



National Unit Specification: general information

UNIT Cookery Processes: An Introduction (Access 3)

CODE D264 09

SUMMARY

This Unit is a mandatory Unit in the Access 3 Hospitality: Practical Cookery Course, but can be taken as a free-standing Unit. It is suitable for candidates with no previous experience.

On completion of this Unit candidates will be able to demonstrate underpinning knowledge associated with a range of cookery processes, and carry out the cookery processes in a safe and hygienic manner.

OUTCOMES

- 1 Identify the principles associated with a range of cookery processes.
- 2 Carry out the cookery process to given specification.
- 3 Control the cookery process to minimise wastage.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

Administrative Information

Superclass: NF

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National Unit Specification: statement of standards

UNIT Cookery Processes: An Introduction (Access 3)

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

OUTCOME 1

Identify the principles associated with a range of cookery processes.

Performance Criteria

- (a) Outline the principles associated with a range of cookery processes.
- (b) Suitable foods are identified for each process.

OUTCOME 2

Carry out the cookery process to given specification.

Performance Criteria

- (a) Each cookery process is correctly applied to one type of food.
- (b) Instructions are correctly followed.
- (c) Safe and hygienic standards are maintained throughout.

OUTCOME 3

Control the cookery process to minimise wastage.

Performance Criteria

- (a) The process is monitored regularly.
- (b) Appropriate techniques are used to check food for readiness.
- (c) An attractive and palatable end result is produced.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met. Performance and written/oral evidence is required for this Unit.

Outcome 1 — Written/oral Evidence

Candidates will be required to demonstrate that they can identify the principles associated with a range of cookery processes, and are able to correctly identify one food suitable for each cookery process.

Cookery processes: boiling, baking, grilling, shallow frying/stir-frying, steaming.

Foods: vegetables/fruit, eggs, meat/fish, dry goods.

The evidence for this Outcome must be gathered under open-book, supervised conditions.

National Unit Specification: statement of standards (cont)

UNIT Cookery Processes: An Introduction (Access 3)

Outcome 2 and 3 — Performance Evidence

Candidates will be required to demonstrate by practical activity that they are able to:

- ◆ correctly apply each cookery process to one type of food
- ◆ correctly follow instructions
- ◆ maintain safe and hygienic standards throughout
- ◆ regularly monitor the process
- ◆ use appropriate techniques to check food for readiness
- ◆ produce an attractive and palatable end result

The practical activity must be carried out under supervised conditions and an assessor observation checklist should be retained as evidence of performance.

The NAB pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Outcome 1

As each cookery process is covered, candidates should be encouraged to discuss how the heat is passed through the food, and also the medium in which the food is being cooked. The suitability of a food for a process should be explained to enable candidates to understand the need for appropriate methods of cooking for certain foods. Any operation required for the safe use of equipment should be demonstrated and the relationship to the process explained, eg, electric whisk, oven or microwave.

Outcome 2

Demonstrations and use of equipment should feature throughout each practical session as new skills are developed. The correct method of carrying out each process should be explored prior to candidates carrying out practical sessions. The development of safe and hygienic standards and correct working methods must be instilled by the teacher/lecturer as essential skills to be practised at all times.

Candidates should be encouraged to follow standard recipes in carrying out the practical tasks in a step by step method. The recipes must be in a form suitable for the needs of the candidate.

Outcome 3

The teacher/lecturer should encourage candidates to monitor the cookery process with regard to temperature, time, the cooking medium, and techniques demonstrated to check the food for readiness. Candidates should be encouraged to use their senses to check the foods throughout the cookery process, specifically touch, sight and taste.

The teacher/lecturer will have to explain the effects of overcooking and undercooking on each foodstuff and the importance of producing a palatable end result.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The learning and teaching approach should allow Outcomes to be achieved in a candidate-centred participative and practical manner. Theoretical aspects should be an integral part of each practical exercise. The choice of activities must allow for a range of cookery processes to be used and candidates should be given time to practise before assessment. The needs and abilities of each candidate must be taken into account in terms of the type of support and equipment required. The timescale required to complete an activity should be adjusted to allow for candidate achievement. Candidates should understand, however, that the constraint of time is a consideration when carrying out an activity.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the learning and teaching process. In this Unit the candidate will be identifying suitable foods to use of different cookery processes and will be following instructions. This may provide opportunities to develop aspects of the following Core Skills:

- ◆ Problem Solving
- ◆ Communication

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Aspects of theory related to the principles associated with each cookery process should be covered prior to the practical exercise, as should correct use of equipment.

The assessment of Outcome 1 should be related to the practical exercise and not seen as a separate unrelated Outcome.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (www.sqa.org.uk)*.