Course Support Notes

National 4 Practical Cookery Course Support Notes

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 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

This Course aims to enable learners to:

- use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of ingredients and their uses and an awareness of responsible sourcing
- develop 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 3 Practical Cookery Course or relevant component Units

Experiences and outcomes

National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

Learners who have completed Curriculum for Excellence experiences and outcomes will also find these an appropriate basis for doing the Course.

In this Course, the experiences and outcomes from the health and wellbeing and the technologies curriculum areas which are listed below will be particularly relevant.

Health and wellbeing

Organiser	Experiences and outcomes — curriculum level 4
Physical wellbeing	I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. **HWB 3-17a/HWB 4-17a**
Safe and hygienic practices	Having explored the conditions for bacterial growth, I can use this knowledge to inform my practice and control food safety risks. **HWB 4-33a**

Technologies

Organiser	Experiences and outcomes — curriculum level 4
Food and textiles	I can confidently apply preparation techniques and processes to make items using specialist skills, materials, equipment or software in my place of learning, at home or in the world of work. **TCH 4-10a** I can explore the properties and functionality of ingredients, materials, equipment or software to establish their suitability for a task at home or in the world of work. **TCH 4-10b** Showing creativity and innovation, I can design, plan and produce increasingly complex food or textile items which satisfy the needs of the user, at home or in the world of work. **TCH 4-11a** I can apply skills of critical thinking when evaluating the quality and effectiveness of my own or others' products. **TCH 4-11b**

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.

Note: teachers and lecturers should refer to the Added Value Unit Specification for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The National 4 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 following table:

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 5 Practical Cookery Course or relevant component Units
- further study, employment and/or training

Other progression pathways are also possible including progression to other qualifications at the same or different levels.

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 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 4 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 two dishes for yourself and a friend

The learner has selected macaroni and broccoli bake and fresh fruit salad and will follow a given plan to produce these dishes.

Organisational Skills for Cooking	Cookery Skills, Techniques and Processes	Understanding and Using Ingredients	Evidence
1.1 Selecting suitable recipes for two dishes			Learner has selected macaroni and broccoli bake and fresh fruit salad as suitable dishes
	1.1 Selecting and using equipment to weigh and measure ingredients accurately		Ingredients for both dishes are weighed accurately using scales/measuring jug/measuring spoons
	1.2 Applying a range of food preparation techniques using appropriate equipment		Food preparation techniques: peel, chop, slice, dice, grate, mix. Equipment: vegetable knife, peeler, cook's knife, sieve, colander, range of spoons, grater
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 Selecting, preparing and/or cooking the ingredients, with minimal guidance, according to recipes 1.1 Identifying ingredients and the categories to which they belong 1.2 Outlining and demonstrating safe and appropriate storage methods for ingredients 1.3 Describing current dietary advice relating to the use of ingredients	Ingredients are selected for the two recipes Teacher could orally question learner on ingredients used in the recipes linked to 1.1, 1.2, 1.3 and record on a checklist

		1.4 Outlining reasons for sourcing locally produced and seasonal ingredients	
1.2 Preparing the dishes according to the recipes 2.1 Requisitioning equipment and ingredients and organising the work area 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 minimal guidance, according to recipes	Equipment and ingredients are requisitioned and work area organised The given plan is followed. The learner will prepare the ingredients, eg fruit preparation, cooking of pasta, broccoli and all-in-one sauce, baking macaroni and broccoli bake in the oven
	2.2 Controlling the stages of the cookery processes and testing food for readiness		Pasta and broccoli are checked for readiness, consistency of all-in-one sauce, appearance of cheese topping
	2.3 Presenting and garnishing or decorating the dishes	2.2 Selecting and preparing suitable garnishes and/or decorations for the dishes	Macaroni and broccoli bake could be garnished with, eg a sprig of parsley or sliced/wedged tomato Fruit salad could be decorated with, eg sliced strawberries and/or a sprig of mint
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 dishes 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 4 dishes (linked to further mandatory information on Course coverage) are given in the table below.

Dish	Kitchen equipment	Food preparation techniques	Cookery processes
Starter Carrot and courgette soup	Peeler, vegetable knife, cook's knife, food blender, grater, a range of spoons	Peel, chop, slice, dice, puree	Boiling
Main course Chicken and pineapple stir fry/boiled rice	Peeler, vegetable knife, cook's knife, sieve, a range of spoons.	Peel, chop, slice, blend, marinade, mix	Stir frying, boiling
Dessert Mandarin gateau	Sieve, a range of spoons, whisk, palette knife, spatula	Whisk, fold.	Baking

Whichever the method of delivery, the safety and hygiene aspect should permeate the whole Course and, in order to be meaningful, must be integrated within all cookery activities.

Centres may also consider delivering each of the three Units at National 3 and National 4 together. Although time must be set aside to allow National 4 learners to complete the Added Value Unit, National 3 learners may need to use this time to complete the mandatory Units for this level.

Learning and teaching will be more effective if teachers/lecturers use different learning and teaching strategies to allow for different learning styles. Tasks and levels of support given should be tailored to meet individual learners' needs, using an appropriate balance of teaching methodologies. It should be noted that there is no single way of covering a topic or developing a skill, and teachers/lecturers should use a variety of teaching and learning approaches.

Practical approaches to learning and teaching which provide opportunities for personalisation and choice will help to motivate and challenge learners. This could be achieved through allowing the choice of:

- recipes for dishes from a given selection
- ingredients for garnishes and decorations
- methods of conducting and presenting research into ingredients and their uses

Throughout this Course, the use of resources such as visual aids, television cookery programmes, DVDs, and visits to local or national food events may also help to motivate and encourage learners.

ICT can be a very useful tool in supporting learning, teaching and assessment and should be used in innovative and creative ways. Teachers/lecturers could, for example, encourage internet-based research and allow learners to present their findings using a range of technology-based presentation techniques. The use of e-portfolios could facilitate personalisation and authenticate research carried out in learners' own time. Use could be made of recording devices to record learners' cookery-related activities.

Further information about possible approaches to learning and teaching for each Unit can be found in the *Unit Support Notes.*

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

<table>
<tr><th>Cookery Skills, Techniques and Processes</th><th>Understanding and Using Ingredients</th><th>Organisational Skills for Cooking</th></tr>
<tr><td colspan="2">♦ 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
♦ Environmental Health visits</td><td></td></tr>
<tr><td>♦ 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</td><td>♦ chef 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</td><td>♦ preparing a selection of dishes
♦ recipe research for suitable dishes
♦ group and individual activities to carry out a given plan to prepare dishes
♦ research into ingredient availability
♦ chef demonstrations/chef of the day awards
♦ team challenges (games based on televised cookery competitions)
♦ practical application</td></tr>
</table>

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**
2 Numeracy 2.2 Money, time and measurement	♦ 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
5 Thinking skills 5.2 Understanding 5.3 Applying	♦ 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.

Each learner will progress at a different rate, and teachers/lecturers should be able to determine when the learner is ready to be assessed. As with learning and teaching, approaches to assessment should encourage personalisation and choice.

Teachers/lecturers should give learners accurate and regular feedback about their learning and ensure that they are actively involved in the assessment process.

The following is a list of possible methods which could be used for assessment and gathering evidence.

- questioning — written, oral
- observation of learners carrying out practical activities
- presentations
- group discussions
- peer-/self-assessment
- matching exercises
- various forms of e-assessment
- working logs/portfolios of evidence

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. Photographic or video evidence may also be used where appropriate.

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.

Added value

Courses from National 4 to Advanced Higher include assessment of added value. At National 4, the added value will be assessed in the Added Value Unit. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment.

Information given in the *Course Specification* and the *Added Value Unit* about the assessment of added value is mandatory.

The added value assessment amounts to more than the sum of Unit assessments, and teachers/lecturers should prepare their learners for the demands it imposes. Since the assessment of the Added Value Unit selects from the skills, knowledge and understanding from across the Course, teachers/lecturers should make sure that they cover the entire mandatory content for the Course.

Teachers/lecturers should use much of the time allocated to the Added Value Unit for consolidating and integrating the material covered in the other three Units, revising the work done over the entire programme and offering learners any necessary additional support. All those activities should prepare learners for the demands of the Added Value assessment.

Combining assessment across Units

Wherever possible, assessment within the Unit should be combined. Any pattern of combined assessment can mirror that for combined delivery, illustrated in the section on Approaches to Learning, Teaching and Assessment.

Using a combined approach to assessment is recommended because it will:

- enrich the assessment process for both learners and teachers/lecturers by bringing together the Unit's Outcomes
- make more sense to learners and avoid duplication of assessment
- ensure greater rigour in assessment
- allow for evidence for the Outcomes 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 within the Course is combined, teachers/lecturers should take particular care to track the evidence for each Outcome to ensure that learners who do not achieve the entire Unit may still get recognition for the Outcome they have achieved.

The use of a combined 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 and broccoli bake												
Fruit salad												
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 and broccoli bake							
Fruit salad							
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 to demonstrate a range of cookery skills, garnishing and decoration techniques.

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

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History of changes to Course Support Notes

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

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Unit Support Notes

Unit Support Notes — Cookery Skills, Techniques and Processes (National 4)

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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 4) 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 Added Value Unit 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' cookery skills, food preparation techniques and their ability to follow cookery processes, in the context of producing dishes with minimal guidance. 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:

- Use cookery skills, with minimal guidance, to prepare ingredients
- Follow cookery processes, with minimal 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 3 Practical Cookery Course or relevant component Units

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 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.

Progression from this Unit

This Unit may provide progression to:

- National 5 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, 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
- food preparation techniques
- 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 food preparation techniques and cookery processes should be selected in the 'Further mandatory information on Course coverage for the National 4 Practical Cookery Course' section of the Added Value Unit.

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 using equipment to weigh and measure ingredients accurately	Teacher demonstration and monitoring of the accurate use of the following range of weighing and measuring equipment in a variety of contexts: ♦ scales ♦ measuring jug ♦ measuring spoons Self and peer monitoring and evaluation of weighing and measuring	Learners should be given opportunities to use scales, measuring jugs and measuring spoons when following a number of different recipes. Self and peer monitoring and evaluation of weighing and measuring could be encouraged.	Safe and hygienic practices should be evident at all times. Evidence could comprise video footage/photographs, a completed assessor observational checklist.
1.2 Applying a range of food preparation techniques using appropriate equipment	Teacher demonstration of the practical application of the use of a range of equipment: Teacher demonstration of the practical application of the equipment to carry out the techniques identified in the 'Further mandatory information on Course coverage for the Practical Cookery(National 4) Course' section of the Added Value Unit. ♦ Individual activities for learners to demonstrate the correct and safe use of equipment Individual activities for learners to apply, with support as required, a range of food preparation techniques in the context of making dishes	Learners should be given opportunities to use a variety of equipment, appropriate to the techniques, when following a number of different recipes.	

1.3 Working safely and hygienically	During all practical food activities learners should: ♦ implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria ♦ 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 and hygienic practices. The use of teacher, peer- and self-assessment should be used to identify areas for improvement.	
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: ♦ Individually, with support as required, learners can produce a range of dishes which demonstrate different cookery processes ♦ Teacher monitoring of the application of cookery processes	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	Teacher demonstration 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	
2.4 Working safely and hygienically	During all practical food activities learners should implement guidelines for personal, food and kitchen hygiene to prevent growth of bacteria 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 and hygienic practices. The use of teacher, peer- and self-assessment should be used to identify areas for improvement.	

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 4 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 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.

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*
- Course Specifications
- Design Principles for National Courses
- *Guide to Assessment* (June 2008)
- Overview of Qualification Reports
- Overview of Qualification Reports
- Principles and practice papers for curriculum areas
- 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
Use cookery skills, with minimal guidance, to prepare ingredients

Outcome 2
Follow cookery processes, with minimal guidance, to produce dishes

Learner's name: _____

Dishes: _____

Assessment Standard	**Achieved (✓) Re-assessment required (✗)**	**Re-assessment ✓ or ✗**	**Date**
1.1 Selecting and 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: 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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Unit Support Notes

Unit Support Notes — Understanding and Using Ingredients (National 4)

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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).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Understanding and Using Ingredients* (National 4) 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 Added Value Unit 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' knowledge and understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice. Learners will develop an ability to select and use appropriate ingredients, with minimal guidance, in the preparation of dishes and to do so 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 the skills and knowledge required by the following or by equivalent qualifications or experience:

- National 3 Practical Cookery Course or relevant component Units

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 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.

Progression from this Unit

This Unit or its components may provide progression to:

- National 5 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, including locally produced and seasonal ingredients in the context of preparing a range of 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 and the categories to which they belong
- storage methods for ingredients
- current dietary advice relating to the use of ingredients
- 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. The recipes selected will determine the range of ingredients used in Outcome 2. This would include using a range of ingredients from the following categories: 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.

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 and the categories to which they belong	Individual activities for learners to identify a range of ingredients and the categories to which they belong. Teacher demonstrations of the practical application of a range of ingredients	Learners should be given opportunities to identify a range of ingredients and their categories.	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 as evidence.
1.2 Outlining and demonstrating safe and appropriate storage methods for ingredients	Individual activities for learners to demonstrate, with support as required, knowledge of 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	Evidence could comprise a matching exercise or short answer questions for correct storage procedures and a completed assessor observational checklist during a practical activity.
1.3 Describing current dietary advice relating to the use of ingredients	Group and class activities to identify and describe ingredients related 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 describe 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 by teacher using a checklist.

1.4 Outlining reasons for sourcing locally produced and seasonal ingredients	Group and class activities to identify locally produced and seasonal ingredients and give reasons for their choice and use 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.	Learners could identify ingredients that are locally produced and seasonal during practical activities or produce a poster or leaflet that contains appropriate information outlining the reasons for sourcing locally produced and seasonal ingredients.	Evidence could either be verbal or written and recorded by teacher using a checklist. A short/restricted response question paper to cover all of the Assessment Standards in the Unit could also be used as evidence.
Outcome 2	**Approaches to learning and teaching**	**Approaches to assessment**	**Approaches to gathering evidence**
2.1 Selecting, preparing and/or cooking the ingredients, with minimal guidance, according to recipes	Identification of ingredients suitable for recipes. Research of ingredients linked to recipes and identification of alternative ingredients to promote current dietary advice Individually, with support as required, learners can produce a range of dishes which demonstrate the use of a range of different ingredients.	Learners should be given opportunities to select ingredients for a given recipe. 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	Evidence could comprise a completed assessor observational 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 and preparing suitable garnishes and/or decorations for the dishes	Teacher demonstration on the use of a range of ingredients to produce garnishes/decorations Individual/paired/group practical activities to demonstrate garnishes/decorations Chef demonstrations, TV cookery programmes and magazine/recipe book research	Learners should be given opportunities to demonstrate the use of a range of ingredients to produce garnishes for savoury dishes and decorations for sweet dishes.	Evidence could comprise a completed assessor observational checklist for the appropriate use of ingredients for garnishes/decorations. Peer observation with verbal feedback on finished dishes could also be used as evidence.

	Group research and image board on different types of ingredients suitable for garnishing and decorating finished dishes		
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 ♦ demonstrate safe working practices throughout the preparation and use of ingredients At the end of the lesson the food should be correctly stored and instructions given for adequate reheating.	Practical food activities will allow learners to demonstrate safe hygienic 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.

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 4 Practical Cookery Cou*rse 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
- *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)
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- Overview of Qualification Reports
- Principles and practice papers for curriculum areas
- 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: _____

Dish: _____

Date: _____

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

Administrative information

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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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Unit Support Notes

Unit Support Notes — Organisational Skills for Cooking (National 4)

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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).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Organisational Skills for Cooking* (National 4) 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 Added Value Unit Specification
- the Course Support Notes
- appropriate assessment support materials

General guidance on the Unit

Aims

This general aim of this Unit is to develop learners' organisational and time management skills. Learners will acquire the ability to follow recipes and time plans to produce dishes, with minimal guidance, and to work safely and hygienically. They will further develop the ability to carry out an evaluation of the product.

Learners who complete this Unit will be able to:

- Select and follow recipes, with minimal guidance, to produce two dishes
- Implement a time plan, with minimal guidance, to produce two 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 3 Practical Cookery Course or relevant component Units

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 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.

Progression from this Unit

This Course or its components may provide progression to:

- National 5 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 suitable recipes for two dishes	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 two suitable recipes for starters, main courses or desserts or any combination of two of these courses.	Learners may be able to identify two suitable recipes for starters, main courses or desserts. A completed assessor observational checklist could provide evidence.
1.2 Preparing the dishes according to the recipe	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 and 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, or assessor observational checklist.

	Peer- and self-evaluation of safe hygienic practices could be carried out. 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 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, and/or completion of an assessor observational checklist.
2.2 Carrying out the tasks according to the time plan	A given time plan should identify key stages, eg: ♦ practical activities ♦ timings ♦ points of safety and hygiene Learners could work individually, in pairs or groups to follow a given time plan.	Learners should be given opportunities to work with minimal guidance through given time plans.	Evidence could be collated via video footage, or 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 ♦ 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 and 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, or assessor observational checklist.

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. 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 integrated, 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 4 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 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.

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.

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- *Building the Curriculum 5: A framework for assessment*
- Course Specifications
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- *Guide to Assessment* (June 2008)
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- Principles and practice papers for curriculum areas
- 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
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- *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
Select and follow recipes, with minimal guidance, to produce two dishes

Outcome 2
Implement a time plan, with minimal guidance, to produce two dishes

Learner's name: _____

Selected dishes: _____

Date: _____

Assessment Standard	**Achieved (✓) Re-assessment required (✗)**	**Re – assessment ✓ or ✗**	**Date**
1.1 Selecting suitable recipes for two dishes			
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			
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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