. Learners should be encouraged to carry out research when it comes to suggesting menu examples. The use of pasteurised egg for the manufacture of mayonnaise should be discussed.

The teacher/lecturer should encourage learners to monitor cookery process, where appropriate, with regard to temperature and time. Following the production of soups, stocks and sauces learners should analyse the products regarding colour, taste, consistency, flavour and appearance. This will develop the learners' understanding of acceptable quality. The reasons that faults occur in the production of soups, stocks and sauces should be part of every session, with possible remedies being identified.

It is strongly recommended that learners complete structured worksheets to track the practical activities that they have participated in. This should encourage learners to evaluate and reflect on their own performance.

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

- ◆ Teacher/lecturer led demonstrations
- ◆ Practical activities
- ◆ Reflection and evaluation
- ◆ A variety of resources
- ◆ Structured worksheets

### 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.

## National Unit Support Notes (cont)

**Unit title:** Stocks, Sauces and Soups (SCQF level 5)

The evidence requirements are fully expressed in the mandatory section of this unit specification. However, learners work could be recorded and evidenced using assessor observation checklists completed by the teacher/lecturer and supported by learners' evaluations and photographs of each task. These should be kept up to date to keep track of learners' progress and will be used to provide evidence for internal and external purposes.

The Assessment Support Pack (ASP) for this unit illustrates the standard required. It includes assessor observation checklists to record performance evidence for Outcomes 1, 2 and 3 and an example of a pro forma for the written/oral evidence for Outcomes 2 and 4. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard.

### 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 apply their knowledge and skills to prepare and cook a range of stocks, sauces and soups. This will include:

- ◆ Selecting and preparing ingredients for a range of stocks, sauces and soups
- ◆ Preparing and cooking a range of stocks, sauces and soups to the correct specification
- ◆ Controlling cookery processes and timings
- ◆ Identifying and using appropriate thickening agents
- ◆ Identifying and explaining how to rectify common faults with stocks, sauces and soups
- ◆ Finishing and presenting stocks, sauces and soups appropriately
- ◆ Demonstrating safe and hygienic working practices



## National Unit Support Notes (cont)

**Unit title:** Stocks, Sauces and Soups (SCQF level 5)

### ***Problem Solving: Planning and Organising at SCQF level 5***

For all outcomes, learners will be demonstrating the Core Skill component of Planning and Organising at SCQF level 5, when they prepare and cook a range of stocks, sauces and soups. This will include:

- ◆ Selecting and preparing ingredients for a range of stocks, sauces and soups
- ◆ Preparing and cooking a range of stocks, sauces and soups to the correct specification
- ◆ Controlling cookery processes and timings
- ◆ Finishing and presenting stocks, sauces and soups appropriately
- ◆ Demonstrating safe and hygienic working practices

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

For Outcomes 1, 2 and 3 learners will be demonstrating the Core Skill component of Using Number at SCQF level 5 when they prepare and cook a range of stocks, sauces and soups. This will include:

- ◆ Weighing and measuring
- ◆ Controlling processes and timing

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

Learners are likely to use the internet to investigate common faults that can occur when producing stocks, sauces and soups and the methods for rectifying these faults. In addition, learners will carry out research to be able to match stocks and sauces with a range of menu items; therefore, they will be demonstrating the Core Skill component of Accessing Information at SCQF level 4.

### ***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 to support their practical activities. For example 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 4 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 4 embedded.	17/5/19

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## General information for learners

### Unit title: Stocks, Sauces and Soups (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 will introduce you to the knowledge and skills required to produce a range of stocks, basic sauces, derivatives from basic sauces and soups. It is designed to enable you to:

- ◆ Develop an understanding of a range of stocks, sauces and soups
- ◆ Prepare, cook and serve a range of stocks, sauces and soups to a commercial acceptable standard
- ◆ Identify and remedy faults with stocks, sauces and soups

You will also find out about health and safety issues, use of equipment and culinary terminology associated with the production of stocks, sauces and soups.

You do not have to have any previous experience to be able to undertake this unit, however, it would be useful if you have attained other qualifications in Professional Cookery or Home Economics.

The assessments for this unit will test both your practical skills and underpinning knowledge for producing a range of stock, sauces and soups.

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 Organisation* at SCQF level 5
- ◆ *Numeracy: Using Number* 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

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 and Planning and Organising component of Problem Solving at SCQF level 4 are embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.