



Higher National Unit Specification

General information

Unit title: Kitchen Operations for Hospitality Managers
(SCQF level 7)

Unit code: J3SE 34

Superclass: NF

Publication date: January 2020

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This unit is designed to enable learners not normally involved in food production to develop awareness of how a professional kitchen operates.

This unit also covers designing realistic menus for a range of occasions and the importance of considering available resources.

This unit is available as an option in the Higher National Certificate (HNC) in Hospitality Operations at SCQF level 7, the Higher National Diploma (HND) in Hospitality Management at SCQF level 8 and the Professional Development Award (PDA) in Hospitality at SCQF level 7 it can also be delivered as a freestanding unit.

Outcomes

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

- 1 Explain how a typical professional kitchen operates.
- 2 Design a range of menus for given scenarios.
- 3 Participate in the preparation, production and presentation of menu items for given scenarios.

Credit points and level

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

Higher National Unit Specification: General Information (cont)

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Recommended entry to the unit

While access to this unit is at the discretion of the centre; learners would benefit from having attained qualifications in hospitality at SCQF level 5/6 and/or have relevant industrial experience before undertaking this unit. Although not essential, it would be also be beneficial for learners to have knowledge of food hygiene and health and safety requirements.

Core Skills

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

Core Skill component	Critical Thinking at SCQF level 6
	Planning and Organising at SCQF level 6
	Using Number at SCQF level 5

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.

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.

Higher National Unit Specification: Statement of standards

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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.

Outcome 1

Explain how a typical professional kitchen operates.

Knowledge and/or skills

- ◆ Staffing structures within a traditional partie system
- ◆ Operational procedures
- ◆ Health and safety requirements
- ◆ HACCP requirements
- ◆ Development of positive working relationships

Outcome 2

Design a range of menus for given scenarios.

Knowledge and/or skills

- ◆ Customer requirements
- ◆ Working within a budget
- ◆ Menu costing
- ◆ Menu balance
- ◆ Food allergens and dietary requirements
- ◆ Service styles
- ◆ Resource requirements
- ◆ Practicality of menus
- ◆ Requisition requirements

Outcome 3

Participate in the preparation, production and presentation of menu items for given scenarios.

Knowledge and/or skills

- ◆ Team working skills
- ◆ Planning and organisational skills
- ◆ Following recipe specifications
- ◆ Production and presentation of menu items according to service requirements
- ◆ Safe and hygienic working practices

Higher National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes. Performance and written/oral evidence is required for this unit. Practical activities for this unit should be carried out under supervision in a realistic working environment (eg a training kitchen) or real work place, and provide opportunities to demonstrate planning, organising and effective team working skills.

For Outcome 1, learners are required to:

- ◆ Provide an overview of how a professional kitchen operates, including:
 - Identification of the job roles within a traditional partie system and the responsibilities of each role
 - Operational procedures to enable effective workflow
 - Health and safety requirements
 - HACCP principles
 - The importance of developing positive working relationships between kitchen and front of house staff

For Outcome 2, learners are required to:

- ◆ Compile information for use when developing menus (eg different menu styles, customer requirements, special occasions)
- ◆ Design three menus for different customer requirements. Each menu should be realistic in terms of :
 - The budget
 - Customer expectations
 - Balance
 - Practicality
 - Service style
 - Resource availability (eg staffing, equipment, ingredients)
 - Requisition requirements (eg seasonality, sustainability, traceability)
- ◆ Identify alternative dishes for each menu to reflect two different dietary requirements/restrictions
- ◆ Accurately calculate the cost one of the three menus designed, including accompaniments, side dishes and alternative choices

For Outcome 3, learners are required to:

- ◆ Participate in the preparation, production and presentation on two dishes, this should include:
 - Following recipe specifications when preparing ingredients and producing dishes
 - Presenting dishes to the required service style
 - Demonstrating safe and hygienic working practices
 - Demonstrating positive team working skills

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: Kitchen Operations for Hospitality Managers
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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 designed to enable learners undertaking HN qualifications in hospitality and/or those in non-kitchen supervisory roles to develop an understanding of how a professional kitchen operates. On completion of this unit, learners should be able to manage in a professional kitchen, ie to 'help out' in the kitchen, for example, when there are staff shortages to ensure continuity of service to the customer.

This unit is available as an option in the HNC in Hospitality Operations at SCQF level 7, the HND in Hospitality Management at SCQF level 8 and the PDA in Hospitality at SCQF level 7 it can also be delivered as a free-standing unit.

Initial lessons could look at the modern interpretation of the traditional partie system. The responsibilities of specific job roles should be discussed, such as:

- ◆ Kitchen Porter
- ◆ Commis Chef
- ◆ Chef de Partie
- ◆ Sous Chef
- ◆ Head Chef
- ◆ Executive Chef

Operational procedures could include:

- ◆ Opening the kitchen
- ◆ Equipment
- ◆ Preparation and cooking areas
- ◆ Storage areas
- ◆ Waste disposal
- ◆ Cleaning and closing down at the end of the shift

Health and safety requirements could include:

- ◆ Identification of workplace hazards
- ◆ Food hygiene regulations

Higher National Unit Support Notes (cont)

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An overview of HACCP (Hazard Analysis, Critical Control Point) principles should be covered.

The benefits of positive working relationships should be discussed.

Learners should be encouraged to research the menus provided by a wide range of hospitality organisations. Learners may work individually or in groups for the purposes of research although menus to meet the evidence requirements need to be produced individually. Menus for specific groups and occasions could include:

- ◆ Elderly clients
- ◆ Business clients
- ◆ Celebration events
- ◆ Christmas/other public holidays

Factors to consider could include:

- ◆ Budget
- ◆ Balance
- ◆ Practicality
- ◆ Texture/colour/flavour of dishes
- ◆ Allergens/dietary requirements
- ◆ Service style
- ◆ Resource requirements (eg staffing, equipment, ingredients)
- ◆ Requisition requirements (eg sustainability, seasonality, traceability)

Menu forecasting, considering sales mix, peak times, customer volume and staffing ratios could also be discussed

The practical activities should be carried out in a realistic working environment, such as a training restaurant, or a real workplace. 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.

Higher National Unit Support Notes (cont)

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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 could be given the opportunity to participate in work shadowing in a professional kitchen to help them gain an appreciation of how a professional kitchen operates 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 discussion
- ◆ Internet research on dish menu styles
- ◆ Practical activities
- ◆ Reflection and evaluation
- ◆ Industrial visits

Delivery of Outcome 1 should enable learners to gain an appreciation of how professional kitchens operate; staffing structures, health and safety requirements and the importance of positive working relationships.

Delivery of Outcome 2 should cover investigating and designing different types menu for a variety of occasions and customer requirements. Types of menu could include:

- ◆ À la carte
- ◆ Table d'hôte
- ◆ Special party
- ◆ Other modern concept/themed menus

Types of occasion could include:

- ◆ Play group lunch
- ◆ Retirement party
- ◆ Business meeting

Dietary requirements of certain groups of people could include:

- ◆ Vegetarian/vegan
- ◆ Ethnic
- ◆ Cultural

Higher National Unit Support Notes (cont)

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Consideration should be given to:

- ◆ The budget
- ◆ Customer expectations
- ◆ Menu balance
- ◆ Practicality
- ◆ Service style
- ◆ Resource availability (eg staffing, equipment, ingredients)
- ◆ Requisition requirements (eg stock levels, frequency of deliveries, seasonality)

Costing of dishes could be integrated with the unit *Hospitality: Financial Control Systems*.

Evidence of the knowledge and skills for this could be collated by use of a logbook or portfolio.

The aim of the practical activity in this unit is to develop learners understanding of the importance of planning and organisational skills when participating in production of food; learners are not expected to develop a high level of practical competence in food preparation or cooking.

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.

Assessment of Outcome 1 and 2 could be based on logbooks or portfolios compiled by learners to demonstrate their knowledge and understanding of kitchen operations and menu development. The logbooks/portfolios could include:

- ◆ A reflective account/report on how professional kitchens operate (could be based on an establishment that the learner has worked in or the college training kitchen)
- ◆ Information gathered during research activities, for example:
 - Different styles of menu
 - Customer expectations
 - Dietary requirements
 - Prices and budgets
 - Menu balance
 - Practicality of menu
 - Service styles
- ◆ Copies of menus from a range of hospitality organisations
- ◆ Ingredient availability
- ◆ Resource requirements
- ◆ Requisition requirements
- ◆ Dish costing calculations

Higher National Unit Support Notes (cont)

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The knowledge evidence could also be assessed using pro formas and/or an assignment, conducted in open-book supervised conditions. Learners will need evidence to demonstrate their knowledge by showing they can plan at least three menus for different situations.

The practical activities must be carried out under teacher/lecturer supervision in a realistic working environment (eg training kitchen) or real workplace. An assessor observation checklist should be completed for each learner as evidence of performance. Photographs of dishes produced could be included in learners' logbooks/portfolios and used to supplement performance evidence.

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.

Opportunities for developing Core and other essential skills

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:

- ◆ Explaining how a professional kitchen operates
- ◆ Identifying staffing structures
- ◆ Identifying health and safety requirements and HACCP principles
- ◆ Designing a range of menus to reflect different situations, customer requirements and dietary restrictions
- ◆ Considering budget restrictions, practicality of menus, resource requirements, etc
- ◆ Calculating dish costs
- ◆ Participating in the preparation, production and presentation of a range of dishes
- ◆ Following recipe specifications
- ◆ Demonstrating safe and hygienic working practices

Higher National Unit Support Notes (cont)

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Problem Solving: Planning and Organising at SCQF level 5

For Outcomes 3, 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:

- ◆ Participating in the preparation, production and presentation of a range of dishes
- ◆ Following recipe specifications when preparing ingredients and producing dishes
- ◆ Presenting dishes to the required service style
- ◆ Demonstrating safe and hygienic working practices

Numeracy: Using Number at SCQF level 5

For all outcomes, 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:

- ◆ Calculating ingredient requirements
- ◆ Calculation numbers of portions
- ◆ Calculating dish costs

Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 5

Learners are likely to use the internet to compile information/build their logbooks/portfolios of evidence. For example detailing staffing structures in professional kitchens, health and safety requirements, types/styles of menu, recipes, information on dietary requirements ingredients, alternative ingredients, photographs, etc. In doing so they will be demonstrating the Core Skill component of Providing/Creating Information at SCQF level 5.

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 participate in the preparation, production and presentation of a range of dishes.

The Critical Thinking at SCQF level 6 and Planning and Organising level 6 component of problem Solving at SCQF level 6 are embedded in this unit. When a learner achieves these units, their Core Skills profile will also be updated to include these components.

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

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Kitchen Operations for Hospitality Managers (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 undertaking HN qualifications in hospitality and/or those in non-kitchen supervisory roles to develop an understanding of how a professional kitchen operates. On completion of this unit, you should be able to manage in a professional kitchen, ie to 'help out' in the kitchen, for example to ensure continuity of service to the customer when there are staff shortages.

This unit also covers designing realistic menus for a range of occasions and the importance of considering available resources.

It would be beneficial if you have achieved qualifications in hospitality at SCQF level 5/6 and/or have relevant industrial experience before undertaking this unit. Although not essential, it would be also beneficial if you have knowledge of food hygiene and health and safety requirements.

The assessments for this unit will test your knowledge, skills and understanding of how a professional kitchen operates. You will also participate in the preparation, production and presentation of a range of dishes.

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

- ◆ *Problem Solving: Critical Thinking* at SCQF level 6
- ◆ *Problem Solving: Planning and Organisation* at SCQF level 5
- ◆ *Numeracy: Using Number* at SCQF level 5
- ◆ *Information and Communication Technology (ICT): Providing/Creating Information* at SCQF level 5
- ◆ *Working with Others: Working Co-operatively with Others* at SCQF level 5

On completion of this unit, you could progress to other units in hospitality at SCQF levels 7/8 and/or seek employment in the hospitality industry.

The Critical Thinking at SCQF level 6 and Planning and Organising level 6 component of problem Solving at SCQF level 6 are embedded in this unit. When a learner achieves these units, their Core Skills profile will also be updated to include these components.

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