

## Organisational Skills for Cooking

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** J1YW 75

### Unit outline

The general aim of this Unit is to extend learners' planning, organisational and time management skills. Learners will develop the ability to follow recipes; to plan, produce and cost dishes and meals; and to work safely and hygienically. They will also extend their ability to carry out an evaluation of the product.

Learners who complete this Unit will be able to:

- 1 Select and follow recipes to produce a two-course meal
- 2 Implement a time plan to produce a two-course meal

This Unit is 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 one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 Practical Cookery Course or relevant component Units
- ◆ National 4 Health and Food Technology Course or relevant component Units

## **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 Select and follow recipes to produce a two-course meal by:**

- 1.1 Selecting and costing suitable recipes for a main course and a complementary starter or dessert
- 1.2 Preparing the dishes according to the recipes
- 1.3 Evaluating the prepared dishes in terms of presentation, taste and texture
- 1.4 Working safely and hygienically

### Outcome 2

The learner will:

#### **2 Implement a time plan to produce a two-course meal by:**

- 2.1 Requisitioning equipment and organising the work area efficiently
- 2.2 Carrying out the tasks according to the time plan
- 2.3 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. Assessment of Outcome 1 and Outcome 2 will normally be combined, and it must be clear how the assessment evidence covers each Outcome.

Outcome 1 requires learners to produce a two-course meal on one occasion.

Learners should devise their own time plan for Outcome 2, with guidance from teachers/lecturers as required.

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

## **4 Employability, enterprise and citizenship**

4.1 Employability

## **5 Thinking skills**

5.1 Remembering

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*.

# Appendix: Unit support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

## Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

# Approaches to learning, teaching and assessment

Learning and teaching approaches should be learner centred, participative and practical in nature. There should be an appropriate balance between whole-class teaching and activity-based learning, with an activity approach being used to enable learners to develop all the relevant organisational skills effectively.

Learners should develop an awareness of, and contribute to discussions about, organisational skills in the context of preparing dishes. This should include knowledge of the safe and hygienic practices involved in the application of these skills. For example, they could explore:

- ◆ suitable recipes for each course
- ◆ evaluation techniques
- ◆ steps involved in time management
- ◆ safe and hygienic practices in the preparation and cooking of food

Centres should set varied practical tasks to allow learners to experience challenge and enjoyment in a range of practical cookery contexts.

Use could also be made of contacts with catering colleges, restaurants, industry partners and visits to the local food outlets or cookery shows and exhibitions.

Some examples of possible learning and teaching activities are given in the table below:

Outcome 1	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
1.1 Selecting and costing suitable recipes for a main course and a complementary starter or dessert	Learners could identify recipes from a given selection.  A costing exercise should be carried out using a centre-based information sheet or a web-based information sheet. This could be carried out in pairs, groups or individually.	Learners should be given opportunities to select a main course and a complementary starter or dessert.	Learners should select two suitable recipes for main course and either a starter or a dessert. A pro forma should show costing of both dishes.  A completed assessor observational checklist could provide evidence of selecting and costing.
1.2 Preparing the dishes according to the recipes	Learners could carry out a range of practical food activities to produce dishes, supported by the teacher where necessary.	Learners should be given opportunities to prepare a variety of dishes according to the recipes.	Evidence could comprise video footage or photographs or a completed assessor observational checklist.
1.3 Evaluating the prepared dishes in terms of presentation, taste and texture	Teacher-led discussion/evaluation of finished dishes using simple criteria, eg presentation, taste and texture and using a rating system.  Peer- and self-evaluation of prepared dishes.	Teacher, peer and self-evaluation to be carried out on a number of occasions using a rating system linked to presentation, taste and texture.	Learners could carry out an evaluation of the prepared dishes. Evidence of the evaluation could either be verbal or written, or could comprise a completed assessor observational checklist.
1.4 Working safely and hygienically	During all practical food activities learners should:  ◆ implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria  ◆ demonstrate safe working practices	Practical food activities will allow learners to demonstrate safe hygienic practices. The use of teacher, peer- and self-assessment should be used	Safe and hygienic practice should be evident at all times. Evidence could be collated via video footage, peer observation, assessor observational checklist.

Outcome 1	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
	<p>At the end of each practical food activity the food should be correctly stored and appropriate instructions given for reheating. Peer- and self-evaluation of safe hygienic practices could be carried out.</p>	<p>to identify areas for improvement.</p>	



<b>Outcome 2</b>	<b>Approaches to learning and teaching</b>	<b>Approaches to assessment</b>	<b>Approaches to gathering evidence</b>
2.1 Requisitioning equipment and organising the work area efficiently	During practical activities learners should requisition equipment required for the recipe and organise their work areas appropriately.	Learners should be given the opportunity to requisition equipment and organise the work area efficiently on a number of occasions.	Evidence could be collated via video footage, completion of an assessor observational checklist.
2.2 Carrying out the tasks according to the time plan	Learners should previously have devised a time plan to produce a two-course meal with guidance from the teacher to link to the key stages, eg: <ul style="list-style-type: none"> <li>◆ practical activities</li> <li>◆ timings</li> <li>◆ points of safety and hygiene</li> </ul> Learners should work individually to follow the devised time plan.	Learners should be given opportunities to work with through time plans which they have previously devised.	Evidence could be collated via video footage, completion of an assessor observational checklist.
2.3 Working safely and hygienically	During all practical food activities learners should implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria and demonstrate safe working practices.  At the end of each practical food activity the food should be correctly stored and appropriate instructions given for reheating.	Practical food activities will allow learners to demonstrate safe hygienic practices. The use of teacher, peer and self-assessment should be used to identify areas for improvement.	Safe and hygienic practice should be evident at all times. Evidence could be collated via video footage, peer observation, assessor observational checklist.

## **Combining assessment within Units**

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

# Administrative information

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**Superclass:** NF

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Unit Support Notes added	Qualifications Manager	17/07/2018
2.0	Course re-named and re-coded.	Qualifications Manager	August 2019

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