



# **NQ Verification 2015–16 Key Message Reports**

<b>Verification group name:</b>	<b>Hospitality: Practical Cookery</b>
<b>Levels</b>	<b>N3 – N5</b>
<b>Date published:</b>	<b>October 2016</b>

**This Report combines all Verification Key Messages for the academic session 2015-2016.**



## NQ Verification 2015–16 Key Messages Round 1

01

### 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

02

### 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](http://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'.



## NQ Verification 2015–16 Key Messages Round 2

01

### Section 1: Verification group information

Verification group name:	Hospitality Practical Cookery
Verification event/visiting information	Visiting
Date published:	June 2016

#### National Courses/Units verified:

H20P 74 National 4 Added value unit

C739 75 National 5 Internally assessed component of course assessment

02

### Section 2: Comments on assessment

#### Assessment approaches

##### National 4 — Added value unit

Centres continue to choose from the set of given recipes to carry out this practical activity. These recipes can be used in the future to ensure consistency of approach, however centres can submit recipe choices for prior verification if desired. Centres interpreted and used the current SQA recipes effectively this year. Centre assessors confidently carried out added value unit assessments, however — a reminder to all delivering this — they should only be carried out once all three units have been achieved by the candidate.

The added value unit is subject to visiting verification; therefore it should be carried out at appropriate times to ensure that, if selected for verification, the first cohort is verified by the visiting team leader. Centres will be advised if they have been selected for verification by the end of January.

### **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 a holistic marking scheme to record candidate performance throughout the task. Centre instructions remind assessors that the planning stage should be carried out under assessment conditions, and marked after the candidate's first attempt. Support can be given after this if it is deemed a candidate's plan would not enable them to undertake the practical element of the assessment.

### **Assessment judgements**

There is increased confidence in carrying out this task. As a result, this session's key messages are concurrent with those published for 2015.

### **National 4 — Added value unit**

Judgements were made using the 'making assessment judgement' and 'commentary on assessment judgements', and this was often enhanced by 'centre-devised marking grids' to support a consistent approach. This was used by many centres that were selected for visiting verification, and is good practice. Please note, centres should not be awarding individual marks then deciding on a pass mark, the holistic approach must be used to evidence the candidate's success.

No judgements should be made regarding the creation of a time plan by a candidate. Centres must provide a time plan for each candidate to enable them to be able to carry out the implementing stage at this level. Candidates should be given sufficient opportunity to become familiar with the contents of the centre-produced time plan.

#### *Planning stage — planning booklets*

Marking of the planning booklets should be carried out in advance of the candidate performing the implementation stage to ensure they have achieved the desired outcome. This should be accompanied by the assessor's comments to recognise this.

Internal verification of the planning booklets should also be carried out for at least 25% of the candidates prior to the implementing stage (practical activity).

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 help to avoid lengthy discussions around this element of the task and assist with internal verification within the centre.

#### *Equipment list*

Candidates should list the main items of equipment that would allow both dishes to be produced and requisition what they need accordingly, eg if they were making soup, they would require a saucepan; if they were decorating with piped

cream, they would need a piping bag and nozzle. They are not required to list every single piece of equipment in order to pass, as long as they have everything they need to successfully create the recipes to be made. Garnish and decoration should be appropriate to the level. This is left to professional judgement; however, all candidates should show individuality here and not all be doing the same.

#### *Implementing stage*

Candidates should be given sufficient time to prepare all ingredients and equipment in advance of their start time. They should then carry it out within the given time; however, should a candidate over-run fractionally, professional judgement should be used to decide whether the dish/es will be served up very shortly after. Candidates should not be unfairly penalised if it is obvious they are almost ready to serve.

Re-assessment — should a candidate require to be re-assessed the whole task must be completed again, using one of the other sets of recipes. The candidate planning booklet directly relates to the dishes being made, hence the requirement.

### **National 5 — Course assessment**

#### *Planning stage*

Planning booklets should be used in their given format, with no additions or amendments made. Additional guidance should not be given to support the creation of the time plan — this should be done under assessment conditions. Candidates require the planning booklet, a set of the published recipes and pens/pencils to complete the planning stage. Different coloured pens/pencils allow the dishes to be colour-coded for ease of use by the candidate. This is good practice. Centres may have the benefit of IT to allow candidates to produce their time plans. Candidates may also require additional 'scrap' paper for rough drafts/notes they create within the given time to support the final time plan being produced. They should not take previously prepared notes/supports into the assessment environment.

The candidate should receive the marks gained on their first attempt at the time plan under assessment conditions. Thereafter, they may amend it to ensure it is a workable time plan. The majority of centres carried this out with an invigilator appointed to oversee the completion of the time plans under assessment conditions, which demonstrates good practice.

Key elements are required in the time plans, including start/finish times, logical sequence, attention to hygiene (hand washing and storing of ingredients), and 'clean as you go' at appropriate times, eg after rolling-out pastry, service times, tasting and seasoning, and oven control. Allocation of marks will vary from year to year. Centres can allocate the appropriate weighting based on their professional judgement, if deemed necessary. They should use the guidance for the holistic marking outlined in the accompanying judging evidence table — this certainly assists with the holistic marking approach.

Logical sequence is a key factor in the time plan and if an assessor feels it is not a workable plan the candidate should be given a centre-devised time plan. Centres should not be giving candidates a centre-devised time plan unless their own is deemed unworkable. Candidates should have their time plan visible throughout the implementing stage.

Service times must be clearly stated in the time plan, ideally within the body of the text to allow the candidates to observe and action at the appropriate stage. Recipes should be carried out in a logical sequence; this may see minor alterations to the sequence within the methods. Professional judgement should be used in recognition of this. Candidates should not be penalised for taking the initiative and carrying it out more efficiently.

#### *Service details*

Candidates' attention should be drawn to the information they are being asked for in the booklet. During learning and teaching they are asked for a component part and technique for the garnish. At this level, all candidates should be using a technique on their chosen garnish, eg not a sprig of parsley, possibly coriander (component) very finely chopped (technique) and strategically placed on the dish. No additional garnish/decoration should be applied if not asked for in the recipe, eg sesame seeds sprinkled on the honeyed pork with noodles.

#### *Implementing stage — practical activity*

Vegetable rosti cakes with red pepper sauce was very challenging dish. The vegetables only needed 10 minutes par boiling, if overdone they were difficult to grate. It was also important that candidates re-weighed the vegetables as they lost a lot of time grating if they prepared too much. The size they cut also had an impact — the turnip should have been slightly smaller than the other two vegetables. The rostis needed to be given plenty time to cook if being done in batches. Many pupils left this aspect too late and didn't manage to get them cooked and served, therefore no marks could be awarded for service. If the rostis were undercooked (still had raw egg evident) they could not be tasted, so were deemed 'inedible' and therefore gained no marks for the service. This had a significant impact on many candidates' performance. The rostis should be shaped in advance of the frying stage in a suitably sized ring to ensure they would be fully cooked in the timeframe. Candidates should not put metal rings in hot oil and then add the mixture — this was observed in a few centres and deemed unsafe due to the hot oil and risk of the ring heating up.

The red pepper sauce required sound judgement when simmering to assure the correct consistency. This was poorly handled by some candidates as they ran out of time to allow appropriate cooking. Some candidates struggled with the use of their grills; candidates should be knowledgeable in the use of the grills prior to the implementing stage as this can disadvantage them during the implementing stage, losing valuable time.

The starter must be served in its entirety to allow service marks to be awarded. Therefore, all eight rostis have to be served to gain any marks for this area. Also, the sauce needs to be served with it to gain the marks as it is an integral part of the starter. Honeyed pork with noodles was handled more successfully

throughout; however, the pork needs to be cut in small strips to ensure adequate cooking. Candidates who cut it too large often didn't get it fully cooked, therefore gained no marks for service as it was inedible. Due to the challenging timescale for these dishes, the standard of vegetable preparation was poor on occasion as candidates needed to keep their speed up. Many did not gain maximum marks as they were not consistent across the desired quantity. It is important at this level that a degree of consistency is observed in the vegetable preparation to gain top-end marks.

The noodles only required a short cooking time. This is something that can be practised and reinforced in advance through many other dishes, yet many candidates either overcooked or undercooked them. Some candidates had them cooked very early, which is fine if they had refreshed and reheated them appropriately. However, many had them cooked too far in advance or too late to gain maximum marks.

Candidates should be reminded that tasting and seasoning is important to ensure flavour is adjusted appropriately.

The completion of this course required a high standard of multitasking, as candidates were often finishing the cooking of the rostis while starting the honeyed pork. Some candidates found this too challenging and either one or the other, or both, were inedible. Candidates should have experience of this type of multitasking in advance of the course assessment. Centres are advised to ensure candidates have experienced the creation of three dishes (possibly through prelim activity or a similar opportunity) in advance of their course assessment, to ensure they are prepared for the pressure of this eventuality.

Tangy lemon tart was fairly well handled. Candidates demonstrated a good level of skill when handling the pastry. However, a few used the wrong quantity of caster sugar (the larger quantity being for the filling), which had quite an impact on the success of the pastry. On occasion this made it difficult to handle and difficult to remove from the flan ring. It also had an impact on the filling, which required the 100g of caster sugar to achieve a successful result. Decoration was often limited by the lack of time towards the end of the implementing stage due to the number of tasks required for the other courses.

Generally, the tarts were served within the time frame and were of an edible quality.

03

## **Section 3: General comments**

Centres should remember that if selected for visiting verification, the session agreed with the team leader visiting verifier should be the first one carried out in that centre. The purpose of this visit is to ensure that the centre is marking to the national standard. All other sessions should run thereafter and the internal verifier should share their experience to create a consistent and fair approach. Good practice would ensure that two assessors carried out the final assessments, to allow the conversations required to fully implement the holistic approach. The

discussion between the assessor and team leader proved to be the most valuable aspect of the verification activity, in reaching agreement on the marks awarded. Many of the centres visited took on board the suggestion that candidates should not be assessed by their own class teacher. This ensured that candidates were marked on their performance on the day, as opposed to how they usually perform. This is certainly viewed as being good practice.

Centres are reminded that there should always be reserve candidates available during 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 entered (however this would be known in advance of the visit).

Also, there should be 12 candidate planning booklets available for verification purposes which have been marked and internally verified.

#### **National 4 — Added value unit**

The standard has been maintained on the majority of visits, with support offered where necessary. Assessors and team leaders have agreed the format suits the candidates. The majority of centres have used internal verification effectively this year.

#### **National 5 — Course assessment**

As candidates do not practise the dishes together in advance, the choice of recipes this year proved exceptionally challenging. This has certainly raised the bar for many candidates aiming to achieve National 5 standard.

Candidates now see the recipes to create their time plans and service details before having one opportunity to practise each dish once, and this certainly had an impact on the overall performance.

This created a considerable spread of marks awarded for performance on the day. Candidates struggled to ensure the starter was fully cooked, therefore did not gain marks for service. This has a knock-on effect to the success of the main course, if they lost time trying to serve the starter.

Candidates must be suitably prepared for this level, which is a considerable step up from National 4. They must be able to practise three dishes on another occasion, which allows them to make necessary judgements in preparation for their course assessment. Some centres indicated this was the only occasion they could actually carry out the creation of three dishes. This does not set candidates up appropriately to achieve success.