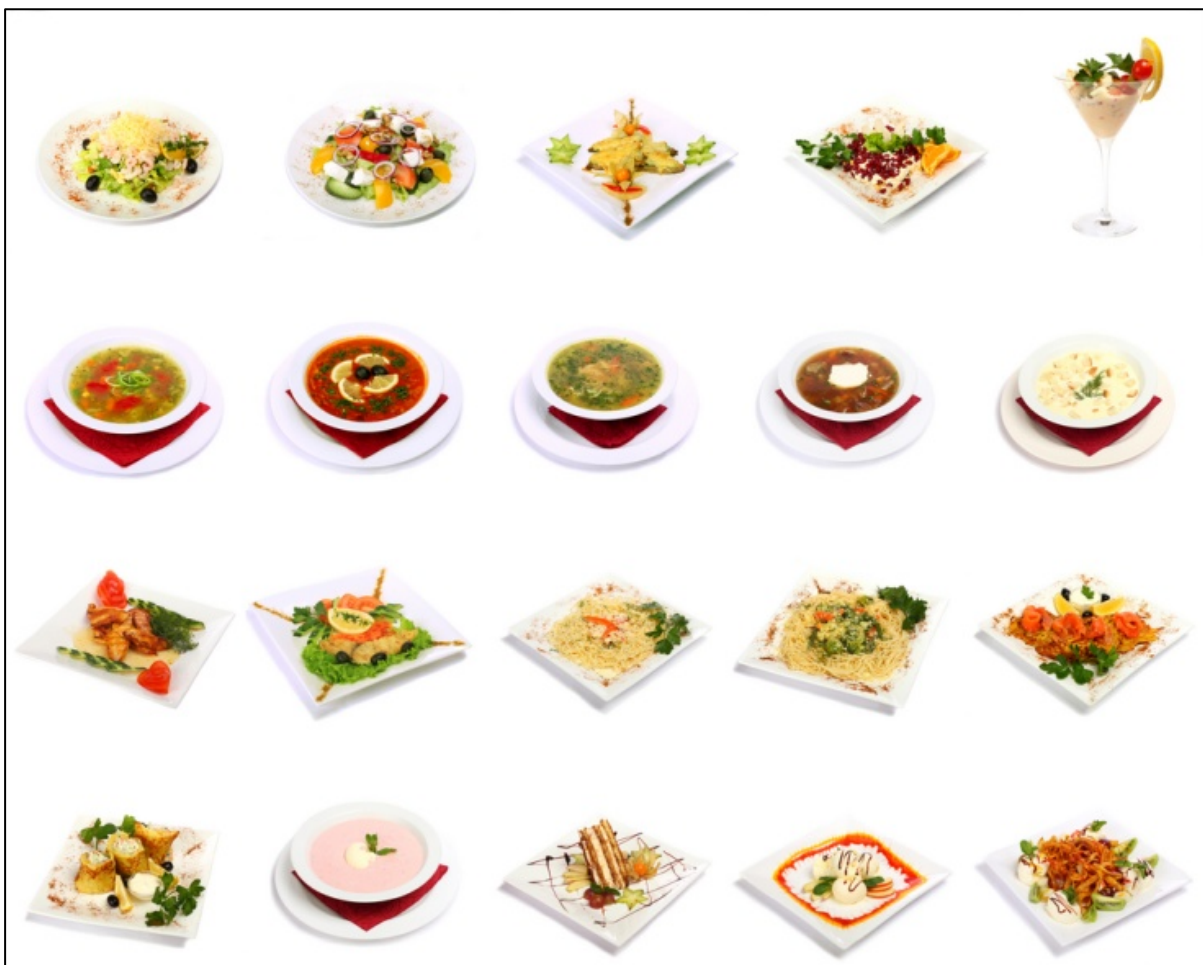


National 3 Practical Cookery Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 3 Practical Cookery Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, and the *Unit Specifications* for the Units in the Course.

General guidance on the Course

Aims

The Course aims to enable learners to:

- ◆ use a range of basic cookery skills, food preparation techniques and cookery processes when following recipes
- ◆ select and use ingredients to produce and garnish or decorate dishes
- ◆ acquire a basic understanding of ingredients and their uses
- ◆ acquire an awareness of current dietary advice relating to the use of ingredients
- ◆ work safely and hygienically

Progression into this Course

Entry to this Course 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 2 Food, Health and Wellbeing Course or relevant component Units

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

The National 3 Practical Cookery Course develops skills, knowledge and understanding as stated in the *Course Specification*. These may be developed in each of the Course Units; however greater emphasis will be given to developing some of these in particular Units as shown in the table below:

Key

- ✓✓✓ Plenty of opportunities within the Unit
- ✓✓ Some opportunities within the Unit
- ✓ Limited opportunities within the Unit

Skills, knowledge and understanding	Cookery Skills, Techniques and Processes	Understanding and Using Ingredients	Organisational Skills for Cooking
Using equipment in food preparation	✓✓✓	✓✓	✓✓✓
Using weighing and measuring equipment accurately	✓✓	✓✓	✓✓✓
Carrying out food preparation techniques	✓✓✓	✓✓✓	✓✓✓
Using cookery processes	✓✓✓	✓✓	✓✓✓
Understanding and using ingredients	✓	✓✓✓	✓✓✓
Following recipes and plans to prepare dishes	✓	✓	✓✓✓
Finishing and presenting dishes appropriately	✓✓✓	✓✓✓	✓
Evaluating the finished dishes	✓✓✓	✓	✓✓✓
Identifying current dietary advice relating to the use of ingredients		✓✓	
Working safely and hygienically	✓✓✓	✓✓✓	✓✓✓

Progression from this Course

This Course or its components may provide progression to:

- ◆ National 4 Practical Cookery Course or relevant component Units
- ◆ further study, employment and/or training

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

In Practical Cookery the Courses and Units are offered from SCQF level 3 to SCQF level 5.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

Learners will be expected to demonstrate a greater degree of autonomy with less support offered by teachers/lecturers the higher they progress through the hierarchy. This should increase learners' sense of ownership over their work and ensure that, even if they previously completed the Course at a lower level, their interest in the subject is kept alive.

To the learners who might exceed the SCQF level they are working at, a hierarchical arrangement gives the opportunity to have their best achievements recognised. A hierarchical arrangement also enables learners to work at different levels in one class, and it is envisaged that this will happen in some centres.

Centres must be aware, however, that although the knowledge and skill set is similar across the Units, there are differences in the:

- ◆ underpinning knowledge and understanding
- ◆ complexity of food items to be produced
- ◆ extent of the practical skills required

The possible strategies for achieving differentiation between levels are outlined below.

Cookery skills

Teachers/lecturers could get their learners to apply and extend their cookery skills in different, new, contexts and ensure that the equipment and techniques introduced to learners increase in range, complexity and precision of skills commensurate with progression through the levels. At National 3 learners will require guidance in order to complete practical activities. At National 4 learners will require minimal guidance and at National 5 learners should be able to complete tasks independently.

Range and complexity of recipes

It is also important to differentiate between the levels in terms of both the range and the degree of difficulty of the recipes used, from a range of simple recipes at National 3 to a greater range of more complex ones at National 5. The recipes will cover the stages in the preparation and production of the dishes and give suggestions for appropriate garnishes or decorations. Teachers/lecturers should ensure that the emphasis on the degree of flair in the presentation of the dishes increases with the SCQF level.

Range of ingredients and their uses

The range of ingredients will be the same across all levels but their use will become more challenging as the complexity of recipes increases with the SCQF level. The level of understanding of ingredients required will also increase with SCQF level.

The categories and characteristics of ingredients will be covered with increasing depth, as will the storage, seasonality and sustainability of these ingredients.

Dietary advice relating to ingredients

Current dietary advice relating to the use of ingredients should also be covered in different ways at different levels, with learners being encouraged to carry out progressively more independent and detailed research into this topic. They will also be required to describe in greater detail how current dietary advice influences the use of ingredients.

The higher the learners progress, the greater the degree of autonomy which they will be expected to exercise, with less support offered by teachers/lecturers. This should increase learners' sense of ownership over their work and ensure that, even if they have previously completed the Course at a lower level, their interest in the subject will be kept alive.

Approaches to learning and teaching

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 skills effectively. The underpinning knowledge should be integrated with practical activities and placed in the context of those activities.

In general, these learning and teaching strategies should enable learners to:

- ◆ learn progressively more independently
- ◆ work co-operatively and assume shared responsibility
- ◆ work within given deadlines
- ◆ acquire and extend application of cookery-related knowledge, understanding and skills
- ◆ be involved in self and peer assessment
- ◆ adopt a positive attitude to, and take pride in, their work
- ◆ make links with their existing knowledge and experience both within cookery contexts and across the curriculum

Sequence of Delivery

There are different ways of delivering the Course. While each Unit stands alone, they may either be taught in sequence or be fully combined. When the Units are delivered in a combined way, individual Outcomes may be combined both within and across the Units.

A combined approach in the delivery of Cookery Skills, Techniques and Processes and Understanding and Using Ingredients is recommended. This will enable learners to acquire skills, knowledge and understanding in a meaningful way and will help with their retention. This is also a more time efficient and cost effective method of delivery for centres. Organisational Skills for Cooking can then be used as a means of gathering evidence for the whole Course and applying the skills developed in the other two Units.

Combined delivery

A model for combined delivery at National 3 is given in the table below, although the use of this model would, ultimately, need to take account of learners' abilities. At this level, it might be advisable to combine Cookery Skills, Techniques and Processes and Understanding and Using Ingredients, with the delivery of Organisational Skills for Cooking following.

Unit	Following a recipe	Following a time plan	Selecting/using ingredients	Food preparation techniques	Cookery processes	Use of equipment	Service	Evaluation	Safety and hygiene
Cookery Skills, Techniques and Processes	Outcome 2		Outcome 1 Outcome 2	Outcome 1	Outcome 2	Outcome 1 Outcome 2	Outcome 2		Outcome 1 Outcome 2
Understanding and Using Ingredients	Outcome 2		Outcome 1 Outcome 2	Outcome 2	Outcome 2	Outcome 2	Outcome 2		Outcome 2
Organisational Skills for Cooking	Outcome 1	Outcome 2	Outcome 1 Outcome 2	Outcome 1 Outcome 2	Outcome 1 Outcome 2	Outcome 1 Outcome 2	Outcome 1	Outcome 1	Outcome 1 Outcome 2

When delivery is combined, the ingredients covered in Understanding and Using Ingredients could be used in the context of the food preparation techniques and cookery processes in Cookery Skills, Techniques and Processes. Organisational Skills for Cooking could be combined with any cookery activity.

The following table illustrates an example of combined delivery and assessment through a cookery activity.

Cookery activity: Prepare a simple dish for yourself and a friend

The learner has selected macaroni cheese and will follow a recipe to produce this dish.

Organisational Skills for Cooking	Cookery Skills, Techniques and Processes	Understanding and Using Ingredients	Evidence
1.1 Selecting a suitable recipe for a single dish			The learner has selected macaroni cheese as a suitable dish
	1.1 Using equipment to weigh and measure ingredients accurately	1.1 Identifying ingredients	Ingredients for the dish are identified and weighed accurately using scales/measuring jug/measuring spoons
	1.2 Applying a range of food preparation techniques using appropriate equipment		Food preparation techniques: grate, mix Equipment: a range of spoons, grater, sieve
1.4 Working safely and hygienically	1.3 Working safely and hygienically		Safe and hygienic practices, eg personal and kitchen hygiene, safe use of equipment/cooker demonstrated
2.1 Requisitioning equipment and ingredients and organising the work area		1.2 Identifying and demonstrating safe and appropriate storage methods for ingredients 1.3 Outlining current dietary advice relating to ingredients	Equipment and ingredients are requisitioned and work area organised Teacher could use an assessor observational checklist for 2.1 Teacher could orally question learner on ingredients used in the recipe

		1.4 Identifying locally produced and seasonal ingredients	linked to 1.2, 1.3, 1.4 and record on a checklist
1.2 Preparing the dish according to the recipe 2.2 Carrying out the tasks according to the time plan	2.1 Cooking prepared ingredients according to recipes	2.1 Selecting preparing and/or cooking the ingredients, with guidance, according to recipes	The recipe is followed. The learner will prepare the ingredients, eg cooking of pasta and sauce, baking macaroni cheese in oven
	2.2 Controlling the stages of the cookery processes and testing food for readiness		Pasta is checked for readiness, consistency of sauce, appearance of cheese topping
	2.3 Presenting and garnishing or decorating the dishes	2.2 Selecting suitable garnishes and/or decorations for the dishes	Macaroni cheese could be garnished with a sprig of parsley
2.3 Working safely and hygienically	2.4 Working safely and hygienically	2.3 Working safely and hygienically	Safe and hygienic practices, eg personal and kitchen hygiene, safe use of equipment/cooker have been demonstrated
1.3 Evaluating the prepared dish in terms of presentation, taste and texture			Presentation, taste and texture could each be evaluated using a simple rating system, eg stars, smiley faces or thumbs up/thumbs down.

Some additional suggestions for suitable National 3 dishes (linked to the Evidence Requirements of the Units) are given in the table below.

Dish	Kitchen equipment	Food preparation techniques	Cookery processes
Starter Vegetable soup	Peeler, vegetable knife, grater, a range of spoons	Wash, peel, cut, chop, grate, stir	Boiling
Main course Sausage and bean stew	Peeler, vegetable knife, a range of spoons	Wash, peel, cut, chop, stir	Boiling, grilling
Dessert Crunchy fruit crumble	Peeler, vegetable knife, a range of spoons, sieve	Wash, peel, cut, chop sieve, mix	Baking

Example of an evaluative rating system for National 3 learners

Excellent  Good  OK 

Learners should tick the box under the rating which best describes how they feel about the dishes that they have produced.

Organisational Skills for Cooking Unit

Assessment Standard	Rating score			
Assessment Standard 1.3	Presentation			
	Taste			
	Texture			

The table below suggests some activities which could support Course delivery.

Cookery Skills, Techniques and Processes	Understanding and Using Ingredients	Organisational Skills for Cooking
<ul style="list-style-type: none"> ◆ teacher demonstrations to show the use of ingredients and a range of techniques and processes when making dishes ◆ watching DVDs or TV programmes to reinforce demonstrations and identify new recipes ◆ practical cookery to practise and reinforce skills ◆ research magazines, cookery books etc to investigate garnishes/decorations ◆ games based on televised cookery competitions, food dominoes, food bingo, quizzes, crosswords to reinforce learning ◆ collages/posters linked to safe hygienic practices ◆ worksheets on equipment, techniques, ingredients, processes 		
<ul style="list-style-type: none"> ◆ peer support/evaluation of safe hygienic practices ◆ matching exercises to link equipment with techniques ◆ group activities to demonstrate processes and techniques in the production of a dish ◆ recipe bookmark on tests for readiness 	<ul style="list-style-type: none"> ◆ teacher demonstrations on the use of a range of ingredients to show presentation techniques for finished dishes ◆ photographs of finished dishes for evaluation ◆ using supermarket leaflets/magazines to investigate the type of ingredients available and their seasonality ◆ visual identification of ingredients exercises ◆ group presentations on local ingredients ◆ fridge magnets on storage of perishable ingredients ◆ group discussions/presentations on a range of ingredients and their uses 	<ul style="list-style-type: none"> ◆ preparing dishes ◆ recipe research for suitable dishes ◆ group and individual activities to carry out a given plan to prepare dishes ◆ research into ingredient availability ◆ chef of the day awards ◆ team challenges (games based on televised cookery competitions) ◆ practical application

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills is appropriate to the level of the Course.

Learners should be aware of the generic skills they are learning. Below are some learning activities where these *Skills for Learning, Skills for Life and Skills for Work* may be developed concurrently with subject specific skills. Many of the learning activities exemplified offer opportunities to develop more than one skill for learning, life and work.

The coverage of skills for learning, skills for life and skills for work is illustrated in the table below.

Skills for learning, skills for life and skills for work	Learning and teaching opportunities for development
<p>2 Numeracy 2.2 Money, time and measurement</p>	<ul style="list-style-type: none"> ◆ developing numeracy skills in the measurement of ingredients, using scales measuring spoons and jugs ◆ applying numerical skills to calculations involving temperature ◆ applying numerical skills to calculations involving cooking times ◆ applying numerical skills to calculations involving time management when following a plan
<p>5 Thinking skills 5.2 Understanding 5.3 Applying</p>	<ul style="list-style-type: none"> ◆ correctly using equipment and techniques ◆ using food preparation techniques and following cookery processes in different contexts ◆ correctly applying and monitoring cookery processes ◆ demonstrating and applying knowledge of safe and hygienic practices ◆ checking foods for readiness and taking appropriate action ◆ evaluating the prepared dishes

The development of both cookery-specific and generic skills will be central to this Course, and teachers/lecturers should make learners aware of the skills they are developing and of the transferability of the generic ones. It is this transferability that will help learners with further study and enhance their personal effectiveness.

Approaches to assessment

There are different approaches to assessment, and teachers/lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives.

Assessments must be fit for purpose and should allow for consistent judgments to be made by all assessors. They should also be conducted in a supervised manner to ensure that the evidence provided is valid and reliable.

Assessments must ensure that the evidence generated demonstrates, at least, the minimum level of competence for each Unit. Assessors preparing assessment methods should be clear about what that evidence will look like for their centre or learner. Examples of suitable forms of evidence could include:

- ◆ questioning — written, oral
- ◆ observation of learners carrying out practical activities
- ◆ presentations
- ◆ group discussions
- ◆ peer-assessment/self-assessment
- ◆ matching exercises
- ◆ various forms of e-assessment
- ◆ working logs/portfolios of evidence
- ◆ photographic or video evidence may also be used where appropriate

The structure of the assessment used by a centre can take a variety of forms. For example an assessment could:

- ◆ assess each individual Assessment Standard of an Outcome as it is delivered
- ◆ holistically assess one complete Outcome
- ◆ holistically assess all of the Outcomes of one (or more) Units

A range of activities which could be used for gathering evidence for each Unit can be found in the sections on Approaches to Learning, Teaching and Assessment in the *Unit Support Notes*.

It is recommended, however, that learners should maintain a portfolio of evidence to record the application of their skills, knowledge and understanding. This may include checklists of the demonstrated skills.

During practical assessment, teachers/lecturers will usually observe learners' performance and complete an observational checklist confirming whether the learner has met the requirement of each Assessment Standard.

When a combined approach is used, the checklist will be useful in ensuring that the same things are not being assessed twice (ie to avoid over-assessment). Assessment of the underpinning knowledge may take a variety of forms, for example oral or written questioning or e-assessment.

Teachers/lecturers should note that learners' day-to-day class activities may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially. Such naturally occurring evidence may contribute towards Unit assessment.

Since skills in particular take a long time to develop, teachers/lecturers should give learners plenty of opportunities for application and reinforcement of cookery skills and techniques along with practise in planning and organising their work. Simple evaluation should be an integral part of the Course at all stages to allow learners to improve. Safe and hygienic practices should be followed at all times during practical activities.

Combining assessment across Units

When the Units are delivered as part of the Course, their assessment can be combined.

Where possible, using a combined approach to assessment is recommended because it will:

- ◆ enrich the assessment process for both learners and teachers/lecturers by bringing together elements of different Units
- ◆ make more sense to learners and avoid duplication of assessment
- ◆ ensure greater rigour in assessment
- ◆ allow for evidence for all Units to be drawn from a range of activities, making it easier to cover aspects which may not occur in a one-off assessment
- ◆ use assessment opportunities efficiently and reduce over-assessment

Combined assessment will also minimise repetition, allow more time for learning and allow centres to manage the assessment process more efficiently.

When assessment across the Units is combined, teachers/lecturers should take particular care to track the evidence for each Unit to ensure that learners who do not achieve the entire Course may still get the credit for the Unit or Units they have achieved.

The use of a checklist is recommended to record learner achievement across more than one Unit when preparing a dish. An example is given below.

Cookery Skills, Techniques and Processes Outcomes 1 and 2

			Food preparation equipment			Food preparation techniques			Cookery processes			Safety and hygiene
Recipe	Teacher's initials	Date	Peeler	Veg knife	Others	Peel	Cut	others	Boiling	Baking	Others	
Macaroni cheese												
Other recipes												

Understanding and Using Ingredients Outcome 2

			Use of ingredients				Safety and hygiene
Recipe	Teacher's initials	Date	Selecting	Preparing	Cooking	Garnishing /decorating	
Macaroni cheese							
Other recipes							

Equality and inclusion

The Course has been designed to ensure that there are no unnecessary barriers to learning or assessment. It takes into account the needs of all learners in that it recognises that young people achieve in different ways and at a different pace. Centres will be free to use a range of teaching methods.

Equality and inclusion will also be promoted through a range of activities and assessment techniques which suit particular learning styles and allow the choice of different recipes and ingredients.

Learners with additional support needs should be offered adequate support. Such support might, for example, enable them to demonstrate a skill or complete a task, handle equipment or read instructions. The range of support might include:

- ◆ using Additional Support Needs (ASN) Assistants/readers or scribes
- ◆ using commercially available/specialist aids
- ◆ adapting the kitchen and/or the tools and equipment
- ◆ providing additional time for learners

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa//14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ◆ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
- ◆ *Building the Curriculum 5: A framework for assessment*
- ◆ Course Specifications
- ◆ Design Principles for National Courses
- ◆ *Guide to Assessment (June 2008)*
- ◆ Overview of Qualification Reports
- ◆ Principles and practice papers for curriculum areas
- ◆ *SCQF Handbook: User Guide* (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
- ◆ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*

Administrative information

Published: April 2012 (version 1.0)

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date
	?			

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Unit Support Notes — Cookery Skills, Techniques and Processes (National 3)



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Please refer to the note of changes at the end of this template for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Cookery Skills, Techniques and Processes (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

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:

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

Progression into this Unit

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

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

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Practical Cookery Course Support Notes.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Unit:

- ◆ using basic food preparation equipment appropriately
- ◆ developing basic food preparation techniques
- ◆ applying cookery processes in the cooking of simple dishes
- ◆ preparing food safely and hygienically
- ◆ developing basic numeracy skills related to weighing and measuring
- ◆ developing confidence, independence, routine organisational skills
- ◆ serving dishes appropriately

To enrich the delivery of the Cookery Skills, Techniques and Processes (National 3) Unit, learning activities should encourage learners to develop an awareness of the links between the use of equipment, techniques and cookery processes in the production of dishes.

Progression from this Unit

This Unit may provide progression to:

- ◆ National 4 Practical Cookery Course or relevant component Units
- ◆ further study, employment and/or training

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, processes and techniques 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 basic food preparation equipment
- ◆ basic food preparation techniques
- ◆ basic cookery processes
- ◆ 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. The range of cookery skills could include:

Use of equipment in food preparation	Equipment should be appropriate to the food preparation techniques and cookery processes
Use of Weighing and measuring equipment	<ul style="list-style-type: none"> ◆ scales ◆ measuring jug ◆ measuring spoons
Food preparation techniques	<ul style="list-style-type: none"> ◆ wash ◆ peel ◆ cut ◆ shape ◆ chop ◆ sieve ◆ grate ◆ mix ◆ stir
Cookery processes (using recipes that only require one or two processes at a time)	<ul style="list-style-type: none"> ◆ absorption ◆ boiling ◆ baking ◆ grilling ◆ shallow frying

Some examples of learning and teaching activities and approaches to assessment and gathering evidence are given in the table below:

Outcome 1	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
<p>1.1 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"> ◆ scales ◆ measuring jug ◆ measuring spoons <p>Self and peer monitoring and evaluation of weighing and measuring</p>	<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>1.2 Applying a range of food preparation techniques using appropriate equipment</p>	<p>Teacher demonstration of the practical application of the use of a range of suitable equipment.</p> <p>Teacher demonstration of the practical application of the equipment to carry out the following techniques:</p> <ul style="list-style-type: none"> ◆ wash, peel, cut, shape, chop, sieve, grate, mix, stir ◆ individual activities for learners to demonstrate the correct and safe use of equipment <p>individual activities for learners to apply, with support as required, a basic range of food preparation techniques in the context of making a dish</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>	<p>Safe and hygienic practices should be evident at all times.</p> <p>Evidence could comprise video footage/photographs and a completed assessor observation checklist.</p>

<p>1.3 Working safely and hygienically</p>	<p>During all practical food activities learners should:</p> <ul style="list-style-type: none"> ◆ implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria ◆ demonstrate safe working practices <p>At the end of each practical food activity, the food should be correctly stored and appropriate instructions given for reheating.</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>Outcome 2</p>	<p>Approaches to learning and teaching</p>	<p>Approaches to assessment</p>	<p>Approaches to gathering evidence</p>
<p>2.1 Cooking prepared ingredients according to recipes</p>	<p>Teacher demonstration of the cookery processes required:</p> <ul style="list-style-type: none"> ◆ Individually, with support as required, learners can produce a range of dishes which demonstrate different cookery processes <p>Teacher monitoring of the application of cookery processes</p>	<p>During practical food activities learners should be given opportunities to apply an understanding of the readiness tests appropriate to each cookery process.</p>	<p>Safe and hygienic practices should be evident at all times.</p> <p>Evidence could comprise video footage/photographs and a completed assessor observation checklist.</p>
<p>2.2 Controlling the stages of the cookery processes and testing food for readiness</p>	<p>Class discussion and quiz on testing foods for readiness</p> <p>Practical application to demonstrate an understanding of the procedures</p>	<p>During practical food activities learners should be given opportunities to demonstrate the use of a range of simple garnishes or decorations</p>	

<p>2.3 Presenting and garnishing or decorating the dishes</p>	<p>Teacher demonstration on a range of simple garnishes/decorations</p> <p>Individual/paired/group practical activities to demonstrate simple garnishes/decorations</p> <p>TV cookery programmes and magazine/recipe book research</p> <p>Group research and image board on different types of garnish and decorations</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>	
<p>2.4 Working safely and hygienically</p>	<p>During all practical food activities learners should:</p> <ul style="list-style-type: none"> ◆ implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria ◆ demonstrate safe working practices <p>At the end of each practical food activity, the food should be correctly stored and appropriate instructions given for reheating.</p>	<p>Learners should be given opportunities to use a variety of cookery processes appropriate to the techniques when following a number of different recipes.</p>	

An exemplar checklist for use with this Unit is provided as an appendix: [Appendix 2: Exemplar checklist](#).

Combining assessment within Units

Using a combined approach to assessment is recommended because it will minimise repetition, allow more time for learning and allow centres to manage the assessment process more efficiently.

The evidence for this Unit will be generated through practical activities. Evidence for both Outcomes may be either presented separately or gathered through a range of activities assessed holistically. If the latter approach is used, it must be clear how the evidence covers each Outcome. Such combined activities would cover both food preparation techniques and cookery processes.

When assessment within the Unit is combined, teachers/lecturers should take particular care to track the evidence for each Assessment Standard to identify where any re-assessment may be required.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit, is given in the National 3 Practical Cookery *Course Support Notes*.

Equality and inclusion

This Unit has been designed to ensure that there are no unnecessary barriers to learning or assessment. It takes into account the needs of all learners in that it recognises that young people achieve in different ways and at a different pace. Centres will be free to use a range of teaching and delivery methods.

Equality and inclusion will also be promoted by the use of a range of activities and assessment techniques which suit particular learning styles and learners' needs and allowing the choice of different recipes and ingredients for simple dishes.

Learners with additional support needs should be offered adequate support. Such support might, for example, enable them to demonstrate a skill or complete a task, handle equipment or read instructions. The range of support might include:

- ◆ using ASN Assistants
- ◆ using commercially available/specialist aids
- ◆ adapting the kitchen and/or the tools and equipment
- ◆ providing additional time for learners

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
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- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
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- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
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- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Appendix 2: Exemplar checklist

Outcome 1

Use cookery skills, with guidance, to prepare ingredients

Outcome 2

Follow cookery processes, with guidance, to produce dishes

Learner's name: _____

Dish: _____

Date of assessment: _____

Assessment Standard	Achieved (✓) Re-assessment required (✗)	Re-assessment ✓ or ✗	Date
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			
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			

Administrative information

Published: April 2012 (version 1.0)

Superclass: NF

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Understanding and Using Ingredients (National 3)



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Please refer to the note of changes at the end of this template for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Understanding and Using Ingredients (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to introduce learners to a range of ingredients and their uses. It also introduces learners to current dietary advice related to the use of ingredients. Learners will develop an ability to select and use ingredients with guidance in the preparation of dishes and to work safely and hygienically.

Learners who complete this Unit will be able to:

- ◆ Apply an understanding of ingredients from a range of categories
- ◆ Use ingredients in the preparation of dishes

Progression into this Unit

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

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

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Practical Cookery Course Support Notes.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Unit:

- ◆ identifying ingredients
- ◆ applying correct storage procedures for ingredients
- ◆ identifying locally produced and seasonal ingredients
- ◆ preparing a range of ingredients appropriately
- ◆ cooking a range of ingredients correctly
- ◆ developing an understanding of a range of ingredients that relate to current dietary advice
- ◆ selecting and using a range of appropriate ingredients to garnish and decorate dishes
- ◆ preparing food safely and hygienically
- ◆ developing confidence and independence in the use of ingredients
- ◆ serving dishes appropriately

To enrich the delivery of the Understanding and Using Ingredients (National 3) Unit, learning activities should encourage learners to develop an awareness of the link between the selection, preparation, storage and cooking of ingredients in the production of dishes.

Progression from this Unit

This Unit may provide progression to:

- ◆ National 4 Practical Cookery Course or relevant component Units
- ◆ further study, employment and/or training

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 preparation skills effectively.

Learners should develop an awareness of, and contribute to discussions about, the selection, preparation and cooking of a range of ingredients in the context of preparing simple dishes. This should include knowledge of the safe and hygienic practices involved in the preparation and use of ingredients. For example, they could explore:

- ◆ the range of ingredients
- ◆ storage methods for ingredients
- ◆ current dietary advice relating to the use of ingredients
- ◆ explore locally produced and seasonal ingredients
- ◆ safe and hygienic practices in the preparation and cooking of ingredients

Centres should set varied practical tasks to allow learners to experience challenge and enjoyment in the understanding and use of a range of ingredients.

This could include:

Categories of ingredients	<ul style="list-style-type: none">◆ herbs, spices, flavourings and seasonings, dry ingredients, meat or meat alternatives, poultry or poultry alternatives, fruit and vegetables, dairy products or dairy alternatives, fish or seafood and eggs
Understanding the use of ingredients	<ul style="list-style-type: none">◆ use of a range of ingredients in the preparation of a range of dishes◆ safe and appropriate storage methods for ingredients◆ current dietary advice related to the use of ingredients◆ locally produced and seasonal ingredients

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

Outcome 1	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
1.1 Identifying ingredients	Individual activities for learners to identify a range of ingredients and their uses Teacher demonstrations of the practical application of a range of ingredients	Learners should be given opportunities to identify a range of ingredients.	Learners can identify categories of ingredients and, via verbal feedback or completion of an information poster, can feedback findings to the rest of the class. Presentations can be stored in an e-portfolio. A matching exercise could also be used.
1.2 Identifying and demonstrating safe and appropriate storage methods for ingredients	Individual activities for learners to demonstrate, with support as required, the correct storage of a range of ingredients	Learners either individually, in pairs or groups, should be given opportunities to prepare a variety of dishes to demonstrate correct storage procedures. Learners could draw a refrigerator and a store cupboard and draw or cut out pictures from magazines and leaflets and place them in the correct category for storage.	Evidence could comprise a matching exercise for correct storage procedures and a completed assessor observation checklist during a practical activity.
1.3 Outlining current dietary advice relating to the use of ingredients	Group and class activities to identify ingredients and to relate to current dietary advice There should ideally be sufficient flexibility built into the practical activities that allows for centres to develop specific recipes that show the use of ingredients relating to current dietary advice.	Learners could identify, orally or in text, ingredients that relate to current dietary advice. They may opt to deliver a presentation to the class or produce a poster or leaflet that contains appropriate information on the correct selection of ingredients for a range of recipes.	Evidence could either be verbal or written and recorded using an assessor observation checklist.

1.4 Identifying locally produced and seasonal ingredients	<p>Group and class activities to identify locally produced and seasonal ingredients</p> <p>There should ideally be sufficient flexibility built into the practical activities that allows for centres to develop specific recipes that show the use of locally produced and seasonal ingredients.</p>	Learners could identify ingredients that are locally produced and seasonal during practical activities or produce a poster or leaflet that contains appropriate information on locally produced and seasonal ingredients.	<p>Evidence could either be verbal or written and recorded by teacher using a checklist.</p> <p>A short/restricted response question paper to cover all of the Assessment Standards in the Unit could also be used as evidence.</p>
Outcome 2	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
2.1 Selecting, preparing and/or cooking the ingredients, with guidance, according to recipes	<p>Identification of ingredients suitable for recipes</p> <p>Research of ingredients linked to recipes and identification of alternative ingredients to promote current dietary advice</p> <p>Individually, with support as required, learners can produce a range of dishes which demonstrate the use of a range of different ingredients.</p>	<p>Learners should be given opportunities to select ingredients for a given recipe.</p> <p>Learners either individually, in pairs or groups, should be given opportunities to prepare a variety of dishes to demonstrate the correct preparation and cooking of a range of ingredients</p>	Evidence could comprise a completed assessor observation checklist for the correct selection, preparation and/or cooking of a range of ingredients. Peer observation with verbal feedback could also be used as evidence.
2.2 Selecting suitable garnishes and/or decorations for the dishes	<p>Teacher demonstration on the use of a range of ingredients to produce garnishes/decorations</p> <p>Individual/paired/group practical activities to demonstrate garnishes/decorations</p>	Practical food activities will allow learners to demonstrate safe and hygienic working practices. The use of teacher, peer and 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.

	<p>Teacher demonstrations, TV cookery programmes and magazine/recipe book research</p> <p>Group research and image board on different types of ingredients suitable for garnishing and decorating finished dishes</p>		
<p>2.3 Working safely and hygienically</p>	<p>During all practical food activities learners should:</p> <ul style="list-style-type: none"> ◆ implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria ◆ demonstrate safe working practices throughout the preparation and use of ingredients <p>At the end of the lesson the food should be correctly stored and instructions given for adequate reheating.</p>	<p>Learners should be given opportunities to select ingredients for a given recipe.</p> <p>Learners either individually, in pairs or groups, should be given opportunities to prepare a variety of dishes to demonstrate the correct preparation and cooking of a range of ingredients</p>	<p>Evidence could comprise a completed assessor observation checklist for the correct selection, preparation and/or cooking of a range of ingredients. Peer observation with verbal feedback could also be used as evidence.</p>

An exemplar checklist for use with this Unit is provided as an appendix: [Appendix 2: Exemplar checklist](#).

Combining assessment within the Unit

Using a combined approach to assessment is recommended because it will minimise repetition, allow more time for learning and allow centres to manage the assessment process more efficiently.

The evidence for this Unit will be generated through practical activities. Evidence for both Outcomes may be either presented separately or gathered through a range of activities assessed holistically. If the latter approach is used, it must be clear how the evidence covers each Outcome. Such combined activities would cover both identifying the ingredients and then using them in the preparation of dishes.

When assessment within the Unit is combined, teachers/lecturers should take particular care to track the evidence for each Assessment Standard to identify where any re-assessment may be required.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit, is given in the National 3 Practical Cookery *Course Support Notes*.

Equality and inclusion

This Unit has been designed to ensure that there are no unnecessary barriers to learning or assessment. It takes into account the needs of all learners in that it recognises that young people achieve in different ways and at a different pace. Centres will be free to use a range of teaching and delivery methods.

Equality and inclusion will also be promoted by the use of a range of activities and assessment techniques which suit particular learning styles and learners' needs and allowing the choice of different recipes to demonstrate the appropriate use of a range of ingredients.

Learners with additional support needs should be offered adequate support. Such support might, for example, enable them to demonstrate a skill or complete a task, handle equipment or read instructions. The range of support might include:

- ◆ using Additional Support Needs (ASN) Assistants
- ◆ using commercially available/specialist aids
- ◆ adapting the kitchen and/or the tools and equipment
- ◆ providing additional time for learners

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
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- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Appendix 2: Exemplar checklist

Outcome 1

Apply an understanding of ingredients from a range of categories

Outcome 2

Use ingredients in the preparation of dishes

Learner's name: _____

Date: _____

Assessment Standard	Achieved (✓) Re-assessment required (✗)	Re-assessment ✓ or ✗	Date
1.1 Identifying ingredients			
1.2 Identifying and demonstrating safe and appropriate storage methods for ingredients			
1.3 Outlining current dietary advice relating to the use of ingredients			
1.4 Identifying locally produced and seasonal ingredients			
2.1 Selecting, preparing and/or cooking ingredients, with guidance, according to recipes			
2.2 Selecting suitable garnishes and/or decorations for the dishes			
2.3 Working safely and hygienically			

Administrative information

Published: April 2012 (version 1.0)

Superclass: NF

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Organisational Skills for Cooking (National 3)



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Please refer to the note of changes at the end of this template for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Organisational Skills for Cooking (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop learners' basic organisational skills. Learners will acquire the ability to produce dishes (with guidance and by following a given plan), to present them appropriately and to work safely and hygienically. They will also develop the ability to carry out an evaluation of the product.

Learners who complete this Unit will be able to:

- ◆ Select and follow a recipe, with guidance, to produce a dish
- ◆ Implement a time plan, with guidance, to produce a dish

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

However, learners would normally be expected to have attained the skills and knowledge required by the following or by equivalent qualifications and/or experience:

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

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Practical Cookery Course Support Notes.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Unit:

- ◆ selecting and following recipes
- ◆ developing organisational skills
- ◆ requisitioning equipment and ingredients
- ◆ using a time plan to prepare dishes
- ◆ developing simple evaluation skills in relation to the dishes produced
- ◆ preparing food safely and hygienically
- ◆ developing basic numeracy skills related to weighing and measuring
- ◆ developing confidence and independence

To enrich the delivery of the Organisational Skills for Cooking (National 3) Unit, learning activities should encourage learners to develop an awareness of time management skills in the production of dishes.

Progression from this Unit

This Unit may provide progression to:

- ◆ National 4 Practical Cookery Course or relevant component Units
- ◆ further study, employment and/or training

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
- ◆ 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.

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 a suitable recipe for a single dish	Learners could identify recipes from a given selection. This could be carried out in pairs, groups or individually.	Learners should be given opportunities to select suitable recipes for either a starter, a main course or a dessert.	Learners may be able to identify suitable recipes for a starter, a main course or a dessert. A completed assessor observational checklist could provide evidence.
1.2 Preparing the dish according to the recipe	Learners could carry out a range of practical food activities to produce dishes, supported by the teacher where necessary.	Learners either individually, in pairs or groups, should be given opportunities to prepare a variety of dishes.	Evidence could comprise video footage or photographs, or a completed assessor observational checklist.
1.3 Evaluating the prepared dish 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 a simple evaluation of the prepared dish. 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: <ul style="list-style-type: none"> ◆ implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria ◆ demonstrate safe working practices Peer- and self-evaluation of safe hygienic practices could be carried out.	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, teacher observational checklist

	At the end of each practical food activity the food should be correctly stored and appropriate instructions given for reheating.		
Outcome 2	Approaches to learning and teaching	Approaches to assessment	Approaches to gathering evidence
2.1 Requisitioning equipment and ingredients and organising the work area	During all practical activities learners should requisition equipment and ingredients required for the recipe and organise their work areas appropriately.	Learners should be given the opportunity to requisition equipment and ingredients and organise the work area on a number of occasions.	Evidence could be collated via video footage, or completion of an assessor observational checklist.
2.2 Carrying out the tasks according to the time plan	<p>A given time plan should identify key stages, for example:</p> <ul style="list-style-type: none"> ◆ practical activities ◆ timings ◆ points of safety and hygiene <p>Learners could work in pairs or groups to follow a given time plan.</p>	Learners should be given opportunities to work, with guidance, through given time plans.	Evidence could be collated via video footage, completion of an assessor observational checklist.
2.3 Working safely and hygienically	<p>During all practical food activities learners should:</p> <ul style="list-style-type: none"> ◆ implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria ◆ demonstrate safe working practices <p>At the end of each practical food activity the food should be correctly stored and appropriate instructions given for reheating.</p>	Practical food activities will allow learners to demonstrate safe and hygienic working 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

An exemplar checklist for use with this Unit is provided as an appendix: [Appendix 2: Exemplar checklist](#)

Combining assessment within the Unit

Using a combined approach to assessment is recommended because it will minimise repetition, allow more time for learning and allow centres to manage the assessment process more efficiently.

The evidence for this Unit will be generated through practical activities. It is expected that the evidence for both Outcomes will be gathered through the implementation of a given time plan. It must be clear how the evidence covers each Outcome.

When assessment within the Unit is combined, teachers/lecturers should take particular care to track the evidence for each Assessment Standard to identify where any re-assessment may be required.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit, is given in the National 3 Practical Cookery *Course Support Notes*.

Equality and inclusion

This Unit has been designed to ensure that there are no unnecessary barriers to learning or assessment. It takes into account the needs of all learners in that it recognises that young people achieve in different ways and at a different pace. Centres will be free to use a range of teaching and delivery methods.

Equality and inclusion will also be promoted by the use of a range of activities and assessment techniques which suit particular learning styles and learners' needs and allowing the choice of different recipes and ingredients for simple dishes.

Learners with additional support needs should be offered adequate support. Such support might, for example, enable them to demonstrate a skill or complete a task, handle equipment or read instructions. The range of support might include:

- ◆ using Additional Support Needs (ASN) Assistants
- ◆ using commercially available/specialist aids
- ◆ adapting the kitchen and/or the tools and equipment
- ◆ providing additional time for learners

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

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- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Appendix 2: Exemplar checklist

Outcome 1

Select and follow recipes, with guidance, to produce a dish

Outcome 2

Implement a time plan, with guidance, to produce a dish

Learner's name: _____

Selected dish _____

Date _____

Assessment Standard	Achieved (✓) Re-assessment required (✗)	Re-assessment ✓ or ✗	Date
1.1 Selecting a suitable recipe for a single dish			
1.2 Preparing the dish according to the recipe			
1.3 Evaluating the prepared dish in terms of presentation, taste and texture			
1.4 Working safely and hygienically			
2.1 Requisitioning equipment and ingredients and organising the work area			
2.2 Carrying out the tasks according to the time plan			
2.3 Working safely and hygienically			

Administrative information

Published: July 2019 (version 2.0)

Superclass: NF

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	Course name updated	Qualifications Manager	July 2019

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