NQ Verification 2013–14

Key Message Reports

Verification group name:	Hospitality: Practical Cookery
Levels	N3 to N5
Date published:	July 2014

This Report combines all Verification Key Messages for the academic session 2013-14.

NQ Verification 2013–14 Key Messages Round 1

01 ▸ Section 1: Verification group information

Verification group name:	**Hospitality: Practical Cookery**
Verification event/visiting information	**Event**
Date published:	**January 2014**

National 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

02 ▸ Section 2: Comments on assessment

Assessment approaches

Centres have made good use of the 'Evidence to be gathered' section, which clearly suggests appropriate evidence to meet the Assessment Standards, in the Unit Assessment Support packs for all Units at all levels. This has been noted as good practice.

A number of centres demonstrated the following good practice:

♦ a completed assessor observational checklist, signed and dated on completion
♦ a completed candidate workbook (assessed), signed and dated on completion

SQA-devised Unit Assessment Support packs are available for each of the assessment approaches: Unit-by-Unit, combined or portfolio. If special assessment arrangements are required in order for candidates to complete these assessments, please contact SQA to ensure that any change complies with the assessment requirements. Major alterations require prior verification from SQA.

Assessor observational checklists are an important part of the Unit evidence and should be used in conjunction with additional commentary from the assessor/internal verifier. (The candidate assessment record from the combined or portfolio approach would suit this purpose). The final box should only be filled in, signed and dated when all Outcomes have been achieved. A number of centres successfully used this approach.

Assessment judgements

A number of centres demonstrated a sound understanding and interpretation of the Unit Assessment Support packs' suggested assessment judgements. Candidates were assessed in line with these judgements and this evidence was recorded appropriately.

However, there were a number of areas within the three Units which should be noted.

Cookery Skills, Techniques and Processes

National 4

Centres should, ideally, use the assessor observational checklist and recipes which maintain the validity and reliability of the Assessment Standard.

National 5

Centres should identify two suitably challenging recipes to give candidates the opportunity to demonstrate the skills, techniques and processes required to meet the Assessment Standards. These should be submitted with the assessor observational checklist and ideally a candidate assessment checklist with assessor and internal verifier commentary, dates and signatures.

Understanding and Using Ingredients

National 3

Outcome 2.2: Candidates are asked to identify and select a suitable garnish/decoration from a given range. Centres are advised that candidates can circle their selected garnish/decoration from a given list.

National 4

Outcome 1.4: Candidates should provide two basic reasons for sourcing locally-produced ingredients and two seasonal ingredients. It is important that they pay attention to the detail of the wording.

Outcome 1.3: Candidates should use the table to record three different pieces of current dietary advice and to link these clearly to the recipe.

National 5

Outcome 1.3: Candidates should use the table to record the changes being made; the first column should identify the change, eg plain flour to wholemeal flour and the second column should state why it makes the recipe more suitable, linking to each of the suggested changes.

Outcome 1.4: Candidates should read the wording in the question carefully; they need to make the link to the needs of the Chef and his restaurant.

Outcome 2.2: Candidates must include a description to show how the dish will be garnished/decorated.

Organisational Skills for Cooking

National 4

Outcome 1.3: Centres could provide candidates with a word bank to assist them with completing the table. Candidates should, however, record their explanation as a sentence, eg *'I gave it two stars because my dish needed more seasoning to improve the taste'.*

Outcome 2.2: Centres should provide candidates with a time plan.

A checklist of minimum equipment necessary for completing the dish should be developed by centres.

National 5

Centres should identify two suitably challenging recipes to give candidates the opportunity to demonstrate the skills, techniques and processes required to meet the Assessment Standards. These should be submitted with the assessor observational checklist and ideally a candidate assessment checklist with assessor and internal verifier commentary, dates and signatures.

Outcome 2.2: A time plan should be created by candidates based on an outline of the basic sequence of steps provided by the assessor.

Candidates' time plans should include details of tests for readiness, tastings, clean as you go and safety and hygiene points.

Outcome 1.3: Each evaluative comment should relate to the presentation, texture and taste of the dish that was prepared and should be an evaluation, not a statement.

The inclusion of photographs and recipes as evidence to support the practical task carried out was noted as good practice.

03 ▶ Section 3: General comments

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

If a candidate does not achieve the minimum requirement within an Outcome, they cannot 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 instructions are clearly documented in Unit Assessment Support packs.

Centres should ensure that current documentation is being used. It is important to keep up to date with the requirements of the Courses via the published documentation; minor amendments were advised, however some centres are still working with older versions of materials. The version on SQA's website is the most up-to-date and should be used.

Internal verification needs to be rigorous, recorded, reliable and fair. Good practice was noted from centres who submitted diaries of internal verification meetings that had taken place.

Professional judgement should be used to establish the environment for completing Unit assessments. Whatever assessment conditions are applied in centres, 'open-book' or under other specific conditions, the evidence produced must be clearly attributable to individual candidates.

Evidence relating to the Added Value Unit should not be submitted at verification events. Centres will be contacted if they are selected for visiting verification for this Unit.

NQ Verification 2013–14 Key Messages Round 2

01 ## Section 1: Verification group information

Verification group name:	Hospitality Practical Cookery
Verification event/visiting information	Event
Date published:	March 2014

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

02 ## Section 2: Comments on assessment

All key messages from Round 1 are still relevant.

Assessment approaches

All levels/all Units

Centres have made good use of the 'Evidence to be gathered' section, which clearly suggests appropriate evidence to meet the Assessment Standards, in the Unit assessment support packs for all Units at all levels. This has been noted as good practice.

A number of centres demonstrated the following good practice:

♦ a completed assessor observational checklist, signed and dated on completion
♦ a completed candidate workbook (assessed), signed and dated on completion

Use of SQA assessment resources

SQA-devised Unit assessment support packs are available for each of the assessment approaches: Unit-by-Unit, combined or portfolio. If special assessment arrangements are required in order for candidates to complete these assessments, please contact SQA to ensure that any change complies with the assessment requirements. Major alterations require prior verification from SQA.

Assessor observational checklists are an important part of the Unit evidence and should be used in conjunction with additional commentary from the assessor/internal verifier. The candidate assessment record from the combined or portfolio approach would suit this purpose. Revised recording materials are available in the Unit assessment support packs.

The final box should only be filled in, signed and dated when all Outcomes have been achieved. A number of centres successfully used this approach.

Assessment judgements

A number of centres demonstrated a sound understanding and interpretation of the Unit assessment support packs' suggested assessment judgements. Candidates were assessed in line with these judgements and this evidence was recorded appropriately.

However, there were a number of areas within the three Units which should be noted.

Cookery Skills, Techniques and Processes

National 4

Centres should, ideally, use the assessor observational checklist and recipes which maintain the validity and reliability of the Assessment Standard. Ideally, a candidate assessment checklist with assessor and internal verifier commentary, dates and signatures should also be submitted.

National 5

Centres should identify two suitably challenging recipes to give candidates the opportunity to demonstrate the skills, techniques and processes required to meet the Assessment Standards. These should be submitted with the assessor observational checklist and ideally a candidate assessment checklist with assessor and internal verifier commentary, dates and signatures.

If giving a choice of recipes, they must be compatible for the whole group in relation to skills, techniques and processes, plus volume of vegetable preparation etc.

Understanding and Using Ingredients

National 3

Assessment Standard 2.2: Candidates are asked to identify and select a suitable garnish/decoration from a given range. Centres are advised that candidates can circle their selected garnish/decoration from a given list.

National 4

Assessment Standard 1.4: Candidates should provide two basic reasons for sourcing locally-produced ingredients and two seasonal ingredients. It is important that they pay attention to the detail of the wording.

Assessment Standard 1.3: Candidates should use the table to record three different pieces of current dietary advice and to link these clearly to the recipe.

National 5

Assessment Standard 1.1: Candidates are not required to state the shelf life of the identified food, eg for 'safe and appropriate storage of ingredients' in task 2 of package 1 for the Understanding and Using Ingredients Unit.

Assessment Standard 1.3: Candidates should use the table to record the changes being made; the first column should identify the change, eg plain flour to wholemeal flour and the second column should state why it makes the recipe more suitable, linking to each of the suggested changes.

Assessment Standard 1.4: Candidates should read the wording in the question carefully; they need to make the link to the needs of the Chef and his restaurant.

Assessment Standard 2.2: Candidates must include a description to show how the dish will be garnished/decorated.

Organisational Skills for Cooking

National 4

Assessment Standard 1.3: Centres could provide candidates with a word bank to assist them with completing the table. Candidates should, however, record their explanation as a sentence, eg 'I gave it two stars because my dish needed more seasoning to improve the taste'.

Assessment Standard 2.2: Centres should provide candidates with a time plan.

A checklist of minimum equipment necessary for completing the dish should be developed by centres.

National 5

Centres should identify two suitably challenging recipes to give candidates the opportunity to demonstrate the skills, techniques and processes required to meet the Assessment Standards. These should be submitted with the assessor

observational checklist and ideally a candidate assessment checklist with assessor and internal verifier commentary, dates and signatures.

Assessment Standard 2.2: A time plan should be created by candidates based on an outline of the basic sequence of steps provided by the assessor. Candidates' time plans should include details of tests for readiness, tastings, clean as you go and safety and hygiene points.

Assessment Standard 1.3: Each evaluative comment should relate to the presentation, texture and taste of the dish that was prepared and should be an evaluation, not a statement.

The inclusion of photographs and recipes as evidence to support the practical task carried out was noted as good practice, along with completed assessor observational checklists (signed and dated on completion) and completed candidate workbooks (assessed, signed and dated on completion).

03 ▶ Section 3: General comments

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

If a candidate does not achieve the minimum requirement within an Outcome, they cannot 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 instructions are clearly documented in Unit assessment support packs.

There was evidence of a number of centres using the combined approach, which reduces the number of practical assessment tasks. Centres are asked to ensure suitable recipes are used and that care is taken by candidates to reference these when completing the tasks in their Unit assessment support pack workbooks.

Centres should ensure that current documentation is being used. It is important to keep up to date with the requirements of the Courses via the published documentation; minor amendments were advised, however some centres are still working with older versions of materials. The version on SQA's website is the most up-to-date and should be used.

Internal verification needs to be rigorous, recorded, reliable and fair. Good practice was noted from centres who submitted diaries of internal verification meetings that had taken place.

The use of the terms 'borderline pass' or 'borderline fail' are not necessary in a pass/fail situation.

Professional judgement should be used to establish the environment for completing Unit assessments. Whatever assessment conditions are applied in centres, 'open-book' or under other specific conditions, the evidence produced

must be clearly attributable to individual candidates. Professional judgement should also be used when allocating appropriate times for Unit assessments.

Evidence relating to the Added Value Unit should not be submitted at verification events. Centres will be contacted if they are selected for visiting verification for this Unit.

NQ Verification 2013–14 Key Messages Round 3

01 ▶ Section 1: Verification group information

Verification group name:	**Hospitality: Practical Cookery**
Verification event/visiting information	**Visiting verification**
Date published:	**June 2014**

National Courses/Units verified:

Hospitality: Practical Cookery (National 4) Added Value Unit

Hospitality: Practical Cookery (National 5) Course assessment

02 ▶ Section 2: Comments on assessment

Assessment approaches

National 4 — Added Value Unit

Centres chose from the set of given recipes to carry out this practical activity. These recipes will be used for one further year to ensure consistency of approach. Centres interpreted and used them effectively.

National 5 — Course assessment

All centres used the given recipes to carry out this practical activity, including guidance for planning and implementing. They were also provided with an appropriate marking scheme to record candidate performance throughout the task. These were all used effectively throughout.

Assessment judgements

National 4 — Added Value Unit

Judgements were made using the 'Judging evidence' tables in the Added Value Unit assessment. This was often enhanced by centre-devised marking grids which were used by many centres with Team Leaders during visiting verification. Centre versions should be used to support teaching and learning of the candidates.

In a small number of cases, discussion took place regarding the suitability of the centre-devised marking grid to cover all Outcomes. Where this was the case, these grids were amended for use on future occasions.

No judgements should be made regarding the creation of a time plan by a candidate as centres must provide a time plan for each candidate to carry out the implementing stage at this level. Candidates should be given sufficient opportunity to become familiar with the contents of the given time plan.

Planning stage

Planning booklets

Centres are encouraged to create their own marking grid for the candidate planning booklet, again, to ensure consistency of marking, particularly for the classification of ingredients. This would support decisions around the most appropriate category for specific items, eg tinned tomatoes may appear in two sections (if unopened, in dry ingredients; if opened, in fruit and vegetables). This would avoid lengthy discussions around this element of the task.

Equipment list

Candidates should list the main items of equipment which would allow for both dishes to be produced. Candidates should requisition equipment for preparing and cooking the dishes.

Only the main items of equipment should be listed by candidates, eg if they were making soup they would require a saucepan, or if they were decorating with piped cream, they would need a piping bag and nozzle. They are not required to give every single piece of equipment in order to pass; so long as they have listed everything they need to successfully produce the dishes. They may also say 'cutlery tray', so long as the assessor knows exactly what that contains.

Garnish and decoration

Dishes should be garnished or decorated as appropriate to the level. This is left to professional judgement, however candidates should show individuality here — they should not all produce the same garnishes and/or decorations.

Implementing stage

Candidates should be given sufficient time to prepare all ingredients and equipment in advance of their start time. They should then carry out the practical activity within the given time; however, if a candidate overruns fractionally,

professional judgement should be used to decide whether the dish(es) can still be served very shortly after the finish time. Candidates should not be unfairly penalised if it is obvious they are almost ready to serve.

Re-assessment

If re-assessment is required, the whole task must be completed again, using one of the other sets of recipes.

National 5 — Course Assessment

Planning stage

Planning booklets should be used in their given format, with no additions or amendments made for use by candidates. Time plans may be produced in a centre-devised format then inserted into the booklet appropriately. However, additional guidance should not be given to support this activity under assessment conditions. As with the practical activity '*any proposed adjustments/changes to the practical activity must be referred to SQA in advance'*.

Key elements are required in the time plans, including start/finish times, a logical sequence, attention to hygiene (hand washing and storing of ingredients), 'clean as you go' at appropriate times, service times, tasting and seasoning, oven control, heating of serving dishes.

Service details

Candidates' attention should be drawn to the information they are being asked for in the booklet. At this level, all candidates should be using a technique on their chosen garnish, eg not a sprig of parsley but rather very finely chopped parsley, strategically placed on the dish.

If service times of dishes are not recorded in the time plan and the service details, candidates should not be penalised twice. Marks should be awarded if the candidate has clearly stated the service time accurately in either the time plan or the service details. This shall be altered for future to avoid duplication.

Implementing stage

Red Lentil and Vegetable Soup

This dish was generally well handled by candidates; however attention should be drawn to the cuts of vegetables. In the recipe, candidates were asked to 'chop' the onion, sweet potato and carrot. No size was specified in the recipe, but this would have ideally been to an even size which ensured that all vegetables were cooked in the same timescale to the desired texture. Only the chilli was expected to be 'finely chopped', again due to the impact this would have on the flavour/texture at a later stage.

Overall, better recognition of the technique 'sweating' is required. Candidates should be aware of the need to put the lid on the saucepan to carry out this technique.

When liquidising, it would be preferable if candidates could use hand-held blenders in the saucepan to avoid having to transfer hot liquid to a globe liquidiser. There is no requirement for the soup to be reheated in a clean saucepan, so this method would reduce time and encourage a safer practice.

Step 10 asked that the soup be garnished with 'chopped coriander', nothing else should have been used as a garnish as this may have resulted 'no marks' being awarded for 'garnished with coriander' on the marking sheet.

Spiced Turkey with Flatbreads

Again, this dish was fairly well handled by candidates. The cuts of vegetables featured to a greater extent. Candidates were expected to 'finely dice' the onion and 'dice' the carrot. The marking sheet allowed assessors to record whether they achieved 'even/fine' onion and 'even dice' carrot and no size was specified. This should be reflected in the learning and teaching which supports preparation for this assessment. Centres should have a clear expectation and candidates will be aware of the acceptable standard in advance. The important aspect is that the vegetables were the correct texture in the time allowed for cooking.

A number of candidates struggled with the texture of the flatbreads, unsure of how to make adjustments to their consistency. It is important that candidates are aware of the steps they may need to take, should this be required.

Berry Cream Towers

Centres should ensure candidates have the ingredients stated in the recipe. Some centres had substituted the butter with margarine, which had an impact on the handling, texture, taste and finished result. Ideally butter should have been available for use at room temperature to ensure the creaming process was effective. Overall, the towers were well handled by candidates and many demonstrated flair in their decoration.

'Flair' is open to individual interpretation. This may be one component part in which the candidate demonstrates complexity in its execution, eg whipping and piping their own cream or melting chocolate and making their own run-outs or chocolate shapes. It may be two items which are well handled, eg using pre-whipped cream to pipe, decorated with a berry and mint leaf, or bought coulis/chocolate sauce to decorate accompanied with berries or dusted icing sugar/cocoa with an accurate design.

Weighing and measuring should be acknowledged throughout the practical activity. The marking here is to record whether candidates have used the 'prepared volume' or 'prepared weight' of the specified ingredients within the recipes. They should have the necessary equipment to carry this out individually.

Section 3: General comments

Centres are reminded that there should always be reserve candidates available for visiting verification, in case of absence on the day. Six candidates must be observed during the practical activity unless a centre does not have that number of entries. (This, however, would be known in advance of the visit.)

Also, there should be 12 candidate planning booklets available for verification purposes, depending on entries, to ensure consistency with other subjects.

National 4 — Added Value Unit

The standard appears to have been maintained on most occasions, with support offered where necessary. Assessors/Team Leaders have agreed the format suits the candidates; however some centres required support with appropriate internal verification systems to ensure consistency.

National 5 — Course assessment

The choice of recipes this year seems to have been popular with candidates and centres. They offered challenge and opportunity to demonstrate skills, techniques and processes effectively. The detail within the recipes offered candidates the opportunity to interpret and perform at differing levels, therefore creating a broad range of results.