



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

### **FOOD PREPARATION NQF Level 4**

September 2007



# FOOD PREPARATION – LEVEL 4

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## SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Food Preparation in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Food Preparation* to prepare for and deliver Food Preparation. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

## SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

### 1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

## **2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS**

The assessment structure for the National Certificates (Vocational) qualification is as follows:

### **2.1 Internal continuous assessment (ICASS)**

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and quality assured externally by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

### **2.2 External summative assessment (ESASS)**

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be simultaneously assessed in Hospitality Generics, Food Preparation, Hospitality Services and Customer Services and Human Relations with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

### 3 MODERATION OF ASSESSMENT

#### 3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

#### 3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning and supported to enable these students to achieve their maximum potential.

### 4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

### 5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

### 6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

### 6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

### 6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

### 6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

### 6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

## 7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

### 7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

### 7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

### 7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

## 8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

|                            |   |
|----------------------------|---|
| <b>LECTURER ASSESSMENT</b> | The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.                         |
| <b>SELF-ASSESSMENT</b>     | Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.                               |
| <b>PEER ASSESSMENT</b>     | Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc. |
| <b>GROUP ASSESSMENT</b>    | Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.       |

## 9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

|                               | METHODS FOR COLLECTING EVIDENCE  |  |  |
|-------------------------------|--|--|--|
|                               | Observation-based<br>(Less structured)   | Task-based<br>(Structured)   | Test-based<br>(More structured)  |
| <b>Assessment instruments</b> | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Class questions</li> <li>• Lecturer, student, parent discussions</li> </ul>                    | <ul style="list-style-type: none"> <li>• Assignments or tasks</li> <li>• Projects</li> <li>• Investigations or research</li> <li>• Case studies</li> <li>• Practical exercises</li> <li>• Demonstrations</li> <li>• Role-play</li> <li>• Interviews</li> </ul> | <ul style="list-style-type: none"> <li>• Examinations</li> <li>• Class tests</li> <li>• Practical examinations</li> <li>• Oral tests</li> <li>• Open-book tests</li> </ul> |
| <b>Assessment tools</b>       | <ul style="list-style-type: none"> <li>• Observation sheets</li> <li>• Lecturer's notes</li> <li>• Comments</li> </ul>   | <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rating scales</li> <li>• Rubrics</li> </ul>   | <ul style="list-style-type: none"> <li>• Marks (e.g. %)</li> <li>• Rating scales (1-7)</li> </ul>  |
| <b>Evidence</b>               | <ul style="list-style-type: none"> <li>• Focus on individual students</li> <li>• Subjective evidence based on lecturer observations and impressions</li> </ul> | <p><b>Open middle:</b> Students produce the same evidence but in different ways.</p> <p><b>Open end:</b> Students use same process to achieve different results.</p>   | Students answer the same questions in the same way, within the same time.  |

## 10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

**Rating scales** are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

**Task lists** and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

**Rubrics** are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

## 11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

## 12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.



### 13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

#### 13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

#### 13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against which criteria they are evaluated. Space for comments is essential.

## SECTION C: ASSESSMENT IN FOOD PREPARATION

### 1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a PoE, account for the other 50 percent.

The PoE and the external assessment include practical and written components. The practical assessment in Food Preparation must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

#### 1.1 Theoretical component

This component will be internally assessed through written tests, assignments, projects, case studies and reports. The theoretical component will form 40 percent of the internal assessment mark in Food Preparation.

| FORM OF EVALUATION   | NUMBER | FREQUENCY  |
|----------------------|--------|--|
| Written tests        | 4      | One per term                                     |
| Assignments          | 3      | One in each of the first, second and third terms |
| Case study or report | 2      | First or second term                             |
| Project              | 1      | Second or third term                             |

#### 1.2 Practical component

This component will be internally assessed through practical performance tests and an integrated summative assessment task (ISAT) in a real or simulated work environment. The practical component will form 60 percent of the internal assessment mark in Food Preparation.

| FORM OF EVALUATION                   | NUMBER | FREQUENCY                               |
|--------------------------------------|--------|---|
| Practical performance tests          | 3      | One in the first, second and third term |
| Integrated summative assessment task | 1      | Third or fourth term                    |

## 2 RECORDING AND REPORTING

Food Preparation, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

### ***Scale of Achievement for the Vocational component***

| <b>RATING CODE</b> | <b>RATING</b>     | <b>MARKS %</b> |
|--------------------|-------------------|----------------|
| 5                  | Outstanding       | 80-100         |
| 4                  | Highly Competent  | 70-79          |
| 3                  | Competent         | 50-69          |
| 2                  | Not yet competent | 40-49          |
| 1                  | Not achieved      | 0-39           |

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following at least should be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's PoE must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the PoE, its exact location must be recorded and it must be readily available for moderation purposes.

**ASSESSMENT OF FOOD PREPARATION**  
**LEVEL 4**

### 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN FOOD PREPARATION - LEVEL 4

#### Topic 1: Meat, poultry, game and offal

| SUBJECT OUTCOME   |  |
|---|--|
| <p><b>1.1 Produce a variety of meat, poultry, game or offal dishes, using appropriate preparation and cooking methods. The student should eliminate wastage as far as possible and adhere to principles of hygiene at all times. The effects of time and temperature must also be taken into account.</b></p>   |  |
| ASSESSMENT STANDARD   | LEARNING OUTCOME   |
| <ul style="list-style-type: none"> <li>• To cover a minimum of four preparation and four cooking methods.</li> <li>• Preparation areas and equipment are appropriately cleaned, and contamination threats avoided.</li> <li>• Different types of meat products and the indicators of freshness and quality are identified<br/><i>Meat, poultry, game, or offal: Beef or veal, lamb or mutton, pork or bacon, liver or kidney, chicken, turkey or duck, game.</i></li> <li>• Meat dishes are prepared, cooked, finished and garnished in accordance with procedures and customer requirements, and the relationship between time and temperature when cooking meat are explained. Waste is kept to a minimum.<br/><i>Preparation methods: Trimming, boning, dicing, trussing or tying, skinning, washing, marinating, coating, seasoning, stuffing.</i><br/><i>Cooking methods: Roasting, grilling or griddling or braaiing, shallow or stir frying, braising, stewing, boiling or poaching or steaming.</i></li> <li>• Unexpected operational situations are appropriately dealt with.<br/><i>Problems with production: Cuts or burns, equipment failure, insufficient or damaged stock, tough or burnt meat, meat overcooked to customer requirements.</i></li> <li>• All work is completed in an organised and efficient manner.</li> </ul> | <ul style="list-style-type: none"> <li>• Clean preparation areas and equipment before and after use and comply with the Occupational Health and Safety Act (OHS) Act.</li> <li>• Understand the main contamination threats when cooking meat dishes.</li> <li>• Identify different types of meat products and the indicators of freshness and quality.</li> <li>• Explain the relationship between time and temperature when cooking meat in terms of cost, customer satisfaction, quality and food hygiene.</li> <li>• Prepare, cook, finish and garnish meat dishes in accordance with procedures and customer requirements.</li> <li>• Identify and apply ways to keep waste to a minimum</li> <li>• Cater for different dietary requirements in the selection and preparation of meat dishes.</li> <li>• Store all dishes not for immediate consumption in accordance with hygiene regulations.</li> <li>• Handle unexpected operational situations.</li> <li>• Complete all work in an organised and efficient manner and in accordance with time lines and deadlines.</li> </ul> |
| ASSESSMENT TASKS OR ACTIVITIES  |  |
| <p><b>Activity 1:</b> Practical exercise</p> <ul style="list-style-type: none"> <li>• Students are to complete the preparation and cooking of a variety of hot meat, poultry, game and offal dishes for an upmarket a la carte menu.</li> </ul> <p><b>Activity 2:</b> Assignment</p> <ul style="list-style-type: none"> <li>• Students are to complete an assignment on preparing a buffet menu for a game lodge and cost the menu per portion. Presentation methods and condiments are to be included in the description.</li> </ul> <p><b>Activity 3:</b> Practical exercise</p> <ul style="list-style-type: none"> <li>• Students are to prepare the cold meat and poultry dishes for the buffet menu above.</li> </ul> <p><b>Activity 4:</b> Assignment</p> <ul style="list-style-type: none"> <li>• Students are to visit a butchery and complete a questionnaire on the purchasing of good quality meat products.</li> </ul> <p><b>Activity 5:</b> Practical exercise</p> <ul style="list-style-type: none"> <li>• Students are to complete the preparation of hot meat, game, offal dishes for the buffet in the game lodge.</li> </ul>  |  |

**Topic 2: Complex vegetable dishes**

| <b>SUBJECT OUTCOME</b>  |  |
|---|--|
| <b>2.1 Produce complex vegetable dishes which will satisfy customers according to organisational requirements.</b>  |  |
| <b>ASSESSMENT STANDARD</b>  | <b>LEARNING OUTCOME</b>  |
| <ul style="list-style-type: none"> <li>• Preparation areas and equipment are appropriately cleaned and maintained.</li> <li>• Ingredients are selected according to recipe specifications.<br/><i>Range of quality: Texture, aroma, flavour, consistency, appearance</i><br/><i>Range of vegetables: Roots, tubers, bulbs, leaves, flowerheads, stems, fungi, vegetable fruits (tomatoes), pulses, seeds, pods</i></li> <li>• Correct preparation methods are demonstrated.<br/><i>Range of preparation methods: Skinning, peeling, pureeing, grating, blanching, refreshing, shredding / fine slicing, dicing, carving, turning, shaping, marinating.</i><br/><i>Range of preparations: Mousses, royales, purees, stuffings, terrines, pates, timbales</i></li> <li>• A range of cooking and finishing methods are used, and quality of dishes is maximised by selecting the correct method and making the appropriate adjustments<br/><i>Range of cooking methods: Roasting, baking, shallow frying, stir frying, sautéing, deep frying</i><br/><i>Range of finishing methods: dressing, saucing, garnishing, piping, glazing, coating, gratinating.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Clean and fully maintain preparation areas and equipment in accordance with principles of basic hygiene.</li> <li>• Consider and select the correct type, quantity and quality ingredients according to recipe specifications.</li> <li>• Retain the nutritional value adequately during preparation.</li> <li>• Demonstrate correct preparation methods appropriate for the dish type.</li> <li>• Use a range of preparations and satisfy organisational quality standards fully with properly prepared vegetables and preparations</li> <li>• Use a range of cooking and finishing methods and maximise the quality of dishes by selecting the correct method and any appropriate recipe adjustments.</li> <li>• Store vegetables and preparations not for immediate use hygienically.</li> </ul> |
| <b>ASSESSMENT TASKS OR ACTIVITIES</b>   |  |
| <p><b>Activity 1:</b> Assignment</p> <ul style="list-style-type: none"> <li>• Students are to source recipes for complex vegetables.</li> <li>• Match the dishes to menus.</li> </ul> <p><b>Activity 2:</b> Practical exercises</p> <ul style="list-style-type: none"> <li>• Students are to complete the preparation and cooking of a variety of complex vegetable dishes for a buffet.</li> </ul>   |  |

**Topic 3: Hot and cold desserts**

| <b>SUBJECT OUTCOME</b>   |   |
|--|---|
| <b>3.1 Produce a variety of hot and cold desserts according to organisational requirements. In completing this, the student should be able to work with efficiently and in accordance with good hygiene practices</b>  |   |
| <b>ASSESSMENT STANDARD</b>   | <b>LEARNING OUTCOME</b>   |
| <ul style="list-style-type: none"> <li>• To cover a minimum of 2 hot and 2 cold desserts.</li> <li>• To cover a minimum of 2 preparation and 2 cooking methods.</li> <li>• Preparation areas and equipment are appropriately cleaned, and contamination threats avoided.</li> <li>• A range of hot and cold desserts are prepared and presented using a variety of preparation, cooking and finishing methods, and the relationship between time and temperature when cooking meat are explained.</li> </ul> <p>Desserts: Trifle, flans/tarts (sweet and short pastry), basic meringue, jellies, moulded creams, egg custard or crème caramel, pancakes/crepes, sponge based (steamed and baked), pies and tarts (sweet and short pastry), egg based.</p> <p>Preparation methods: Piping, mixing, whisking, pureeing, combining, creaming, moulding, peeling, slicing, filling.</p> <p>Cooking methods: Boiling/poaching, stewing, baking, steaming.</p> <p>Finishing methods: Cooking or chilling, glazing, piping, dusting, turning out, filling, portioning.</p> <ul style="list-style-type: none"> <li>• Unexpected operational situations are appropriately dealt with.</li> </ul> <p><i>Problems with production: Burning or cutting yourself, oven temperature too high or too low, ingredients of an inferior quality, desserts not setting, desserts curdling, desserts not cooked through, cream separating.</i></p> <ul style="list-style-type: none"> <li>• All work is completed in an organised and efficient manner.</li> </ul> | <ul style="list-style-type: none"> <li>• Select desserts for a variety of occasions and dietary requirements.</li> <li>• Clean preparation areas before and after use.</li> <li>• Understand the main contamination threats when cooking desserts.</li> <li>• Understand the relationship between time and temperature when preparing and cooking desserts and the implications for costs, quality and food safety.</li> <li>• Prepare and present a range of hot and cold desserts using a variety of preparation, cooking and finishing methods.</li> <li>• Store desserts appropriately and safely if not for immediate use.</li> <li>• Respond appropriately to unexpected operational situations.</li> <li>• Work in an organised and efficient manner in accordance with specified time lines.</li> </ul> |
| <b>ASSESSMENT TASKS OR ACTIVITIES</b>  |   |
| <p><b>Activity 1:</b> Practical exercise</p> <ul style="list-style-type: none"> <li>• Students are to complete the preparation and cooking of four cold desserts.</li> </ul> <p><b>Activity 2:</b> Assignment</p> <ul style="list-style-type: none"> <li>• Students are to source a cold dessert recipe for three defined occasions and prepare a shopping list.</li> </ul> <p><b>Activity 3:</b> Practical exercise</p> <ul style="list-style-type: none"> <li>• Students are to complete the preparation and cooking of four hot desserts.</li> </ul> <p><b>Activity 4:</b> Assignment</p> <ul style="list-style-type: none"> <li>• Students are to source a hot dessert recipe for a list of defined occasions and prepare a shopping list.</li> </ul> <p><b>Activity 5:</b> Practical exercise</p> <ul style="list-style-type: none"> <li>• Students are to complete the preparation and cooking of two cold soups and two hot desserts.</li> </ul>  |   |

**Topic 4: Hot and cold sauces and dressings**

| <b>SUBJECT OUTCOME</b>  |  |
|---|--|
| <b>4.1 Prepare, cook and finish hot and cold sauces and dressings which will satisfy customers according to organisational requirements.</b>  |  |
| <b>ASSESSMENT STANDARD</b>  | <b>LEARNING OUTCOME</b>  |
| <ul style="list-style-type: none"> <li>• To cover a minimum of 4 cooking or preparation methods and 2 finishing methods.</li> <li>• To cover a minimum of 2 stocks, gravies or sauces, 2 cold sauces, dressings or jellies and 2 hot sauces.</li> <li>• Preparation areas and equipment are appropriately cleaned and maintained.</li> <li>• Required ingredients are selected in accordance with recipe specifications.</li> <li>• Different cooking methods are used, and correct procedures are followed. Quality is maximised by appropriate choice of preparation, cooking and finishing methods</li> </ul> <p><i>Cooking methods: Blanching, roasting, braising, sweating, boiling, grilling, thickening.</i></p> <p><i>Preparation and cooking methods: Emulsification (mechanical/manual), sieving/straining, blending/liquidising, boiling, skimming, processing, simmering, roasting, braising, sweating, boiling, grilling.</i></p> <p><i>Finishing methods: Addition of flavouring, chilling, garnishing, monte au beurre.</i></p> <p><i>Sauces, dressings and jellies: Aspic jelly, oil and vinegar based, egg and oil emulsions, cream/yoghurt based, fruit/vegetable based.</i></p> <p><i>Sauces: Emulsified egg based sauce, fruit/pulse/vegetable based sauce, cream based sauce, reduction based sauce, oil based sauce/dressing, roux based sauce.</i></p> <p><i>Stocks: Vegetable, meat, poultry, game, fish/shellfish, vegetable and fruit.</i></p> <ul style="list-style-type: none"> <li>• Range of quality: Texture, appearance, flavour, consistency, aroma.</li> <li>• Products are stored appropriately.</li> <li>• Appropriate problem solving techniques are taken, and reasons for their choice are given.</li> <li>• All work is prioritised, delegated and completed in an organised and efficient manner.</li> </ul> | <ul style="list-style-type: none"> <li>• Adjust recipes to suit a variety of establishments and dietary preferences.</li> <li>• Clean and fully maintain preparation and cooking areas and equipment throughout the production period according to hygienic principles.</li> <li>• Given a range of quality points to consider, select the required type, quantity and quality ingredients in accordance with recipe specifications.</li> <li>• Use different cooking methods when making sauces and stocks following correct procedures and quality standards.</li> <li>• Given a range of preparation, cooking and finishing methods maximise the quality of the dish by the selection of the correct method and any appropriate recipe adjustments.</li> <li>• Given a range of prepared, cooked and finished sauces, dressings and jellies, satisfy organisational quality standards fully.</li> <li>• Store products not for immediate consumption following correct procedures.</li> <li>• Given a range of problems with production, decide what action to take and give reasons for that choice.</li> <li>• Prioritise, delegate as appropriate and complete all work in an organised and efficient manner in accordance with priorities and deadlines.</li> </ul> |
| <b>ASSESSMENT TASKS OR ACTIVITIES</b>   |  |
| <p><b>Activity 1:</b> Practical exercise</p> <ul style="list-style-type: none"> <li>• Students are to complete the preparation and cooking of two hot and two cold sauces/jellies to accompany meat dishes.</li> </ul> <p><b>Activity 2:</b> Assignment</p> <ul style="list-style-type: none"> <li>• Students are to source a cold dessert recipe for three defined occasions and prepare a shopping list.</li> </ul> <p><b>Activity 3:</b> Practical exercise</p> <ul style="list-style-type: none"> <li>• Students are to complete two stocks to be used in producing a soup and a casserole dish.</li> </ul> <p><b>Activity 4:</b> Assignment</p> <ul style="list-style-type: none"> <li>• Students are to develop recipes for a hot sauce, a cold sauce and gravy to accompany specified dishes.</li> <li>• They are to prepare a requisition form and costing for each.</li> <li>• They are to prepare the sauces and be evaluated by their colleagues as to quality and appropriateness.</li> </ul> <p><b>Activity 5:</b> Practical exercise</p> <ul style="list-style-type: none"> <li>• Students are to prepare a number of dishes requiring hot and cold sauces and dressings.</li> </ul>  |  |

**Topic 5: Accept and store food deliveries**

| <b>SUBJECT OUTCOME</b>   |  |
|--|--|
| <b>5.1 Understand and apply the principles of receiving food deliveries and safe storage of such deliveries. The student will be able to identify potential food hygiene hazards and react in the appropriate way to remedy such situations.</b>   |  |
| <b>ASSESSMENT STANDARD</b>   | <b>LEARNING OUTCOME</b>  |
| <ul style="list-style-type: none"> <li>• To cover a minimum of 7 foods, 4 food types and all types of packaging under correct storage conditions.</li> <li>• Deliveries are checked against documentation, and quality checked.</li> <li>• Hygiene standards are adhered to, and foodstuffs safely transported and handled.<br/><i>Food: Meat or poultry, fish, fruit or vegetables, eggs, bread items, cakes and biscuits, dairy items, dry goods.</i><br/><i>Food types: Ambient, chilled, frozen, cooked, uncooked, and preserved.</i><br/><i>Packaging: Cans, bottles or jars, packets or boxes, bags or sacks, plastic containers.</i></li> <li>• Storage area and equipment are correctly maintained<br/><i>Storage conditions: Lighting, ventilation, temperature, cleanliness.</i><br/><i>Storage equipment: Shelves, bins, containers, trolleys, scoops, buckets, crates.</i></li> <li>• Stock rotation procedures are followed, and foodstuffs correctly issued.</li> <li>• Documentation is completed in accordance with procedure.</li> <li>• Unexpected operational situations are appropriately dealt with.<br/><i>Unexpected situations and problems: Back injury, slipping on wet floors in fridges and freezers, temperatures of fridges and freezers inadequate, power failures, packaging torn, leaking packaging.</i></li> <li>• All work is prioritised, delegated and completed in an organised and efficient manner.</li> </ul> | <ul style="list-style-type: none"> <li>• Check deliveries of food stuffs against the order and delivery documentation.</li> <li>• Complete quality checks on foodstuffs (packaging, sell by dates, damage, temperatures, etc.).</li> <li>• Ensure that hygiene standards are adhered to.</li> <li>• Ensure safe transportation and handling of foodstuffs.</li> <li>• Maintain a secure, clean and tidy storage area and equipment with the correct storage conditions.</li> <li>• Store foodstuffs correctly in accordance with procedures.</li> <li>• Follow stock rotation procedures.</li> <li>• Complete all documentation in accordance with procedure.</li> <li>• Issue foodstuffs correctly.</li> <li>• Prioritise and delegate work activities in accordance with time schedules and deadlines.</li> <li>• Deal with unexpected operational situations as they arise.</li> <li>• Adapt to a variety of operational situations.</li> </ul> |
| <b>ASSESSMENT TASKS OR ACTIVITIES</b>  |  |
| <p><b>Activity 1:</b> Inspection project</p> <ul style="list-style-type: none"> <li>• Students are to complete an audit checklist, an operational survey and a report on a supplier's food safety systems.</li> </ul> <p><b>Activity 2:</b> Assignment</p> <ul style="list-style-type: none"> <li>• Students are to complete a written assignment on best practice food receipt and storage procedures for a busy coffee shop or family restaurant.</li> </ul>   |  |



## 4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN FOOD PREPARATION - LEVEL 4

### 4.1 Integrated Summative Assessment Task (ISAT)

A compulsory component of ESASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the student's cumulative learning achieved throughout the full year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

The ISAT for Food Preparation should be a once-off seven to eight hour performance assessment event that assesses the following competencies:

- Prior planning and preparation
- Application of knowledge, skills, value and attitude in a food production context
- Application of occupational health, hygiene and safety principles and procedures
- Teamwork
- Preparation methods, cooking methods, garnishing and finishing with regard to a selection of topics covered during the year

The ISAT will be set by the externally appointed examiner and will be conveyed to colleges within the first quarter of each year. The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

### 4.2 National examination

A national examination is conducted annually in October or November each year by means of a paper set externally and marked and moderated externally. The following distribution of cognitive application is suggested:

|                |                                    |                    |   |
|----------------|------------------------------------|--------------------|---|
| <b>LEVEL 4</b> | <b>KNOWLEDGE AND COMPREHENSION</b> | <b>APPLICATION</b> | <b>ANALYSIS, SYNTHESIS AND EVALUATION</b> |
|                | 30%                                | 40%                | 30%                                       |