



NQ Verification 2015–16 Key Messages Round 1

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Section 1: Verification group information

Verification group name:	Hospitality: Practical Cookery
Verification event/visiting information	Event
Date published:	March 2016

National Courses/Units verified:

H20H 73, 74 and 75 Cookery Skills, Techniques and Processes
H20L 73, 74 and 75 Understanding and Using Ingredients
H20M 73, 74 and 75 Organisational Skills for Cooking

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Section 2: Comments on assessment

Messages from session 2014–15 are still relevant.

Assessment approaches

The majority of centres made good use of the Unit assessment support pack (UASP) materials, including the use of verified recipes in most cases. Remember that centre-devised recipes should be submitted to SQA for prior verification if they are to be used for assessment purposes. Alternatively, there are now a number of 'prior verified' recipes available on SQA's secure site for centres to use.

For each Unit, at each level, and each level of the combined approach, the recording documentation for candidate evidence is very similar — see bullet points below. On completion of candidate assessment, the following should be signed and dated:

- ◆ a completed assessor checklist of candidate attainment
- ◆ a completed candidate worksheet/workbook (assessed)
- ◆ other relevant evidence — eg a centre-devised marking scheme that recognises candidate achievement of each Assessment Standard, in a practical activity

Recording documents

Centres may choose to record candidate performance on the assessor's checklist of candidate attainment. Care should be taken if cutting and pasting particular aspects onto this checklist, to ensure it provides feedback that is specific to each candidate. Through this written evidence, assessors should refer to how the candidate has met the Outcome. This record may be in addition to comments on the candidate's worksheet or workbook, but should not repeat them as it doubles the workload attached to such evidence, for example:

Candidate worksheet/workbook — all sheets marked and signed, photographic evidence accompanied by a full comment by the assessor of the achievement of each Outcome.

This could be supported by brief comments on the assessor's checklist of candidate attainment to provide clear evidence of internal verification for a proportion of the candidates.

Alternatively:

Candidate worksheet/workbook — marked appropriately. No photographic evidence. Assessor signed and dated. No comment at this point.

This could be supported with a more detailed assessor's checklist of candidate attainment to give a clear idea of the assessor's observations and professional judgement of how the candidate met the Outcomes. Only on such occasions would the written comments be slightly more detailed.

Reference must be made to whether a candidate has passed an Outcome or needs to be re-assessed. Don't use the term 'fail'. Only where a candidate has not managed to achieve the standard on a third attempt could they be deemed as failing.

Please note, the candidate checklist is a recording document for learning and teaching, it should not be submitted as evidence of assessment.

Assessment judgements

Cookery Skills, Techniques and Processes

National 3

Centres that wish to use their own recipes, as opposed to those supplied in the UASP, should submit them to SQA for prior verification.

For recipes in the UASP, particular attention should be paid to the desired garnish and, when using photographs, this should be evidenced accordingly. If evidence for Outcomes 2.1 (Cooking ingredients according to recipes) and 2.3 (Presenting and garnishing or decorating the dishes eg 'chopped chives') is not present, this should be reflected in the assessor's judgement.

National 4

The comments above for Outcomes 2.1 and 2.3 also apply at National 4. In this case, the inclusion of cream and chopped chives for the soup and eight equal scone wedges should be obvious — or recorded as achieved by the assessor if there is no photographic evidence.

National 5

The above points also apply for Outcomes 2.1 and 2.3 at National 5 where the soup is to be garnished with chopped chives and eight triangles of melba toast. (There was a distinct improvement in the quality of the Melba toast evidenced; candidates have obviously been directed to the exact detail on the recipe.)

The apple meringue pie should show four portions in the piping of the meringue. Where photographs were used, this wasn't always evident. Assessors must give an accurate record of candidate performance and it should match any images present. In the absence of images, the commentary should truly reflect what has been observed.

Understanding and Using Ingredients

National 3

Most centres recorded accurate judgements for this Unit. Improvement noted in the 'circling of the appropriate garnish' — this should be clearly evident.

National 4

Most centres recorded accurate judgements for this Unit. Again, the 'circling of the appropriate garnish' saw a distinct improvement.

Outcome 1.3: Current dietary advice — some responses were very minimal. An appropriate response might include:

Porridge oats — this helps to meet the current dietary advice of eat more fibre.

Please note, for each piece of advice chosen, the candidate must say how the dish helps to follow that advice.

National 5

Outcome 1.1 — Identifying a variety of ingredients and their characteristics. Very minimal responses had been deemed acceptable, eg *Turkey is a Christmas roast*. However, the expectation is to identify at least one characteristic of the ingredient, which could include reference to the origin of the ingredient, a link to a traditional dish made using the ingredient, or the appearance or taste of the ingredient, eg *Turkey is a type of poultry/white meat which is traditionally served as Christmas Roast*. In describing the link to a traditional dish, detail should be given about what part the ingredient plays.

In Task 2 — The four ingredients for 'safe and appropriate storage of ingredients' should come from the previous list of ten (task 1) — identifying ingredients and their characteristics.

Outcome 1.4 — There was a significant improvement in the completion of this task. The request is for two reasons for sourcing sustainable ingredients which can be linked to the conference centre's wish to use sustainable ingredients. Candidates were clearer about what is required, referring to ingredients within the recipes being used. Please refer to suggestions in the UASP.

Outcome 2.2 — Garnishing of dish — please ensure that the garnish selected has a component part and a technique, eg red pepper (component), diced (technique).

Organisational Skills for Cooking

If teaching a bi-level class, the selection of recipes presented to candidates should be of a suitably challenging standard and different for each level. If a similar recipe is being used, there should be a clear increase in skills, techniques, processes and number of ingredients at the higher level.

The degree of difficulty in recipes would have an impact on the 'dovetailing' and the timing required by the candidate to complete the practical activity.

At National 3 and 4, candidates work to a given time plan. National 5 candidates are given the basic sequence for a time plan, eight steps, which they must then add to in order to create their own personalised time plan. They should be marked on their efforts thereafter. However, should they not achieve a workable time plan, they should be given a centre-devised one to ensure they are able to undertake the practical activity.

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Section 3: General comments

When submitting materials for verification, please ensure you have made an assessment judgement for either specific Outcomes or complete Units.

If a candidate has passed the Unit, it is deemed 'complete' not 'interim' on the flyleaf.

If a candidate does not achieve the minimum requirement within an Outcome, they do not pass the Outcome. They can be re-assessed and the same standard applies. If they then fail that, then they fail the Outcome and the Unit at that level. Re-assessment guidance is clearly documented in Unit assessment support packs.

It is important to keep up to date and use the latest version of materials for the Course. Some centres are still working with lapsed versions. Please ensure that you are using the correct terminology, eg for vegetable cuts at National 5, we now ask for matchsticks, batons and dice.

Internal verification needs to be rigorous, recorded, reliable and fair, so that all anomalies are highlighted, allowing appropriate remediation to take place and thus ensuring work from the centre reaches the national standard. SQA's Internal Verification Toolkit at www.sqa.org.uk/IVtoolkit offers a possible approach.

There is a significant improvement in the quality of internal verification, with assessors often using a colleague in a neighbouring centre to act in this capacity, which demonstrates 'good practice'.