



## Higher National Unit Specification

### General information

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 7)

**Unit code:** J2LG 34

**Superclass:** NF

**Publication date:** November 2019

**Source:** Scottish Qualifications Authority

**Version:** 04 (September 2022)

### Unit purpose

This unit is designed to enable learners with some experience in professional cookery to further develop the knowledge and practical skills required work in a supervisory role within a traditional partie system in a professional kitchen.

In particular, this unit covers:

- ◆ Menu planning and costing
- ◆ Organising a partie system
- ◆ Work planning and integration of practical skills
- ◆ Supervising a team to produce a range of menus
- ◆ Development of productive working relationships and supervisory skills
- ◆ Health, safety and food hygiene requirements
- ◆ Workplace hazards and risk assessments
- ◆ Stock control and calculation of profit

This unit is suitable for learners who have achieved qualifications in cookery at SCQF level 5/6 and/or those with experience of working in a professional kitchen.

On completion of this unit, learners could progress to other units in Professional Cookery at SCQF levels 7/8 and/or seek employment in a professional kitchen.

This unit has been designed to be delivered in conjunction with the SCQF level 7 units *Professional Cookery: Knowledge* and *Professional Cookery: Practical*, but is also suitable for delivery as a stand-alone unit.

This unit is part of a progressive suite of units in Professional Cookery at SCQF levels 5–8.

## Higher National Unit Specification: General information (cont)

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 7)

### Outcomes

On successful completion of the unit the learner will be able to:

- 1 Identify workplace hazards and undertake risk assessments.
- 2 Develop a range of menus for different occasions and customer requirements.
- 3 Plan for, supervise and evaluate the production and service of a range of menus.
- 4 Undertake stock control procedures and calculate sales values.

### Credit points and level

2 Higher National Unit credits at SCQF level 7: (8 SCQF credit points at SCQF level 7)

### Recommended entry to the unit

Whilst entry is at the discretion of the centre, learners would normally be expected to have attained qualifications in cookery at SCQF level 5/6 and/or relevant industrial experience.

### Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill                      Problem Solving at SCQF level 6

Achievement of this Unit gives automatic certification of the following Core Skills component:

Core Skill component                      Using Number at SCQF level 5

Any opportunities to develop further aspects of Core Skills are highlighted in the Support Notes section of this Unit specification.

### Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when

planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit Specification: Statement of standards

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 7)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Identify workplace hazards and undertake risk assessments.

#### Knowledge and/or skills

- ◆ Current legislation
- ◆ Workplace hazards and control measures
- ◆ The risk assessment process

### Outcome 2

Develop a range of menus for different occasions and customer requirements.

#### Knowledge and/or skills

- ◆ Types of menu and menu terminology
- ◆ Menu planning
- ◆ Customer requirements/dietary restrictions
- ◆ Seasonal variations
- ◆ Menu costing

### Outcome 3

Plan for, supervise and evaluate the production and service of a range of menus.

#### Knowledge and/or skills

- ◆ The partie system in a professional kitchen
- ◆ Resource requirements
- ◆ Work planning
- ◆ Food orders
- ◆ Communication and supervisory skills
- ◆ Planning and organisational skills
- ◆ Evaluation skills

## Higher National Unit Specification: Statement of standards (cont)

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 7)

### Outcome 4

Undertake stock control procedures and calculate sales values.

#### Knowledge and/or skills

- ◆ Factors that affect stock control
- ◆ Effective stock control
- ◆ Stock taking procedures
- ◆ Calculation of sales values

#### Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes. Written/oral, product and performance evidence is required for this unit. Practical activities for this unit should be carried out in a realistic working environment that reflects a traditional kitchen partie system (eg, a training kitchen) or a real work place.

#### Outcome 1 — Written/oral and product evidence

Learners are required to:

- ◆ State the legal requirements relating to risk assessments
- ◆ Identify hazards that may be found in a professional kitchen and state possible control measures
- ◆ Identify the steps in the risk assessment process
- ◆ Identify a minimum of three hazards that could occur in a professional kitchen, and:
  - assess the risk level of each
  - identify control measures
  - complete relevant documentation

#### Outcome 2 — Written/oral and product evidence

Learners are required to:

- ◆ Compile information on a variety of customer requirements (eg, special occasions, dietary requirements/restrictions) for use when developing menus
- ◆ Develop menus containing suitable dishes for three from the following:
  - Afternoon tea
  - Table d'hôte
  - À la carte
  - Dessert
  - Function
  - Speciality
  - Ethnic
  - Traditional
  - Lunch/dinner

## Higher National Unit Specification: Statement of standards (cont)

### Unit title: Professional Cookery: Kitchen Operations (SCQF level 7)

- ◆ Reflect seasonal variations in the menus, to include two from:
  - Winter
  - Spring
  - Summer
  - Autumn
- ◆ Identify alternative dishes for each menu to reflect the dietary requirements/restrictions of two from the following:
  - Preschool children
  - School children
  - Teenagers
  - Elderly
  - Vegetarians
  - Vegans
  - Recovering patients
  - People with diabetes
  - People with allergies
  - Religious/cultural needs
- ◆ Identify alternative ingredients that could be used to adjust dishes and promote healthy eating
- ◆ Calculate the correct amount of ingredients needed to produce the required number of portions of the dishes in each menu
- ◆ Accurately calculate the cost of the dishes in one of the menus
- ◆ Use appropriate terminology for each type of menu

### Outcome 3 — Written/oral, product and performance evidence

Learners are required to:

Plan for the production and service of a menu\* containing at least four dishes by:

- ◆ Creating detailed work plans, covering all areas of the kitchen or agreed section in a “Partie” system
- ◆ Calculating the amount of ingredients needed to produce the required number of portions for each dish on the menu
- ◆ Producing comprehensive food orders
- ◆ Producing detailed equipment lists, indicating any specialist equipment required

Supervise a team in the production and service a menu containing at least four dishes, in line with their work plans\* by:

- ◆ Organising the kitchen in a traditional partie system
- ◆ Demonstrating safe and hygienic working practices
- ◆ Demonstrating effective communication and supervisory skills, including:
  - Communication with the team on preparation, cooking and service requirements
  - Communicating with restaurant/front of house/stores/etc
  - Providing guidance and support to team members
  - Giving feedback to the team on performance
  - Seeking feedback on dishes and the menu from relevant people

## Higher National Unit Specification: Statement of standards (cont)

### Unit title: Professional Cookery: Kitchen Operations (SCQF level 7)

Provide a reflective account of the planning, production and service of the menu by:

- ◆ Gathering and collating feedback from customers, lecturer and peers
- ◆ Reviewing own planning and performance
- ◆ Reviewing the team's performance
- ◆ Critically evaluating own and the team's performance
- ◆ Highlighting areas of strength and identifying areas for improvement

*\*Could be one of the menus developed for Outcome 2 or a college/restaurant menu*

#### **Outcome 4** — Written/oral and product evidence

Learners are required to:

- ◆ Identify the factors that affect stock control
- ◆ Identify the outcomes of effective stock control
- ◆ Describe the advantages and disadvantages of keeping minimal stock levels
- ◆ Carry out a stock check, calculate closing stock and complete relevant records
- ◆ Calculate the sales value of each dish on the menu for Outcome 3, should include the:
  - cost of each dish/portion
  - selling price of each dish/portion for a given gross profit percentage
  - opening stock
  - closing stock
  - Total sales value of each dish

***Practical activities must be carried out under supervised conditions and an assessor observation checklist completed for each learner and retained as evidence of performance.***



## Higher National Unit Support Notes

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 7)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

### Guidance on the content and context for this unit

This unit is available as an option in the HNC in Professional Cookery at SCQF level 7 and the HND in Professional Cookery with Management at SCQF level 8. It is designed to be delivered in conjunction with the SCQF level 7 units *Professional Cookery: Practical* and *Professional Cookery: Knowledge*. However, it is also suitable for delivery as a stand-alone unit.

This unit is designed to enable learners with some experience in professional cookery to further develop their knowledge and understanding of the operation of a traditional *partie* system in a professional kitchen. This unit will help to prepare learners for employment as a *sous chef* or for progression to other units/qualifications in Professional Cookery at SCQF levels 7/8.

All practical activities should be carried out in a realistic working environment. The kitchen should be organised in a *partie* system, which could comprise:

- ◆ Larder/starters
- ◆ Main courses
- ◆ Vegetable and potato accompaniments
- ◆ Desserts

Opportunities should be taken to integrate the required knowledge of food hygiene and health and safety while participating in practical activities. In this way, food hygiene and health and safety procedures will not only be more relevant but will be more easily understood and remembered. Learners should always be made aware of hazards and risks when working in the professional kitchen and the controls that are in place to minimise these risks as this is a prerequisite for the unit. The emphasis should always be on the practice of working safely and hygienically.

Initial theory related lessons should cover the types of menus suitable for given seasons, special occasions and dietary requirements, with consideration given to alternative ingredients for specific groups of people.

The range of cookery processes and ingredients should be used in line with SCQF level 7 *Professional Cookery: Practical* and *Professional Cookery: Knowledge* units.

The basic control of ingredients, covering quality, waste, sustainability, safe working practices and food costs could be delivered in an integrated manner.



## Higher National Unit Support Notes (cont)

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 7)

Learners may participate in the preparation and cooking of the dishes on the menu, however, food preparation and cookery skills are not formally assessed in this unit.

### Guidance on approaches to delivery of this unit

The requirements of the unit should be discussed with learners as part of the induction process. Experiential learning should be the main approach to delivery of this unit, reinforced by theoretical knowledge to underpin the learning. Learners should have the opportunity to experience a wide range of both practical and the theory based activities. This will enhance their awareness of the operation of a professional kitchen environment and the importance of working in a team.

Delivery of this unit should include a variety of teaching and learning approaches, including:

- ◆ Teacher/lecturer led theory
- ◆ Internet research on dish compilation, allergens and intolerances
- ◆ Practical activities
- ◆ Reflection and evaluation
- ◆ Structured worksheets
- ◆ Industrial visits

Delivery of Outcome 1 should include reference to current health and safety legislation. The common hazards associated with working in a professional kitchen should be discussed and include:

- ◆ Reviewing and evaluating risks
- ◆ Identifying who is at risk
- ◆ Identifying control measures for minimising the risk(s)
- ◆ Completing relevant records

Learners could be encouraged to apply RoSPA's (Royal Society for the Prevention of Accidents) five step guide to risk assessment to a task or piece of equipment in the kitchen.

Delivery of Outcomes 2 and 3 should cover:

- ◆ Menu compilation reflecting seasonality and special occasions
- ◆ The principles of planning different types of menu:
  - Type of establishment
  - Type of customer
  - Style of menu:
    - À la carte
    - Table d'hôte
    - Special party
    - Other modern concept/themed menus
- ◆ Menu costing and calculation of ingredient requirements

## Higher National Unit Support Notes (cont)

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 7)

- ◆ Dietary requirements of certain groups of people such as:
  - Vegan
  - Ethnic
  - Cultural
- ◆ Function of food and its constituents in relation to healthy diet
- ◆ The importance of sustainable product sourcing and ordering
- ◆ Individual work planning and organisation for practical sessions integrating at least four dishes
- ◆ Raising awareness of the learner's role in the organisation/brigade
- ◆ Safe, hygienic and healthy working practices
- ◆ Control of ingredients and food waste
- ◆ Selection and use of correct equipment
- ◆ Food preparation and practical cookery skills
- ◆ Reflection and evaluation of performance
- ◆ Communication skills
- ◆ Team working skills

It is strongly recommended that learners complete structured worksheets to track the practical activities in which they have participated. This will help them to reflect on their performance. The following could be included:

- ◆ Dishes produced
- ◆ Number of portions produced
- ◆ Preparation techniques used
- ◆ Cookery processes used
- ◆ Method of holding prior to service
- ◆ Service details, eg, garnish/decoration used
- ◆ Costing sheets to show full cost, portion cost, selling price, gross and net profit
- ◆ Stock record sheets
- ◆ Relevant documentation for risk assessments
- ◆ Reflective summary

Delivery of Outcome 4 could cover:

- ◆ The importance of effective stock management:
  - Saves time and money
  - Meeting customer demand
  - Organised stores
- ◆ Stock management systems:
  - Manual
  - Digital (eg, EPOS)
- ◆ Factors that affect stock control:
  - Financial — cost of holding stock
  - Availability
  - Wastage (First In, First Out (FIFO), portion control
  - Yields
  - Staff training

## Higher National Unit Support Notes (cont)

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 7)

- ◆ Advantage/disadvantage of minimal stock:
  - Reduced costs from holding stock
  - Unable to respond to unexpected demand
- ◆ Methods for carrying out stock checks and calculating closing stock
- ◆ Calculating selling prices using a gross profit percentage markup and total value of sales at the end of service

### Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcome 1 could be assessed using short answer questions and an assignment that requires learners to identify six possible hazards and complete a risk assessment template based on their assessment of a professional kitchen. Learners should be provided with a risk assessment template for this assessment.

The knowledge evidence for Outcomes 2 and 3 must be generated before the performance evidence. The knowledge evidence could be assessed using pro formas and/or an assignment, conducted in open-book supervised conditions or produced by learners while in theory class. Learners will need evidence to demonstrate their knowledge by showing they can plan at least three menus for each corner of the kitchen from the given range of:

- ◆ Afternoon tea
- ◆ Table d'hôte
- ◆ À la carte
- ◆ Dessert menus
- ◆ Function menus
- ◆ Speciality menus
- ◆ Ethnic menus
- ◆ Traditional menus
- ◆ Lunch/dinner menus

The menus must reflect two seasonal variations and take into account two dietary requirements.

The performance evidence for Outcome 3 should be generated via a practical activity where learners are required assume the role of the supervisor and plan for the preparation, production and service of the dishes in a menu containing at least four dishes. The menu can be one developed by the learners or a college/restaurant menu.

During the practical activity, learners must demonstrate effective planning, organisational and communication skills throughout the preparation, production and service of the dishes.

## Higher National Unit Support Notes (cont)

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 7)

In addition, clear communication between corners of the kitchen and the restaurant should be evidenced. Learners should actively seek feedback from customers, lecturers and peers for use in their reflective account of the planning, preparation, production and service of the menu. Although learners may participate in the preparation and cooking of the dishes, this will not be formally assessed in this unit.

Assessment of learners' reflective accounts should ensure the following is included:

- ◆ Feedback from customers, lecturer and peers
- ◆ Reviewing own planning and performance
- ◆ Reviewing the team's performance
- ◆ Critically evaluating own and the team's performance
- ◆ Highlighting areas of strength and identifying areas for improvement

Assessment of Outcome 4 could be based on short answer questions on the factors that affect stock control, the importance of effective stock control and the advantages/disadvantages of keeping minimum stock levels. In addition, learners should be provided with templates for use when carrying out a stock check and calculating the value of sales generated from producing the menu.

Written/oral evidence could include products of work.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

The Core Skill of Problem Solving at SCQF level 6 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.

The Using Number component of Numeracy at SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.

### **Communication: Oral Communication at SCQF level 5**

For Outcome 3, learners will be demonstrating the Core Skills component of Oral Communication at SCQF level 5 when they supervise a team to produce and serve a menu containing at least four different dishes, this will include:

## Higher National Unit Support Notes (cont)

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 7)

- ◆ Communicating with the four corners of the team on preparation, cooking and service requirements
- ◆ Communicating with restaurant/front of house/stores/etc
- ◆ Providing guidance and support to team members
- ◆ Giving feedback to the team on performance
- ◆ Seeking feedback on dishes and the menu from relevant people

### ***Problem Solving: Critical Thinking at SCQF level 6***

For all outcomes, learners will be demonstrating the Core Skill component of Critical Thinking at SCQF level 6 in order to meet the evidence requirements for this unit. This includes:

- ◆ Identifying hazards and carrying out a risk assessment in a professional kitchen
- ◆ Identifying a range of menus to reflect seasonal variations, different situations, customer requirements and dietary restrictions
- ◆ Producing detailed work plans for the preparation, cooking and service of a menu
- ◆ Preparing, cooking and serving dishes in accordance with work plans
- ◆ Carrying out stock checks
- ◆ Calculating closing stock and profit generated from producing a menu

### ***Problem Solving: Planning and Organising at SCQF level 6***

For all outcomes, learners will be demonstrating the Core Skill component of Planning and Organising at SCQF level 6 in order to meet the evidence requirements for this unit. This includes:

- ◆ Preparing for and carrying out a risk assessment of a professional kitchen
- ◆ Producing detailed work plans for the preparation, cooking and service of a menu
- ◆ Preparing for and carrying out stock checks

### ***Problem Solving: Reviewing and Evaluating at SCQF level 6***

For Outcome 2, learners will be demonstrating the Core Skill component of Reviewing and Evaluating at SCQF level 6 when they produce a reflective account of the planning for and production and service of a menu. This will include:

- ◆ Gathering and collating feedback from customers, lecturer and peers
- ◆ Reviewing own planning and performance
- ◆ Reviewing the team's performance
- ◆ Critically evaluating own and the team's performance
- ◆ Highlighting areas of strength and identifying areas for improvement

### ***Numeracy: Using Number at SCQF level 5***

For all Outcomes 2, 3 and 4, learners will be demonstrating the Core Skill component of Using Number at SCQF level 5 in order to meet the evidence requirements for this unit. This includes:

## Higher National Unit Support Notes (cont)

**Unit title:** Professional Cookery: Kitchen Operations (SCQF level 7)

- ◆ Calculating ingredient requirements
- ◆ Calculation numbers of portions
- ◆ Adapting recipes to meeting special dietary requirements
- ◆ Carrying out stock checks
- ◆ Calculating closing stock and profits generated from a menu

### ***Information and Communication Technology: Providing/Creating Information at SCQF level 4***

Learners are likely to use the internet to compile information/build a portfolio of evidence to support their practical activities. For example different types/styles of menu, recipes, information dietary ingredients/alternative ingredients, photographs, etc. In doing so they will be demonstrating the Core Skill component of Providing/Creating Information at SCQF level 4.

### ***Working with Others: Working Co-operatively with Others at SCQF level 5***

For Outcome 3, learners will be demonstrating the Core Skill component Working Co-operatively with Others at SCQF level 5 when they assume the role of a supervisor to produce and serve a menu. This will include:

- ◆ Communication with the team on preparation, cooking and service requirements
- ◆ Communicating with restaurant/front of house/stores/etc
- ◆ Providing guidance and support to team members
- ◆ Giving feedback to the team on performance
- ◆ Seeking feedback on dishes and the menu from relevant people

### ***Working with Others: Reviewing Co-operative Contribution at SCQF level 5***

For Outcome 3, learners will be demonstrating the Core Skill component Reviewing Co-operative Contribution at SCQF level 5 when they produce their reflective account of the production and service of a menu. This will include:

- ◆ Gathering and collating feedback from customers, lecturer and peers
- ◆ Reviewing own planning and performance
- ◆ Reviewing the team's performance
- ◆ Critically evaluating own and the team's performance
- ◆ Highlighting areas of strength and identifying areas for improvement

## History of changes to unit

Version	Description of change	Date
04	Outcome 2, Evidence Requirements: costing of dishes in three menus changed to costing of dishes in one menu	06/09/22
03	Outcome 1: The evidence requirement relating to risk assessment re-worded for clarification. The number of hazards to be identified reduced from 6 to 3  Outcome 3: The evidence requirement relating to work plans revised to “cover all areas of the kitchen or agreed section in a “Partie” system” to provide flexibility  Outcome 4: Title changed to “Undertake stock control procedures and calculate sales values”. Evidence requirement relating to calculation of net profit changed to calculation of sales values	03/02/22
02	Core Skill Problem Solving at SCQF level 6 embedded.  Core Skills Component Using Number at SCQF level 5 embedded.	21/11/19

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## General information for learners

### Unit title: Professional Cookery: Kitchen Operations (SCQF level 7)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is designed to enable those with some experience in professional cookery to further develop the knowledge and practical skills required to work in a supervisory role within a traditional partie system in a professional kitchen. In particular, this unit covers:

- ◆ Menu planning and costing
- ◆ Organising a partie system
- ◆ Work planning and integration of practical skills
- ◆ Supervising a team to produce a range of menus
- ◆ Development of productive working relationships and supervisory skills
- ◆ Health, safety and food hygiene requirements
- ◆ Workplace hazards and risk assessments
- ◆ Stock control and calculation of sales values

This unit is suitable for learners who have achieved qualifications at SCQF level 5/6 in cookery and/or those with experience of working in a professional kitchen.

The assessments for this unit will test your knowledge, skills and understanding of how a professional kitchen operates. You will also assume the role of a supervisor to produce and serve a menu containing at least four dishes.

Completion of this unit will also enable you to develop the following Core Skills:

- ◆ *Communication*: Oral Communication at SCQF level 5
- ◆ *Problem Solving*: Critical Thinking at SCQF level 6
- ◆ *Problem Solving*: Planning and Organisation at SCQF level 6
- ◆ *Problem Solving*: Reviewing and Evaluating at SCQF level 6
- ◆ *Numeracy*: Using Number at SCQF level 5
- ◆ *Information and Communication Technology*: Providing/Creating Information at SCQF level 4
- ◆ *Working with Others*: Working Co-operatively with Others at SCQF level 5
- ◆ *Working with Others*: Reviewing Co-operative Contribution at SCQF level 5

On completion of this unit, you could progress to other units in Professional Cookery at SCQF levels 7/8 and/or seek employment in a professional kitchen.

This unit is part of a progressive suite of units in Professional Cookery at SCQF levels 5–8.