Group Award Specification for:

Higher National Certificate (HNC) in Professional Cookery at SCQF level 7

Group Award Code: GR1V 15

Higher National Diploma (HND) in Professional Cookery with Management at SCQF level 8

Group Award Code: GR1W 16

Professional Development Award (PDA) in Professional Cookery at SCQF level 7

Group Award Code: GR1X 47

Professional Development Award (PDA) in Professional Pastry at SCQF level 7

Group Award Code: GR1Y 47

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Contents

1   Introduction

The purpose of this document is to:

♦ assist centres to implement, deliver and manage the qualifications.
♦ provide a guide for new staff involved in offering the qualifications.
♦ inform course managers, teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualifications.
♦ provide details of the range of learners the qualifications are suitable for and progression opportunities.

The Higher National Certificate (HNC), Higher National Diploma (HND) and Professional Development Awards (PDA) in the sector have been designed to enhance the provision of advanced craft skills and leadership training within the discipline of Professional Cookery.

The **HNC in Professional Cookery** develops knowledge and skills in areas such as specialist culinary skills, food hygiene and control systems. Learners can specialise in either production cookery or pastry, gaining valuable leadership skills and an understanding of the role of the supervisor.

The **HND in Professional Cookery with Management** builds on the knowledge and skills gained in the HNC in areas such a gastronomy, managing resources and kitchen planning and design. It also includes a period of practical work experience.

The HNC and HND are suitable for a wide range of learners including:

♦ school leavers
♦ adult returners to education
♦ those in employment who wish to enhance their career prospects
♦ learners who wish to extend their skills and knowledge to start their own business

Professional Development Awards in Professional Cookery or Pastry are designed to support continuing professional development for individuals in professional kitchens and to help address the well documented and ongoing skill shortages for highly skilled chefs and pastry chefs. They are suitable for learners who:

♦ have relevant experience in the industry but no formal qualifications.
♦ wish to develop knowledge and skills in new areas to enhance career progression.
♦ part complete a relevant HNC/HND and want recognition for the units they have successfully completed.

Many chefs in the sector have been promoted to the position of Head Chef or Sous Chef based on their experience but without qualifications. The PDAs will allow them to gain practical and specialist skills at a high level and provide recognition for skills and knowledge held.

1.1 Rationale

Employers frequently identify the lack of technically skilled chefs as a barrier to filling vacancies and to effective business performance. The hospitality industry recruits a vast number of skilled and unskilled workers each year and the workforce continues to be heavily reliant upon young people aged 16–19 years. The well documented and acute skills shortages along with the uncertainties and challenges presented by Brexit, including the potential loss of skilled European Union (EU) staff and the pressure on margins because of increasing costs means it has never been more important to support the pipeline of talent coming into the sector. Staff retention of chefs is also a particular issue in the industry.

The updated suite of HNC/HNDs and PDAs is designed to attract and support learners who wish to pursue a career or upskill in the sector.

They form part of a comprehensive framework of SQA qualifications in Professional Cookery from SCQF level 3–8 supporting all stages of a chef's career. Appendix 1 illustrates this.

2   Qualifications structure

2.1   Structures

HNC in Professional Cookery

Learners will be awarded an HNC in Professional Cookery on successful completion of all the units in the mandatory section, and an appropriate combination of units from the options section up to a total of 96 SCQF credit points (12 SQA credits).

The HN Design Principles require an HNC group award to incorporate at least 48 SCQF credit points at SCQF level 7. This requirement is met through the mandatory section.

The HNC Professional Cookery mandatory section comprises 80 SCQF credit points (10 SQA credits) at SCQF level 7. Within the mandatory section, learners must complete either group 1 or group 2, which each comprises 40 SCQF credit points (5 SQA credits). Learners must complete a further 16 SCQF points (2 SQA credits) from the options section.

The following illustrates the composition of the framework detailing the SCQF level, rating and SQA credit value of each unit.

HNC Professional Cookery Framework

Mandatory section: 80 SCQF credit points (10 SQA credits) required

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2LH	34	Hospitality: Financial Control Systems	1	8	7
F4TL	34	Food Hygiene Intermediate	1	8	7
J3HY	34	Hospitality Supervision	2	16	7
J3HF	34	Professional Cookery: Graded Unit 1	1	8	7
Learners must complete either Group 1 or Group 2					
Group 1					
J2LE	34	Professional Cookery: Practical	3	24	7
J2LF	34	Professional Cookery: Knowledge	2	16	7
Group 2					
J3H8	34	Professional Cookery: Practical Pastry	3	24	7
J447	34	Professional Cookery: Pastry Knowledge	2	16	7

Options section: 16 SCQF credit points (2 SQA credits) required

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2LG	34	Professional Cookery: Kitchen Operations	2	16	7
J3VW	35	Professional Cookery: Specialised Cookery	2	16	8
J3HA	34	Specialised Pastry	1	8	7
J3VV	34	Plated Desserts	1	8	7
J3HC	35	Specialised Pastry: Advanced	2	16	8
J3H9	34	Fermented Pastry Products	1	8	7
HT8G	34	Sous Vide Cooking	1	8	7
HJ4W	34	Work Placement	1	8	7
D85F	34	Using Software Applications Packages	1	8	7
J1NC	34	Research Skills	1	8	7
J2EV	34	Managing Human Resources in Hospitality	1	8	7

HND Professional Cookery with Management

Learners will be awarded an HND in Professional Cookery with Management on successful completion of all the units in the mandatory section, and an appropriate combination of units from the options section up to a total of 240 SCQF credit points (30 SQA credits).

The HN Design Principles require an HND group award to incorporate at least 64 SCQF credit points (8 SQA credits) at SCQF level 8. This requirement is met within the mandatory section.

The HND Professional Cookery with Management mandatory section comprises 160 SCQF credit points (20 SQA credits). Within the mandatory section, learners must complete either group 1 or group 2, which each comprises 40 SCQF credit points (5 SQA credits). A further 80 SCQF points (10 SQA credits) must be selected from the options section.

The following illustrates the composition of the framework detailing the SCQF level rating and SQA credit value of each unit.

HND Professional Cookery with Management Framework

Mandatory section: 160 SCQF credit points (20 SQA credits) required

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2LH	34	Hospitality: Financial Control Systems	1	8	7
F4TL	34	Food Hygiene Intermediate	1	8	7
J3HY	34	Hospitality Supervision	2	16	7
J2EV	34	Managing Human Resources in Hospitality	1	8	7
J3JJ	35	Kitchen Planning and Design	1	8	8
J3JH	35	Gastronomy	2	16	8
J3J1	35	Management of Food and Beverage Operations	3	24	8
HJ4W	34	Work Placement	1	8	7
J3HF	34	Professional Cookery: Graded Unit 1	1	8	7
J3HG	35	Professional Cookery with Management: Graded Unit 2	2	16	8
Learners must complete either Group 1 or Group 2					
Group 1					
J2LE	34	Professional Cookery: Practical	3	24	7
J2LF	34	Professional Cookery: Knowledge	2	16	7
Group 2					
J3H8	34	Professional Cookery: Practical Pastry	3	24	7
J447	34	Professional Cookery: Pastry Knowledge	2	16	7

HND Professional Cookery with Management Framework (cont)

Options section: 80 SCQF credit points (10 SQA credits) required

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2LG	34	Professional Cookery: Kitchen Operations	2	16	7
J3VW	35	Professional Cookery: Specialised Cookery	2	16	7
J3HA	34	Specialised Pastry	1	8	7
J3VV	34	Plated Desserts	1	8	7
J3HC	35	Specialised Pastry: Advanced	2	16	8
J3H9	34	Fermented Pastry Products	1	8	7
HT8G	34	Sous Vide Cooking	1	8	7
J383	34	Understanding Hospitality Financial Accounting Statements	1	8	7
J3W0	34	Managing Hospitality Organisations	1	8	7
J3W1	35	Managing Hospitality Organisations	1	8	8
J3W2	35	Managing Financial Resources in Hospitality	1	8	7
J2EW	35	Managing Human Resources in Hospitality	1	8	8
J382	34	Alcoholic Beverages	1	8	7
J381	34	Legislative Requirements for Hospitality	1	8	7
J2PB	34	Accommodation Operations	1	8	7
J3J0	34	Hospitality Industry	1	8	7
J462	34*	Economic Issues: An Introduction	1	8	7
DE3R	34	Personal Development Planning	1	8	7
DF87	34	Health and Safety Legislation: An Introduction	1	8	7
F1B6	34	Scottish Licensing Law	1	8	7
H544	35	Managing Information Systems to Develop a Small Business	2	16	8
H7V5	34	Preparing a Formal Business Plan	2	16	7
J1NC	34	Research Skills	1	8	7
FN6A	35	Essential Academic Skills	1	8	8
H1F0	34	Creating a Culture of Customer Care	1	8	7
DK0E	34	Applying Marking Principles in Travel and Tourism	1	8	7
J384	35*	Hospitality Management Accounting	1	8	8
Food Service units — maximum 2 credits allowed					
J3SE	34	Kitchen Operations for Hospitality Managers	2	16	7
J2PC	34	Food and Beverage Operations	2	16	7

* See History of Changes

Professional Development Awards (PDAs)

PDA Professional Cookery/Professional Pastry at SCQF level 7

Learners require 6 SQA credits (48 SCQF points) in total to achieve the PDA in Professional Cookery or PDA in Professional Pastry. The PDA in Professional Cookery is comprised of 4 mandatory SQA credits and 2 SQA credits from the options. The PDA in Professional Pastry is comprised of 4 mandatory SQA credits and 2 SQA credits from the options section.

PDA Professional Cookery at SCQF level 7

Mandatory section: 32 SCQF credit points (4 SQA credits) required

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2LE	34	Professional Cookery: Practical	3	24	7
F4TL	34	Food Hygiene Intermediate	1	8	7

Options section: 16 SCQF credit points (2 SQA credits) required

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2LF	34	Professional Cookery: Knowledge	2	16	7
J2LH	34	Hospitality: Financial Control Systems	1	8	7
J3VW	35	Professional Cookery: Specialised Cookery	2	16	8
HT8G	34	Sous Vide Cooking	1	8	7

PDA Professional Pastry at SCQF level 7 Framework

Mandatory section: 32 SCQF credit points (4 SQA credits) required

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J3H8	34	Professional Cookery: Practical Pastry	3	24	7
F4TL	34	Food Hygiene Intermediate	1	8	7

Options section: 16 SCQF credit points (2 SQA credits) required

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J3HA	34	Specialised Pastry	1	8	7
J3VV	34	Plated Desserts	1	8	7
J3HC	35	Specialised Pastry: Advanced	2	16	8
J3H9	34	Fermented Pastry Products	1	8	7
J447	34	Professional Cookery: Pastry Knowledge	2	16	7
J2LH	34	Hospitality: Financial Control Systems	1	8	7

3   Aims of the qualifications

The main aim of the HNC/HND is to provide a flexible, progressive suite of qualifications that supports a broad range of learners wishing to progress into sous/head chef level employment in a professional kitchen or to progress to further and higher education. The principal aim of the PDAs is to provide a practical qualification that supports the upskilling and continuing professional development of chefs and pastry chefs.

HNC Professional Cookery/HND Professional Cookery with Management

3.1   General aims of the qualifications

1   Developing planning and analysis skills.
2   Developing problem-solving skills.
3   Developing the ability to be flexible and to work co-operatively with others.
4   Developing study and research skills.
5   Developing critical and evaluative thinking.
6   Enabling progression within the SCQF.
7   Developing employment skills and enhancing learners' employment prospects.
8   Providing opportunities for career planning and enhancing learners' employment prospects.

3.2   Specific aims of the qualifications

The HNC Professional Cookery and HND Professional Cookery with Management are closely linked. This makes it inevitable that they should have similar objectives.

The qualifications should enable learners to:

1   Gain the skills and knowledge required to source quality commodities and resources.
2   Apply and integrate knowledge and skills across culinary operational areas.
3   Develop associated knowledge and skills, such as specialist culinary skills, food hygiene and control systems.
4   Undertake options to permit an element of vocational specialism, in particular in the areas of production cookery or pastry.
5   Gain leadership skills and a customer focused attitude through an understanding of the role of a team leader/supervisor.
6   Be prepared for progression to further studies in hospitality or related disciplines.

The HND Professional Cookery can be distinguished from the HNC in terms of:

7   The wider range of competences and expanded knowledge which can be achieved, eg further development of specialist culinary skills, managing resources, human resource management, management concepts, menu compilation and design, and the opportunity to plan and manage a food and beverage operation.
8   Application and integration of knowledge and skills across specialist culinary areas.
9   The speed of progression within an organisation.
10   The level of entry to further academic qualifications.
11   Significant optional units to allow development in other areas relevant to future (or current) employment or progression within higher education.

PDAs in Professional Cookery/Pastry

3.3 General aims of the qualifications

1   Provide recognition of existing skills for experienced staff.
2   Develop problem-solving skills.
3   Develop time management skills.
4   Develop the ability to be flexible and to work co-operatively within a team structure.
5   Enhance career progression.
6   Enable progression within SCQF.

3.4 Specific aims of the qualifications

7   Develop high level of professional culinary skills.
8   Apply sustainable working practices in the sourcing of commodities and preparation and production of food.
9   Develop knowledge and understanding of the principles and practice of food safety.
10   Develop specialist skills as appropriate to the PDA, in for example, working with and preparation of commodities, dish production, production of pastries, breads, sugar and chocolate craft.
11   Depending on options chosen, further develop knowledge and understanding of the various financial control systems in use in the hospitality industry and specialist culinary knowledge.

3.5 Graded units

The purpose of the graded units in the qualifications is to assess the learner's ability to integrate and apply the knowledge and/or skills gained in the individual units in order to demonstrate that they have achieved the principal aims of the qualifications. A graded unit is assessed and a grade of A, B or C awarded to learners who successfully achieve the unit.

For the HNC, one single credit graded unit at SCQF level 7 must be achieved. For the HND one double credit graded unit at SCQF level 8 in addition to the SCQF level 7 graded unit is required.

Project-based graded units assess the application of knowledge and skills in the planning and evaluation of a given task, while an examination assesses theoretical knowledge and understanding under invigilated conditions.

Projects rather than examinations were chosen for the graded units for the HNC/HND in Professional Cookery/Professional Cookery with Management. It was felt that this model would better prepare the learner for the types of employment likely to be entered after completion of their HNC/HND which is inherently more practical.

For the single credit HNC *Professional Cookery* graded unit, a practical assignment was chosen as the format for this project-based graded unit assessment. It was felt that the skills developed via the practical assignment, ie gathering and interpreting information, analysing, decision making and planning for action and producing a menu, would effectively test the material covered in the HNC Professional Cookery principal aims. On successful completion of the HNC graded unit learners will be automatically certificated with the Core Skill of *Problem Solving* at SCQF level 5.

For the double credit HND *in Professional Cookery with Management* graded unit a double credit case study was selected as the format for this project-based graded unit assessment. It was felt that the skills developed via the case study, ie gathering and interpreting information, analysing, decision making and planning for action, would effectively test the material covered in the HND principal aims. On successful completion of the HND graded unit learners will be automatically certificated with the Core Skill of *Problem Solving* at SCQF level 6.

4 Recommended entry to the qualifications

Entry to these qualifications is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for these qualifications has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

HNC/HND

♦ National Certificates in Professional Cookery at SCQF levels 5 or 6
♦ Appropriate groupings of National Units
♦ Any other relevant National Certificates at SCQF levels 5 or 6
♦ Any two National Qualifications at Higher together with three National 5 passes at 3 or above
♦ An SVQ at SCQF level 5 or above
♦ Different combinations of relevant National Qualifications, Vocational Qualifications and equivalent qualifications from other awarding bodies may also be acceptable
♦ Relevant work experience
♦ For learners where English is not their first language it is recommended that they possess English for Speakers of other Languages (ESOL) SCQF level 5 or a score of 5.5 in the International Language Testing System (IELTS).

PDAs

♦ Current or prior experience as a chef in a professional kitchen (centres may wish to apply a diagnostic practical skills test to establish the current skill level of learners)
♦ Relevant SVQ at SCQF level 5 or above, eg SVQ in Professional Cookery at SCQF level 5 or 6
♦ National Certificate in Professional Cookery at SCQF level 5 or 6
♦ Different combinations of relevant National or Vocational qualifications and equivalent qualifications from other awarding bodies

4.1   Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	4	♦ Communicating orally with others during practical activities ♦ Giving instructions and providing support to team members when assuming a team leader role ♦ Reading, understanding and following instructions and recipes
Numeracy	4	♦ Weighing and measuring ingredients ♦ Calculating portions ♦ Using temperature charts ♦ Calculating costs of ingredients and applying mark-up to generate selling prices ♦ Interpreting stock control information
Information and Communication Technology (ICT)	4	♦ Using the internet to research current trends ♦ Using ICT packages to build a portfolio of evidence
Problem Solving	4	♦ Preparing for practical activities ♦ Identifying faults and taking appropriate corrective action when producing product evidence ♦ Understanding and complying with legislative requirements ♦ Evaluating finished product
Working with Others	4	♦ Interacting cooperatively with others during practical activities ♦ Providing leadership when supervising team members

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop more generic skills, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

HNC Professional Cookery/HND Professional Cookery with Management

SCQF level	Unit title	General aims								Specific aims										
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11
7	Hospitality: Financial Control Systems	✓	✓	✓	✓	✓	✓	✓	✓						✓					
7	Food Hygiene Intermediate	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓					
7	Hospitality Supervision	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓					
7	Professional Cookery: Practical	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								
7	Professional Cookery: Knowledge	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓								
7	Professional Cookery: Practical Pastry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								
7	Professional Cookery: Pastry Knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								
7	Professional Cookery: Kitchen Operations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓					
8	Professional Cookery: Specialised Cookery	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							
7	Specialised Pastry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				
7	Plated Desserts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				
8	Specialised Pastry: Advanced	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				
7	Fermented Pastry Products	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				
7	Sous Vide Cooking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				
7	Work Placement	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓					
7	Using Software Application Packages	✓	✓	✓	✓	✓	✓	✓	✓						✓					
7	Research Skills	✓	✓	✓	✓	✓	✓	✓	✓						✓					✓
8	Kitchen Planning and Design	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	
8	Gastronomy	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	
8	Management of Food and Beverage Operations	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	
7	Managing Human Resources in Hospitality	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓		✓	✓	
8	Managing Human Resources in Hospitality	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓		✓	✓	

HNC Professional Cookery/HND Professional Cookery with Management (cont)

SCQF level	Unit title	General aims								Specific aims										
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11
7	Understanding Financial Accounting Statements	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓		✓		
7	Managing Hospitality Organisations	✓	✓	✓	✓	✓		✓	✓					✓	✓	✓	✓	✓		
8	Managing Hospitality Organisations	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓		
7	Alcoholic Beverages	✓	✓	✓	✓	✓	✓	✓	✓			✓								
7	Legislative Requirements in Hospitality	✓	✓	✓	✓	✓	✓	✓	✓						✓					
7	Accommodation Operations	✓	✓	✓	✓	✓	✓	✓	✓				✓		✓					
7	Hospitality Industry	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓					
7	Economic Issues: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓						✓				✓	✓
7	Personal Development Planning	✓	✓	✓	✓	✓	✓	✓	✓						✓			✓		
7	Health and Safety Legislation: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓											
7	Scottish Licensing Law	✓	✓	✓	✓	✓	✓	✓	✓						✓					
8	Managing Information Systems to Develop a Small Business	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓		✓		✓
8	Preparing a Formal Business Plan	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓		✓		✓
7	Kitchen Operations for Hospitality Managers	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓		✓	✓	
7	Food and Beverage Operations	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓		✓	✓	
7	Research Skills	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓		✓	✓	
8	Essential Academic Skills	✓	✓	✓	✓	✓	✓	✓	✓						✓					✓
7	Professional Cookery: Graded Unit 1	✓	✓	✓	✓	✓	✓	✓	✓						✓		✓			✓
8	Professional Cookery with Management: Graded Unit 2	✓	✓	✓	✓	✓	✓	✓	✓						✓		✓			✓

PDAs in Professional Cookery/Pastry

SCQF level	Unit title	General aims						Specific aims				
		1	2	3	4	5	6	7	8	9	10	11
7	Professional Cookery: Practical	✓	✓	✓	✓	✓	✓	✓	✓		✓	
7	Food Hygiene Intermediate	✓	✓	✓	✓	✓	✓			✓		
7	Professional Cookery: Knowledge	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
7	Hospitality: Financial Control Systems	✓	✓	✓	✓	✓	✓		✓			✓
8	Professional Cookery: Specialised Cookery	✓	✓	✓	✓	✓		✓	✓		✓	
7	Sous Vide Cooking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Professional Cookery: Practical Pastry	✓	✓	✓	✓	✓	✓	✓	✓		✓	
7	Specialised Pastry	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
7	Plated Desserts	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
8	Specialised Pastry: Advanced	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
7	Fermented Pastry Products	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
8	Professional Cookery: Pastry Knowledge	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

National Occupational Standards (NOS) describe the performance required of an individual for an occupation in the workplace, eg sous chef, executive chef, etc. They are developed for employers by employers through the relevant standards setting body. NOS have different uses, and for example, employers can use them to develop job specifications or in-house training programmes. One of the main applications of NOS is to inform the development and content of qualifications.

The content of the HN/PDAs broadly align to a range of the National Occupational Standards (NOS) for supervision, food preparation, cookery and food production. The structure of the NOS is such that the multiple commodity specific units, eg *Cook and Finish Complex Game Dishes, Prepare Poultry for Complex Dishes*, etc relate to a single unit within the process-based model of the SQA units, for example *Professional Cookery: Practical, Professional Cookery: Knowledge* which are designed to provide learners with broad-based advanced skills and techniques across all commodity types and preparation techniques/cookery processes.

SSC code	NOS title	SCQF level
PPLHSL1	Provide Leadership for Your Team	6
PPLHSL2	Develop Productive Working Relationships with Colleagues	7
PPLHSL3	Contribute to the Control of Resources	8
PPLHSL4	Maintain the Health, Hygiene, Safety and Security of the Working Environment	7
PPLHSL5	Lead a Team to Improve Customer Service	7
PPLHSL6	Contribute to Promoting Hospitality Services and Products	6
PPLHSL7	Supervise Food Production Operations	7
PPLHSL9	Contribute to the Development of Recipes and Menus	6
PPLHSL14	Manage the Receipt, Storage or Dispatch of Goods	6
PPLHSL19	Monitor and Solve Customer Service Problems	6
PPLHSL24	Provide Learning Opportunities for Colleagues	8
PPLHSL28	Manage the Environmental Impact of Your Work	7
PPLHSL29	Contribute to the Selection of Staff for Activities	7
PPLHSL30	Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink	7
PPL2PC13	Prepare Offal for Basic Dishes	6
PPL2PC21	Prepare, Cook and Finish Basic Vegetable Protein Dishes	6
PPL3PC1	Cook and Finish Complex Vegetarian Dishes	6
PPL3PC2	Prepare Fish for Complex Dishes	6

SSC code	NOS title	SCQF level
PPL3PC3	Cook and Finish Complex Fish Dishes	6
PPL3PC4	Prepare Shellfish for Complex Dishes	6
PPL3PC5	Cook and Finish Complex Shellfish Dishes	7
PPL3PC6	Prepare Meat for Complex Dishes	6
PPL3PC7	Cook and Finish Complex Meat Dishes	6
PPL3PC8	Prepare Poultry for Complex Dishes	6
PPL3PC9	Cook and Finish Complex Poultry Dishes	6
PPL3PC10	Prepare Game for Complex Dishes	6
PPL3PC11	Cook and Finish Complex Game Dishes	7
PPL3PC12	Prepare, Cook and Finish Complex Hot Sauces	6
PPL3PC13	Prepare, Cook and Finish Complex Soups	6
PPL3PC14	Prepare, Cook and Finish Fresh Pasta Dishes	6
PPL3PC15	Prepare, Cook and Finish Complex Bread and Dough Products	6
PPL3PC16	Prepare, Cook and Finish Complex Cakes, Sponges, Biscuits and Scones	7
PPL3PC17	Prepare, Cook and Finish Complex Pastry Products	6
PPL3PC18	Prepare, Process and Finish Complex Chocolate Products	7
PPL3PC19	Prepare, Process and Finish Marzipan, Pastillage and Sugar Products	7
PPL3PC20	Prepare, Cook and Present Complex Cold Products	6
PPL3PC21	Prepare, Finish and Present Canapés and Cocktail Products	6
PPL3PC22	Prepare, Cook and Finish Complex Dressings and Cold Sauces	6
PPL3PC23	Prepare, Cook and Finish Complex Hot Desserts	6
PPL3PC24	Prepare, Cook and Finish Complex Cold Desserts	6
PPL3PC25	Produce Sauces, Fillings and Coatings for Complex Desserts	6
PPL3PC26	Maintain Sustainable Practice in Commercial Kitchens	6
PPL2PRD18	Prepare, Operate and Clean Specialist Equipment	6

5.3 Mapping of Core Skills development opportunities across the qualifications

SCQF level	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
7	Hospitality: Financial Control Systems				E@5			S@4	S@6				
7	Hospitality Supervision	S@5	S@5	S@6	S@5	S@5			E@5	E@5	E@5	E@5	
8	Kitchen Planning and Design						S@6	S@6	E@6	E@6	E@6		
8	Gastronomy						S@6	S@6	E@6	E@6	E@6		
8	Management of Food and Beverage Operations	S@6	S@6				S@5	S@5	E@6	E@6	E@6	S@6	
7	Managing Human Resources in Hospitality	S@5	S@5				S@5	S@5	E@5	E@5			
7	Work Placement								E@6	E@6	E@6	E@6	E@6
7	Professional Cookery: Graded Unit 1	S@5	S@5				S@5	S@5	E@5	E@5	E@5		
8	Professional Cookery with Management: Graded Unit 2	S@6	S@6				S@6	S@6	E@6	E@6	E@6		
7	Professional Cookery: Practical				S@5				E@5	S@6	S@6	S@5	
7	Professional Cookery: Knowledge						S@5	S@5	S@5				
7	Professional Cookery: Practical Pastry				S@5		S@5	S@5	E@5	E@5			
7	Professional Cookery: Pastry Knowledge												
7	Professional Cookery: Kitchen Operations			S@5	E@5			S@4	E@6	E@6	E@6	S@5	S@5
8	Professional Cookery: Specialised Cookery								E@6	E@6	E@6		

SCQF level	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
7	Specialised Pastry				S@5	S@5	S@5		S@6	S@6			
7	Plated Desserts				S@5	S@5	S@5		S@6	E@6			
7	Fermented Pastry Products	S@6	S@5		S@6		S@5	S@5	S@6	S@6	S@6		
8	Specialised Pastry: Advanced								E@6	E@6	E@6		
7	Using Software Application Packages						E@5	E@5					
7	Sous Vide Cooking				S@5				E@5	E@5			
7	Understanding Financial Accounting Statements				E@5				E@5		S@6		
7	Managing Hospitality Organisations	S@6							E@6		S@6		
8	Managing Hospitality Organisations	S@6							E@6		S@6		
8	Managing Financial Resources in Hospitality				S@6				E@6		S@6		
8	Managing Human Resources in Hospitality	S@5	S@5				S@5	S@5	E@5	E@5			
7	Alcoholic Beverages						S@5	S@5	E@5				
7	Legislative Requirements for Hospitality								S@6				
7	Accommodation Operations						S@5		S@5				
7	Hospitality Industry	S@6	S@6				S@5	S@4	S@6				
7	Economic Issues: An Introduction	S@6	S@6						S@5				

SCQF level	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
7	Scottish Licensing Law	S@5	S@5						S@5				
8	Managing Information Systems to Develop a Small Business	S@6	S@6	S@6					S@6	S@6	S@6		
7	Preparing a Formal Business Plan		S@5		S@5	S@5	S@5	S@5	S@5	S@5	S@5		
7	Kitchen Operations for Hospitality Managers				E@5			S@5	E@6	E@6		S@5	
8	Food and Beverage Operations	S@6	S@6	S@6			S@5	S@5	E@5	S@5	S@5	E@5	E@5
7	Creating a Culture of Customer Care	S@6	S@6	S@6					S@6		S@6		
7	Applying Marketing Principles in Travel and Tourism	S@6	S@6				S@5	S@5	S@5				
7	Research Skills	S@6	S@6	S@6	S@5	S@5	S@6	S@6	E@6	E@6	E@6		
8	Essential Academic Skills		S@6				S@6	S@6	E@6				

5.4 Assessment strategy for the qualifications

The table below summarises the suggested assessment methods for the mandatory units across the HN/PDAs in Professional Cookery:

SCQF level	Unit title	Evidence requirements	Suggested instrument of assessment
7	Professional Cookery: Practical	Performance evidence	Practical activities and observational check lists/portfolio building
8	Professional Cookery: Specialiased Cookery	Performance evidence	Practical activities and observational check lists/portfolio building
7	Professional Cookery: Knowledge	Knowledge evidence	Questioning Portfolio building
7	Professional Cookery: Kitchen Operations	Knowledge and performance evidence	Mixture of practical activities, knowledge testing and portfolio building
7	Professional Cookery: Practical Pastry	Performance evidence	Practical activities and observational check lists/portfolio building
7	Professional Cookery: Pastry Knowledge	Knowledge evidence	Questioning Portfolio building
7	Specialist Pastry	Knowledge and performance evidence	Mixture of practical activities, knowledge testing and portfolio building
8	Specialist Pastry: Advanced	Knowledge and performance evidence	Mixture of practical activities, knowledge testing and portfolio building
8	Gastronomy	Knowledge and performance evidence	Mixture of practical activities, knowledge testing and portfolio building
8	Kitchen Planning and Design	Knowledge, performance and evaluation evidence	Knowledge testing and portfolio building
8	Kitchen Operations for Hospitality Managers	Knowledge and performance evidence	Mixture of practical activities, knowledge testing and portfolio building
7	Hospitality: Financial and Control Systems	Knowledge evidence	costing exercises, questioning, portfolio building
7	Hospitality Supervision	Knowledge and performance evidence	Mixture of practical activities, knowledge testing and portfolio building

SCQF level	Unit title	Evidence requirements	Suggested instrument of assessment
7	Food Hygiene Intermediate	Knowledge evidence	Questioning
8	Management of Food and Beverage Operations	Knowledge and performance evidence and planning and organisational skills	Mixture of practical activities, knowledge testing and portfolio building
7	Work Placement	Knowledge and performance evidence and planning and organisational skills	Mixture of practical activities, knowledge testing and portfolio building
7	Professional Cookery: Graded Unit 1		Practical activity
8	Professional Cookery with Management: Graded Unit 2		Case study

6   Guidance on approaches to delivery and assessment

All the qualifications have a heavy focus on developing learners' practical skills and their ability to apply their knowledge to relevant business environments. The qualifications also aim to prepare learners for progression to a range of further programmes of study either in higher education or occupational qualifications in the workplace.

These qualifications have been developed to facilitate flexible delivery and assessment, which is intended to be of a practical nature wherever possible, reflecting the realities of the professional kitchen. There will need to be a theory related session to cover the requirements of each unit. This could be incorporated into practical delivery or delivered in a dedicated theory class.

A learner-centered, practical and interactive approach to delivery and learning should be adopted throughout. The range of methods used in delivering the awards should ensure that experiential learning opportunities are available to learners.

All practical work will be carried out using appropriate commercial and/or industrial tools and equipment which is fit for purpose.

Practical work also provides opportunities for learners to work in groups. This will generate opportunities to gather evidence for the Core Skills of *Working with Others* and *Problem Solving* along with *Communication* and *Numeracy.*

A variety of approaches to delivery should be used, such as:

♦   Practical activities and demonstrations
♦   Discussions/questioning and theory
♦   Reflection and evaluation
♦   Peer review
♦   Guest speakers
♦   Use of external visits, eg to organic farms or commodity markets, product development facilities, trade shows, etc
♦   Participation in competitions/scholarships, eg futurechef and Hospitality Industry Trust Scotland (HIT)
♦   Use of industry related digital media
♦   Use of internet resources

An induction to the qualification which covers the expectation of people working in a professional kitchen at a senior level should be provided; for example this should include:

♦   Appropriate personal hygiene and appearance
♦   Food hygiene and health and safety requirements
♦   Current trends and developments in the sector
♦   Appropriate workplace behaviour
♦   Working within a team
♦   Emphasis on an employee's role in contributing to the success of the organisation
♦   Exploration of the range of opportunities and challenges in the sector
♦   Precisely following instructions and paying attention to detail
♦   Use of culinary terminology

The units *Professional Cookery: Practical, Knowledge* and *Kitchen Operations* (option if taken) have been developed to allow them to be delivered in either an integrated manner or in isolation, allowing individual learners who are doing PDAs or part-time learners working full-time in industry and attending college on day-release programmes to infill into college provision. (See suggested delivery schedules grid). Where learners are part-time, negotiation of content and delivery around employment needs and situation is recommended.

Each of these units links directly with the knowledge, skills and experiences developed in the other two and a holistic approach to delivery of these units is the preferred model and would benefit the learners' understanding of the interaction, knowledge and skills development throughout. Delivery models will however be dependent on the centre and the learner group.

It is envisaged that the delivery of these units would take place in a commercially equipped professional training kitchen environment with the facilities to offer a restaurant production and service to allow all aspects of the *Kitchen Operations* units to be achieved. Centres may wish to do skills development lessons along with related theory prior to the production of menus/recipes in a service situation.

Individual unit specifications provide detail on any particular approaches or requirements. For example the *Food Hygiene Intermediate* unit outlines the requirement that tutors who deliver this unit should be suitably qualified, preferably with a Diploma in Advanced Food Hygiene, and also have knowledge of hazard analysis and critical control point (HACCP). Guest speakers may be considered, eg an Environmental Health Officer for input on relevant aspects of legislation.

Assessment requirements are also set out within each unit specification. Practical units frequently recommend the use of worksheets/logbooks/portfolios completed by learners to record the methods and skills used when producing the prescribed dishes/menus along with evaluations/descriptions of the finished products, photographs and a recipe reference list.

More theoretical aspects of units should be applied in meaningful contexts, for example in a range of scenarios representative of the range of the businesses in the sector.

6.1   Sequencing/integration of units

The delivery of the group award is at the discretion of the individual centre. Many centres offer full-time programmes of between 12–15 credits to learners at HNC level over an academic session. The HNC in Professional Cookery at SCQF level 7 and the HND at SCQF level 8 are compatible with these arrangements. It would be expected, therefore, that centres would continue to offer a programme of units, but that this will include:

1	For SCQF level 7	*12 SQA credits (96 SCQF points) are required: 10 from the mandatory section and 2 from the options section (plus another 3 credits for articulation to HND if being offered).*
2	For SCQF level 8	*30 SQA credits (240 SCQF points) are required: 20 from the mandatory section and 10 credits from the options sections.*

This will allow centres to develop the group awards to suit their own unique circumstances while still meeting the requirements of the awards. The group awards are also flexible for part-time delivery and allow for the inclusion of PDA level 7 learners' programmes to be integrated into the delivery.

There are opportunities for integrated learning and assessment across the units and where possible a holistic approach should be taken to the delivery and assessment of the group award at level 7 as well as the group award at level 8.

Assessment will be by observation during practical activities (some of which may relate to more than one unit), and oral or written work along with projects. There is scope for the use of e-learning and e-assessment for theoretical components of each of the units. (It may also be possible to have a holistic assessment which covers all of the practical units, performance evidence gathered over time along with the graded unit for *Professional Cookery* (portfolio) with the focus on production of a menu under specified conditions.)

The graded units should be introduced towards the middle or end of either block 2 (If delivery model is over three Blocks) to allow learners time to prepare. (See example delivery for HNC/HND below.)

Project-based graded units are designed to test the application and integration of knowledge and skills in the planning, execution, and evaluation of a given task. In carrying out a given task, learners are required to display the ability to work independently to meet the evidence requirements and standards set out in the graded unit specification. At the same time, learners need appropriate support to enable them to complete the project-based graded unit.

Centres are encouraged to set parameters at the start of the project giving details of the submission dates for first draft and final material. This is essential so all learners are aware of the deadlines. How and when this is implemented will vary with each centre.

♦ Projects are started as early as possible, but centres must ensure that learners have all the required knowledge and skills (ie from key HN Units) as laid out in the graded unit specification.
♦ Learners are given sufficient time to carry out their work independently, with appropriate tutor support.
♦ Effective tools such as progress logs or diaries are used to motivate and monitor learners' work.
♦ An appointment system for progress interviews with learners is identified in the early stages of the project.

A project-based graded unit introduction for learners should contain at least the following:

♦ An introduction to the purpose or aims of the graded unit.
♦ A list of the key units which learners should have achieved, or be in the process of achieving, before starting their project.
♦ The task instructions or brief, including an outline of each of the stages of the project, their purpose and how they might be achieved.
♦ An explanation of the grading process and the main factors that will influence grade, eg technical content, autonomous working, etc.
♦ An outline of the percentage weighting of total marks for each stage and an explanation of how these marks relate to the quantity and quality of evidence.
♦ An explanation of the need (and reasons) to pass each stage before progressing to the next stage.
♦ Identification of deadlines and completion dates.

- Information on the system for monitoring progress and providing support on the project — including tutor input, venues for meetings, and any necessary resources required.
- Information on group work for projects (provided that the graded unit specification allows for this) which must make clear that each learner must provide evidence that they have individually met the evidence requirements.
- A clear indication that learners will not normally be working under close supervision, the degree of autonomy expected of the learner, and the level of support that will be given to them.
- Arrangements for remediation and re-assessment should also be considered along with any upgrading opportunities as early as possible and learners should be made aware of these arrangements, as necessary.

It would be useful to give this information to learners as an oral presentation and in document form, and to build in time for a thorough discussion of the points so that they can ask questions and seek clarification on any point.

There is no prescribed order in which the units must be delivered and centres may develop their delivery plans to meet the needs of learners. Examples of the order in which units could be delivered is provided in two sample delivery schedules below.

Suggested delivery schedule, Higher National Certificate in Professional Cookery at SCQF level 7 and PDAs

5 mandatory credits, 5 credits from either the Pastry route or the Traditional Cookery route, plus 2 credits from the options required. Both routes would also allow for the PDA in Professional Cookery or the PDA in Professional Pastry to be integrated. For learners going onto the HND additional units could be selected from the options to take the number of credits up to 15.

The example delivery below covers the mandatory units and some possible units from the options section. It is for each centre the decide which units they want to deliver from the options to make up the required credits.

Mandatory section — 5 credits	SQA credit value	Block 1 12 weeks	Block 2 12 weeks	Block 3 12 weeks
Hospitality: Financial and Control Systems	1	yellow		
Food Hygiene Intermediate	1	yellow		
Hospitality Supervision	2		yellow	
Professional Cookery: Graded Unit 1	1		purple	purple
Traditional Cookery route — 5 credits required				
Professional Cookery: Practical	3	brown	brown	brown
Proffesional Cookery: Knowledge	2	brown	brown	brown
Options — 2 credits required (plus 3 for HND progression)				
Professional Cookery: Kitchen Operations	2	brown	brown	brown
Sous Vide Cooking	1		blue	blue
Specialised Pastry	1		blue	blue
Plated Desserts	1		blue	blue
Pastry route — 5 credits required				
Professional Cookery: Practical Pastry	3	brown	brown	brown
Production Cookery: Pastry Knowledge	2	brown	brown	brown
Options — 2 credits required (plus 3 for HND progression)				
Specialised Pastry	1	brown	brown	brown
Plated Desserts	1	brown	brown	brown
Fermented Pastry Products	1		blue	blue
Specialised Pastry: Advanced	2		blue	blue

yellow	2 credits @ 40 hours = 80 hours/12 weeks in block 1 = 6.6 hours per week	
	2 credits @ 40 hours = 80 hours/12 weeks in block 2 = 6.6 hours per week	
brown	7 credits @ 40 hours = 280 hours/36 weeks in blocks, 1, 2 and 3 = 7.7 hours week	
purple	1 credit @ 40 hours = 40 hours/12 weeks over blocks 2 and 3 = 3.3 hours per week	
Additional units for progression to HND		
blue	3 credits @ 40 hours = 120 hours/24 weeks over blocks 2 and 3 = 5 hours per week	

Suggested delivery schedule, Higher National Diploma in Professional Cookery with Management at SCQF level 8

30 credits required: 20 from the mandatory section and 10 credits from the options section

The example delivery below covers the mandatory units and some possible units from the options section. It is for each centre the decide which units they want to deliver from the options to make up the required credits.

Mandatory section — 10 credits (plus 10 from Year 1)	SQA credit value	Block 1 12 weeks	Block 2 12 weeks	Block 3 12 weeks
Kitchen Planning and Design	1		▓	
Gastronomy	2			▓
Management of Food and Beverage Operations	3	▓	▓	
Work Placement	1	▓	▓	▓
Managing Human Resources in Hospitality	1	▓		
Professional Cookery: Graded Unit 2	2			▓
Options — 10 credits required				
Professional Cookery: Kitchen Operations	2	*Completed in year 1 (depending on route)*		
Sous Vide Cooking	1	*Completed in year 1 (depending on route)*		
Specialised Pastry	1	*Completed in year 1 (depending on route)*		
Plated Desserts	1	*Completed in year 1 (depending on route)*		
Fermented Pastry Products	1	*Completed in year 1 (depending on route)*		
Specialised Pastry: Advanced		*Completed in year 1 (depending on route)*		
Managing Hospitality Organisations	1		▓	▓
Managing Financial Resources in Hospitality	1		▓	▓
Hospitality Industry	1	▓		
Professional Cookery: Specialised Cookery	2		▓	▓

(yellow)	2 credits @ 40 hours = 80 hours/12 weeks in block 1 = 6.6 hours per week 1 credit @ 40 hours = 40 hours/12 weeks in block 2 = 3.3 hours per week 4 credits @ 40 hours = 160 hours/12 weeks in block 3 = 13.3 hours per week
(brown)	1 credit @ 40 hours = 40 hours/36 weeks over blocks 1, 2 and 3 = 1.1 hours per week
(blue)	3 credits @ 40 hours = 120 hours/24 weeks over blocks 1 and 2 = 5 hours per week
(purple)	4 credits @ 40 hours = 160 hours/24 weeks over blocks 2 and 3 = 6.6 hours per week

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

♦ HN Graded Units
♦ Course and/or external assessments
♦ Other integrative assessment units (which may or not be graded)
♦ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
♦ Where there is an existing requirement for a licence to practice
♦ Where there are specific health and safety requirements
♦ Where there are regulatory, professional or other statutory requirements
♦ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Appendix 1 identifies possible qualification progression opportunities for the suite of SQA professional cookery qualifications. They also provide multiple exit points for entering into employment

Degrees

The HN group awards provide learners with the relevant mix of competencies to enable immediate entry to employment whilst at the same time allowing them an articulation route to degree level study. A number of related degree programmes are offered at a range of institutions throughout Scotland. The HNC/HNDs provide entry variously into 2nd and 3rd year of degree programmes.

PDAs

The PDAs are made up from component units within the HNC/HND and therefore provide a further route for learners wishing to complete the larger programmes.

Professional recognition

The HNs in Professional Cookery have been developed to allow learners to gain the maximum benefit from their programme of study. Consequently, value has been added to the qualifications by working in partnership with the professional body for food hygiene to get recognition for the achievement of the Royal Environmental Health Institute of Scotland (REHIS) Food Hygiene Intermediate course within the *Food Hygiene* unit.

6.2.2 Transitional arrangements and credit transfer

Credit transfer is a decision for centres and can be given where there is broad equivalence between the subject-related content of the units, ie the knowledge and/or skills have not changed, or are covered in the unit for which credit is being awarded.

A more integrative model of units has been developed for the revised qualifications and there is not always a direct one to one replacement for each unit. The revised frameworks have revised mandatory units, therefore centres are advised, for existing learners, to complete the programme they started on. For returning learners in future years, centres should take into account the currency of the skills and knowledge the learner has maintained or acquired over the period in question.

An overview of possible credit transfer between old and new units is provided below:
Detailed mapping information on the old and new cookery units is provided in Appendix 2

Old units	SCQF level	New units	SCQF level	Credit transfer comment
Hospitality: Financial and Control Systems	7	Hospitality: Financial Control Systems	7	Full transfer
Hospitality Supervision	7	Hospitality Supervision	7	Full transfer
Kitchen Planning and Design	8	Kitchen Planning and Design	8	Full transfer
Gastronomy	8	Gastronomy	8	Full transfer
Management of Food and Beverage Operations	8	Management of Food and Beverage Operations	8	Full Transfer
Production Kitchen: Hot Kitchen; Production Kitchen Cold Kitchen; Food Classification and Purchase; Integrated Production Cookery;	7	Professional Cookery: Practical	7	Partial transfer
		Professional Cookery: Knowledge	7	Partial transfer
		Professional Cookery: Kitchen Operations	7	Partial transfer
Patisserie; Pastry; Production Cookery: Sweets and Desserts; Specialised Patisserie;	7	Professional Cookery: Pastry Knowledge	7	Partial transfer
		Professional Cookery: Practical Pastry	7	Partial transfer
		Plated Desserts	7	Partial transfer
		Specialised Pastry	7	Partial transfer
Fermented Patisserie Products	7	Fermented Pastry Products	7	Full transfer
Specialised Patisserie: Advanced	8	Specialised Pastry: Advanced	8	Partial transfer
Hospitality Financial Accounting	7	Understanding Financial Accounting Statements	7	Partial transfer
Managing Hospitality Organisations 2	7	Managing Hospitality Organisations	7	Full transfer
Managing Hospitality Organisations 1	7	Managing Hospitality Organisations	8	Partial transfer

Old units	SCQF level	New units	SCQF level	Credit transfer comment
Managing Financial Resources in Hospitality	8	Managing Financial Resources in Hospitality	8	Partial transfer
Managing Human Resources in Hospitality 1	7	Managing Human Resources in Hospitality	8	Partial transfer
Alcoholic Beverages	7	Alcoholic Beverages	7	Partial transfer
Accommodation Servicing	7	Accommodation Operations	7	Partial transfer
Hospitality Industry	7	Hospitality Industry	7	Partial transfer
Food Service for Food Production Personnel	6	Kitchen Operations for Hospitality Managers	7	Partial transfer
Food and Beverage Service	7	Food and Beverage Operations	7	Partial transfer

6.3   Opportunities for e-assessment

Given the highly practical nature of most of the units it is anticipated that the majority of evidence for assessment will come from directly observed evidence and performance evidence of practical activity in a professional kitchen environment. However, there may be scope to use online portfolio building tools as a means for learners to gather evidence for some assessments. Some areas of underpinning knowledge, in for example food hygiene and product/commodity knowledge would lend themselves to on-line testing. 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.**

6.4   Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

6.5   Resource requirements

A fully equipped training or production kitchen will be required to deliver many of the units in the HNC/HND and PDAs. Learners will need good access to a wide range of commodities that reflect current commercially available menus and items.

Tutors responsible for the *Food Hygiene* unit should be suitably qualified, preferably with a Diploma in Advanced Food Hygiene and with knowledge of HACCP.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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**.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk/GuideToAssessment)**.

8   Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

♦   learners may not be entered for the group award
♦   the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded unit: Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

♦   the group award will be deleted from the relevant catalogue
♦   the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
♦   no new centres may be approved to offer the group award
♦   centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

♦ No new centres may be approved to offer the unit which has been revised.
♦ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date
06	P36 - PDA Patisserie amended to PDA Pastry	30/06/23
05	**Addition of Unit:** J384 35 Hospitality Management Accounting added as optional unit to framework for Professional Cookery with Management GR1W 16	24/08/22
04	Credit transfer information on pages 31 and 32 updated and new appendix 2 included to provide additional mapping information for the old and new cookery units	10/12/21
03	Suggested delivery schedules revised for clarification	24/07/20
02	**Revision of Unit:** F7J8 34 Economic Issues: An Introduction (finish date 31/07/2023) has been replaced by J462 34 Economic Issues: An Introduction (start date 0108/2020) for GR1W 16 HND Professional Cookery with Management	04/06/20

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9   General information for learners

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

HNC in Professional Cookery and HND Professional Cookery with Management

These awards are designed to enable you to obtain the key competences required for entry into operational, supervisory and management positions in a professional kitchen in a wide range of hospitality establishments. With appropriate experience you can aspire to head/executive Chef level roles.

The hospitality industry is truly international. It is an important and growing sector in Scotland and the UK and career opportunities are wide and varied both at home and abroad. The HNC/HND have a heavy emphasis on practical skills and developing the personal and interpersonal skills crucial in a today's professional kitchen. The assessments in the awards are varied with much project work, investigative activity and practical activity involved.

The HNC Professional Cookery course will allow you to:

♦ gain the skills and knowledge required to source quality commodities and resources.
♦ develop knowledge and skills in specialist culinary areas, food hygiene and control systems.
♦ progress to further studies or prepare for employment in the hospitality industry.

and if you do the HND Professional Cookery with Management you will:

♦ further develop specialist culinary skills.
♦ develop a wider range and depth of knowledge and skills in areas such as human resource management, menu compilation and design and kitchen planning and design.
♦ gain the opportunity to plan and manage a food and beverage operation.
♦ progress to further studies within higher education or prepare for employment in supervisory/management level posts.

The following knowledge, skills, experience and qualifications provide suitable preparation for this qualification and therefore would be beneficial if you have one or more of these before starting the HNC/HND:

♦ National Certificates in Professional Cookery at SCQF levels 5 or 6
♦ Appropriate groupings of National Units
♦ Any other relevant National Certificates at SCQF levels 5 or 6
♦ Any two National Qualifications at Higher together with three National 5 passes at 3 or above.
♦ An SVQ at SCQF level 5 or above
♦ Different combinations of relevant National Qualifications, Vocational Qualifications and equivalent qualifications from other awarding bodies may also be acceptable
♦ Relevant work experience

PDA in Professional Cookery

This PDA is suitable for:

♦ experienced chefs who have no formal qualifications.
♦ those who have some kitchen experience and want to develop knowledge and skills in news area to help with career progression.
♦ anyone who has part completed a relevant HNC/HND and wants recognition for the units they have successfully completed.

The following knowledge, skills, experience and qualifications provide suitable preparation for this qualification and therefore would be beneficial if you have one or more of these before starting this PDA:

♦ Current or prior experience as a chef in a professional kitchen
♦ Relevant SVQ at SCQF level 5 or above, eg SVQ in Professional Cookery at SCQF level 6
♦ National Certificate in Professional Cookery at SCQF level 5 or 6
♦ Different combinations of relevant National or Vocational qualifications and equivalent qualifications from other awarding bodies

Assessment of the units in this PDA will involve you carrying out practical activities to demonstrate your competence in the required skills and techniques and collating a portfolio of evidence and/or answering questions to demonstrate your knowledge and understanding.

This qualification could be undertaken as a part-time or day release student in a college training kitchen or in the workplace or a combination of both.

Successful completion of this PDA could help you find employment as a Sous Chef/Senior Sous Chef. The units that make up this PDA also contribute to the HNC in Professional Cookery and HND in Professional Cookery with Management.

PDA in Professional Pastry

This PDA is suitable for:

♦ experienced pastry chefs who have no formal qualifications.
♦ those who have some kitchen experience and want to specifically develop specialist knowledge and skills in pastry work to help with career progression.
♦ anyone who has part completed a relevant HNC/HND and wants recognition for the units they have successfully completed.

The following knowledge, skills, experience and qualifications provide suitable preparation for this qualification and therefore would be beneficial if you have one or more of these before starting this PDA:

♦ Current or prior experience as a chef in a professional kitchen
♦ Relevant SVQ at SCQF level 5 or above, eg SVQ Professional Cookery at SCQF level 5
♦ National Certificate in Professional Cookery at SCQF 5 or 6
♦ Different combinations of relevant National or Vocational qualifications and equivalent qualifications from other awarding bodies

Assessment of the units in this PDA will involve you carrying out practical activities to demonstrate your competence in the required skills and techniques and collating a portfolio of evidence and/or answering questions to demonstrate your knowledge and understanding.

This qualification could be undertaken as a part-time or day release student in a college training kitchen or in the workplace or a combination of both.

Successful completion of this PDA could help you find employment as a specialist pastry chef. The units that make up this PDA also contribute to the HNC in Professional Cookery and HND in Professional Cookery with Management.

Appendix 1: SQA Qualifications in Professional Cookery and Possible Progression Routes

SCQF	Pre-employment SQA National Courses and Group Awards	Pre-employment and Development Higher Education	Workforce Development Safe and Legal	Workforce Development Occupational/CPD	SCQF
8		**HND** ♦ Professional Cookery with Management		**SVQ** ♦ Hospitality Management Skills	8
7		**HNC** ♦ Professional Cookery	HN Food Hygiene ♦ Food Hygiene Intermediate	**PDA** ♦ Professional Cookery ♦ Professional Pastry **SVQ** ♦ Hospitality Supervision and Leadership ♦ Professional Cookery (Patisserie and Confectionery)	7
6	**National Certificate** ♦ Professional Cookery **National Progression Award** ♦ Professional Cookery		**Food Safety:** ♦ Food Hygiene for the Hospitality Industry	**SVQ** ♦ Professional Cookery	6
5	**National 5** ♦ Hospitality: Practical Cake Craft ♦ Hospitality: Practical Cookery ♦ Hospitality Skills for Work **National Certificate** ♦ Professional Cookery ♦ Bakery **National Progression Award** ♦ Professional Cookery		**Food Safety:** ♦ Food Hygiene for the Hospitality Industry	**SVQ** ♦ Food Production ♦ Kitchen Services ♦ Professional Cookery	5
4	**National 4** ♦ Practical Cookery ♦ Hospitality Skills for Work **National Progression Award** ♦ Bakery ♦ Professional Cookery		**Food Safety** ♦ Food Hygiene for the Hospitality Industry	**SVQ** ♦ Professional Cookery **Award** ♦ Culinary Ability: Food Preparation Award	4
3	**National 3** ♦ Hospitality Practical Cookery **National Progression Award** ♦ Professional Cookery		**Food Safety** ♦ Food Hygiene for the Hospitality Industry		3

Appendix 2: Mapping of differences between old and new cookery units

Old Unit		New Unit	
DL47 34	Production Cookery: Hot Kitchen	J2LE 34	Professional Cookery: Practical
DL46 34	Production Cookery Cold Kitchen	J2LF 34	Professional Cookery: Knowledge
DL3H 34	Food Classification and Purchase	J2LG 34	Professional Cookery: Kitchen Operations
DL3Y 34	Integrated Production Cookery		
Guidance			

The following information may assist centres when making decisions on accepting a candidate's previous qualifications as credit for any of the new units.

The new units are much more specific in the evidence requirements than the old units, especially the Production Cookery units.

It is likely that candidates who have completed the old Production Cookery, Food Classification and Integrated Production Cookery units are likely to have covered most of the evidence requirements in the new units. However, it will depend on the dishes produced by candidates for the Production Cookery units whether they will cover all of the techniques, processes and underpinning knowledge in the new units.

In addition, there may be gaps in evidence for:
• Preservation methods – although this is mentioned in outcome 1 of the Food Classification unit the requirement is simply to identify rather than describing and explaining the effect of fermentation, pickling, curing/brining, smoking and drying on food
• The function of salt, sugar, oils, fats, vinegar and alcohol – although this is probably covered in the delivery of the old units it is not necessarily assessed
• The use of alternative ingredients/dishes to reflect a range of customer requirements, including allergens/intolerances, healthy eating options, etc – again, although this is probably covered in the delivery of the old units it is not necessarily assessed
• Hazard analysis and the process for creating risk assessments - again, although this is probably covered in the delivery of the old units it is not necessarily assessed

It should be possible to also recognise evidence from the following units when considering credit for the new units:
• Professional Cookery: Graded Unit 1 – for menu development, customer requirements, safe and hygienic working practices, etc
• Financial and Control Systems – for the calculation of net profit in outcome 4 of the new Kitchen Operations unit
• Food Hygiene Intermediate – for knowledge of legislative requirements, safe and hygienic working practices, etc

As well as reviewing a candidate's portfolio to cover any gaps, evidence could also come from any relevant industry experience that the candidate has – the evidence could be generated by having a structured and recorded professional discussion with the candidate to confirm their competence in the specific area(s). Currency of evidence from previous qualifications and/or industry experience should be taken into consideration.

Summary of requirements for the old units	Summary of requirements for the new units
The Assessment Exemplars for the Production Cookery units cover the following:	**Professional Cookery: Practical Evidence Requirements** **Outcome 1**
Preparation Techniques: Scaling, filleting, cutting, washing, peeling, chopping, dicing, skinning, trimming, slicing, sawing, cleaning bones, removal of sinew, cutting, turning	Preparation Techniques: Peel, Pipe, Blanch, Tie, Grate, Fold, Skin, Truss, Roll, Whisk, Tenderise, Clarify, Shape, Pane, Stuff, Marinate
Preparation of meat, game, poultry and fish: Beef, lamb, pork (large and small joints/cuts) Offal Poultry Furred and feathered game Flat and round fish Shellfish, crustacean, mollusc	Veg cuts: Macédoine, Julienne, Paysanne, Tourne, Brunoise, Jardinière, Mirepoix, Concassé Fruit preparation – to include segmenting citrus fruit Fish cuts: Filleting, Tronçon, Goujons, Pavè, Butterfly, Darnes, Loins, Supremes
Cookery Processes: Poaching, boiling, roasting, braising	Preparation of Meat and Poultry for: Both slow and quick cook beef or veal dishes Both slow and quick cook lamb or mutton dishes Both slow and quick cook pork or bacon dishes Both slow and quick cook turkey or duck dishes
Range of ingredients: Beef, lamb, pork Offal Poultry Furred and fathered game Flat and round fish Shellfish, crustacean, mollusc Vegetable Fruit Farinaceous Eggs Dairy produce	Chicken dishes (must include sauté cuts, French trimming and a deboned leg) Game preparation Preservation methods: Fermenting, Curing, Pickling, Smoking

The Outcomes and Evidence Requirements for Food Classification and Purchase cover the following:

Outcome 1: The conditions affecting the availability of food
Outcome 2: Grading and classification of fresh food in relation to quality
Outcome 3: Purchase specifications and relevant control procedures

Evidence Requirements:

Produce information for one perishable commodity and one non-perishable commodity, to include:
impact of political, economic, climatic and seasonal factors on the availability of the commodity
sources of supply including manufacturers, wholesalers and specialist suppliers
a minimum of three possible preservation and processing methods
common packaging and appropriate storage conditions
possible causes of food wastage
classification and grading in relation to quality standards, including colour, size, shape and class/grade
completed purchase specifications and an explanation of why they are required
possible discounts
description of all the documentation involved in stock control

The Outcomes and Evidence Requirements for Integrated Production Cookery cover the following:

Outcome 1: Prepare a wide range of dishes, which are suited to restaurant presentation

Outcome 2: Cook a wide range of dishes using a variety of cookery processes

Outcomes 2 and 3

Cookery Processes:
Roasting, Boiling, Braising, Steaming, Shallow frying, Poaching, Sous vide, Deep frying, Grilling, Confit, Baking, Sautéing, Pressure cooking, Microwaving

Types of dishes to be produced using meat, poultry and fish:
One quick cook beef or veal dish
One slow cook beef or veal dish
One quick cook lamb or mutton dish
One slow cook lamb or mutton dish
One quick cook pork or bacon dish
One slow cook pork or bacon dish
One quick turkey or duck dish
One slow cook turkey or duck dish
One game dish
One chicken dish (must include a sauté cut, French trimming and a deboned leg)
One white fish dish
One oily fish dish
One shellfish (molluscs/crustaceans) dish
One vegetarian or vegan dish
One dish suitable for a common dietary requirement
Two ethnic/cultural dishes

Use of additional ingredients to be incorporated into the dishes above:
Oils and fats, Root vegetables, Potatoes/rice/pasta, Alcohols/vinegars, Green vegetables, Other vegetables, Salad items, Fruit, Pulses/grains/nuts, Eggs, Dairy products, Spices, Stocks, Sauces, Processed products

All outcomes:

Demonstrate safe and hygienic working practices

Outcome 3: Present a wide range of dishes to a commercially acceptable standard	
Evidence Requirements:	**Professional Cookery: Knowledge Evidence Requirements Outcome 1:**
Practical work: Produce a minimum of one work plan for each corner Apply a variety of food preparation techniques on a range of commodities Prepare food to a pre-determined specification Demonstrate the use of 8 cookery processes Present finished dishes	In-depth knowledge of ingredients: The season in which the ingredients are at their best (where appropriate) The main quality points of the ingredients The source of the ingredients and a minimum of one supplier Purchasing criteria for the ingredients Modern and traditional dishes that the ingredient can be used in, should include ethnic/cultural dishes
Folio work to include: copies of recipes work plans details of preparation techniques cookery processes presentation styles evaluation sheets storage documentation photographic evidence	Alternative ingredients that can be used to meet specific dietary requirements The preparation techniques associated with the ingredient The optimal cookery processes associated with the ingredients (where appropriate) Preservation methods for the ingredients (where appropriate) Explain the financial implications of ingredient use — should include wastage and portion control Ingredient categories that information to be produced for: Meat, 1 from: beef, lamb, pork, game Fish, 1 from: flat/round, white/round, oily Shellfish, 1 from: molluscs, crustaceans 2 from each: Spices Dairy products Eggs Poultry Potatoes Other starches Root vegetables Green vegetables Oher vegetables Fruit Salad Nuts

	Pulses/grains
	Stocks and sauces
	Processed products
	Outcome 2:
	Factors that affect the availability and use of ingredients:
	For one perishable and one non-perishable ingredient:
	Provide a brief history of each ingredient
	Identify seasonal and climatic factors that affect the availability of each ingredient
	Identify political and economic factors that affect availability of each ingredient
	Identify sources and suppliers for each ingredient
	Identify the optimal storage conditions for each ingredient
	Identify possible causes of wastage for each ingredient
	State how each ingredient is classified and graded
	Complete a purchase specification for each ingredient
	Outcome 3
	Functions of ingredients and preservation methods:
	Explanation of:
	The function of salt in the context of seasoning and preservation and its effect on the moisture content of food
	The function of sugar in the context of seasoning and preservation and its effect on the moisture content of food
	The function and optimal uses for a minimum of two types of oil
	The function and optimal uses for a minimum of two types of fat
	The function of a minimum of one type of vinegar
	The function of a minimum of one type of alcohol
	Describe the following preservation methods and explain the effect of each on food:
	Fermentation
	Pickling
	Curing and brining
	Smoking
	Drying

Prof. Cookery: Kitchen Operations Evidence Requirements:
Outcome 1

Workplace hazards and risk assessments:
Legal requirements relating to risk assessments
Hazards that may be found in a professional kitchen and state possible control measures
Steps in the risk assessment process
Carry out a risk assessment in a professional kitchen, identify at least six hazards and complete relevant documentation

Outcome 2
Development of menus for different occasions and customer requirements:
Three menus to include different customer requirements and reflect seasonal variations
Alternative dishes for each menu to reflect the dietary requirements / restrictions of specific groups of people
Alternative ingredients that could be used to adjust dishes and promote healthy eating
Calculate the amount of ingredients needed to produce the required number of portions of the dishes in each menu
Cost of the dishes in each of the menus

Outcome 3
Planning, supervision and evaluation of the production and service of a range of menus:

Plan for the production and service of a menu containing at least four dishes, to include:
Detailed work plans for all corners of the kitchen
The amount of ingredients needed to produce the required number of portions for each dish on the menu
Comprehensive food orders
Detailed equipment lists

Supervise a team in the production and service a menu:

	Organise the kitchen in a traditional partie system Demonstrate safe and hygienic working practices Demonstrate effective communication and supervisory skills Reflect on the planning, production and service of the menu: Gather and collate feedback Review own planning and performance Review the team's performance Critically evaluate own and the team's performance Highlight areas of strength and identifying areas for improvement **Outcome 4** Stock control procedures and calculation of net profit: Factors that affect stock control The outcomes of effective stock control The advantages and disadvantages of keeping minimal stock levels Carrying out a stock checks, calculation of closing stock and completion relevant records Calculate the net profit generated from producing the menu, to include: Total cost of ingredients Portions sold Closing stock Selling price of each dish Overhead costs