

## **Cookery Skills, Techniques and Processes**

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

**Unit code:** J1YT 75

### **Unit outline**

The general aim of this Unit is to enhance learners' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes. Learners will also develop an understanding of the importance of safety and hygiene and the ability to follow safe and hygienic practices at all times.

Learners who complete this Unit will be able to:

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

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 Use cookery skills to prepare ingredients by:**
  - 1.1 Selecting and using equipment to weigh and measure ingredients accurately
  - 1.2 Applying a range of food preparation techniques using appropriate equipment with precision
  - 1.3 Working safely and hygienically

### Outcome 2

The learner will:

- 2 Follow cookery processes 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 and, where appropriate, portioning them
  - 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 and cookery processes should be selected from those listed in the 'Further mandatory information on Course coverage' section of the *Course Assessment Specification*.

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

## **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 as 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 cookery skills effectively.

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

- ◆ the range of food preparation equipment
  - Vegetable knife; cook's knife; palette knife; blender; peeler; grater; sieve; colander; whisk; rolling pin; a range of cutters; pastry brush; spatula; piping bag and nozzles; a range of bakeware and cookware.
- ◆ food preparation techniques
  - Peel; skin; chop; slice; dice; cut matchsticks; cut batons; segment; blanch; puree; marinate; strain; pass; grate; coat; mix; blend; whisk; cream; fold; rub in; knead; roll out; portion; shape; line; bake blind; glaze; pipe; and other appropriate skills associated with ingredients and/or recipes.
- ◆ cookery processes
  - baking, boiling, grilling, poaching, shallow frying/stir-frying, steaming, stewing
- ◆ safe and hygienic practices in food preparation and cooking

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

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
<p>1.1 Selecting and using equipment to weigh and measure ingredients accurately</p>	<p>Teacher demonstration and monitoring of the accurate use of the following range of weighing and measuring equipment in a variety of contexts:</p> <ul style="list-style-type: none"> <li>◆ scales</li> <li>◆ measuring jug</li> <li>◆ measuring spoons</li> </ul> <p>Self and peer monitoring and evaluation of weighing and measuring</p>	<p>Learners should be given opportunities to use scales, measuring jugs and measuring spoons when following a number of different recipes.</p> <p>Self and peer monitoring and evaluation of weighing and measuring could be encouraged.</p>	<p>Safe and hygienic practices should be evident at all times.</p>
<p>1.2 Applying a range of food preparation techniques using appropriate equipment with precision</p>	<p>Teacher demonstration of the practical application of the use of a range of equipment.</p> <p>Teacher demonstration of the practical application of the equipment to carry out the techniques identified above</p> <ul style="list-style-type: none"> <li>◆ individual activities for learners to demonstrate the correct and safe use of equipment</li> <li>◆ individual activities for learners to apply, with support as required, a range of food preparation techniques with</li> </ul>	<p>Learners should be given opportunities to use a variety of equipment, appropriate to the techniques, when following a number of different recipes.</p>	<p>Evidence could comprise video footage/photographs, a completed assessor observational checklist.</p>

Outcome 1	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
	<p>precision in the context of making dishes</p>		
<p>1.3 Working safely and hygienically</p>	<p>During all practical food activities learners should:</p> <ul style="list-style-type: none"> <li>◆ implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria</li> <li>◆ demonstrate safe working practices</li> </ul> <p>At the end of each practical food activity, the food should be correctly stored and appropriate instructions given for reheating.</p>	<p>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.</p>	



Outcome 2	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
2.1 Cooking prepared ingredients according to recipes	Teacher demonstration of the cookery processes required: <ul style="list-style-type: none"> <li>◆ individually, with support as required, learners can produce a range of dishes which demonstrate different cookery processes</li> <li>◆ teacher monitoring of the application of cookery processes</li> </ul>	Learners should be given opportunities to use a variety of cookery processes appropriate to the techniques when following a number of different recipes.	Safe and hygienic practices should be evident at all times.  Evidence could comprise video footage/photographs, a completed assessor observational checklist.
2.2 Controlling the stages of the cookery processes and testing food for readiness	Class discussion and quiz on testing foods for readiness  Practical application to demonstrate an understanding of the procedures	During practical food activities learners should be given opportunities to apply an understanding of the readiness tests appropriate to each cookery process.	
2.3 Presenting and garnishing or decorating the dishes and, where appropriate, portioning them	Chef/teacher demonstrations on a range of garnishes/decorations  Individual/paired/group practical activities to demonstrate garnishes/decorations  TV cookery programmes and magazine/recipe book research  Group research and image board on different types of garnishes and decorations	During practical food activities learners should be given opportunities to demonstrate the use of a range of garnishes or decorations and portioning dishes where appropriate.	

Outcome 2	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
<p>2.4 Working safely and hygienically</p>	<p>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.</p> <p>At the end of each practical food activity, the food should be correctly stored and appropriate instructions given for reheating.</p>	<p>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.</p>	

## **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	25/07/2018
2.0	Course re-named and re-coded.	Qualifications Manager	August 2019

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