Scottish Credit and Qualifications Framework Partnership

Peer Learning Event – Warsaw, Poland.

3- 4 October 2013

Day 1

Welcome

Aims

- Share practice
- Open discussion and questions
- Explore issues
- Learn from one another

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Scotland and the Scottish education system

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5.3 Million People in Scotland:

- Dispersed population
  - 65.6 /km^2 (Scottish Population Density)
  - 395 /km^2 (English Population Density – x6 the density)
- Particular social issues and the need to address these.
- The need to ensure that our education system is competitive.
- A recent and growing concern over youth unemployment.

Higher Education Institutions - Universities:

- 20 universities
- 215,000 students
- Three of our Universities are in the Top 100 Globally which places them in the top 1% of universities.

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Further Education - Colleges:

- 43 Colleges and 347,336 students undertaking courses, mostly part time.

- Colleges in the process of being merged into 13 regions.

Scottish universities and colleges
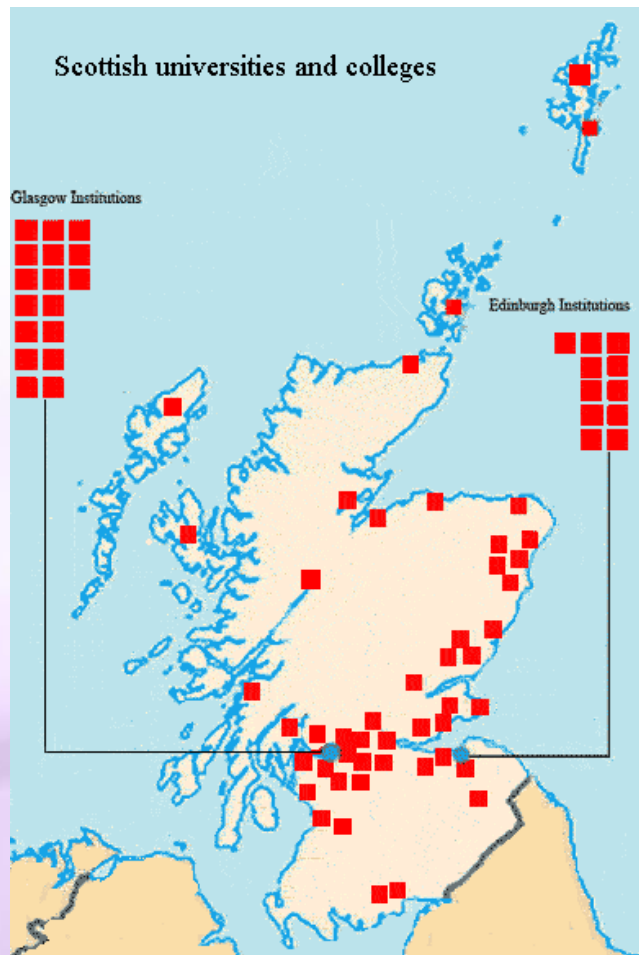
Further and Higher education budget distributed by the Scottish Funding Council: £1.7bn

Colleges in the process of being merged into 13 regions

How many schools are there in Scotland?

- Primary **2,153**
- Secondary **376**
- Special **193**
- Total **2,722**

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How many pupils?

- Primary **370,839**
- Secondary **303,978**
- Special **6756**
- Total **681,573**

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New Local Authorities
The Local Government (Scotland) etc Act 1994

- Centrally developed curriculum and general qualifications.
- Schools and delivery of curriculum maintained and managed by 32 local authorities with central oversight and inspection.
- National awarding body develops most college qualifications.
- Universities are degree awarding institutions and are independent.
- Education budget this year: £2.9 Billion + local authority spending.

Educational reform in Scotland

- Early Years: 0-3 yrs
  - A policy focus on early intervention

- Curriculum for Excellence: 3-18yrs
  - Now being implemented

- Post 16 Review: 16+ yrs
  - College Funding
  - University Governance
  - Apprenticeships

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Scottish Education System

Early Years Education
3 to 5 years

Primary School
5 to 12

Secondary School
12-18
National 1-5
Highers
Advanced Highers

Curriculum for Excellence

Apprenticeships and training

Scottish Vocational Qualifications

College
National Certificates
Higher National Certificates and Diplomas

Employment

University
Degrees
Honours Degrees
Post Graduate
Doctoral

16 + Choices & Lifelong Learning

Aims of the SCQF

- Assists people of all ages and circumstances to **access** appropriate education and training over their lifetime to fulfil their personal, social and economic potential;

- Enables employers, learners and the public in general to **understand** the full range of Scottish qualifications, how they relate to each other and how different types of qualifications can contribute to improving the skills of the workforce.

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THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database. N.B. MA Frameworks have a notional level on the SCQF, but all component parts are credit rated

scqf
scottish credit and
qualifications framework

SCQF Levels	SQA Qualifications				Qualifications of Higher Education Institutions	SVQs/MAs
12	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner				Doctoral Degree	Professional Apprenticeship
11					Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10					Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9			Professional Development Award		Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma			Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate			Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher					Modern Apprenticeship SVQ 3
5	National 5 Intermediate 2					Modern Apprenticeship SVQ 2
4	National 4 Intermediate 1	National Certificate	National Progression Award			SVQ 1
3	National 3 Access 3					
2	National 2 Access 2					
1	National 1 Access 1					

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What it is

- Descriptive framework
- Brings together the main Scottish academic and vocational qualification systems into a single, unified framework
- Provides a national vocabulary for describing all kinds of learning; formal, non-formal and informal
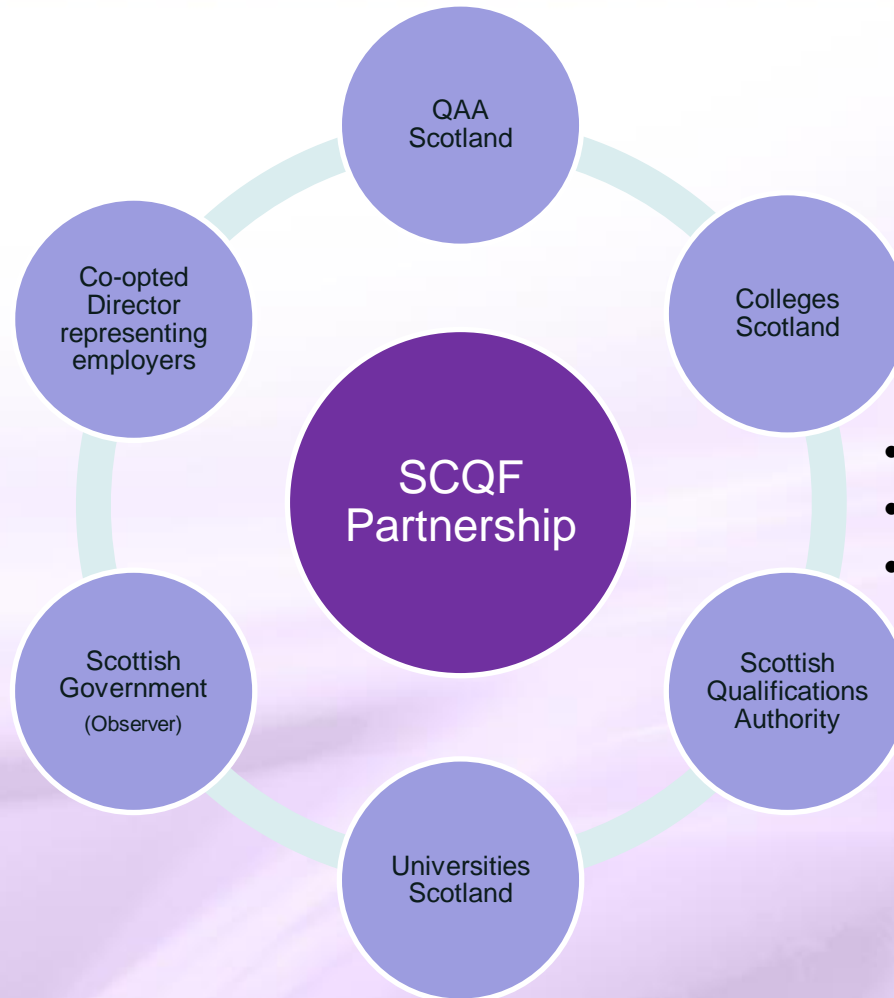
What it is NOT

- A regulated Framework
- Owned by Government or any single sector or stakeholder
- Means to `force' convergence between sectors
- Intended to prescribe internal organisation/shape of learning programmes

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- 12 Levels – 1 set of level descriptors
- All programmes carry SCQF level and credit
- All must meet minimum criteria
- 'Credit Rating' is the process of allocating level and credit and checking against criteria

SCQF Development

- Credit accumulation and transfer at the heart of aspirations for SCQF

- SCOTCAT – Scottish Credit Accumulation and Transfer System already operating in higher education (est. 1991)

- 1997: National Committee of Inquiry into Higher Education

scottish credit and qualifications framework

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SCQF Partnership

SCQF Partnership

- QAA Scotland
- Colleges Scotland
- Co-opted Director representing employers
- Scottish Government (Observer)
- Scottish Qualifications Authority
- Universities Scotland

- Established November 2006
- Company Ltd by Guarantee
- Registered Charity in Scotland

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Our Aims

The SCQF Partnership's aims are to:

- maintain the quality and integrity of the Framework;

- promote and develop the Framework as a way of supporting lifelong learning; and

- develop and maintain relationships with frameworks in the rest of the UK, Europe and the rest of the world.

The criteria for SCQF credit rating

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Criteria are applied by an SCQF 'Credit Rating Body'

Credit Rating Bodies:

- Universities
- Colleges
- SQA
- Scottish Police College
- City & Guilds
- Chartered Institute of Bankers Scotland
- Institute of Leadership and Management

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SCQF Criteria

A learning programme must be:

- Based on learning outcomes

- Formally assessed

- Quality assured

- Be at least 10 notional learning hours (1 Credit) in size

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Criteria must be understood by the submitting body:

- Departments within a Credit Rating Body (own provision)
- Employers
- Community organisations
- Awarding bodies
- Private training providers

Learning Outcomes

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"A learning outcome is a statement of what a learner will know or be able to do as a result of a learning activity"

Typically, learning outcomes should:

- Be written in the future tense
- Use active verbs to describe what the learner will be able to do and be able to demonstrate
- Be specific - avoid using verbs where their meaning is ambiguous
- Use language that is easily understood by learners
- Be achievable as a result of the learning activity
- Be able to be observed and measured (assessed)

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qualifications framework

- Useful verbs for good learning outcomes:
  - Define, describe, list, match, outline, distinguish, estimate, predict, prepare, produce, relate, differentiate, perform, demonstrate, develop, appraise, defend, evaluate, interpret, design, explain, modify, organise, summarise.

- Examples of verbs which (might) be ambiguous:
  - Understand, appreciate, learn, know, listen, view, hear, etc.

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Assessment

Assessment

- Measures learner achievement

- Formative assessment

- Summative assessment

- Assessments must be:

  - Valid
  - Reliable
  - Practical

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Valid
- Does it match the learning outcome?
- Can you generate evidence?
- Will the assessor be able to make decisions?
- Does it exclude anyone?

Reliable
- Will it help assessors make decisions consistently?
- Will it always generate evidence linked to the learning outcome?

Practical
- Is it cost effective and efficient?
- Have you got the necessary resources?

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Assessment Methods

- Examination and tests
- Written assignments
- Observation
- Simulation
- Witness testimony
- Questioning
- Case studies and projects
- Portfolios
- E-assessment
- Reflective reports

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Quality Assurance

To be credit rateable the submitting body must have in place two types of Quality Assurance and these will be checked as part of the credit rating process:

1. Internal quality assurance of assessment, evidenced at point of submission:

- The principles, procedures and processes of the assessment of outcomes
- Effective procedures for approving, supervising and reviewing assessment strategies and assessment decisions.
- An external element of assessment - such as moderation of decisions – carried out by somebody external to delivery.
- Criteria and standards of assessment suited to the learning outcomes.
- Ability to act on both internal and external advice and review
- Policies for RPL, safe record keeping etc.

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2. External on-going quality assurance of assessment processes and overall programme:

- Must use an external person or group which carries out an independent review and reports to ensure that internal processes are being applied.
- Confirms that programme continues to reflect level and credit allocation - reviews changes to learning outcomes and assessment.
- Must have expertise in QA and also if possible in the subject area
- Could be provided by CRB, but report always goes to CRB

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Notional Learning Hours

- Determining the number of Credit Points
  - All activities that are required to achieve the learning outcomes

- Based on Notional Learning Hours
  - One SCQF Credit equates to a notional 10 hours

Development and submission process

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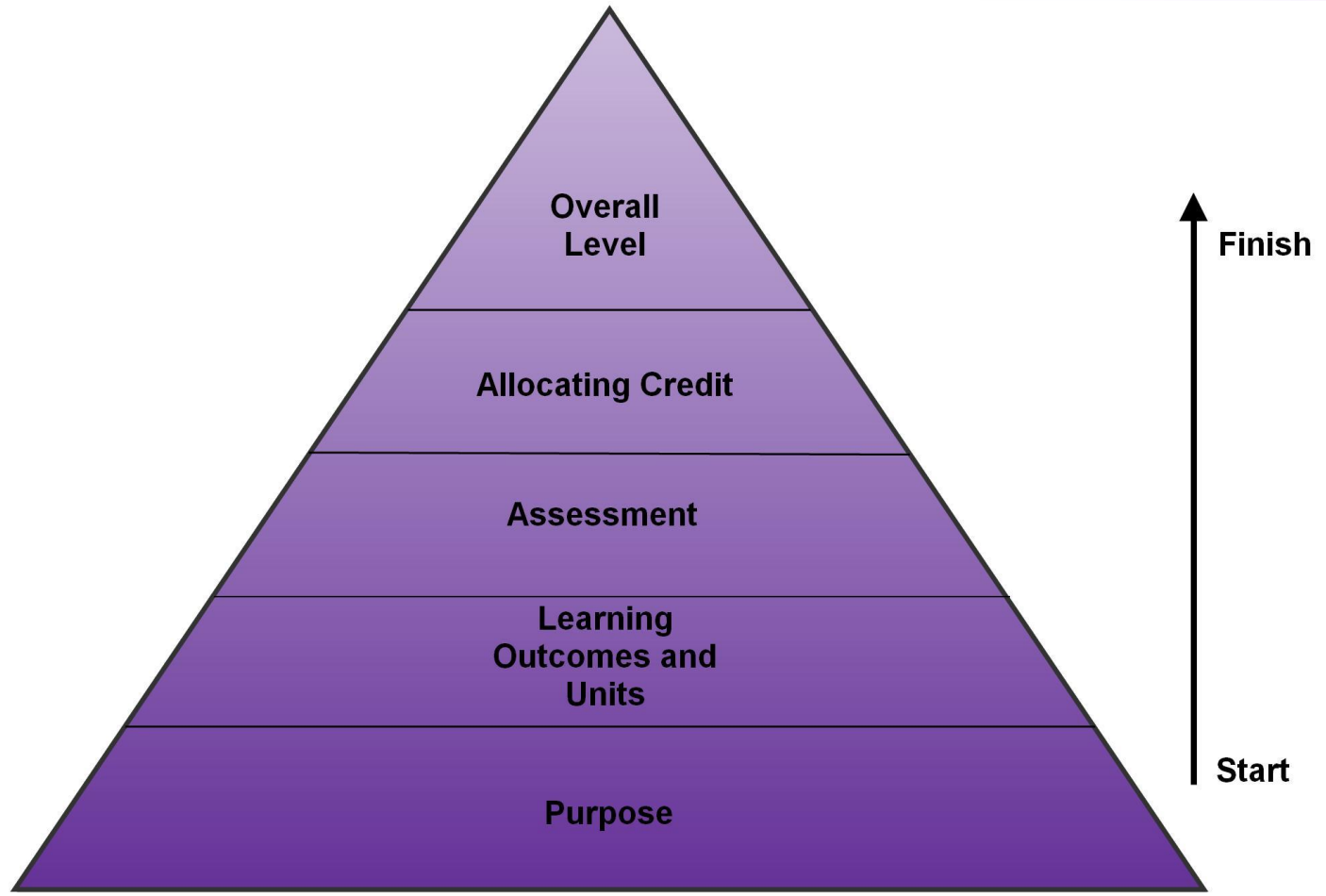
Recording information for the Credit Rating Body

Submission Documentation

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Questions and Discussion

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The SCQF Level Descriptors

The SCQF Level descriptors:

- A single set of descriptors
- Developmental in nature
- Inclusive and flexible
- Ensure integrity of SCQF

- Level 1 is an all inclusive statement:

"Level 1 recognises learning development and achievement that ranges from participation in experiential situations to the achievement of basic tasks, with varying degrees of support"

- Levels 2-12 have 5 characteristics

Characteristics of SCQF Levels

Knowledge and Understanding	Practice; applied knowledge and understanding	Generic cognitive skills, such as evaluation or analysis

Communication, ICT and Numeracy	Autonomy, accountability and working with others

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CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING

The following descriptions are for guidance only –
it is not expected that every point will necessarily be covered.

LEVEL 1
- SCQF Level 1 recognises learning development and achievement that ranges from participation in experiential situations to the achievement of basic tasks, with varying degrees of support.

LEVEL 2
- Demonstrate and/or work with:
  - Basic knowledge.
  - Simple facts and ideas.

LEVEL 3
- Demonstrate and/or work with:
  - Basic knowledge.
  - Simple facts and ideas in, and associated with, a subject/discipline/sector.

LEVEL 4
- Demonstrate and/or work with:
  - Basic knowledge.
  - Some simple facts and ideas in, about, and associated with, a subject/discipline/sector.
  - Knowledge of basic processes, materials and terminology.

LEVEL 5
- Demonstrate and/or work with:
  - Basic knowledge.
  - A range of simple facts, ideas and theories in, about, and associated with, a subject/discipline/sector.
  - Knowledge and understanding of basic processes, materials and terminology.

LEVEL 6
- Demonstrate and/or work with:
  - An appreciation of the body of knowledge that constitutes a subject/discipline/sector.
  - A range of knowledge, facts, theories, ideas, properties, materials, terminology, practices and techniques about, and associated with, a subject/discipline/sector.
  - Relating the subject/discipline/sector to a range of practical and/or commonplace applications.

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LEVEL 7
- Demonstrate and/or work with:
  - An overall appreciation of the body of knowledge that constitutes a subject/discipline/sector.
  - Knowledge that is embedded in the main theories, concepts and principles of the subject/discipline/sector.
  - An awareness of the dynamic nature of knowledge and understanding.
  - An understanding of the difference between explanations based on evidence and/or research and other sources, and of the importance of this difference.

LEVEL 8
- Demonstrate and/or work with:
  - A knowledge of the scope, defining features, and main areas of the subject/discipline/sector.
  - Specialist knowledge in some areas.
  - A discerning understanding of a defined range of core theories, concepts, principles and terminology.
  - Awareness and understanding of some major current issues and specialisms.
  - Awareness and understanding of research and equivalent scholarly/academic processes.

LEVEL 9
- Demonstrate and/or work with:
  - An understanding of the scope and defining features of a subject/discipline/sector, and an integrated knowledge of its main areas and boundaries.
  - A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector.
  - Knowledge of one or more specialisms that is informed by forefront developments.

LEVEL 10
- Demonstrate and/or work with:
  - Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject/discipline/sector.
  - A critical understanding of the principal theories, concepts and principles.
  - Detailed knowledge and understanding in one or more specialisms, some of which is informed by, or at the forefront of, a subject/discipline/sector.
  - Knowledge and understanding of the ways in which the subject/discipline/sector is developed, including a range of established techniques of enquiry or research methodologies.

LEVEL 11
- Demonstrate and/or work with:
  - Knowledge that covers and integrates most, if not all, of the main areas of the subject/discipline/sector – including their features, boundaries, terminology and conventions.
  - A critical understanding of the principal theories, concepts and principles.
  - A critical understanding of a range of specialised theories, concepts and principles.
  - Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront.
  - A critical awareness of current issues in a subject/discipline/sector and one or more specialisms.

LEVEL 12
- Demonstrate and/or work with:
  - A critical overview of a subject/discipline/sector, including critical understanding of the principal theories, concepts and principles.
  - A critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisms.
  - Knowledge and understanding that is generated through personal research or equivalent work that makes a significant contribution to the development of the subject/discipline/sector.

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LEVEL 2

The following descriptions are for guidance only –
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CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING
- Demonstrate and/or work with:
  - Basic knowledge.
  - Simple facts and ideas.

CHARACTERISTIC 2: PRACTICE: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING
- Relate knowledge to a few simple everyday contexts with prompting.
- Use a few very simple skills.
- Carry out, with guidance, a few familiar tasks.
- Use, under supervision, basic tools and materials.

CHARACTERISTIC 3: GENERIC COGNITIVE SKILLS
- Use rehearsed stages for solving problems.
- Operate in personal and/or everyday contexts.
- Take some account, with prompting, of identified consequences of action.

CHARACTERISTIC 4: COMMUNICATION, ICT AND NUMERACY SKILLS
- Use simple skills with assistance, for example:
  - Produce and respond to a limited range of very simple written and oral communication in familiar/routine contexts.
  - Carry out a limited range of simple tasks to process and access information.
  - Use a limited range of simple numerical and graphical data in familiar and everyday contexts.

CHARACTERISTIC 5: AUTONOMY, ACCOUNTABILITY AND WORKING WITH OTHERS
- Work alone or with others on simple routine, familiar tasks under frequent directive supervision.
- Identify, given simple criteria, some strengths and/or weaknesses of the work.

LEVEL 5

The following descriptions are for guidance only –
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CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING

- Demonstrate and/or work with:
  - Basic knowledge.
  - A range of simple facts, ideas and theories in, about, and associated with, a subject/discipline/sector.
  - Knowledge and understanding of basic processes, materials and terminology.

CHARACTERISTIC 2: PRACTICE: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING

- Relate knowledge and ideas to personal and/or practical contexts.
- Use a range of skills associated with the subject/discipline/sector to complete some routine and non-routine tasks.
- Plan and organise both familiar and unfamiliar tasks.
- Select appropriate tools and materials and use them safely and effectively.
- Adjust tools where necessary following safe practices.

CHARACTERISTIC 3: GENERIC COGNITIVE SKILLS

- Use a process to deal with a problem, situation or issue that is straightforward.
- Operate in a familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical.

CHARACTERISTIC 4: COMMUNICATION, ICT AND NUMERACY SKILLS

- Use a range of routine skills, for example:
  - Produce and respond to detailed written and oral communication in familiar contexts.
  - Use standard ICT applications to process, obtain and combine information.
  - Use a range of numerical and graphical data in routine contexts that may have some non-routine elements.

CHARACTERISTIC 5: AUTONOMY, ACCOUNTABILITY AND WORKING WITH OTHERS

- Work alone or with others on tasks with minimum directive supervision.
- Agree goals and responsibilities for self and/or work team.
- Take lead responsibility for some tasks.
- Show an awareness of own and/or others' roles, responsibilities and requirements in carrying out work and contribute to the evaluation and improvement of practices and processes.

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LEVEL 6

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CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING
- Demonstrate and/or work with:
  - An appreciation of the body of knowledge that constitutes a subject/discipline/sector.
  - A range of knowledge, facts, theories, ideas, properties, materials, terminology, practices and techniques about, and associated with, a subject/discipline/sector.
  - Relating the subject/discipline/sector to a range of practical and/or commonplace applications.

CHARACTERISTIC 2: PRACTICE: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING
- Apply knowledge, skills and understanding:
  - In known, practical contexts.
  - In using some of the basic, routine practices, techniques and/or materials associated with the subject/discipline/sector.
  - In exercising these in routine contexts that may have non-routine elements.
  - In planning how skills will be used to address set situations and/or problems and adapt these as necessary.

CHARACTERISTIC 3: GENERIC COGNITIVE SKILLS
- Obtain, organise and use factual, theoretical and/or hypothetical information in problem solving.
- Make generalisations and predictions.
- Draw conclusions and suggest solutions.

CHARACTERISTIC 4: COMMUNICATION, ICT AND NUMERACY SKILLS
- Use a wide range of skills, for example:
  - Produce and respond to detailed and relatively complex written and oral communication in both familiar and unfamiliar contexts.
  - Select and use standard ICT applications to process, obtain and combine information.
  - Use a wide range of numerical and graphical data in routine contexts which may have non-routine elements.

CHARACTERISTIC 5: AUTONOMY, ACCOUNTABILITY AND WORKING WITH OTHERS
- Take responsibility for carrying out a range of activities where the overall goal is clear, under non-directive supervision.
- Exercise some supervisory responsibility for the work of others and lead established teams in the implementation of routine work within a defined and supervised structure.
- Manage limited resources within defined and supervised areas of work.
- Take account of roles and responsibilities related to the tasks being carried out and take a significant role in the evaluation of work and the improvement of practices and processes.

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LEVEL 12

The following descriptions are for guidance only –
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CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING
- Demonstrate and/or work with:
  - A critical overview of a subject/discipline/sector, including critical understanding of the principal theories, concepts and principles.
  - A critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisms.
  - Knowledge and understanding that is generated through personal research or equivalent work that makes a significant contribution to the development of the subject/discipline/sector.

CHARACTERISTIC 2: PRACTICE: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING
- Apply knowledge, skills and understanding:
  - In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.
  - In using and enhancing a range of complex skills, techniques, practices and/or materials that are at the forefront of one or more specialisms.
  - In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.
  - In designing and executing research, investigative or development projects to deal with new problems and issues.
  - In demonstrating originality and creativity in the development and application of new knowledge, understanding and practices.
  - To practise in the context of new problems and circumstances.

CHARACTERISTIC 3: GENERIC COGNITIVE SKILLS
- Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues.
- Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas, information and issues.
- Develop original and creative responses to problems and issues.
- Deal with complex and/or new issues and make informed judgements in the absence of complete or consistent data/information.

CHARACTERISTIC 4: COMMUNICATION, ICT AND NUMERACY SKILLS
- Use a wide range of routine skills and a significant range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:
  - Communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose.
  - Communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms/sectors.
  - Use a range of ICT applications to support and enhance work at this level and specify software requirements to enhance work.
  - Critically evaluate numerical and graphical data.

CHARACTERISTIC 5: AUTONOMY, ACCOUNTABILITY AND WORKING WITH OTHERS
- Demonstrate substantial authority and exercise a high level of autonomy and initiative in professional and equivalent activities.
- Take full responsibility for own work and/or significant responsibility for the work of others.
- Take significant responsibility for a range of resources.
- Demonstrate leadership and/or originality in tackling and resolving problems and issues.
- Practise in ways which are reflective, self-critical and based on research/evidence.
- Manage complex ethical and professional issues and make informed judgements on new and emerging issues not addressed by current professional and/or ethical codes or practices.

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Notional Learning Hours
&
Credit Points

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Time required for 'average' learner to achieve learning outcomes

Not a measure of actual time taken

10 hours = 1 SCQF credit point

No half points – full points only

Includes preparation, class contact time, assessment, planning study, using libraries, private study and revision, etc.
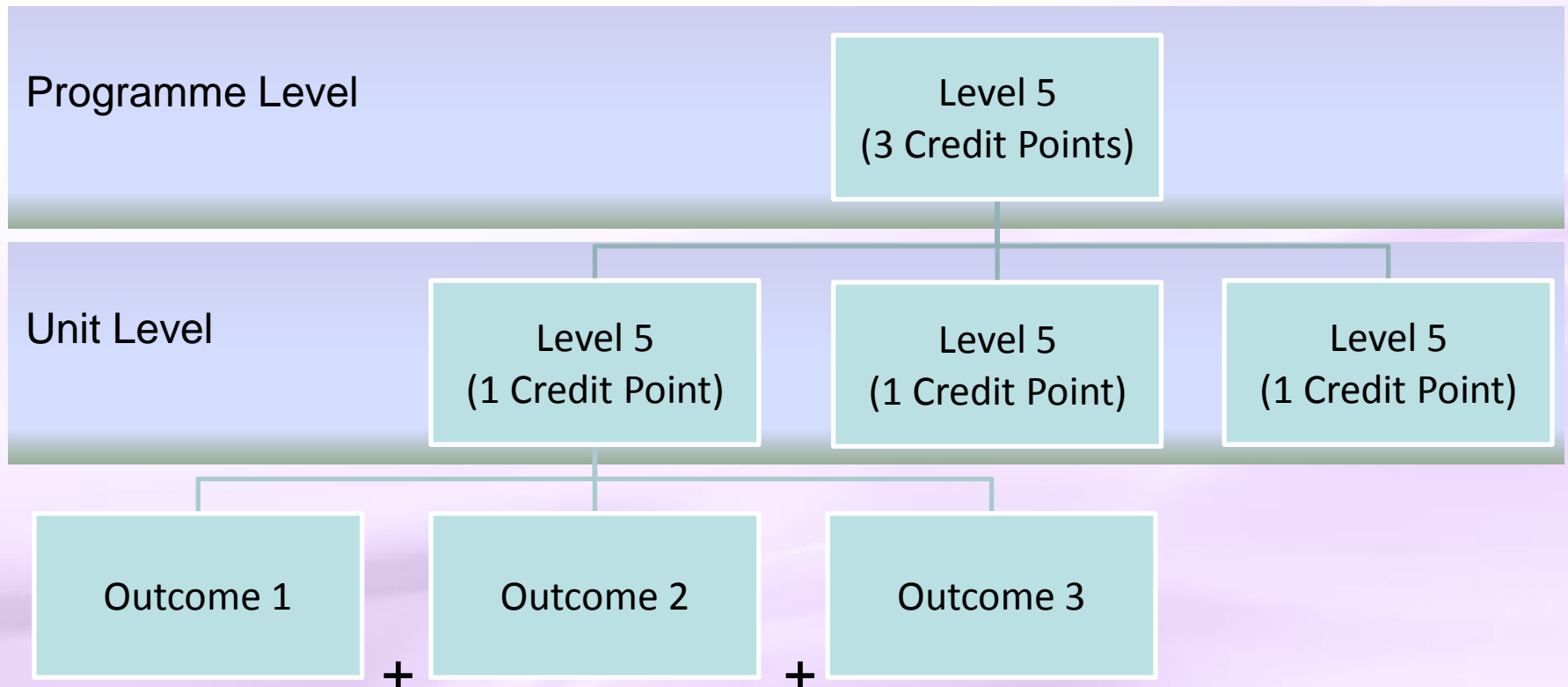
Submission should indicate recommended number of credit points
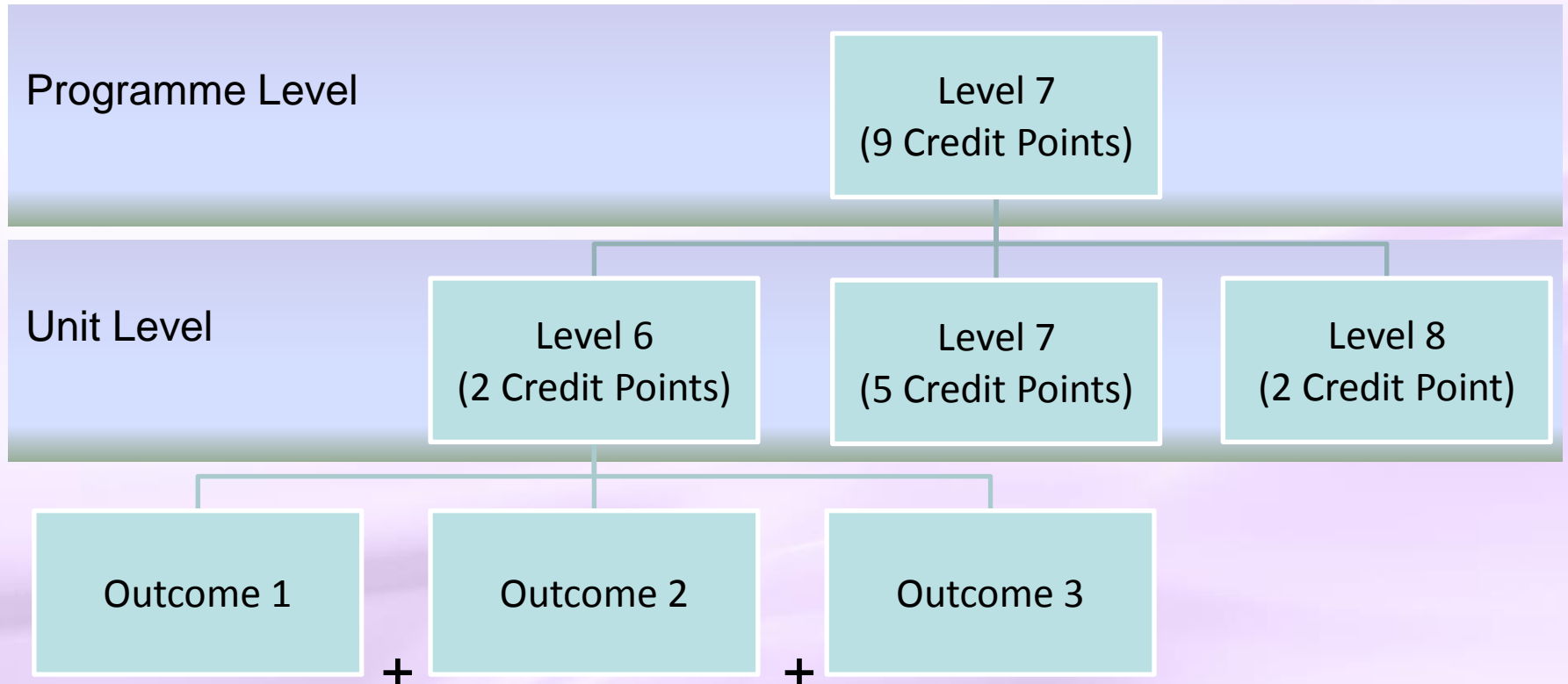
Some notes about notional learning hours and credit:

- Credit allocations must be supported by evidence and checked by CRB
- Allocating and checking of credit should be undertaken by somebody with subject knowledge
- Using learning time as the basis of credit is universal to all contexts
- It is not a 'perfect system'
- Using learner profiles, SCQF levels and entry requirements as objective benchmarks when allocating credit is important

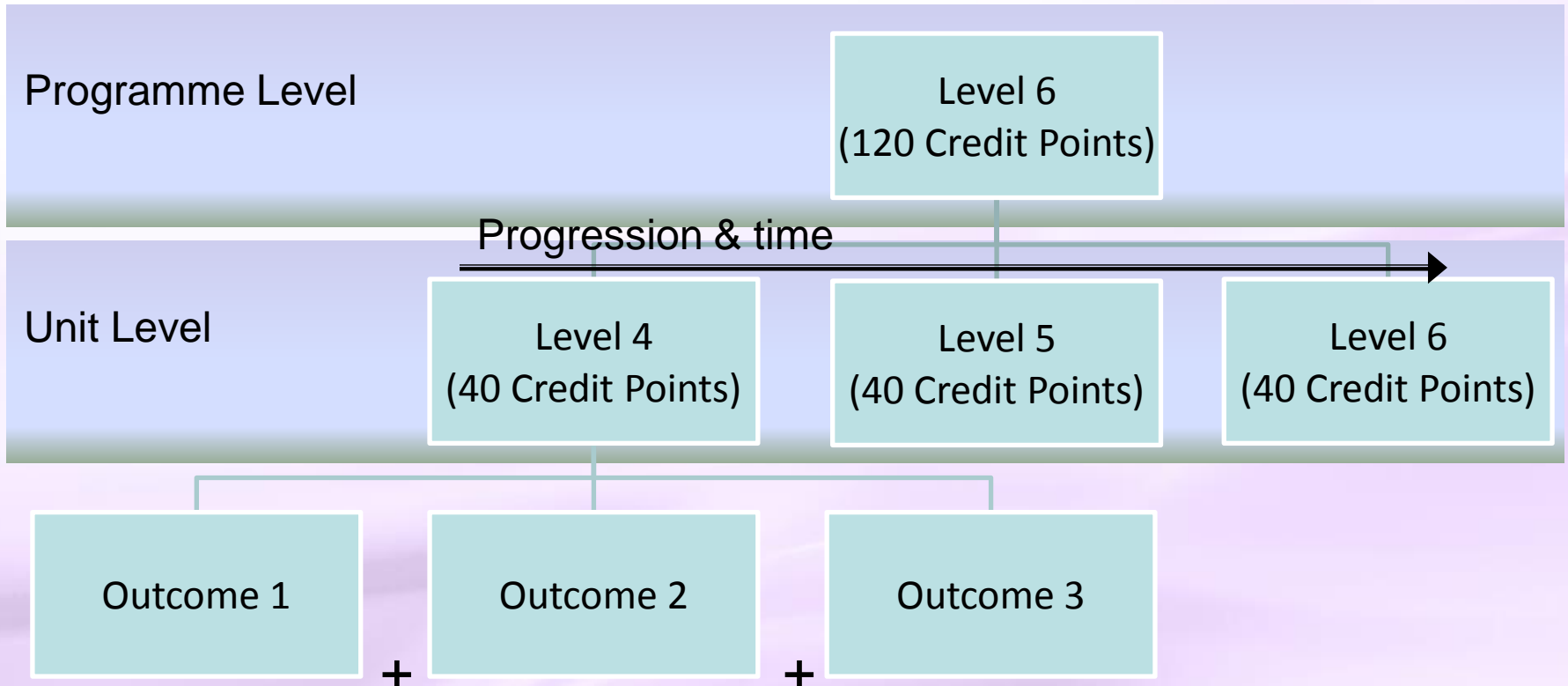# The link between level and credit when allocating a level to a programme

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Equal Components

Programme Level		Level 5 (3 Credit Points)	

Unit Level	Level 5 (1 Credit Point)	Level 5 (1 Credit Point)	Level 5 (1 Credit Point)

Outcome 1	+	Outcome 2	+	Outcome 3

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Allocating an SCQF Level

Allocating a level to a unit

Based on a comparison between the learning programme and the SCQF Level Descriptors (LDs):

- Compares outcomes and assessment standards with LDs

- Uses a best fit approach based on professional judgement

- Involves subject specialists

- Consistency is supported by process

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Step 1
- Review proposed level and learning outcomes. Consider the relevant characteristics.

Step 2
- Compare learning outcomes to level descriptors at the proposed level. Consider performance criteria and evidence requirements for assessment. Consider levels above and below.

Step 3
- Review each relevant characteristic and record the best fit level for each one. Record best fit level for unit.

This Unit is mandatory Unit in the *Professional Cookery* at SCQF level 5 and the National Certificate in Hospitality SCQF level 5. The Unit will introduce candidates to cookery processes used within the professional kitchen. Candidates will learn about health and safety issues, equipment and terminology, while carrying out the cookery processes. It is suitable for candidates who have no previous experience.

OUTCOMES

Knowledge and understanding

1. Describe the cookery processes, their associated principles and foods suitable for each process.
Practice
2. Carry out each cookery process to given specifications commercial catering equipment.
Generic Cognitive Skills
3. Interpret written and/or oral instruction
Communication
4. Use safe working practices.

Autonomy, Accountability and working with others

Step 1
- Review proposed level and learning outcomes. Consider the relevant characteristics.

Step 2
- Compare learning outcomes to level descriptors at the proposed level. Consider performance criteria and evidence requirements for assessment. Consider levels above and below.

Step 3
- Review each relevant characteristic and record the best fit level for each one. Record best fit level for unit.

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LEVEL 5

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  - Basic knowledge.
  - A range of simple facts, ideas and theories in, about, and associated with, a subject/discipline/sector.
  - Knowledge and understanding of basic processes, materials and terminology.

CHARACTERISTIC 2: PRACTICE: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING
- Relate knowledge and ideas to personal and/or practical contexts.
- Use a range of skills associated with the subject/discipline/sector to complete some routine and non-routine tasks.
- Plan and organise both familiar and unfamiliar tasks.
- Select appropriate tools and materials and use them safely and effectively.
- Adjust tools where necessary following safe practices.

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- Take lead responsibility for some tasks.
- Show an awareness of own and/or others' roles, responsibilities and requirements in carrying out work and contribute to the evaluation and improvement of practices and processes.

OUTCOME 1

Describe the cookery processes, their associated principles and foods suitable for each process.

Performance Criteria

(a) Describe how to carry out each cookery process.
(b) Identify the principles associated with each process.
(c) Identify specialist equipment required for each process.
(d) Identify culinary terms associated with each cookery process.
(e) Identify foods suitable for each cookery process.

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Cookery processes: boiling, poaching, steaming, stewing, braising, baking, grilling, pot roasting, oven roasting, deep frying, shallow frying

Principles:

♦ heat transfer: conduction; convection; radiation
♦ cooking temperatures
♦ associated safety precautions

Foods: meats, poultry, fish, vegetables, fruit, pasta, rice, puddings, pastry, yeast goods

♦ candidates must identify the main method of heat transfer for each cookery process
♦ candidates must identify the cooking temperature where appropriate
♦ candidates must identify one safety precaution for each cookery process
♦ candidates must identify a minimum of one piece of specialist equipment for each cookery process
♦ candidates must identify a minimum of two culinary terms for each cookery process
♦ candidates must match a minimum of two foods to each cookery process with the exception of pot roasting when a minimum of one food will be acceptable

This assessment could be completed by the use of a pro forma and should be conducted in open book supervised conditions.

LEVEL 5

The following descriptions are for guidance only –
it is not expected that every point will necessarily be covered.

CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING

- Demonstrate and/or work with:
  - Basic knowledge.
  - A range of simple facts, ideas and theories in, about, and associated with, a subject/discipline/sector.
  - Knowledge and understanding of basic processes, materials and terminology.

LEVEL 4
- Demonstrate and/or work with:
  - Basic knowledge.
  - Some simple facts and ideas in, about, and associated with, a subject/discipline/sector.
  - Knowledge of basic processes, materials and terminology.

LEVEL 5
- Demonstrate and/or work with:
  - Basic knowledge.
  - A range of simple facts, ideas and theories in, about, and associated with, a subject/discipline/sector.
  - Knowledge and understanding of basic processes, materials and terminology.

LEVEL 6
- Demonstrate and/or work with:
  - An appreciation of the body of knowledge that constitutes a subject/discipline/sector.
  - A range of knowledge, facts, theories, ideas, properties, materials, terminology, practices and techniques about, and associated with, a subject/discipline/sector.
  - Relating the subject/discipline/sector to a range of practical and/or commonplace applications.

Step 1
- Review proposed level and learning outcomes. Consider the relevant characteristics.

Step 2
- Compare learning outcomes to level descriptors at the proposed level. Consider performance criteria and evidence requirements for assessment. Consider levels above and below.

Step 3
- Review each relevant characteristic and record the best fit level for each one. Record best fit level for unit.

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SCQF Characteristic/skill area	Best fit level	Comments. (note that not all elements of the characteristics or level descriptors will necessarily be relevant)
Knowledge and Understanding	5	The outcomes within this unit relating to K & U require the candidate to apply a level of understanding in matching theories about heat transfer to cooking processes. This level of understanding is not represented at level 4, nor is the understanding of the process to which the principles of heat transfer will apply. The assessment performance criteria require the candidate to identify a range of facts and terminology even though knowledge remains at basic level within the sector.
Practice: Applied knowledge and understanding		
Generic Cognitive Skills		
Communication, ICT and numeracy skills		
Autonomy, accountability and working with others		

Thank You