



Cookery Skills, Techniques and Processes (National 3)

SCQF: level 3 (6 SCQF credit points)

Unit code: H20H 73

Unit outline

The general aim of this Unit is to develop learners' basic cookery skills in the context of producing dishes with guidance. Learners will also develop an appreciation of the importance of safety and hygiene and the ability to work safely and hygienically.

Learners who complete this Unit will be able to:

- 1 Use cookery skills, with guidance, to prepare ingredients
- 2 Follow cookery processes, with guidance, to produce dishes

This Unit is a mandatory Unit of the National 3 Practical Cookery Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given *in Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ◆ National 2 Food, Health and Wellbeing Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

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. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Use cookery skills, with guidance, to prepare ingredients by:

- 1.1 Using equipment to weigh and measure ingredients accurately
- 1.2 Applying a range of food preparation techniques using appropriate equipment
- 1.3 Working safely and hygienically

Outcome 2

The learner will:

2 Follow cookery processes, with guidance, to produce dishes by:

- 2.1 Cooking prepared ingredients according to recipes
- 2.2 Controlling the stages of the cookery processes and testing food for readiness
- 2.3 Presenting and garnishing or decorating the dishes
- 2.4 Working safely and hygienically

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence for this Unit will be practical and observational. Evidence for Outcome 1 and Outcome 2 may be either presented separately or gathered through one activity assessed holistically. If the latter approach is used, it must be clear how the evidence covers each Outcome.

The food preparation techniques should be selected from the following range: wash, peel, cut, shape, chop, sieve, grate, mix and stir.

The cookery processes should be selected from the following range: boiling, baking, grilling and shallow frying.

The recipes selected will determine the range of cookery skills, techniques and processes that will be applied and assessed in this Unit. Recipes of an appropriate standard should be followed.

Assessors should track evidence for each Outcome to ensure that the requirements of each Assessment Standard have been met.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

2 Numeracy

2.2 Money, time and measurement

5 Thinking skills

5.2 Understanding

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: July2019 (version 2.0)

Superclass: NF

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Amendment to Evidence Requirements to remove 'absorption'.	Qualifications Development Manager	June 2013
2.0	Course re-named and re-coded.	Qualifications Manager	July 2019

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.

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