



Higher National Unit Specification

General information

Unit title: Professional Cookery: Specialised Cookery (SCQF level 8)

Unit code: J3VW 35

Superclass: NF

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Unit purpose

This unit is designed to enable learners with professional cookery experience to further develop the knowledge and advanced practical skills required to work autonomously in a commercial kitchen and to produce a wide range of dishes from restricted lists of ingredients.

This unit is suitable for learners who have achieved qualifications at SCQF level 7 in Professional Cookery and/or those with relevant experience of working in a professional kitchen, for example in a junior sous chef role.

On completion of this unit, learners could progress to other qualifications in Professional Cookery at SCQF level 8 or above 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.

Outcomes

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

- 1 Devise a range of dishes from restricted lists of ingredients.
- 2 Produce a range of dishes from restricted lists of ingredients.
- 3 Demonstrate a wide range of food preparation techniques and cookery processes.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Higher National Unit Specification: General information (cont)

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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 7 and/or have relevant industrial experience.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

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.

This unit can be delivered as part of the following Group Awards, or as a stand-alone unit:

- ◆ Higher National Certificate in Professional Cookery (HNC) at SCQF level 7
- ◆ Higher National Diploma in Professional Cookery with Management(HND) at SCQF level 8

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.

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

Devise a range of dishes from restricted lists of ingredients.

Knowledge and/or skills

- ◆ Understanding of the uses of a wide range of ingredients
- ◆ Understanding ingredient function
- ◆ Awareness of dietary requirements and restrictions
- ◆ Awareness of current industry trends

Outcome 2

Produce a range of dishes from restricted lists of ingredients.

Knowledge and/or skills

- ◆ Planning and organising skills
- ◆ Portion and waste control
- ◆ Safe and hygienic working practices
- ◆ Evaluation skills

Outcome 3

Demonstrate a wide range of food preparation techniques and cookery processes.

Knowledge and/or skills

- ◆ Advanced knife skills
- ◆ Preparation techniques for a wide range of ingredients
- ◆ Preservation methods
- ◆ Cookery processes for a wide range of ingredients
- ◆ 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 written/oral and performance evidence to demonstrate their knowledge and skills across all outcomes.

Outcome 1

- ◆ Devise a starter, a main course, an amuse bouche/intermediate course and a dish for a tasting menu from restricted lists of ingredients. Ingredient lists should be made up from the following categories:
 - Salt
 - Oils and fats
 - Alcohols/vinegars
 - Spices
 - Dairy products
 - Eggs
 - Meat (pork/beef/lamb/game)
 - Poultry
 - Fish (flat/round)
 - Shellfish (molluscs/crustaceans)
 - Potatoes
 - Starches (other)
 - Root veg
 - Green veg
 - Veg (other)
 - Fruit
 - Pulses and grains
 - Nuts
 - Stocks and sauces
 - Processed products

Outcomes 2 and 3

- ◆ Plan and produce a range of dishes from restricted lists of ingredients, should include:
 - A vegetarian dish
 - A vegan dish
 - A meat/game dish
 - A fish dish
 - A poultry starter
 - A starter
 - A main course
 - An amuse bouche/intermediate course
 - A dish for a tasting menu
- ◆ Prepare ingredients to a commercially acceptable standard
- ◆ Use preservation methods on a minimum of two occasions, ie:
 - Pickling
 - Smoking
 - Fermentation
 - Curing
 - Brining

Higher National Unit Specification: Statement of standards (cont)

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- ◆ Use each of the following cookery processes on a minimum of one occasion:
 - Roasting
 - Braising
 - Shallow frying
 - Deep frying
 - Baking
 - Boiling
 - Steaming
 - Poaching
 - Microwaving
 - Sous vide
 - Confit
 - Pressure cooking
- ◆ Prepare, produce and present dishes in line with current industry trends
- ◆ Prepare, produce and present dishes to a commercially acceptable standard
- ◆ Season dishes to a commercially acceptable standard
- ◆ Demonstrate effective control of portioning and wastage
- ◆ Demonstrate safe and hygienic working practices
- ◆ Demonstrate independent working
- ◆ Critically evaluate the finished dishes and identify improvements/adaptations

Practical activities should be carried out in a realistic working environment, such as a training kitchen, or real work place.

Evidence of performance should be recorded using assessor observation checklists completed by the teacher/lecturer and include learners' evaluations and photographs of the tasks undertaken/dishes produced.



Higher National Unit Support Notes

Unit title: Professional Cookery: Specialised Cookery (SCQF level 8)

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

The unit is designed to enable learners to demonstrate autonomy in a practical professional cookery environment and to prepare them for meaningful employment as a chef at supervisory/management level and/or progression to further qualifications in professional cookery.

Practical activities should be carried out in a realistic working environment, such as a training kitchen, or real work place, with the focus of this unit being practical vocational training.

The object of all outcomes is to help learners develop the skills of creating and planning individual modern dishes using the preparation techniques and cookery processes outlined in evidence requirements. It is advised that learners be introduced to contemporary dish ideas early in the unit, as this will help set the standard required. However learners should be encouraged to study journals, websites and books to familiarise themselves with current industry trends.

For each outcome, learners should be provided with restrictive food lists made up of ingredients from the ingredients categories listed in the evidence requirements. Learners should be provided with the lists in sufficient time to allow them to plan, place orders and submit their dish proposals before undertaking the dish creation.

Restrictive food lists should be created based on the types of dishes detailed in the evidence requirements. For example, the food list for a vegetarian dish should not contain any meat or fish products; however, restrictive food lists should contain sufficient ingredients to enable complete dishes to be devised.

Guidance on approaches to delivery of this unit

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

- ◆ Teacher/lecturer led demonstrations
- ◆ Practical activities
- ◆ Reflection and evaluation
- ◆ A variety of resources
- ◆ Structured worksheets

Higher National Unit Support Notes (cont)

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The requirements for the unit should be discussed with learners as part of the introduction to the unit. Tutors should outline the principles of planning and producing dishes to modern, commercially acceptable standards.

After introduction, learners should be encouraged to work autonomously when the devising and producing the dishes per the evidence requirements, with the tutor acting as a checkpoint between planning and production.

Learners should be encouraged to carry out independent research once they have been issued with the restrictive foods lists in order to come up with creative ideas for their dishes that are realistic and reflect current trends. Sufficient time should be allowed to enable learners to research, devise and plan before producing their dishes.

Delivery of this unit should include guidance on improvements that could be made to learners' plans and working practices in order to help them develop an understanding of acceptable quality, such as:

- ◆ Safe and hygienic working
- ◆ Seasoning
- ◆ Cooking quality
- ◆ Modern preparation techniques
- ◆ Cookery processes
- ◆ Presentation

Learning and teaching in this unit should be guidance based on improvements that could be made to working practices, safe and hygienic working, seasoning, cooking quality, modern preparation, cooking and presentation skills following the production of products. Learners should also analyse the product regarding colour, taste, consistency, flavour and appearance. This will develop the learners' understanding of acceptable quality.

As learners are expected to demonstrate independent/autonomous working, they should also analyse their product in relation to:

- ◆ Colour
- ◆ Taste
- ◆ Consistency
- ◆ Flavour
- ◆ Appearance

The practice of working safely, hygienically and in an organised and methodical manner should be stressed. Learners should also be made aware of any hazards/risks involved with each lesson.

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.

Higher National Unit Support Notes (cont)

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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.

The evidence requirements are fully expressed in the mandatory section of this unit specification. However, learners' work should be recorded and evidenced using assessor observation checklists completed by the tutor and learners' self-evaluations and recommendations for improvements/adaptations and photographs for each dish produced. These should be kept up to date to keep track of learners' progress and will be used to provide evidence for internal and external purposes.

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, when they apply their knowledge and skills to devise and produce a range of dishes from a restrictive list of ingredients. This will include:

- ◆ Researching current trends
- ◆ Devising creative, modern dishes
- ◆ Planning for the production of their dishes
- ◆ Preparing a wide range of ingredients using the correct preparation techniques
- ◆ Cooking a wide range of ingredients using the appropriate cooking process
- ◆ Controlling timings, temperatures and energy usage
- ◆ Demonstrating effective portion and waste control
- ◆ Producing and presenting their dishes to a commercially acceptable standard
- ◆ Demonstrating safe and hygienic working practices

Higher National Unit Support Notes (cont)

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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, when they devise and produce a range of dishes from a restrictive list of ingredients. This will include:

- ◆ Planning for the production of their dishes
- ◆ Preparing a wide range of ingredients using the correct preparation techniques
- ◆ Cooking a wide range of ingredients using the appropriate cooking process
- ◆ Controlling timings, temperatures and energy usage
- ◆ Demonstrating effective portion and waste control
- ◆ Producing and presenting their dishes to a commercially acceptable standard

Problem Solving: Reviewing and Evaluating at SCQF level 6

For Outcome 3, learners will be demonstrating the Core Skill component of Reviewing and Evaluating at SCQF level 6 when they devise and produce a range of dishes from a restrictive list of ingredients. This will include:

- ◆ Analysing and critically evaluating each dish produced
- ◆ Making recommendations for improvements/adaptation to the dishes in terms of processes, ingredients, seasoning, etc

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.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Professional Cookery: Specialised Cookery (SCQF level 8)

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 builds on the knowledge and skills gained in SCQF level 7 unit *Professional Cookery: Practical* and is designed to enable those with professional cookery experience to further develop the knowledge and advanced practical skills required to work autonomously in a commercial kitchen and to produce a wide range of dishes from restricted lists of ingredients.

You will develop skills in creating, planning and producing dishes for different menu types and different customer requirements. You will also develop the skill of dish creation using restricted ingredients repertoires to meet customer and menu requirements. The assessments for this unit will test your ability to devise, plan, produce and critically evaluate your own 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 6
- ◆ *Problem Solving: Reviewing and Evaluating* at SCQF level 6

On completion of this unit, you could progress to other qualifications in Professional Cookery at SCQF level 8 or above 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.

The Core Skill of Problem Solving SCQF at 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.