



National Unit Specification: general information

UNIT	Hospitality: Developing Skills for Working in the Professional Kitchen (Intermediate 2)
CODE	F3J1 11
COURSE	Hospitality (Intermediate 2)

SUMMARY

This Unit is a mandatory Unit of the Intermediate 2 Hospitality Course, but can be taken as a free-standing Unit. It provides progression from the Unit *Hospitality: Working in the Professional Kitchen (Intermediate 1)*, but it is also a suitable starting point for candidates who have no previous experience of the hospitality industry.

In this Unit candidates will learn about menu planning, food preparation techniques and cookery processes, food hygiene and health and safety procedures, equipment, terminology, safe knife handling and appropriate storage of finished dishes prior to service. Candidates will prepare and cook a range of commodities and present and evaluate finished dishes. While working as a member of team candidates will participate in a number of practical activities which will help them to develop these skills.

OUTCOMES

- 1 Contribute to the planning of menus for specified occasions working to a given brief.
- 2 Carry out a range of food preparation techniques while working as a member of a team.
- 3 Undertake a range of cookery processes while working as a member of a team.
- 4 Store and evaluate completed dishes while working as a member of a team.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass:	NA
Publication date:	May 2008
Source:	Scottish Qualifications Authority
Version:	01

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National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

- ◆ Complete Core Skill None
- ◆ Core Skill component(s) Oral Communication at SCQF level 5

National Unit Specification: statement of standards

UNIT Hospitality: Developing Skills for Working in the Professional Kitchen (Intermediate 2)

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 the Scottish Qualifications Authority.

OUTCOME 1

Contribute to the planning of menus for specified occasions working to a given brief.

Performance Criteria

- (a) Identify appropriate dishes for the occasions specified in the brief.
- (b) Identify and agree balanced menus for these occasions.
- (c) Take special dietary requirements into consideration throughout.
- (d) Co-operate positively with others throughout.

OUTCOME 2

Carry out a range of food preparation techniques while working as a member of a team.

Performance Criteria

- (a) Arrive on time and appropriately dressed.
- (b) Select and use correctly a range of equipment appropriate to each preparation technique.
- (c) Apply each food preparation technique to a range of foods.
- (d) Follow all instructions given.
- (e) Weigh and measure foodstuffs accurately.
- (f) Carry out each activity using the correct health and safety and food hygiene procedures.
- (g) Co-operate positively with others in all activities.

OUTCOME 3

Undertake a range of cookery processes while working as a member of a team.

Performance Criteria

- (a) Arrive on time and appropriately dressed.
- (b) Correctly identify suitable foods and equipment for each process.
- (c) Correctly apply each cookery process to a range of foods.
- (d) Regularly monitor the cookery process and use appropriate techniques to check for readiness.
- (e) Complete and present the finished dishes to a commercially acceptable standard.
- (f) Carry out each activity using the correct health and safety and food hygiene procedures.
- (g) Co-operate positively with others in all activities.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Store and evaluate completed dishes while working as a member of a team.

Performance Criteria

- (a) Store the finished dishes at the correct holding temperature.
- (b) Apply the correct health and safety and food hygiene procedures.
- (c) Co-operate positively with others throughout.
- (d) Evaluate own finished dishes in terms of taste and appearance.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met.

Written/oral evidence and performance evidence is required for this Unit.

- ◆ Written/oral evidence is required which demonstrates knowledge and skills of menu planning.
- ◆ Practical activities for this assessment should be carried out under supervision either in a professional kitchen, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.

Outcome 1 — Written/Oral Evidence and Performance Evidence

The assessor will provide candidates with **two** suitable occasions for menu planning purposes. Candidates will work in groups to design suitable menus but each candidate must have evidence of his/her own contribution. This evidence should be gathered at a suitable point in the Unit and must include:

- ◆ a list of the dishes that the candidate has identified
- ◆ a copy of the agreed menus which have taken dietary requirements (eg cultural, religious requirements and/or food allergies) into consideration
- ◆ an assessor checklist confirming that the candidate has contributed to and agreed the menus and has co-operated positively

Menus

- ◆ One lunch menu, two courses, two choices per course — one choice should be a vegetarian option
- ◆ One special party menu, no choice, three courses

Both menus should include a potato and vegetable accompaniment or alternatives suitable to the menu.

Evidence will be gathered in supervised conditions and candidates will have access to recipes to assist with their planning.

National Unit Specification: statement of standards (cont)

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Outcome 2 — Performance Evidence

Candidates will be required to demonstrate by practical activity while working as a member of a team that they are able to:

- ◆ arrive on time and be appropriately dressed
- ◆ select and correctly use a range of equipment appropriate to each preparation technique
- ◆ apply each food preparation technique to a range of foods
- ◆ follow instructions given by the teacher/lecturer
- ◆ weigh and measure foodstuffs accurately
- ◆ carry out each activity using the correct health and safety and food hygiene procedures
- ◆ co-operate positively with others in all activities

Preparation techniques: peel, cut, chop, slice, grate, mix, whisk, cream, fold, shape, pipe. Each preparation technique must be used at least once.

The activity must be carried out in supervised conditions, and an assessor observation checklist must be retained as evidence of performance.

Outcome 3 — Performance Evidence

Candidates will be required to demonstrate by practical activity while working as a member of a team that they are able to:

- ◆ arrive on time and be appropriately dressed
- ◆ correctly identify suitable foods and equipment for each process
- ◆ correctly apply each cookery process to a range of foods
- ◆ regularly monitor the cookery process and use appropriate techniques to check for readiness
- ◆ complete and present the finished dishes to a commercially acceptable standard using appropriate garnishes or decorations
- ◆ carry out each activity using the correct health and safety and food hygiene procedures
- ◆ co-operate positively with others in all activities

Cookery processes: boiling, poaching, steaming, baking, grilling, shallow frying. Each cookery process must be used at least once.

The activity must be carried out in supervised conditions, and an assessor observation checklist must be retained as evidence of performance.

National Unit Specification: statement of standards (cont)

UNIT Hospitality: Developing Skills for Working in the Professional Kitchen (Intermediate 2)

Outcome 4 — Performance Evidence

Candidates will be required to demonstrate by practical activity while working as a member of a team that they are able to:

- ◆ store finished dishes at the correct holding temperature
- ◆ apply the correct health and safety and food hygiene procedures
- ◆ co-operate positively with others throughout
- ◆ evaluate a minimum of four of their own finished dishes in terms of taste and appearance

The activity must be carried out in supervised conditions, and an assessor observation checklist must be retained as evidence of performance.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes menu briefs and assessor checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Hospitality: Developing Skills for Working in the Professional Kitchen (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes 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

Practical activities should be carried out either in a professional kitchen, realistic working environment or real workplace, and should involve working with others in a team to develop good working practice.

The focus of this Unit is practical vocational training. The Unit will develop team working and the skills required to carry out a range of food preparation techniques, cookery processes and finishing techniques for food production. Candidates will also carry out evaluations of their finished dishes.

For Outcome 1 the Unit will introduce candidates to menu planning for given occasions and provide the theory associated with good menu planning. It is recommended that the menu planning aspect is delivered towards the start of the Unit and the candidates should work in groups to produce the menus. Examples of menus from various styles of restaurant should be available for candidates to refer to and they could also be encouraged to use other resources such as books, trade magazines and the Internet. The importance of nutritional balance, colour, texture and flavour should be included. Dietary requirements for conditions such as diabetes and coeliac disease should be included and also foods which commonly cause allergic reactions. The dietary requirements for cultural or religious reasons should also be discussed and the reasons for including vegetarian choices when designing the menus.

For Outcomes 2, 3 and 4 the practical activities of this Unit will allow candidates to work in teams and use the skills required to carry out food preparation techniques, cookery processes and finishing techniques in the professional kitchen. They will also use a range of equipment commonly found in the professional kitchen. These practical activities could be carried out in food production situations when the candidates would work in teams to replicate a 'partie' system which commonly operates in professional kitchens. The food produced should be of a commercially acceptable standard. Where the food is being produced for food service the menus used could be those that have been designed by the candidates.

The practical activities could be based on dishes/recipes such as:

- ◆ soups: broths and purees
- ◆ poached items: fish fillets, eggs
- ◆ steamed items: vegetables, sponge puddings
- ◆ baked goods: potatoes, apples, sweet/savoury pies and flans, breads, sponges
- ◆ grilled foods: tomatoes, bacon rashers, lamb cutlets, pork chops, sausages, cuts of fish
- ◆ shallow fried items: fish fillets, vegetables

The Unit should enable candidates to acquire a range of skills that with subsequent practice would allow progression to practical cookery Units at Higher or SVQ Food Preparation and Cooking Units at level 2.

National Unit Specification: support notes (cont)

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It is essential that relevant aspects of current health and safety and food hygiene legislation are explained and applied throughout the practical activities of this Unit. Candidates should be aware of hazards and risks associated with working in the professional kitchen and the controls which are in place to minimise risk. In order that candidates are aware of the time taken to prepare, cook and finish dishes, they should be introduced to time planning and encouraged to prepare time plans for their own use during practical cookery sessions.

Throughout the Unit key areas of knowledge and skills are:

- ◆ working as a member of a team
- ◆ menu planning
- ◆ dietary requirements
- ◆ food allergies
- ◆ working safely
- ◆ working hygienically
- ◆ cleaning effectively
- ◆ preventing food contamination
- ◆ using a range of food preparation techniques
- ◆ using equipment
- ◆ using a range of cookery processes
- ◆ using appropriate techniques to test readiness of dishes
- ◆ tasting food
- ◆ using garnishes and decorations to complete dishes to a commercially acceptable standard
- ◆ carrying out dish evaluation
- ◆ cooperating positively with others

Employability Skills

In addition to the vocational content, candidates should be encouraged to develop a positive approach to the employability skills identified by employers. These should be taught as an integral part of the Unit. Opportunities will arise while working in the professional kitchen to highlight the value of a positive attitude, good timekeeping and attendance, appropriate protective clothing and appearance, good communication skills — listening and talking, working cooperatively with others in a team, following instructions, efficient use of time and resources, and the application of food hygiene and health and safety legislation.

During this Unit, in addition to the specific vocational skills developed and assessed, candidates will have opportunities to develop the following employability skills:

- ◆ positive attitude to workplace and learning*
- ◆ understand the importance of time keeping and attendance*
- ◆ appropriate appearance*
- ◆ good verbal communication
- ◆ good listening skills
- ◆ work cooperatively with others*
- ◆ ability to work in a team*

National Unit Specification: support notes (cont)

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- ◆ self respect and showing respect and consideration for others
- ◆ follow instructions*
- ◆ adaptability and flexibility
- ◆ application of food hygiene and health and safety procedures*
- ◆ planning and preparing for work*
- ◆ confidence to seek feedback
- ◆ confidence to give feedback
- ◆ self-review and evaluation
- ◆ customer care skills
- ◆ efficient use of time and resources
- ◆ understanding roles and responsibilities in the workplace*

Achievement in a number of these employability skills (those marked with an asterisk*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The requirements for the Unit should be discussed with candidates as part of the induction to the Unit. The main approach to learning and teaching should be practical and experiential. Candidates should be encouraged to learn through a variety of activities which are designed to enhance their awareness of the work of the professional kitchen while working as part of a team. Candidates should where possible, experience workplace conditions and should be encouraged to perform tasks and conduct themselves in a manner appropriate to the workplace.

Each part of learning/teaching should incorporate both theory and practice to facilitate learning, and all Outcomes should be integrated so that the candidate experience is of a completed dish on each occasion. It would be good practice to have a range of menus available from a variety of establishments and to use these as teaching tools. Candidates could be encouraged to discuss the merits of these menus prior to contributing suggested dishes for designing the menus to meet the needs of the brief. Structured worksheets could also be used in order to ensure that candidates plan their menus using the correct sequence of courses taking account of colour, texture, flavour, nutritional balance, dietary requirements, cultural and religious requirements, and food allergies.

Opportunities should be taken to integrate the required knowledge of food hygiene and health and safety while participating in practical activities. In this way, food hygiene and health and safety procedures will not only be more relevant but will be more easily understood and remembered. Candidates 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.

Candidates could also be encouraged to prepare work plans for practical sessions in order to make them more aware of timeliness.

All new techniques, cookery processes and equipment should be demonstrated by the teacher/lecturer prior to the candidates undertaking the preparation technique/cookery process. The development of correct working practices must be emphasised. The safe use of knives should be demonstrated and reinforced throughout.

National Unit Specification: support notes (cont)

UNIT Hospitality: Developing Skills for Working in the Professional Kitchen (Intermediate 2)

Candidates should be given clear instructions for each task to ensure that they are fully aware of what is expected of them and candidates should be encouraged to follow standard recipes when carrying out the practical tasks.

Culinary terms commonly associated with food preparation techniques and cookery processes should be explained and candidates should be encouraged to use them appropriately during practical activities.

The teacher/lecturer should encourage candidates to monitor the cookery process with regard to temperature, time, and the cooking medium and to demonstrate techniques to check food for readiness. Candidates should be encouraged to use their senses to check the foods throughout the cookery process, specifically smell, touch, sight and taste.

It is strongly recommended that where candidates are taking the Unit as part of the Intermediate 2 Hospitality Course they should complete a log book, diary or structured worksheet to track the practical activities in which they have participated. This will provide them with a sound basis for completing the self evaluation activities and assessment required in *Hospitality: Working in the Hospitality Industry (Intermediate 2)*. Where this Unit is taken on a free-standing basis, this would also be good practice which would encourage candidates to reflect on their performance in the workplace.

It is important that candidates evaluate the dishes that they have been involved in producing. They could also be encouraged to seek feedback/advice and set themselves goals to build competence and confidence.

The Unit, therefore, should incorporate a variety of approaches to teaching and learning, including:

- ◆ teacher/lecturer demonstrations
- ◆ practical activities
- ◆ a variety of resources
- ◆ reflection and evaluation
- ◆ structured worksheets

Practical activities should be carried out either in a professional kitchen, realistic working environment or real workplace, which involves working with others in a team, and develop good working practice.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be working as a member of a team and will learn how important it is to work cooperatively with others, and to communicate appropriately. They will also be involved with weighing and measuring and designing menus. Therefore, there will be opportunities to develop aspects of the following Core Skills:

- ◆ Working with Others
- ◆ Communication
- ◆ Numeracy
- ◆ Problem Solving

National Unit Specification: support notes (cont)

UNIT Hospitality: Developing Skills for Working in the Professional Kitchen (Intermediate 2)

The opportunity could be taken during this Unit to emphasise that employability skills developed and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

When delivering this Unit as part of the Intermediate 2 Hospitality Course, performance evidence for all Outcomes of this Unit could be integrated with *Hospitality: Developing Skills for Working in Hospitality (Intermediate 2)*. This would provide candidates with a sound basis for completing the self evaluation activities and assessment required in that Unit.

Assessor observation checklists and other assessment records should be maintained and kept up-to-date to keep track of candidate progress and provide evidence for internal and external verification purposes.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor observation checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)* and *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (www.sqa.org.uk)*.