

SQA- SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	7150510	-Session-1990-91
-Superclass-	NG	

-Title-	BASIC COOKERY SKILLS
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-DESCRIPTION-

Purpose	This module is designed to help the student to develop basic cookery skills to aid independent living.
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Preferred Entry Level	No formal entry requirements.
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Outcomes	The student should: 1. use a cooker safely to prepare a variety of dishes; 2. use basic kitchen equipment in the preparation of various dishes; 3. prepare and present a variety of simple meals.
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Assessment Procedures	Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.
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The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

OUTCOME 1 USE A COOKER SAFELY TO PREPARE A VARIETY OF DISHES

- PCs
- (a) The selection of cooker features is correct in terms of planned operation.
 - (b) The use of cooker controls is accurate in terms of required temperature and safety procedures.
 - (c) The positioning of cooking containers on/in the cooker is accurate and safe.
 - (d) The cleanliness of the cooker after cooking is according to appropriate hygiene standards.

IA Practical Exercise

The student will be set a practical exercise to test his/her ability to use a cooker safely in the preparation of a variety of dishes.

The practical exercise will require the student to select, use and control the appropriate switches for one type of cooker eg. gas/electricity/microwave. The student should be able to place two containers on the cooker (where appropriate) in a safe manner and should ensure the cleanliness of the cooker after use.

Satisfactory achievement of the Outcome will be based on the student satisfying all the Performance Criteria.

OUTCOME 2 USE BASIC KITCHEN EQUIPMENT IN THE PREPARATION OF VARIOUS DISHES

- PCs
- (a) The use of basic kitchen equipment is correct and accords with safe practice.
 - (b) The equipment is clean and stored in an appropriate place after use.
 - (c) The measurement of weight and volume is appropriate in terms of recipe/dish requirements.

IA Practical Exercise

The student will be given a practical exercise to test the ability to use basic kitchen equipment in the preparation of various dishes.

The practical exercise will require the student to use at least five of the following pieces of equipment of which measuring equipment for dry and liquid ingredients must be used:

can opener, grater, whisk, potato peeler, chopping knives, rolling pin, sieve, measuring spoons, kitchen scales, kitchen scissors, measuring jug.

Satisfactory achievement of the Outcome will be based on the student satisfying all the Performance Criteria.

OUTCOME 3

PREPARE AND PRESENT A VARIETY OF SIMPLE MEALS

PCs

- (a) The necessary preparation for the meal is complete before cooking commences.
- (b) The following of written/oral instructions is correct in terms of sequence and operation required.
- (c) The carrying out of cookery processes is in accordance with normal procedure.
- (d) The prepared food is palatable and presented in an aesthetic and pleasing manner.

IA Practical Exercise

The student will be given a practical exercise to test his/her ability to prepare and present a variety of simple meals.

The practical exercise will require the student to make two simple dishes. The student should use a total of at least three basic cookery processes in the making of the two dishes.

Satisfactory achievement of the Outcome will be based on the student satisfying all the Performance Criteria for each dish.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

Corresponding to Outcomes 1-3:

Safe practices should be used throughout with emphasis placed on the importance of personal as well as kitchen hygiene.

1. Safe and correct operational control of oven, rings and grill of gas/electric cooker: methods of selecting, lighting and controlling temperature of above. Use and control of microwave cookers, either combination or conventional. Method of placing pot on ring correctly, inserting and removing cooking containers correctly from oven.
2. Correct use of basic equipment: can opener, grater, whisk, pots, potato peeler, jugs, crockery and cutlery. Food processor, food mixer. Correct handling, cleaning and safe use of equipment.

Measuring ingredients using appropriate equipment for weight and volume: use of handy measures, eg. cup and spoons and basic metric and imperial measures as they occur in instructions.

3. Selection of food for chosen meals. Basic meal planning.

Basic preparation skills: eg. mixing, whisking, stirring, chopping, grating. Basic cookery skills eg. boiling, grilling, baking, simmering, frying, reheating.

Symbols used in cooking instructions if appropriate.

Following instructions in sequence whether written, oral or visual.

Importance of planning, preparing and checking procedure to be followed.

Methods of preparing food: eg. defrosting, mixing packaged/canned food according to manufacturer's instructions, timing of dishes, washing and peeling fresh food, chopping, dicing.

Simple meals could include: vegetable soup, fresh fruit salad, shepherd's pie, pizza, fruit crumble, sponge puddings.

SUGGESTED LEARNING AND TEACHING APPROACHES

Relating to Outcomes 1-3:

This is a practical activity-based module. The learning and teaching approaches adopted will be determined by the individual needs of the student. They could include lecturer/tutor explanation and demonstration followed by supervised participation by the students in the activities. The student should be encouraged to work independently with tutor assistance and demonstration decreasing as the student's competence and confidence increases.

Instructions should be presented in a format appropriate to the needs of the student.

Students should be given the opportunity to select the meals they wish to prepare and to discuss the results with fellow students and tutor.

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