

# **Pearson Edexcel Level 2 NVQ Diploma in Food Production and Cooking**

# **Pearson Edexcel Level 2 NVQ Diploma in Kitchen Services**

## **Specification**

Competence-based qualification

For first registration September 2010

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Edexcel Level 2 NVQ Diploma in Food Production and Cooking (QCF)

Edexcel Level 2 NVQ Diploma in Kitchen Services (QCF)

The QNs remain the same.

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*All information in this specification is correct at time of going to publication.*

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# Summary of Pearson Edexcel Level 2 NVQ Diploma in Food Production and Cooking

## Pearson Edexcel Level 2 NVQ Diploma in Kitchen Services specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	7 and 10
Guided learning definition updated	16
QCF references removed from unit titles and unit levels in all units	18-272

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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# Introducing Pearson Edexcel NVQ qualifications

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## What are NVQ qualifications?

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National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

## Sizes of NVQ/Competence-based qualifications

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For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions. In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).



## Qualification titles covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Diplomas in Food Production and Cooking and Kitchen Services:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 2 NVQ Diploma in Food Production and Cooking	500/9790/8	01/06/10
Pearson Edexcel Level 2 NVQ Diploma in Kitchen Services	500/9788/X	01/06/10

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

# Key features of the Pearson Edexcel Level 2 NVQ Diplomas in Food Production and Cooking and Kitchen Services

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These qualifications:

- are nationally recognised
- are based on the Hospitality National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structures are owned by People 1st.

**The Pearson Edexcel Level 2 NVQ Diploma in Food Production and Cooking and the Pearson Edexcel Level 2 NVQ Diploma in Kitchen Services have been approved as components required for the Hospitality Apprenticeship framework.**

## What is the purpose of these qualifications?

These qualifications are designed for learners employed in hospitality roles such as chefs, fast food service assistants or kitchen assistants/porters, who need to develop or consolidate their skills. Learners are required to take mandatory units which cover aspects of maintaining a safe, hygienic and secure working environment, working effectively as part of a hospitality team and maintaining food safety in a hospitality environment. Learners then have a choice of optional units covering different hospitality areas such as food and beverage service or beverage service. There is a wide range of optional units allowing learners to choose units to meet the needs of their own work role.

## Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

These NVQs are applicable for people working, or wishing to work, in a wide range of hospitality and catering businesses, for example:

- fine dining restaurants
- quick service restaurants
- hotels
- bed and breakfasts
- youth hostels

- holiday parks
- contract caterers
- armed forces
- schools
- care homes.

### **What are the benefits of these qualifications to the learner and employer?**

These qualifications are work-based qualifications, which will allow learners to develop knowledge, understanding and skills essential for working in a hospitality environment, such as food production and cooking or kitchen services skills, working with others and improving own performance.

### **What are the potential job roles for those working towards these qualifications?**

The National Occupational Standards cover a diverse range of job roles, for example:

- chef
- fast food service assistant
- kitchen assistant/porter.

### **What progression opportunities are available to learners who achieve these qualifications?**

These qualifications offer various opportunities for progression to further learning. Learners may progress onto the Pearson Edexcel Level 3 NVQ Diplomas in Hospitality Supervision and Leadership and Professional Cookery. Alternatively, learners may progress onto the Pearson Edexcel BTEC Level 3 Nationals in Hospitality.

# What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Food Production and Cooking?

Individual units can be found in the *Units* section. The level and credit value are given below.

The Total Qualification Time (TQT) for this qualification is 400.

The Guided Learning Hours for this qualification are 336.

To achieve the full Pearson Edexcel Level 2 NVQ Diploma in Food Production and Cooking, learners must attain a minimum of 40 credits in total.

Learners must complete all mandatory units from Group A (10 credits) plus optional units from Group A1 (16 credits) and optional units from Group B1 (14 credits).

	<b>Units</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
	<b>A – mandatory units</b>			
	<i>Credit value required: minimum 10.</i>			
Unit 1	D/601/6980 – Maintain Food Safety When Storing, Preparing and Cooking Food	2	4	32
Unit 2	T/601/4216 – Working Effectively as Part of a Hospitality Team	1	3	22
Unit 3	F/601/4218 – Maintenance of a Safe, Hygienic and Secure Working Environment	1	3	25
	<b>A1 – optional units</b>			
	<i>Credit value required: minimum 16.</i>			
Unit 4	H/601/4938 – Produce Basic Fish Dishes	2	4	34
Unit 5	H/601/4941 – Produce Basic Meat Dishes	2	4	34
Unit 6	R/601/7303 – Produce Basic Poultry Dishes	2	4	33
Unit 7	R/601/4949 – Produce Basic Vegetable Dishes	2	4	32
Unit 8	L/601/4755 – Cook-Chill Food	2	3	27
Unit 9	D/601/4758 – Cook-Freeze Food	2	3	27
Unit 10	F/601/7328 – Produce Basic Hot Sauces	2	4	36
Unit 11	K/601/4861 – Produce Basic Rice, Pulse and Grain Dishes	2	3	25
Unit 12	F/601/7331 – Produce Basic Pasta Dishes	2	3	25
Unit 13	K/601/4925 – Produce Basic Bread and Dough Products	2	4	38
Unit 14	F/601/4946 – Produce Basic Pastry Products	2	5	43
Unit 15	L/601/4934 – Produce Basic Cakes, Sponges and Scones	2	4	32

	<b>Units</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
Unit 16	J/601/4964 – Produce Basic Hot and Cold Desserts	2	3	28

	<b>Units</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
Unit 17	H/601/4955 – Produce Cold Starters and Salads	2	3	28
Unit 18	M/601/4960 – Produce Flour, Dough and Tray Baked Products	2	3	30
	<b>B1 – optional units</b>			
	<i>Credit value required: minimum 14.</i>			
Unit 19	K/601/4844 – Prepare Hot and Cold Sandwiches	1	2	20
Unit 20	L/601/7333 – Produce Basic Egg Dishes	1	3	24
Unit 21	A/601/4962 – Produce Healthier Dishes	2	3	28
Unit 22	J/601/4768 – Maintain an Efficient Use of Food Resources	2	4	34
Unit 23	A/601/4766 – Maintain an Efficient Use of Resources in the Kitchen	2	3	23
Unit 24	J/601/4849 – Prepare, Operate and Clean Specialist Food Preparation and Cooking Equipment	2	4	35
Unit 25	Y/601/4760 – Liaise with Care Team to Ensure that an Individual’s Nutritional Needs are Met	2	3	26
Unit 26	M/601/4845 – Prepare Meals for Distribution	1	2	16
Unit 27	F/601/4770 – Modify the Content of Dishes	2	4	40
Unit 28	T/601/4782 – Prepare and Cook Food to Meet the Requirements of Allergy Sufferers	2	3	26
Unit 29	F/601/5000 – Prepare Meals to Meet Relevant Nutritional Standards Set for School Meals	1	4	36
Unit 30	R/601/4966 – Promote New Menu Items	2	3	24
Unit 31	Y/601/4855 – Present Menu Items According to a Defined Brand Standard	1	3	27
Unit 32	L/601/0933 – Give Customers a Positive Impression of Yourself and Your Organisation	2	5	33
Unit 33	M/601/5039 – Maintain and Deal With Payments	2	4	30
Unit 34	L/601/5016 – Provide a Counter and Takeaway Service	1	3	30
Unit 35	M/601/4697 – Convert a Room for Dining	2	3	23
Unit 36	L/601/5372 – Complete Kitchen Documentation	2	3	25
Unit 37	L/601/4996 – Set Up and Close Kitchen	2	4	37
Unit 38	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16

# What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Kitchen Services?

Individual units can be found in the *Units* section. The level and credit value are given below.

The Total Qualification Time (TQT) for this qualification is 370.

The Guided Learning Hours for this qualification are 323.

To achieve the full Pearson Edexcel Level 2 NVQ Diploma in Kitchen Services, learners must attain a minimum of 37 credits in total.

Learners must complete all mandatory units from Group A (10 credits) plus optional units from Group A1 (11 credits) and optional units from Group B1 (16 credits).

	<b>Units</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
	<b>A – mandatory units</b>			
	<i>Credit value required: minimum 10.</i>			
Unit 1	D/601/6980 – Maintain Food Safety When Storing, Preparing and Cooking Food	2	4	32
Unit 2	T/601/4216 – Working Effectively as Part of a Hospitality Team	1	3	22
Unit 3	F/601/4218 – Maintenance of a Safe, Hygienic and Secure Working Environment	1	3	25
	<b>A1 – optional units</b>			
	<i>Credit value required: minimum 11.</i>			
Unit 19	K/601/4844 – Prepare Hot and Cold Sandwiches	1	2	20
Unit 23	A/601/4766 – Maintain an Efficient Use of Resources in the Kitchen	2	3	23
Unit 31	Y/601/4855 – Present Menu Items According to a Defined Brand Standard	1	3	27
Unit 34	L/601/5016 – Provide a Counter and Takeaway Service	1	3	30
Unit 39	A/601/5559 – Cook Vegetables	1	3	22
Unit 40	H/601/4843 – Prepare and Finish Simple Salad and Fruit Dishes	1	2	16
Unit 41	T/601/5561 – Prepare and Cook Fish	1	3	23
Unit 42	T/601/5575 – Prepare and Cook Meat and Poultry	1	4	33
	<b>B1 – optional units</b>			
	<i>Credit value required: minimum 16.</i>			
Unit 16	J/601/4964 – Produce Basic Hot and Cold Desserts	2	3	28
Unit 17	H/601/4955 – Produce Cold Starters and Salads	2	3	28

	<b>Units</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
Unit 21	A/601/4962 – Produce Healthier Dishes	2	3	28

	<b>Units</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
Unit 22	J/601/4768 – Maintain an Efficient Use of Food Resources	2	4	34
Unit 24	J/601/4849 – Prepare, Operate and Clean Specialist Food Preparation and Cooking Equipment	2	4	35
Unit 30	R/601/4966 – Promote New Menu Items	2	3	24
Unit 36	L/601/5372 – Complete Kitchen Documentation	2	3	25
Unit 37	L/601/4996 – Set Up and Close Kitchen	2	4	37
Unit 38	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16

# How are the qualifications graded and assessed?

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The overall grade for each qualification is a 'pass'. Learners must achieve all the required units within the specified qualification structure.

To pass a unit learners must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

## Assessment requirements/strategy

The assessment requirements/strategy for these qualifications have been included in *Annexe C*. They have been developed by People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where learners can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

## Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, centres may develop their own.

## What do you need to offer these qualifications?

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### Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel Online.

### Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

## What resources are required to deliver these qualifications?

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Each qualification is designed to support learners working in the hospitality industry. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learners certificate
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>Level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	



# Units



**Unit 1:** **Maintain Food Safety When Storing, Preparing and Cooking Food**

**Unit reference number:** D/601/6980

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 32

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### **Unit summary**

This unit covers the main competencies needed for preparing and cooking food safely, and focuses on the four main areas of control – cooking, cleaning, chilling and preventing cross-contamination, in addition to supplies being satisfactory. It provides staff with a broad understanding of reviewing hazards and hazard procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff that directly prepare and cook food.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to keep yourself clean and hygienic	1.1 Wear clean and hygienic clothes appropriate to the jobs being undertaken 1.2 Tie hair back and/or wear appropriate hair covering 1.3 Only wear jewellery and other accessories that do not cause food safety hazards 1.4 Change clothes when necessary 1.5 Wash hands thoroughly at appropriate times 1.6 Avoid unsafe behaviour that could contaminate the food working with 1.7 Report any cuts, boils, grazes, illness and infections promptly to the appropriate person 1.8 Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to keep yourself clean and hygienic	2.1 State why clean and hygienic clothes must be worn 2.2 State why hair must be tied back or an appropriate hair covering be worn 2.3 State the different types of protective clothes appropriate for different jobs in storage, preparation and cooking food Describe the food safety hazards that jewellery and accessories can cause 2.4 State when clothing should be changed 2.5 State the importance of changing clothes 2.6 State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food 2.7 Describe how to wash hands safely 2.8 State the importance of not handling food when open cuts are present 2.9 Describe what to do if anyone has an open cut 2.10 State the importance of reporting illnesses and infections promptly 2.11 State why stomach illnesses are particularly important to report 2.12 State the importance of avoiding touching, face, nose or mouth, blowing nose, chewing gum, eating or smoking when working with food			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to keep working area clean and hygienic	3.1 Make sure surfaces and equipment are clean and in good condition 3.2 Use clean and suitable cloths and equipment for wiping and cleaning between tasks 3.3 Remove from use any surfaces and equipment that are damaged or have loose parts 3.4 Report damaged surfaces, equipment to the person responsible for food safety 3.5 Dispose of waste promptly, hygienically and appropriately 3.6 Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings 3.7 Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person 3.8 Identify, take appropriate action on any signs of pests 3.9 Report any signs of pests to the appropriate person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to keep working area clean and hygienic	4.1 State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task  4.2 Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task  4.3 State the importance of only using clean and suitable cloths when cleaning before tasks  4.4 State how to ensure that clean and suitable cloths are used before tasks  4.5 Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety  4.6 List the types of damaged surfaces or equipment that can cause food safety hazards  4.7 Describe how to deal with damaged surfaces and equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.8 State the importance of clearing and disposing of waste promptly and safely</p> <p>4.9 Describe how to safely dispose of waste</p> <p>4.10 Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards</p> <p>4.11 State the types of damage that should be looked out for</p> <p>4.12 State the types of pests that could be found in catering operations</p> <p>4.13 State how to recognise the signs that pests may be present</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to store food safely	5.1 Check that food is undamaged, at appropriate temperature and within 'use-by date' on delivery 5.2 Look at and retain any important labelling information 5.3 Prepare food for storage 5.4 Place food in storage as quickly as necessary to maintain its safety 5.5 Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food 5.6 Store food so that cross-contamination is prevented 5.7 Follow stock rotation procedures 5.8 Safely dispose of food that is beyond 'use-by date' 5.9 Keep necessary records up to date			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to store food safely	6.1 State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date 6.2 State the importance of preparing food for storage 6.3 State why food must be put in the correct storage area 6.4 State the temperature food should be stored at 6.5 State the importance of keeping storage areas clean and tidy 6.6 Describe what to do if storage areas are not clean and tidy 6.7 State the importance of storing food at the correct temperature 6.8 Describe how to store food at the correct temperature 6.9 State what types of food are raw 6.10 State why types of food are ready-to-eat 6.11 State why stock rotation procedures are important 6.12 State why food beyond its 'use-by date' must be disposed of			

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
7 Be able to prepare, cook and hold food safely	7.1 Check food before and during operations for any hazards 7.2 Follow correct procedures for dealing with food hazards 7.3 Follow organisational procedures for items that may cause allergic reactions 7.4 Prevent cross-contamination between different types of food 7.5 Use methods, times, temperatures and checks to make sure food is safe following operations 7.6 Keep necessary records up to date			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
8 Know how to maintain food safety	8.1 Describe how to operate a food safety management system 8.2 Explain the concept of hazards to food safety in a catering operation 8.3 State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level 8.4 Describe what may happen if hazards are not controlled 8.5 State the types of hazards that may occur in a catering operation 8.6 Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination 8.7 State why monitoring is important 8.8 State the key stages in the monitoring process 8.9 State the importance of knowing what to do when things go wrong 8.10 State why some hazards are more important than others in terms of food safety 8.11 State who to report to if there are food safety hazards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
9 Know how to prepare, cook and hold food safely	9.1 State why it is necessary to defrost foods before cooking 9.2 State when it is necessary to defrost foods before cooking 9.3 Describe how to safely and thoroughly defrost food before cooking 9.4 Describe how to recognise conditions leading to safety hazards 9.5 State what to do if any food safety hazards are discovered 9.6 State the importance of knowing that certain foods cause allergic reactions 9.7 Describe organisational procedures to deal with foods capable of causing allergic reactions 9.8 State what to do if a customer asks if a particular dish is free from certain food allergen 9.9 Describe how cross-contamination can happen between different food types 9.10 Describe how to avoid cross-contamination between different food types 9.11 Explain why thorough cooking and reheating methods should be used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	9.12 State cooking, reheating, temperatures and times to use for food being worked with 9.13 Describe how to check that food is thoroughly cooked or safely reheated 9.14 State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer 9.15 State the types of foods that may need to be chilled or frozen because they are not for immediate consumption 9.16 Describe how to safely store food not for immediate consumption			

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Assessor signature: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

## Assessment requirements/evidence requirements

### Keep yourself clean and hygienic

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work.

The assessor may assess assessment criteria 1.4, 1.6, 1.7 and 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **four** from **clothes**
  - a) trousers
  - b) tops/jackets
  - c) coats
  - d) disposable gloves
  - e) shoes
  - f) headgear
  - g) aprons
- at least **five** from **appropriate times to wash your hands**
  - a) after going to the toilet or in contact with faeces
  - b) when going into food preparation and cooking areas including after any work breaks
  - c) after touching raw food and waste
  - d) before handling raw food
  - e) after disposing of waste
  - f) after cleaning
  - g) changing dressings or touching open wounds
- **none** from **unsafe behaviour**
  - a) failure to wash hands thoroughly when necessary
  - b) touching your face, nose or mouth, blowing your nose
  - c) chewing gum
  - d) eating
  - e) smoking
  - f) scratching

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

### **Keep your working area clean and hygienic**

The assessor **must** assess assessment criteria 3.1, 3.2, 3.5 and 3.6 by directly observing the learner's work.

The assessor may assess assessment criteria 3.3, 3.4, 3.5, 3.8 and 3.9 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **surfaces and equipment**
  - a) surfaces and utensils for preparing, cooking and holding food
  - b) surfaces and utensils used for displaying and serving food
  - c) appropriate cleaning equipment

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

### **Store food safely**

The assessor **must** assess assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7 by directly observing the learner's work.

The assessor may assess assessment criteria 5.8 and 5.9 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **storage areas**
  - a) ambient temperature
  - b) refrigerator
  - c) freezer

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

### **Prepare, cook and hold food safely**

The assessor **must** assess assessment criteria 7.4 and 7.5 by directly observing the learner's work.

The assessor may assess assessment criteria 7.1, 7.2, 7.3 and 7.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **four** from **operations**
  - a) defrosting food
  - b) preparing food, including washing and peeling
  - c) cooking food
  - d) reheating food
  - e) holding food before serving
  - f) cooling cooked food not for immediate consumption
  - g) freezing cooked food not for immediate consumption

- **none** from **hazards**

- a) bacteria and other organisms
- b) chemical
- c) physical
- d) allergenic

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.



## **Unit 2: Working Effectively as Part of a Hospitality Team**

**Unit reference number:** T/601/4216

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit summary**

This unit assesses learner's skills and knowledge when working as part of a team. Teams include line managers, supervisors as well as other people in the same team and those working at the same level. The unit includes planning and organising work, working effectively as part of a team and getting feedback from others to support his/her own learning and development.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan and organise own work	1.1 Make sure the requirements of the work are understood 1.2 Ask questions if the requirements of the work are not clear 1.3 Accurately follow instructions 1.4 Plan work and prioritise tasks in order of importance 1.5 Keep everything needed for the work organised and available 1.6 Keep work areas clean and tidy 1.7 Keep waste to a minimum 1.8 Ask for help from the relevant person if it is needed 1.9 Provide work on time and as agreed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to work effectively with team members	2.1 Give team members help when they ask for it 2.2 Ensure the help given to team members is within the limits of own job role 2.3 Ensure the help given to team members does not prevent own work being completed on time 2.4 Pass on important information to team members as soon as possible 2.5 Maintain good working relationships with team members 2.6 Report any problems with working relationships to the relevant person 2.7 Communicate clearly and effectively with team members			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to develop own skills	3.1 Seek feedback on own work and deal with this feedback positively 3.2 Identify with the relevant person aspects of own work which are up to standard and areas that could be improved 3.3 Agree what has to be done to improve their work 3.4 Agree a learning plan with the relevant person 3.5 Seek opportunities to review and develop learning plan			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to plan and organise own work	4.1 State why it is essential to understand the requirements of the work 4.2 List the benefits of planning and organising work 4.3 Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions 4.4 List the benefits of keeping everything needed for own work organised and available 4.5 State why it is important to keep work areas clean and tidy 4.6 State why it is important to keep waste to a minimum 4.7 State when to ask for help and who can be asked			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to work effectively with team members	5.1 State the importance of effective teamwork 5.2 State the people in own team and explain how they fit into the organisation 5.3 List the responsibilities of the team and why it is important to the organisation as a whole 5.4 Describe how to maintain good working relationships with team members 5.5 State how to determine if helping a team member will prevent own work from being completed on time 5.6 State the limits of own job role and what can and cannot be done when helping team members 5.7 State why essential information needs to be passed on to a team member as soon as possible 5.8 List the types of behaviour that help teams to work effectively and behaviours that do not 5.9 State why problems with working relationships should be reported to the relevant person 5.10 Describe how to communicate clearly and why it is important to do so			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to develop own skills	6.1 State the importance of improving own knowledge and skills 6.2 Describe how to get feedback from team members and how this is helpful 6.3 Describe how a learning plan can improve own work 6.4 State why it is important to regularly review own learning plan			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

## Assessment requirements/evidence requirements

<b>Learning outcomes</b>	<b>Example assessment methods</b>	<b>Examples of evidence</b>
Plan and organise your work	Observation Witness testimony Questioning	Observation sheets Notes of meetings with line manager Witness assessment criteria
Work effectively with team members	Observation Witness testimony Questioning	Records of oral questioning Question/answer sheets Records of professional discussion Cross-reference to outcome 1
Develop your own skills	Observation Witness testimony Questioning	Observation sheets Notes of meetings with line manager Witness assessment criteria

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

<b>Contingencies</b>	<b>Alternative assessment methods</b>	<b>Examples of evidence</b>
Ask for help from the relevant person if you need it	Simulation Oral questions Written questions Professional discussion	Observation sheet Question/answer sheets Records of professional discussion

## **Unit 3: Maintenance of a Safe, Hygienic and Secure Working Environment**

**Unit reference number:** F/601/4218

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 25

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### **Unit summary**

This unit is about basic health, hygiene, safety and security. This includes maintaining a clean and hygienic personal appearance, getting any cuts and grazes treated and reporting illness and infections. The unit also covers safety and security in your workplace – helping to spot and deal with hazards and following emergency procedures when necessary.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to maintain personal health and hygiene	1.1 Wear clean, smart and appropriate clothing, footwear and headgear 1.2 Keep hair neat and tidy and wear it in line with organisational standards 1.3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards 1.4 Get any cuts, grazes and wounds treated by the appropriate person 1.5 Report illness and infections promptly to the appropriate person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain personal health and hygiene	2.1 State own responsibilities under the Health and Safety at Work Act 2.2 State general rules on hygiene that must be followed 2.3 State correct clothing, footwear and headgear that should be worn at all times 2.4 State the importance of maintaining good personal hygiene 2.5 Describe how to deal with cuts, grazes and wounds and why it is important to do so			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to help maintain a hygienic, safe and secure workplace	3.1 Identify any hazards or potential hazards and deal with these correctly 3.2 Report any accidents or near accidents quickly and accurately to the proper person 3.3 Follow health, hygiene and safety procedures during work 3.4 Practise emergency procedures correctly 3.5 Follow organisational security procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain a hygienic, safe and secure workplace	4.1 State the importance of working in a healthy, safe and hygienic way 4.2 State where information about health and safety in your workplace can be obtained 4.3 Describe the types of hazard in the workplace that may occur and how to deal with these 4.4 State hazards that can be dealt with personally and hazards that must be reported to someone else 4.5 State how to warn other people about hazards and why this is important 4.6 State why accidents and near accidents should be reported and who these should be reported to 4.7 Describe the type of emergencies that may happen in the workplace and how to deal with these 4.8 State where to find first-aid equipment and who the registered first-aider is in the workplace 4.9 State safe lifting and handling techniques that should be followed 4.10 State other ways of working safely that are relevant to own position and why these are important 4.11 Describe organisational emergency procedures, in particular fire, and how these should be followed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.12 State the possible causes for fire in the workplace 4.13 Describe how to minimise the risk of fire 4.14 State where to find fire alarms and how to set them off 4.15 State why a fire should never be approached unless it is safe to do so 4.16 State the importance of following fire safety laws 4.17 Describe organisational security procedures and why these are important 4.18 State the correct procedures for dealing with customer property 4.19 State the importance of reporting all usual/non-routine incidents to the appropriate person			

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

(if sampled)

## Assessment requirements/evidence requirements

### Maintain personal health and hygiene

The assessor **must** assess assessment criteria 1.1 and 1.2 by directly observing the learner's work.

The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

### Help to maintain a hygienic, safe and secure workplace

The assessor **must** assess assessment criteria 3.1, 3.3, 3.4 and 3.5 by directly observing the learner's work.

The assessor may assess assessment criterion 3.2 through questioning, witness testimony or simulation if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **hazards**
  - a) relating to equipment
  - b) relating to areas where you work
  - c) relating to personal clothing
  
- **none** from **ways of dealing with hazards**
  - a) putting them right yourself
  - b) reporting them to appropriate colleagues
  - c) warning other people
  
- at least **one** from **emergency procedures**
  - a) fire
  - b) threat
  - c) security

Evidence for the remaining assessment criteria may be assessed through questioning, witness testimony or simulation.



## **Unit 4: Produce Basic Fish Dishes**

**Unit reference number:** H/601/4938

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 34

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### **Unit summary**

This unit is about cooking and finishing basic fish dishes, for example:

- grilled salmon steaks
- battered fish
- fish cakes
- fish pies.

The unit makes reference to a range of different forms in which the fish may be available, for example raw or processed.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to produce basic fish dishes	1.1 Check fish meet dish requirements 1.2 Choose and use the right tools and equipment correctly 1.3 Combine fish with other ingredients 1.4 Cook fish to meet dish requirements 1.5 Garnish and present the dish to meet requirements 1.6 Make sure dishes have the correct flavour, colour, consistency and quantity 1.7 Make sure dishes are at correct temperature for holding and serving 1.8 Safely store any cooked fish not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic fish dishes	2.1 Describe how to check the fish meet dish requirements 2.2 State what quality points to look for in fish 2.3 Describe what to do if there are any problems with the fish or other ingredients 2.4 State which tools and equipment to use for the relevant cooking method 2.5 State why it is important to use the correct tools and equipment 2.6 Explain why it is important to use the most appropriate cooking methods in relation to each type of fish 2.7 State the correct temperatures for cooking fish and why these temperatures are important 2.8 Describe how to garnish and present fish according to organisational requirements 2.9 Describe how to correct a dish to make sure it has the correct colour, consistency and flavour 2.10 State the correct temperature for holding and serving fish dishes 2.11 State healthy eating options when cooking and finishing fish dishes			

Learner name: \_\_\_\_\_

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*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.7 by directly observing the learner's work.

The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **fish**
  - a) raw fish portions
  - b) processed fish products (eg fish cakes, coated fish portions)
  - c) whole fish
  
- at least **four** from **cooking by**
  - a) frying – deep
  - b) frying – shallow
  - c) grilling
  - d) boiling (including boil in the bag)
  - e) steaming
  - f) baking
  - g) microwaving

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.



## **Unit 5: Produce Basic Meat Dishes**

**Unit reference number:** H/601/4941

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 34

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### **Unit summary**

This unit is about cooking and finishing basic meat dishes, for example:

- steaks and cutlets
- stews and casseroles
- curries
- minced dishes – for example lasagne, shepherd’s pie.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce basic meat dishes	1.1 Check meat meets type, cut, quality and quantity requirements 1.2 Choose and use tools and equipment correctly 1.3 Combine meat with other ingredients 1.4 Cook meat to meet dish requirements 1.5 Make sure dish has the correct flavour, consistency and quantity 1.6 Garnish and present the dish to meet organisational specifications 1.7 Make sure dishes are at correct temperature for holding and serving 1.8 Safely store cooked meat not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic meat dishes	2.1 Describe how to check the meat is of correct type, cut and quantity for dishes 2.2 State what quality points to look for in prepared meat 2.3 Describe what to do if there any problems with the meat or other ingredients 2.4 Explain the benefits of sealing meat 2.5 State the most effective (or appropriate) methods of cooking different cuts of meat 2.6 State the correct tools and equipment to use for relevant cooking methods 2.7 State why it is important to use the correct tools and equipment 2.8 Describe how to use different cooking methods to meet dish requirements 2.9 State the correct temperature for cooking meat using various methods 2.10 Describe how to correct a meat dish to meet finishing requirements 2.11 Describe how to follow finishing methods, including garnishing and presentation 2.12 State correct temperature for holding and serving meat dishes 2.13 State healthy eating options when cooking and finishing meat dishes			

Learner name: \_\_\_\_\_

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*(if sampled)*

## Assessment requirements/evidence requirements

### Produce basic meat dishes

The assessor **must** assess assessment criteria 1.1-1.7 by directly observing the learner's work.

The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **meat**
  - a) raw meat portions
  - b) processed meat products (eg burgers, sausages)
  - c) meat joints
- at least **five** from **cooking by**
  - a) grilling (over and under heat sources)
  - b) griddling
  - c) frying (shallow/stir)
  - d) boiling (including boil in the bag)
  - e) braising
  - f) steaming
  - g) stewing
  - h) roasting
  - i) baking
  - j) microwaving

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.



## **Unit 6: Produce Basic Poultry Dishes**

**Unit reference number:** R/601/7303

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 33

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### **Unit summary**

This unit is about cooking and finishing basic poultry dishes, for example:

- sautéed chicken
- chicken Kiev
- chicken and bacon pie.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to produce basic poultry dishes	1.1 Check poultry meets dish requirements 1.2 Choose and use tools and equipment correctly 1.3 Combine poultry with other ingredients 1.4 Cook poultry to meet dish requirements 1.5 Make sure dishes have the correct flavour, colour, consistency and quantity 1.6 Garnish and present dishes to meet requirements 1.7 Make sure dishes are at correct temperature for holding and serving 1.8 Safely store cooked poultry not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic poultry dishes	2.1 Describe how to check the poultry meets dish requirements 2.2 State what quality points to look for in poultry items, including frozen and coated items 2.3 Describe what to do if there any problems with the poultry or other ingredients 2.4 State what tools and equipment to use for the relevant cooking methods 2.5 State why it is important to use the tools and equipment correctly 2.6 Describe how each of the cooking methods should be followed to meet dish requirements 2.7 State why it is important to use the correct cooking techniques 2.8 State the correct temperatures for cooking poultry and poultry products 2.9 Describe how to correct a poultry dish to meet finishing requirements 2.10 Describe how to follow finishing methods including garnishing and presentation 2.11 State the correct temperature for holding and serving poultry dishes 2.12 State healthy eating options when cooking and finishing poultry dishes			

Learner name: \_\_\_\_\_

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*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.7 by directly observing the learner's work.

The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **poultry**
  - a) coated poultry products
  - b) raw poultry portions
  - c) whole birds
- at least **four** from **cooking by**
  - a) grilling
  - b) griddling
  - c) roasting
  - d) poaching (including boil in the bag)
  - e) frying (deep/shallow/sautéing/stir)

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.



## **Unit 7: Produce Basic Vegetable Dishes**

**Unit reference number:** R/601/4949

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 32

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### **Unit summary**

This unit is about cooking and finishing basic vegetable dishes, for example:

- vegetable curry
- roasted vegetables
- stuffed vegetables.

It also covers the cooking and finishing of vegetables in a simple form, for example boiled or steamed carrots, roast potatoes.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to produce basic vegetable dishes	1.1 Check the vegetables meet both quality and quantity requirements 1.2 Choose and use tools and equipment correctly 1.3 Combine vegetables with other ingredients 1.4 Cook vegetables to meet dish requirements 1.5 Make sure dish has the correct flavour, colour, texture and quantity 1.6 Finish and present dishes to meet requirements 1.7 Make sure dishes are at correct temperature for holding and serving 1.8 Safely store cooked vegetables not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic vegetable dishes	2.1 Describe how to check vegetables meet dish requirements 2.2 State what quality points to look for in vegetables 2.3 Describe what to do if there are any problem with the vegetables or other ingredients 2.4 State what tools and equipment are needed to carry out the relevant cooking methods 2.5 Describe how each of the cooking methods should be followed to meet dish requirements 2.6 State the correct temperatures for cooking the relevant vegetable dishes 2.7 Describe how to maintain the nutritional value of vegetables during cooking and holding 2.8 State the main reasons for blanching vegetables 2.9 State which vegetables are suitable for high and low pressure steaming 2.10 Describe how to finish basic vegetable dishes 2.11 State the correct temperature for holding and serving vegetable dishes 2.12 State healthy eating options when cooking and finishing vegetable dishes			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.7 by directly observing the learner's work.

The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **four** from **vegetables**
  - a) roots and tubers
  - b) bulbs
  - c) flower heads
  - d) fungi
  - e) seeds and pods
  - f) leaves
  - g) stems
  - h) vegetable fruits
  
- at least **one** from **format**
  - a) fresh
  - b) frozen
  - c) pre-prepared
  
- at least **four** from **cooking by**
  - a) blanching
  - b) boiling
  - c) roasting
  - d) baking
  - e) grilling
  - f) frying (deep/shallow/stir)
  - g) steaming
  - h) combination cooking methods
  - i) microwaving

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.



## **Unit 8: Cook-Chill food**

**Unit reference number:** L/601/4755

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 27

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### **Unit summary**

This unit is about portioning and packing food; sealing and labelling blast chilled food correctly; whilst monitoring and recording its temperature. The unit also covers storing cook-chill food correctly, stock rotation procedures and maintaining accurate records.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to portion pack and blast chill food	1.1 Make sure food is of the correct type, quality and quantity required 1.2 Deal correctly with any food that does not meet requirements 1.3 Portion, pack and cover food correctly 1.4 Blast-chill food and seal and label it correctly 1.5 Transport containers to the appropriate storage areas 1.6 Ensure that containers are handled correctly during transport and they remain undamaged 1.7 Monitor and record food temperatures accurately			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to portion pack and blast chill food	2.1 State why time and temperature are important when preparing cook-chill food 2.2 State why food containers must be sealed and labelled correctly before storage 2.3 State why portions must be controlled when filling packages 2.4 Describe what quality points to look for when portioning, packing and blast chilling food			
3 Be able to cook-chill food	3.1 Store cook-chill items under the correct conditions 3.2 Follow stock rotation procedures correctly and use stock in date order 3.3 Maintain accurate records of food items that are received, stored and issued 3.4 Handle food items so that they remain undamaged 3.5 Monitor and record food temperatures accurately 3.6 Secure storage areas against unauthorised access 3.7 Report any problems with storage of cooking items promptly to the proper person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to cook-chill food	4.1 State why it is important to monitor and record food temperatures regularly 4.2 State why stock rotation procedures must be followed 4.3 State why time and temperature are important when storing cook-chill food 4.4 State why storage areas should be secure from unauthorised access			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## Assessment requirements/evidence requirements

<b>Portion, pack and blast-chill food</b>
<p>The assessor <b>must</b> assess assessment criteria 1.1 and 1.3-1.7 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.2 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"><li>• at least <b>four</b> from <b>food</b><ul style="list-style-type: none"><li>a) meat dishes</li><li>b) poultry dishes</li><li>c) joints/whole birds</li><li>d) vegetables/fruits</li><li>e) vegetable dishes</li><li>f) fish dishes</li><li>g) sauces/soups</li><li>h) egg dishes</li><li>i) pasta dishes</li><li>j) desserts</li></ul></li></ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
<b>Store cook-chill food</b>
<p>The assessor <b>must</b> assess assessment criteria 3.1-3.6 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>Evidence for the assessment criteria may be assessed through questioning or witness testimony</p>



## **Unit 9: Cook-Freeze Food**

**Unit reference number:** D/601/4758

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 27

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### **Unit summary**

This unit is about portioning and packing food; and sealing and labelling cook-freeze food correctly. It also covers storing cook-freeze food correctly, stock rotation procedures and maintaining accurate records.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to portion, pack and blast freeze food	1.1 Make sure food is of the correct type, quality and quantity required 1.2 Deal with any problems identified with the quality of the food correctly 1.3 Portion, pack and cover food correctly 1.4 Blast-freeze, seal and label food correctly 1.5 Transport containers to the appropriate storage area 1.6 Handle containers correctly ensuring they remain undamaged 1.7 Monitor and record food temperatures accurately			
2 Understand how to portion, pack and blast freeze food	2.1 State why time and temperature are important when preparing cook-freeze food 2.2 State why food containers must be sealed and labelled correctly before storage 2.3 State why portions must be controlled when filling packages			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to store cook-freeze food	3.1 Follow stock rotation procedures and use stock accordingly 3.2 Maintain accurate records of food items that are received, stored and issued 3.3 Handle food items with care so they remain undamaged 3.4 Monitor and record food temperatures accurately 3.5 Secure storage areas against unauthorised access 3.6 Identify any problems with the storage of cook-freeze items and report them to the proper person			
4 Understand how to store cook-freeze food	4.1 State why it is important to monitor and record food temperatures regularly 4.2 State why stock rotation procedures must be followed 4.3 State why time and temperature are important when storing cook-freeze food 4.4 State why storage areas should be secure from unauthorised access			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## Assessment requirements/evidence requirements

<b>Portion, pack and blast-freeze food</b>
<p>The assessor <b>must</b> assess assessment criteria 1.1 and 1.3-1.7 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.2 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"><li>• at least <b>four</b> from <b>food</b><ul style="list-style-type: none"><li>a) meat dishes</li><li>b) poultry dishes</li><li>c) joints/whole birds</li><li>d) vegetables/fruits</li><li>e) vegetable dishes</li><li>f) fish dishes</li><li>g) sauces/soups</li><li>h) egg dishes</li><li>i) desserts</li></ul></li></ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
<b>Store cook-freeze food</b>
<p>The assessor <b>must</b> assess assessment criteria 3.1-3.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>Evidence for the assessment criteria may be assessed through questioning or witness testimony.</p>

## **Unit 10: Produce Basic Hot Sauces**

**Unit reference number:** F/601/7328

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 36

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### **Unit summary**

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to be able to produce basic hot sauces.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce a basic hot sauce	1.1 Check ingredients meet quality and quantity requirements 1.2 Choose and use tools and equipment correctly 1.3 Prepare, cook and finish the sauce to meet requirements 1.4 Make sure that the sauce has the correct flavour, colour, texture, consistency and finish 1.5 Present the sauce to meet requirements 1.6 Make sure the sauce is at the correct temperature for holding and serving 1.7 Safely store cooked sauces not for immediate use			
2 Understand how to produce a basic hot sauce	2.1 Describe how to check ingredients meet dish requirements 2.2 State what qualities to look for in sauce ingredients 2.3 Describe how to use correct tools and equipment required for preparation, cooking and finishing hot sauces 2.4 State the importance of using the correct equipment and techniques 2.5 State the correct temperature for cooking various hot sauces			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Describe how to identify when hot sauces have the correct flavour, colour, texture, consistency and finish 2.7 Describe how to present cooked sauces correctly 2.8 State the importance of holding and serving sauces at the correct temperature 2.9 State healthy eating options when making hot sauce dishes			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the learner's work.

For assessment criterion 1.6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **five** from **preparation, cooking and finishing methods**
  - a) weighing/measuring
  - b) chopping
  - c) simmering
  - d) boiling
  - e) roux preparation
  - f) passing/straining/blending
  - g) skimming
  - h) whisking
  - i) adding cream

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 11: Produce Basic Rice, Pulse and Grain Dishes**

**Unit reference number:** K/601/4861

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 25

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### **Unit summary**

This unit is about cooking and finishing basic rice, pulse and grain dishes. This may include simple cooked rice and pulses to accompany other dishes, or in the form of specific rice and pulse dishes, for example dhal, moulded rice, grilled set polenta.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce basic rice, pulse and grain dishes	1.1 Check ingredients meet quality and quantity requirements 1.2 Choose and use tools and equipment correctly 1.3 Cook ingredients using the correct preparation and cooking methods 1.4 Make sure dishes have the correct flavour, colour, texture and quantity 1.5 Garnish and present food products to meet organisational standards 1.5 Make sure dishes are at the correct temperature for holding and serving 1.6 Make sure prepared food that is not for immediate use is stored safely			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic rice, pulse and grain dishes	2.1 Describe how to check ingredients meet the dish requirements 2.2 State what quality points to look for in rice, pulses and grains 2.3 Describe what to do if there are problems with rice, pulses and grains 2.4 State the correct tools and equipment to carry out relevant preparation methods 2.5 State why it is important to use the correct equipment and techniques 2.6 Describe how to determine the correct cooking methods 2.7 Describe how to identify when rice, pulse and grain dishes have the correct colour, flavour, texture and quantity 2.8 State the correct temperature for holding and serving rice, pulse and grain dishes 2.9 Describe how rice, pulses and grains can be cooled which maintains effective food safety 2.10 State healthy eating options when making rice, pulse and grain dishes			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the learner's work.

For assessment criterion 1.6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- all **three** from **ingredients**
  - a) rice
  - b) peas, beans and lentils
  - c) grain, including polenta
  
- at least **four** from **preparation and cooking methods**
  - a) soaking and washing
  - b) boiling
  - c) braising
  - d) steaming
  - e) frying
  - f) baking
  - g) microwaving

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 12: Produce Basic Pasta Dishes**

**Unit reference number:** F/601/7331

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 25

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### **Unit summary**

This unit is about preparing, cooking and finishing basic pasta dishes, for example:

- meat and vegetable based lasagne
- macaroni cheese
- spaghetti bolognese
- tagliatelle-based dishes
- stuffed pasta dishes, for example cannelloni, ravioli, tortellini.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce basic pasta dishes	1.1 Check pasta and other ingredients meet dish requirements 1.2 Choose and use the correct tools and equipment correctly 1.3 Prepare and cook the pasta and other ingredients to meet the dish requirements 1.4 Make sure pasta dish is of the correct flavour, colour, texture and quantity 1.5 Present and garnish the pasta dish to meet requirements 1.6 Make sure the temperature is correct for holding and serving pasta dishes 1.7 Safely store any cooked pasta dishes not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic pasta dishes	2.1 Describe how to check the pasta and other ingredients meet dish requirements 2.2 State what quality points to look for in pasta and other ingredients used in the dish 2.3 Describe what to do if there are any problems with the pasta or other ingredients 2.4 State why time and temperature are important when cooking and finishing pasta dishes 2.5 Explain which tools and equipment to use for the relevant preparation and cooking methods 2.6 Describe how to carry out the relevant preparation and cooking methods 2.7 State why it is important to use the correct equipment and techniques 2.8 Describe how to identify when pasta has the correct flavour, colour, texture and quantity 2.9 State the correct temperature for holding and serving pasta dishes 2.10 Describe how to cool pasta to ensure effective food safety prior to storage 2.11 Describe how to safely store cooked pasta dishes 2.12 State healthy eating options when making pasta dishes			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the learner's work.

For assessment criterion 1.6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three** from **pasta**
  - a) stuffed
  - b) shaped
  - c) lasagne
  - d) dried
  - e) pre-prepared fresh
  
- at least **three** from **preparation and cooking methods**
  - a) blanching
  - b) straining
  - c) mixing
  - d) boiling
  - e) baking

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 13: Produce Basic Bread and Dough Products**

**Unit reference number:** K/601/4925

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 38

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### **Unit summary**

This unit is about preparing, cooking and finishing basic bread and dough products, for example:

- buns
- bread, bread rolls
- naans
- pitta breads
- pizzas
- soda bread dough.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce basic bread and dough products	1.1 Check the ingredients meet quality and quantity requirements for the dish 1.2 Choose and use the correct tools and equipment 1.3 Prepare and cook ingredients to meet requirements 1.4 Make sure the bread and dough products have the correct colour, texture and finish 1.5 Present the bread and dough product to meet requirements 1.6 Make sure the bread and dough products are at the correct temperature for holding and serving 1.7 Safely store any cooked bread and dough product not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic bread and dough products	2.1 Describe how to check that the ingredients meet dish requirements 2.2 State what quality points to look for in bread and dough products 2.3 Describe what to do if there are any problems with the ingredients 2.4 State which tools and equipment should be used to carry out the relevant methods to prepare, cook and serve basic bread and dough products 2.5 Describe how to correctly carry out the relevant cooking methods 2.6 State why it is important to use the correct tools, equipment and techniques 2.7 Describe how to identify when bread and dough products have the correct colour, texture and finish 2.8 Describe how to carry out relevant finishing methods 2.9 State the correct temperature and conditions for holding and serving bread and dough products 2.10 State how to safely store bread and dough products 2.11 State healthy eating options when making bread and dough products			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the learner's work.

For assessment criterion 1.6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **bread and dough products**
  - a) bun dough
  - b) bread dough
  - c) naan dough/pitta dough
  - d) pizza dough
  - e) soda bread dough
  - f) part-cooked products
  
- at least **seven** from **preparation and cooking methods**
  - a) weighing/measuring
  - b) sieving
  - c) mixing/kneading
  - d) proving
  - e) knocking back
  - f) shaping
  - g) baking
  - h) frying
  
- at least **one** from **finishing methods**
  - a) glazing
  - b) icing
  - c) filling
  - d) decorating

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 14: Produce Basic Pastry Products**

**Unit reference number:** F/601/4946

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 43

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### **Unit summary**

This unit is about preparing, cooking and finishing basic pastry products, for example:

- chocolate éclair
- apple tart
- savoury quiche
- apple turnover/pie
- pie toppings.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce basic pastry products	1.1 Check ingredients meet quality and quantity requirements 1.2 Choose and use the correct techniques, tools and equipment 1.3 Prepare and cook ingredients to meet dish requirements 1.4 Make sure pastry has the correct flavour, colour, texture and finish 1.5 Make sure the temperature is correct for holding and serving 1.6 Safely store any cooked pastry not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic pastry products	2.1 Describe how to check the ingredients meet dish requirements 2.2 Describe what to do if there are any problems with the ingredients 2.3 State why it is important to follow the recipe when preparing pastry products correctly 2.4 Describe how to correctly use tools and equipment required for preparing, cooking and finishing basic pastry dishes 2.5 Describe how to carry out the relevant preparation, cooking and finishing methods 2.6 State why it is important to use the correct tools, equipment and techniques 2.7 State the correct temperatures for cooking pastry products 2.8 Describe how to identify when pastry products have the correct flavour, colour, texture and finish 2.9 State how to store pastry products after preparation and cooking 2.10 State healthy eating options when making pastry products			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

The assessor must assess assessment criteria 1.1-1.4 by directly observing the learner's work.

For assessment criterion 1.5, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 1.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three** from **pastry**
  - a) short
  - b) sweet
  - c) suet
  - d) choux
  - e) puff
  - f) convenience
  
- at least **six** from **preparation methods**
  - a) weighing/measuring
  - b) sifting
  - c) rubbing in
  - d) creaming
  - e) resting
  - f) piping
  - g) rolling
  - h) laminating/folding
  - i) cutting/shaping/trimming
  - j) lining
  
- at least **one** from **cooking methods**
  - a) baking
  - b) steaming
  - c) combining cooking methods

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 15: Produce Basic Cakes, Sponges and Scones**

**Unit reference number:** L/601/4934

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 32

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### **Unit summary**

This unit is about preparing, cooking and finishing basic cakes, sponges and scones, for example:

- basic cakes and sponges
- basic scones
- sponge biscuits.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to produce basic cakes, sponges and scones	1.1 Check ingredients meet requirements 1.2 Choose and use tools and equipment correctly 1.3 Prepare, cook and finish the product to meet requirements 1.4 Make sure products have correct flavour, colour, texture and quantity 1.5 Present the product to meet requirements 1.6 Make sure products are at correct temperature for holding and serving 1.7 Safely store any cooked products not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic cakes, sponges and scones	2.1 Describe how to check the ingredients meet requirements 2.2 State what quality points to look for in the ingredients 2.3 Describe what you should do if there is a problem with the ingredients 2.4 State the correct tools and equipment to carry out the necessary preparation and cooking methods 2.5 Describe how to carry out the necessary preparation and cooking methods according to product requirements 2.6 State why it is important to use the correct tools, equipment and techniques 2.7 Describe how to identify when cakes, sponges and scones have the correct flavour, colour, texture and quantity 2.8 Describe how to present basic cakes, sponges and scones 2.9 Describe how to store cakes, sponges and scones 2.10 State healthy eating options when making cakes, sponges and scones			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the learner's work.

For assessment criterion 1.6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **twelve** from **preparation and cooking methods**
  - a) using prepared mixes
  - b) weighing/measuring
  - c) creaming/beating
  - d) whisking
  - e) folding
  - f) rubbing in
  - g) greasing
  - h) glazing
  - i) portioning
  - j) piping
  - k) shaping
  - l) baking
  - m) filling
  - n) rolling
  - o) lining
  - p) trimming/icing
  - q) spreading/smoothing
  - r) kneading
  - s) dusting/dredging/sprinkling
  - t) mixing

Learners must demonstrate through performance that they can make **three** of the following:

- cakes (eg fruit cake, rock cakes, small cakes, shortcake/bread)
- sponges (eg Victoria sandwich, sponge biscuits, Swiss roll)
- scones

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 16: Produce Basic Hot and Cold Desserts**

**Unit reference number:** J/601/4964

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 28

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### **Unit summary**

This unit is about cooking and finishing basic hot and cold desserts.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce hot and cold desserts	1.1 Check ingredients meet quality and quantity requirements 1.2 Choose and use the right tools and equipment 1.3 Use correct preparation and cooking methods to prepare desserts 1.4 Make sure dishes have the correct flavour, colour, texture and quantity 1.5 Finish and present the dish to meet organisational standards 1.6 Make sure dishes are at the correct temperature for holding and serving 1.7 Safely store any prepared ingredients not for immediate consumption			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce hot and cold desserts.	2.1 Describe how to check that ingredients meet dish requirements 2.2 Describe what to do if there are any problems with ingredients 2.3 State why time and temperature are important when finishing basic hot and cold desserts 2.4 State what quality points to look for in basic hot and cold desserts 2.5 Describe how to correctly carry out the relevant cooking methods 2.6 Describe how to carry out the relevant finishing methods 2.7 State why it is important to use the correct tools, equipment and techniques 2.8 Describe how to identify the correct colour, texture, consistency and quantity of hot and cold desserts 2.9 Describe what types of problems can occur when cooking and finishing hot and cold desserts and how to correct them 2.10 Describe how to store prepared hot and cold desserts 2.11 State healthy eating options when preparing hot and cold desserts			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the learner's work.

For assessment criterion 1.6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three** from **ingredients**
  - a) ice cream
  - b) pre-prepared pastry based products
  - c) pre-prepared sponge based products
  - d) pre-prepared egg based products
  - e) fresh fruit
  - f) pre-prepared fruit
  
- at least **two** from **cooking methods**
  - a) baking
  - b) frying
  - c) microwaving
  - d) steaming
  
- at least **three** from **finishing methods**
  - a) garnishing
  - b) de-moulding
  - c) slicing
  - d) portioning
  - e) piping
  - f) glazing

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 17: Produce Cold Starters and Salads**

**Unit reference number:** H/601/4955

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 28

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### **Unit summary**

This unit is about preparing and presenting cold products such as salads, bread products, pies, pâtés and cured meats. It also covers the holding of such foods to maintain effective food safety.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce cold starters and salads	1.1 Check ingredients meet dish requirements 1.2 Choose and use tools and equipment correctly 1.3 Prepare products using the correct preparation methods 1.4 Make sure that food products have the correct flavour, colour, texture and quantity 1.5 Make sure that food products are garnished and presented to meet organisational requirements 1.6 Safely store any prepared food not for immediate consumption			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce cold starters and salads	2.1 Describe how to check that food products and garnish ingredients meet requirements 2.2 State what quality points to look for in the presentation of cooked, cured and prepared foods 2.3 Describe what to do if there are any problems with the ingredients 2.4 State which tools and equipment should be used to carry out the relevant preparation methods 2.5 State why it is important to use the correct tools, equipment and techniques 2.6 Describe how to prepare the food products and garnish ingredients for cold presentation 2.7 Describe how to produce basic dressings and cold sauces 2.8 Describe how to finish and garnish cold starters and salads 2.9 Describe how to identify the correct colour, flavour, texture and quantity of food products 2.10 State why time and temperature are important when preparing cooked, cured and prepared food for presentation 2.11 State healthy eating options available when preparing and presenting food for cold presentation			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the learner's work.

The assessor may assess assessment criterion 1.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **five** from **food products**
  - a) bread products
  - b) salads
  - c) pre-prepared pastry items
  - d) cooked and cured meats
  - e) fish and shellfish
  - f) pre-prepared pates
  - g) cold dressings and sauces
  - h) pre-prepared vegetable items
  
- at least **four** from **preparation methods**
  - a) defrosting
  - b) washing
  - c) slicing
  - d) dressing
  - e) garnishing
  - f) portioning
  - g) combining ingredients

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 18: Produce Flour, Dough and Tray Baked Products**

**Unit reference number:** M/601/4960

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit summary**

This unit is about preparing flour, dough and tray bakes, as well as correctly storing those items not for immediate use. It also covers baking and deep frying products, such as biscuits and scones. Additionally it describes the importance of presenting cooked products to organisational standards.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare flour, dough and tray baked products	1.1 Identify number of portions required for service 1.2 Ensure ingredients are of the type, quality and quantity required 1.3 Use the appropriate basic preparation methods to meet quality and organisational requirements when preparing ingredients 1.4 Make sure prepared ingredients are stored, clearly and accurately labelled in relation to legal requirements for temperature control			
2 Understand how to prepare flour, dough and tray baked products	2.1 State why it is essential that ovens should be at the correct temperature before baking starts 2.2 State why time, temperature are important when preparing, cooking and storing basic flour, dough and tray baked products 2.3 State why prepared basic flour, dough and tray baked products should be stored at the required safe temperature before cooking			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to cook, finish and present flour, dough and tray baked products	3.1 Ensure that flour, dough and tray baked products are of the type, quality and quantity required 3.2 Combine the flour and tray baked products with other ingredients 3.3 Cook flour, dough and tray baked products using the appropriate basic cooking methods to meet quality and organisational requirements 3.4 Use basic finishing methods where necessary to meet quality and organisational requirements 3.5 Store and clearly and accurately label dishes not for immediate use, in line with legal requirements relating to temperature control			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to cook, finish and present flour, dough and tray baked products	4.1 Describe what quality points to look for in basic flour, dough and tray baked ingredients 4.2 Describe the preparation and cooking methods for basic flour, dough and tray baked products 4.3 State how to identify when different flour, dough and tray baked products are cooked to dish requirements 4.4 Describe how to present flour, dough and tray baked products 4.5 Describe what problems can occur while preparing and cooking flour, dough and tray baked products, and to whom problems should be reported 4.6 Describe how to ensure that products have the correct aroma, texture, temperature and consistency 4.7 State why it is important to follow dish instructions, and use the correct equipment while portioning 4.8 Describe healthy eating options when preparing, cooking and finishing basic flour, dough and tray baked products			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

## Assessment requirements/evidence requirements

### Prepare flour, dough and tray baked products

The assessor **must** assess assessment criteria 1.1-1.4 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **four** from **ingredients**
  - a) pre-prepared pastry
  - b) cake/sponge mixes
  - c) scone mix
  - d) dough mix
  - e) biscuit mix
  - f) tray-bake mix
  
- at least **six** from **basic preparation methods**
  - a) mixing
  - b) kneading
  - c) greasing
  - d) creaming/beating
  - e) lining
  - f) melting
  - g) glazing
  - h) portioning
  - i) rolling
  - j) shaping
  - k) cutting

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

### Cook, finish and present flour, dough and tray baked products

The assessor **must** assess assessment criteria 3.1-3.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **four** from **flour, dough and tray baked products**
  - a) pastry products
  - b) cakes/sponges
  - c) scones
  - d) dough products
  - e) biscuits
  - f) tray-bakes

- at least **one** from **basic cooking methods**

- a) baking
- b) deep frying

- at least **four** from **basic finishing methods**

- a) dusting/sprinkling/dredging
- b) filling
- c) piping
- d) spreading/coating
- e) glazing
- f) trimming
- g) portioning

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 19: Prepare Hot and Cold Sandwiches**

**Unit reference number:** K/601/4844

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit summary**

This unit is about preparing hot and cold sandwiches including:

- burgers
- wraps
- rolls
- paninis
- fajitas.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare hot and cold sandwiches	1.1 Check the bread and fillings to make sure that they meet quality and quantity requirements 1.2 Choose the right tools and equipment 1.3 Prepare sandwiches as required 1.4 Safely store any sandwiches and fillings not for immediate use			
2 Understand how to prepare hot and cold sandwiches	2.1 Explain how to check that bread and fillings are fit for purpose 2.2 State the correct tools and equipment for making sandwiches 2.3 Describe how to present sandwiches and bread products attractively 2.4 State the correct methods of storage to avoid spoiling sandwiches and bread products between preparation and consumption			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2 and 1.3 by directly observing the learner's work.

The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **bread**
  - a) sliced bread
  - b) unsliced bread
  - c) wraps
  - d) bread rolls
  
- at least **four** from **fillings**
  - a) fats/pastes/spreads
  - b) cooked meat and poultry
  - c) cooked fish
  - d) dairy products
  - e) salad/vegetables/fruit
  - f) sauces/dressings/relishes
  
- at least **two** from **preparation methods**
  - a) slicing
  - b) preparing fillings
  - c) garnishing
  - d) heating/toasting

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 20: Produce Basic Egg Dishes**

**Unit reference number:** L/601/7333

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 24

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### **Unit summary**

This unit is about preparing, cooking and finishing basic egg dishes, for example:

- scrambled eggs
- poached eggs
- omelettes
- boiled eggs
- sweet and savoury egg dishes.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to produce basic egg dishes	1.1 Ensure that the eggs and other ingredients meet dish requirements 1.2 Select and use the correct tools and equipment 1.3 Prepare and cook eggs and other ingredients to meet dish requirements 1.4 Ensure the egg dish has the correct colour, texture and quantity 1.5 Present and finish the egg dish to meet requirements 1.6 Ensure the egg dish is at the correct temperature for holding and serving 1.7 Safely store cooked egg dishes not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce basic egg dishes	2.1 Describe how to check the eggs and other ingredients meet dish requirements 2.2 Describe what to do if there are problems with the egg or other ingredients 2.3 State why time and temperature are important when cooking and finishing basic egg dishes 2.4 Describe how to carry out the relevant preparation and cooking methods 2.5 State why it is important to use the correct tools, equipment and techniques 2.6 Describe how to identify when egg dishes have the correct colour, texture and quantity 2.7 Describe how to finish basic egg dishes 2.8 State the correct temperature for holding and serving egg dishes 2.9 Describe how to safely store cooked egg dishes 2.10 State healthy eating options when making egg dishes			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the learner's work.

For assessment criterion 1.6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **eggs**
  - a) fresh egg
  - b) pasteurised egg
  
- at least **four** from **preparation and cooking methods**
  - a) boiling
  - b) whisking
  - c) frying/griddling
  - d) poaching
  - e) baking
  - f) scrambling
  - g) bain marie

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 21: Produce Healthier Dishes**

**Unit reference number:** A/601/4962

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 28

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### **Unit summary**

This unit is about preparing, cooking and finishing dishes which use healthier ingredients and healthier preparation, cooking and finishing techniques.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to produce healthier dishes	1.1 Check ingredients meet dish requirements 1.2 Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre 1.3 Cook food in a way that maximises its nutritional value 1.4 Use flavourings that minimise the use of salt and sugar 1.5 Present dishes in a way that is attractive to the customer 1.6 Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to produce healthier dishes	2.1 Describe the concept of a balanced diet and how this is important to good health 2.2 State the government's current guidelines for healthy eating 2.3 State the types and combinations of ingredients that make up a healthy dish 2.4 Describe the nutritional benefits of minimising the fat, sugar and salt content of dishes 2.5 Describe the nutritional benefits of starchy foods, fruits, vegetables and pulses 2.6 Explain how to read and interpret food labelling 2.7 Describe how to select types, combinations and proportions of ingredients that will make a healthy dish 2.8 Describe what techniques can be used to prepare ingredients in a healthy way 2.9 Describe what techniques can be used to cook the dish in a way that maximises its nutritional value 2.10 State what healthier flavourings can be used as alternatives to salt and sugar 2.11 Explain why it is important to present healthier dishes to customers in an attractive way and how to do so			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.12 State why it is important to provide the customers with their choice of sauces, dressing, toppings and condiments  2.13 State appropriate alternative healthier types of sauces, dressings, toppings and condiments			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.4 by directly observing the learner's work.

The assessor may assess assessment criteria 1.5 and 1.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **four** from **dish**
  - a) meat/poultry
  - b) fish
  - c) vegetables/fruit
  - d) eggs
  - e) pasta/rice/grain/pulses
  - f) soups/sauces
  - g) pastry
  - h) bread/dough
  - i) sponges/cakes/biscuits/scones

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain an efficient use of food resources	1.1 Gain information to anticipate the volume of customers to be served 1.2 Check storage areas to ensure that sufficient volumes of food resources are available 1.3 Check that available food items are of the type and quality required 1.4 Organise food resources for immediate use in a manner that makes them accessible 1.5 Follow portion control measures that meet organisational and dish requirements 1.6 Organise food items for immediate use to reduce the risk of cross-contamination 1.7 Label and store food items in a safe manner for use in the next service period 1.8 Identify items nearing the end of their shelf life 1.9 Record any food wastage 1.10 Identify any potential food shortages and report to relevant people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to maintain an efficient use of food resources	2.1 Describe the principles of stock and portion control 2.2 Describe the financial impact of food resource wastage can have upon the organisation 2.3 State organisational procedures for recording food usage 2.4 State procedures for storing opened food items 2.5 State the importance of maintaining minimum food stock levels 2.6 Describe how stock items should be stored and labelled 2.7 Describe how labelling systems used by the organisation operate 2.8 State the individuals responsible for re-ordering food stock items 2.9 Describe how food stock needing to be disposed of is recorded and reported			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.7 by directly observing the learner's work.

The assessor may assess assessment criteria 1.8, 1.9 and 1.10 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three** from **information to be gained from**
  - a) senior colleagues
  - b) booking information
  - c) records of sales patterns
  - d) records of anticipated customer volumes
  
- at least **two** from **portion control measures**
  - a) use of scoops, measures and scales
  - b) counting of items
  - c) following standard recipe and brand standard

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 23: Maintain an Efficient Use of Resources in the Kitchen**

**Unit reference number:** A/601/4766

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

This unit is about working in an efficient way to ensure that physical resources used in the kitchen, including energy and water, are not wasted.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to maintain an efficient use of resources in the kitchen	1.1 Follow manufacturers' guidelines to ensure that kitchen equipment is working at correct settings 1.2 Use cooking equipment efficiently to reduce unnecessary waste of energy 1.3 Ensure taps are not left running to reduce the waste of water 1.4 Ensure correct disposal of packaging to minimise space 1.5 Ensure packaging is disposed of in the correct place 1.6 Report equipment faults or potential wastage to the appropriate person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to maintain an efficient use of resources in the kitchen	2.1 State the principles of energy efficiency and waste reduction 2.2 Describe the financial impact that wastage of physical resources can have upon the organisation 2.3 Describe how electricity and gas waste can be minimised 2.4 List the different types of waste produced by the operation 2.5 Describe how different types of waste should be safely handled 2.6 Describe the organisational procedures for storing waste 2.7 State who excessive waste should be reported to			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criterion 1.2 by directly observing the learner's work.

The assessor may assess assessment criteria 1.1, 1.3, 1.4, 1.5 and 1.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three** from **cooking equipment**
  - a) grills
  - b) ovens
  - c) hot plates
  - d) fridges and freezers
  - e) extraction equipment
  
- at least **two** from **waste**
  - a) food waste
  - b) glass
  - c) card
  - d) plastic packaging

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

**Unit 24:** **Prepare, Operate and Clean Specialist Food Preparation and Cooking Equipment**

**Unit reference number:** J/601/4849

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 35

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**Unit summary**

This unit is about operating and maintaining cooking equipment which is specific to the operation. 'Specialist equipment' may include items specific to the operation or those which do not appear in all kitchen environments. This may include items such as pressure fryers, combination ovens and food holding systems.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare specialist food preparation and cooking equipment	1.1	Ensure that the equipment is safe to operate			
		1.2	Check the equipment controls are set at the correct level before operating			
2	Be able to operate specialist food preparation and cooking equipment	2.1	Follow manufacturers' procedures to both switch on and operate equipment			
		2.2	Monitor the action of the equipment to ensure that it is operating at the correct temperature and speed			
		2.3	Shut down equipment at the end of service following the correct procedures			
		2.4	Re-assemble the equipment so it is ready to use and meets required health and safety and food safety standards			
		2.5	Report any identified problems or faults to the relevant person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to operate specialist food preparation and cooking equipment	3.1 State the types of specialist equipment used within the organisation 3.2 State what each type of specialist equipment is used for 3.3 Describe the relevant hazards and potential hazards relating to specialist equipment 3.4 State how hazards and potential hazards can be minimised 3.5 State who to report any identified faults to			
4 Be able to clean specialist food preparation and cooking equipment	4.1 Check the equipment is suitably clean to use 4.2 Disassemble the equipment correctly and safely to enable effective cleaning 4.3 Clean the equipment and its component parts using the correct methods and cleaning agents			
5 Know how to clean specialist food preparation and cooking equipment	5.1 Describe how the equipment should be cleaned 5.2 List the relevant cleaning agents that should be used with the equipment 5.3 Describe how cleaning agents should be used to avoid accidents and potential food safety hazards			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

## Assessment requirements/evidence requirements

(Please see Appendix 1)

Learning outcomes	Example assessment methods	Examples of evidence
Be able to operate and maintain cooking equipment which is specific to the hospitality operation	Observation Witness testimony	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Witness assessment criteria
Understand how to prepare, operate and clean cooking equipment which is specific to the hospitality operation	Oral questions Written questions Professional discussion	Records of oral questioning Question/answer sheets Records of professional discussion Cross-reference to outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
Report any identified problems or faults to the relevant person	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

**Unit 25: Liaise with Care Team to Ensure that an Individual's Nutritional Needs are Met**

**Unit reference number:** Y/601/4760

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 26

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**Unit summary**

This unit is about working with care team staff to ensure that clients in the care sector and patients in hospitals receive adequate nutrition and fluids through the provision of meals. The unit requires that the individual has a basic knowledge of the nutritional requirements of the general population and how food meets these requirements.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to liaise with care team to ensure that an individual's nutritional needs are met	1.1 Develop relationships with carers that recognise their role and expertise 1.2 Identify with care team specific nutritional requirements of individuals and groups of customers 1.3 Ensure that any information gained can be used and explored with carers, gaining clarification on specific points 1.4 Work with appropriate people to gather information about resources, and options that are available to meet the identified nutritional needs 1.5 Identify with carers what additional support is needed to ensure nutritional and fluid requirements are met including the consistency, timing and service of food 1.6 Ensure that customer requirements are recorded and available to authorised people 1.7 Seek additional help where the needs are outside of scope of personal responsibility and expertise			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to liaise with care team to ensure that an individual's nutritional needs are met	2.1 Describe the key care roles that operate within the organisation and the need to liaise with them 2.2 State the nutritional requirements that customers may have 2.3 State the appropriate meal options available to support nutritional requirements 2.4 Describe the role of a 'care plan' 2.5 State the significance of meal times and rotated meal times 2.6 Describe how nutritional screening is implemented within the organisation 2.7 Describe what information can be interpreted and used following nutritional screening 2.8 State what quantity of nutrients are typically needed to maintain a good dietary balance			

Learner name: \_\_\_\_\_

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*(if sampled)*

## Assessment requirements/evidence requirements

(Please see Appendix 1)

Learning outcomes	Example assessment methods	Examples of evidence
Be able to work with care team staff to ensure that clients in the care sector and patients in hospitals receive adequate nutrition and hydration	Observation Products of work Witness testimony Professional discussion Learner assessment criteria	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
Understand how to identify needs and develop plans so that appropriate food and drink is developed and delivered	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross-reference to outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
Seeking additional help where the needs are outside your scope of responsibility and expertise	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

## **Unit 26: Prepare Meals for Distribution**

**Unit reference number:** M/601/4845

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 16

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### **Unit summary**

This unit is about preparing finished dishes and meals for distribution to wards and patients. It covers the activities associated with protecting, covering and labelling of foods and preparing the trolley and containers used to transport them.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare meals for distribution	1.1 Prepare trolleys and containers ensuring they are clean and suitable for holding food 1.2 Ensure that the temperature of trolleys and containers is at required level to protect the safety of the food 1.3 Check the required quantity and range of food against order information provided 1.4 Use approved methods to portion food to meet order and nutritional requirements of individuals 1.5 Cover food using appropriate materials in a manner that maintains the quality and safety of the food 1.6 Label food items highlighting items for patients with special dietary requirements according to organisational procedures 1.7 Load trolleys and containers to ensure that the quality and safety of the food is protected 1.8 Transport food to ensure that presentation standards of food are met			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare meals for distribution	2.1 State what equipment and different systems can be used to transfer food within the operation 2.2 List key food safety and health and safety considerations that need to be monitored to protect the safety of food 2.3 State temperatures at which it is safe to hold food 2.4 State the maximum times at which food can be safely held 2.5 Describe organisational procedures for labelling food 2.6 Describe organisational procedures for identifying ward and patient needs			

Learner name: \_\_\_\_\_

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*(if sampled)*

## Assessment requirements/evidence requirements

(Please see Appendix 1)

Learning outcomes	Example assessment methods	Examples of evidence
Be able to prepare finished dishes and meals for distribution to wards and patients	Observation Products of work Witness testimony Professional discussion Learner assessment criteria	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
Understand the activities associated with protecting, covering and labelling of foods and preparation of the trolley and containers	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross-reference to outcome 1



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to modify the content of dishes	1.1 Ensure that the preparation and cooking areas and equipment are safe, hygienic and ready for use 1.2 Prioritise and carry out work in an efficient manner 1.3 Obtain and follow clear and accurate information relating to dietary requirements 1.4 Ensure that the meal has been correctly prepared and cooked to the required stage, and that ingredients are of the type required 1.5 Incorporate substances to fortify the meal at the correct time to meet dish quality requirements 1.6 Ensure that finish and presentation of food or drinks meets organisational standards and dietary requirements 1.7 Ensure food or drink is maintained at the correct temperature until ready for service 1.8 Store and clearly and accurately label dishes not for immediate use in line with legal requirements relating to temperature control 1.9 Clean preparation and cooking areas and equipment to organisational and legal standards after use 1.10 Report any problems to the proper person 1.11 Modify the consistency of food and drink in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to modify the content of dishes	2.1 State the main nutrient groups 2.2 State the quantity of nutrients typically needed to maintain a good dietary balance 2.3 Describe what food preparation and cooking methods can affect the dietary content of foods 2.4 Describe how modifying and fortifying food can add or remove vital nutrients 2.5 Describe the importance of maintaining adequate nutritional levels 2.6 State why it is important to follow exact specifications required for consumer given that individual needs may differ 2.7 Describe why different types of consistency of food and drink are necessary for different types of consumer 2.8 State why different consumers may require modified or fortified food and drink 2.9 State what safe working practices should be followed when preparing food for special diets			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.10 Describe why it is important to keep areas and equipment hygienic when modifying and fortify food</p> <p>2.11 State the main contamination threats when modifying food</p> <p>2.12 State why time and temperature are important when modifying food</p> <p>2.13 State why dishes should be stored at required safe temperature before cooking</p> <p>2.14 State why dishes not for immediate consumption should be cooled rapidly or maintained at a safe temperature after cooking</p> <p>2.15 State what foods can commonly present problems to those who suffer from severe allergenic reactions</p> <p>2.16 Describe what actions should be taken when producing food to prevent allergic reactions amongst consumers</p> <p>2.17 State where to obtain information about allergies</p> <p>2.18 State what foods or products can be used to modify or fortify dishes</p> <p>2.19 State whether the dish ingredients contain genetically modified organisms (GMOs) and what the organisational policy is on using GMOs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.20 Describe what the quality of the food products should be in terms of aroma, texture, taste and appearance on completion 2.21 Describe the level of consistency commonly required for different modification methods 2.22 State what food types contain high levels of fat, and how to reduce those levels or find alternatives 2.23 State the quantity of fat which should be within the diet 2.24 Describe what the components of glutens are 2.25 State why certain consumers require gluten-free diets 2.26 Describe what action to take if dish ingredients are not available			

Learner name: \_\_\_\_\_

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*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.4, 1.5, 1.6, 1.7 and 1.9 by directly observing the learner's work.

The assessor may assess assessment criteria 1.2, 1.3, 1.8, 1.10 and 1.11 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **five** from **food and drink products**

- a) cereals/pulses
- b) fruit
- c) egg
- d) meat
- e) soups/stocks/sauces
- f) cheese
- g) pasta
- h) fish
- i) vegetables
- j) liquids

- at least **four** from **dietary requirements**

- a) volume
- b) consistency
- c) aroma
- d) appearance
- e) nutrient levels
- f) texture
- g) nutritional balance
- h) taste

- at least **five** from **modify/fortify**

- a) puree
- b) mash to a soft form
- c) liquidise
- d) mince to a soft form
- e) smooth
- f) add calorific value
- g) use thickening agent/texture modification
- h) modify the protein
- i) modify the fat content
- j) modify the sugar/carbohydrate level

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

**Unit 28:** **Prepare and Cook Food to Meet the Requirements of Allergy Sufferers**

**Unit reference number:** T/601/4782

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 26

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**Unit summary**

This unit is about producing dishes for individuals who suffer from particular food allergies. It highlights the requirement for ensuring that allergenic contamination is avoided. The unit also reflects the competency associated with the effective cleaning and controls needed to ensure that the preparation area remains free from contaminants.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare and cook food to meet the requirements of allergy sufferers	1.1 Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminants 1.2 Prioritise work and carry it out in an efficient and safe manner 1.3 Obtain and follow clear and accurate information relating to the particular allergenic condition being catered for 1.4 Ensure that all ingredients are of the type, quality and quantity required and all relevant information provided on labelling is referred to 1.5 Follow procedures to ensure that during preparation and cooking there is no contamination from anything that can cause an allergic reaction 1.6 Finish dish to quality requirements and present to organisational standards 1.7 Store and label in line with requirements for allergen control and general safety any dishes not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.8 Clean preparation and cooking areas and equipment to organisational and legal standards after use ensuring that equipment and work areas set aside for the preparation of meals for allergy sufferers are not compromised</p> <p>1.9 Report problems or concerns to appropriate person</p> <p>1.10 Return cleaned equipment, materials and personal protective equipment to areas segregated for allergens</p>			
<p>2 Understand how to prepare and cook food to meet the requirements of allergy sufferers</p>	<p>2.1 State the main food allergens and those that occur most commonly</p> <p>2.2 State what food preparation and cooking methods can affect the allergenic content of foods</p> <p>2.3 Describe the impact that anaphylaxis has upon the lifestyle of people</p> <p>2.4 Describe the impact that eating particular foodstuffs can have upon people who are allergic to them</p> <p>2.5 Describe how the risk of allergic reaction can be minimised</p> <p>2.6 State the methods used to prepare and cook food which prevents contamination</p> <p>2.7 Describe how to effectively communicate information regarding allergens to colleagues</p>			

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## Assessment requirements/evidence requirements

(Please See Appendix 1)

Learning outcomes	Example assessment methods	Examples of evidence
Be able to produce dishes for individuals that suffer from particular food allergies	Observation Products of work Witness testimony Professional discussion Learner assessment criteria	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
Understand how to ensure allergenic contamination is avoided	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross-reference to outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
Report any problems or concerns to the appropriate person	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

**Unit 29:** **Prepare Meals to Meet Relevant Nutritional Standards Set for School Meals**

**Unit reference number:** F/601/5000

**Level:** 1

**Credit value:** 4

**Guided learning hours:** 36

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**Unit summary**

This unit is about producing dishes which meet the relevant nutritional standards and specifications set for school meals services. The skills described highlight the need to be aware of what has to be done to meet the relevant nutritional standards.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare meals to meet relevant nutritional standards set for school meals	1.1 Liaise with colleagues and clients to identify the relevant nutritional standards and requirements 1.2 Prepare menu items to fulfil nutritional and organisational standards 1.3 Cook menu items to fulfil nutritional and organisational standards 1.4 Work in a manner that maximises the nutritional value of the food 1.5 Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminating substances 1.6 Finish dish to required quality standards 1.7 Present dish to required quality standards 1.8 Report any problems with meeting the nutritional standards to the appropriate person 1.9 Conduct work in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare meals to meet relevant nutritional standards set for school meals	2.1 Describe the relevant nutritional standards used within the school meals context 2.2 State the main nutrient groups 2.3 Describe what quantity of nutrients are typically needed to maintain a good dietary balance 2.4 Describe what food preparation and cooking methods can affect the nutritional content of foods 2.5 State the importance of knowing calorific values per portion 2.6 Describe what quantity of nutrients are typically needed to maintain a good dietary balance 2.7 Describe the range of different special dietary requirements that may be encountered and the impact that they have upon the production of food 2.8 Describe the differences between dietary, religious and cultural requirements 2.9 State the consequences of not providing food that meets nutritional requirements 2.10 State where to obtain information on different dietary requirements 2.11 Describe what safe working practices should be followed when preparing and cooking dishes to meet special dietary requirements			

Learner name: \_\_\_\_\_

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*(if sampled)*

## Assessment requirements/evidence requirements

(Please see Appendix 1)

Learning outcomes	Example assessment methods	Examples of evidence
Produce dishes which meet the relevant nutritional standards and specifications set for school meals services	Observation Products of work Witness testimony Professional discussion Learner assessment criteria	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
Understand the requirements needed to meet the relevant nutritional standards	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross-reference to outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
Report any problems with meeting the nutritional standards to the appropriate person	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

## **Unit 30: Promote New Menu Items**

**Unit reference number:** R/601/4966

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 24

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### **Unit summary**

This unit is about promoting menu items that have been recently introduced, and/or are being sold as part of a promotion. This includes using promotional materials such as tent cards and posters to display around the service area.

The unit also reflects the competencies required to highlight new dishes that may appeal to the customer.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to promote new menu items	1.1 Liaise with colleagues and senior staff to identify what food items are to be promoted 1.2 Obtain relevant promotional material 1.3 Assemble and display promotional material in a manner that makes it clear and attractive to the customer 1.4 Ensure service areas are clean and set up correctly 1.5 Inform customers of new menu items in a helpful and clear manner 1.6 Answer questions regarding flavour, ingredients and nature of the food item to customers in a helpful and clear manner 1.7 Refer to promotional material and displays to highlight features of menu items 1.8 Provide feedback regarding the impact of promotions to the appropriate people			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to promote new menu items	2.1 State why organisations use promotional activities 2.2 Describe the advantages and disadvantages of different types of promotional materials that can be used 2.3 State where promotional material can be obtained from and the organisational requirements for using it 2.4 State when promotional might commonly be used 2.5 Describe how food items can be promoted by staff when communicating with customers 2.6 State the key features that can be highlighted when describing new/promoted menu items to customers 2.7 State why it is important to know the ingredients contained within new/promoted menu items 2.8 State which customer groups that might not be attracted to new/promoted items and why			

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*(if sampled)*

## Assessment requirements/evidence requirements

(Please see Appendix 1)

Learning outcomes	Example assessment methods	Examples of evidence
Be able to promote menu items	Observation Products of work Witness testimony Professional discussion Learner assessment criteria	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
Understand the purpose of promotional activities	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross-reference to outcome 1

## **Unit 31: Present Menu Items According to a Defined Brand Standard**

**Unit reference number:** Y/601/4855

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 27

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### **Unit summary**

This unit is about providing a consistent quality of menu items. This unit reflects the need to ensure that menu items are presented in such a way that they reflect the marketing and promotional styles used by the organisation.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to present menu items according to a defined brand standard	1.1 Collect and assemble relevant ingredients required for specific dishes 1.2 Prepare dishes as specified within the relevant brand standard, ensuring cooking methods and ingredients are as prescribed 1.3 Collect crockery and dishes which are relevant and designated as being required according to the brand standard 1.4 Assemble prepared food items onto plates/dishes to accurately reflect presentation style and portion sizes as set out in brand standard 1.5 Check that the dish has been prepared to the brand standard correctly 1.6 Make adjustments to the presentation of the dish to ensure that the brand standard is reflected accurately 1.7 Present the dish for service together with the specified accompaniments as set out within the brand standards			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to present menu items according to defined brand standard	2.1 Describe brand literature and material to ensure familiarity with the required standards for each menu item 2.2 Describe what a brand standard is 2.3 Explain why organisations use brand standards 2.4 List implications of not adhering to the organisation's brand standard 2.5 State where information relating to brand standards can be obtained 2.6 State which brand standards are relevant to own area of work 2.7 Describe how menu items should be prepared to ensure that the brand standards are maintained correctly 2.8 State how brand standards are used to ensure portion control 2.9 State why portion control is important to the organisation 2.10 Describe what course of action to take if insufficient ingredients are available to achieve the required brand standard			

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*(if sampled)*

## Assessment requirements/evidence requirements

(Please see Appendix 1)

Learning outcomes	Example assessment methods	Examples of evidence
Be able to produce dishes in a manner that is consistent with the relevant brand standard	Observation Products of work Witness testimony Professional discussion Learner assessment criteria	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
Understand why organisations use brand standards	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross-reference to outcome 1

## **Unit 32: Give Customers a Positive Impression of Yourself and Your Organisation**

**Unit reference number:** L/601/0933

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 33

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### **Unit summary**

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learners' behaviour counts when dealing with a customer.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish rapport with customers	1.1 Meet their organisation's standards of appearance and behaviour 1.2 Greet their customer respectfully and in a friendly manner 1.3 Communicate with their customer in a way that makes them feel valued and respected 1.4 Identify and confirm their customer's expectations 1.5 Treat their customer courteously and helpfully at all times 1.6 Keep their customer informed and reassured 1.7 Adapt their behaviour to respond to different customer behaviour			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Respond appropriately to customers	2.1 Respond promptly to a customer seeking help 2.2 Choose the most appropriate way to communicate with their customer 2.3 Check with their customer that they have fully understood their expectations 2.4 Respond promptly and positively to their customer's questions and comments 2.5 Allow their customer time to consider their response and give further explanation when appropriate			
3	Communicate information to customers	3.1 Quickly find information that will help their customer 3.2 Give their customer information they need about the services or products offered by their organisation 3.3 Recognise information that their customer might find complicated and check whether they fully understand 3.4 Explain clearly to their customers any reasons why their expectations cannot be met			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to give customers a positive impression of themselves and the organisation	4.1 Describe their organisation's standards for appearance and behaviour 4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately 4.3 Identify their organisation's rules and procedures regarding the methods of communication they use 4.4 Explain how to recognise when a customer is angry or confused 4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information			

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## **Unit 33: Maintain and Deal With Payments**

**Unit reference number:** M/601/5039

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

This unit is about maintaining a payment point such as a till. It also covers taking payments from the customer, operating the till correctly and keeping payments safe and secure.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to maintain and deal with payments	1.1 Make sure payment point is working and that all materials needs are available 1.2 Maintain the payment point and restock it when necessary 1.3 Enter/scan information into the payment point correctly 1.4 Tell the customer how much they have to pay 1.5 Acknowledge the customer's payment and validate it where necessary 1.6 Follow correct procedure for chip and pin transactions 1.7 Put the payment in the right place according to organisational procedures 1.8 Give correct change for cash transactions 1.9 Carry out transactions without delay and give relevant confirmation to the customer 1.10 Make the payment point content available for authorised collection when ask to			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how maintain and deal with payments	2.1 State the legal requirements for operating a payment point and taking payments from customers 2.2 Describe organisational security procedures for cash and other types of payments 2.3 Describe how to set up a payment point 2.4 Describe how to get stocks of materials needed to set up and maintain the payment point 2.5 State the importance of telling the customer of any delays and how to do so 2.6 Describe the types of problems that might happen with a payment point and how to deal with these 2.7 Describe how to change till/debit card/credit card machine rolls 2.8 Describe the correct procedures for handling payments 2.9 Describe what to do if there are errors in handling payments 2.10 Describe the procedures for dealing with hand-held payment devices at tables 2.11 State what procedure must be followed with regards to a payment that has been declined			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.12 State what might happen if errors are not reported 2.13 Describe the types of problems that may happen when taking payments and how to deal with these 2.14 Describe the procedure for collecting the content of payment point and who to hand payments over to			

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*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1 and 1.3-1.10 by directly observing the learner's work.

The assessor may assess assessment criterion 1.2 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **materials**
  - a) cash
  - b) cash equivalents
  - c) relevant stationery
  - d) till/credit/debit rolls
  
- at least **two** from **payments**
  - a) cash
  - b) cheques
  - c) credit cards
  - d) debit cards
  - e) cash equivalents

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 34: Provide a Counter and Takeaway Service**

**Unit reference number:** L/601/5016

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit summary**

This unit is about taking customers' orders and serving food and drink on a counter or takeaway basis. It also covers maintaining the counter and service areas, with items such as trays and utensils, and displaying food and drink items in the correct manner.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to serve customers at the counter	1.1 Give customers information that meets their needs, and promotes organisations' products and service 1.2 Find out what customers require, and if necessary tell them about any waiting time 1.3 Process the order promptly 1.4 Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type 1.5 Make sure there are appropriate condiments and accompaniments available for customers			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to serve customers at the counter	<p>2.1 Describe safe and hygienic working practices for serving customers and why these are important</p> <p>2.2 State why it is important to use separate serving equipment for each food item</p> <p>2.3 State why portions must be controlled when serving customers</p> <p>2.4 State why food and drink items must be served at the correct temperature</p> <p>2.5 State why information given to customers must be accurate</p> <p>2.6 Outline the types of unexpected situations that may occur when serving customers and how to deal with them</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to maintain counter and service areas	3.1 Keep work area tidy, hygienic and free from rubbish and food debris during service 3.2 Maintain enough stock of clean service items 3.3 Restock with food and drink items when necessary 3.4 Display and store food and drink items in line as required 3.5 Clear work area of used and non-required service items at the appropriate times 3.6 Dispose of rubbish, used disposable items and food waste as required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to maintain counter and service areas	4.1 Describe safe and hygienic working practices for clearing and why these are important 4.2 State why food which is prepared first should be served first 4.3 State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service 4.4 State why waste must be handled and disposed of correctly 4.5 State why a constant stock of service items should be maintained 4.6 State why maintaining food at the correct temperature is important and how this can be ensured 4.7 Outline the types of unexpected situations that may occur when clearing away and how to deal with them			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

### Serve customers at the counter

The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **customers**
  - a) customers with routine needs
  - b) customers with non-routine needs
  
- at least **two** from **information**
  - a) items available
  - b) ingredients
  - c) prices, special offers and promotions
  
- at least **two** from **food and drink items**
  - a) hot food
  - b) cold food
  - c) hot drinks
  - d) cold drinks
  
- at least **two** from **condiments and accompaniments**
  - a) seasonings
  - b) sugars/sweeteners
  - c) prepared sauces/dressings

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

### Maintain counter and service areas

The assessor **must** assess assessment criteria 3.1-3.6 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three** from **service items**
  - a) service utensils
  - b) food containers/dispensers
  - c) trays
  - d) crockery
  - e) cutlery
  - f) disposable items

- at least **two** from food and **drink items**

- a) hot food
- b) cold food
- c) hot drinks
- d) cold drinks

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony

## **Unit 35: Convert a Room for Dining**

**Unit reference number:** M/601/4697

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

This unit is about converting an empty, but appropriate room so that it is suitable for dining purposes. It also covers returning the room to its original state.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to set up food dining areas	1.1 Ensure number of staff required are available to prepare food dining areas, and inform the proper person when more staff are required 1.2 Prioritise work and carry out in an efficient manner 1.3 Identify items requiring moving, the number of people needed to move each item and the amount of time required to do so 1.4 Move items not required in a safe way and pack away as required 1.5 Set up necessary dining and service equipment in a safe and hygienic manner to meet organisational requirements, using required number of people to move each item 1.6 Clean any unhygienic dining or service equipment or dining areas			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to set up food dining areas	2.1 State why it is important to lift heavy or bulky items using approved safe methods 2.2 Describe safe methods for lifting and carrying 2.3 Describe how to determine how many staff are needed for lifting and carrying different items 2.4 State what equipment commonly needs to be moved 2.5 Describe what specific packing requirements certain equipment may have 2.6 Describe the organisation's table layouts 2.7 Describe the organisation's service structure 2.8 State why, and to whom, problems such as damaged, dirty or missing equipment should be reported			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to return food dining area to its original state	3.1 Ensure that the required number of staff are available to clear the food dining areas and inform the proper person when more staff are required 3.2 Prioritise work and carry out in an efficient manner 3.3 Clean surfaces and service equipment where required 3.4 Move dining equipment and service equipment in an orderly manner ensuring they are packed away correctly 3.5 Safely return any items to their proper place 3.6 Ensure that area is left as required by organisational standards			
4 Understand how to return food dining area to its original state	4.1 State what materials and equipment are used for clearing different types of surfaces in food dining areas 4.2 State why work area needs to be inspected on completion 4.3 State what information is required in order to clean food dining surfaces			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

### Set up food dining areas

The assessor **must** assess assessment criteria 1.2, 1.3 and 1.5 by directly observing the learner's work.

For assessment criterion 1.1, 'ensure the required number of staff are available' must be observed. However, where there is no naturally occurring evidence for 'informing the right person when more staff are required', the assessor may assess the learner through questioning or witness testimony for this aspect.

The assessor may assess assessment criteria 1.4 and 1.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **dining equipment**
  - a) tables
  - b) chairs
  - c) service surface
  
- at least **three** from **service equipment**
  - a) customer cutlery
  - b) service apparatus
  - c) customer plates/bowls
  - d) condiments

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

### Return food dining area to its original state

The assessor **must** assess assessment criteria 3.2, 3.4, 3.5 and 3.6 by directly observing the learner's work.

For assessment criterion 3.1, 'ensure the required number of staff are available' must be observed. However, where there is no naturally occurring evidence for 'informing the right person when more staff are required', the assessor may assess the learner through questioning or witness testimony for this aspect.

The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **dining equipment**
  - a) tables
  - b) chairs
  - c) service surface
  
- at least **three** from **service equipment**
  - a) customer cutlery
  - b) customer plates/bowls
  - c) service apparatus
  - d) condiments

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 36: Complete Kitchen Documentation**

**Unit reference number:** L/601/5372

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 25

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### **Unit summary**

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to complete kitchen documentation.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to complete kitchen documentation	1.1 Ensure sufficient relevant documents are available and, when necessary, obtain extra copies 1.2 Complete relevant documents accurately and legibly to meet organisational requirements 1.3 Ensure relevant documents arrive with proper person within time required 1.4 Copy and file relevant documents in line with organisational requirements 1.5 Respond to queries about completion of relevant documents, within the boundaries of authority			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to complete kitchen documentation	2.1 State organisational documents that need to be completed 2.2 State why it is important to complete documentation 2.3 Describe how to complete particular documents 2.4 State where to obtain appropriate documents from 2.5 State when and where documentation is copied and kept 2.6 State who should be contacted when problems occur and explain why 2.7 Describe why kitchen documentation needs to remain confidential 2.8 Describe what information required by law within the kitchen is required to be noted and kept 2.9 State why it is important that information is accurate 2.10 State why it is important that documents are not fraudulently completed			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

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(if sampled)

Date: \_\_\_\_\_

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1 and 1.2 by directly observing the learner's work.

The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **relevant documents**
  - a) temperature charts
  - b) food safety information
  - c) accident report forms
  - d) equipment fault reports
  - e) stock usage report

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 37: Set Up and Close Kitchen**

**Unit reference number:** L/601/4996

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 37

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### **Unit summary**

This unit is about ensuring that all equipment is ready for kitchen operations. It also covers ensuring that common ingredients are ready for the cooking process. Finally, it details the skills required to shut down the kitchen at the end of the shift.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare kitchen for food operations	1.1 Prioritise work and carry it out in an efficient manner 1.2 Check that food preparation and cooking tools and kitchen equipment are clean, and of the right type and in working order 1.3 Turn on appropriate kitchen equipment at the correct time and to correct setting 1.4 Report any unhygienic or defective tools or kitchen equipment, or other problems to the proper person 1.5 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for food operation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare kitchen for food operations	2.1 State why knives/utensils should be handled correctly 2.2 State why and to whom all incidents should be reported 2.3 Describe how to safely turn on different types of equipment 2.4 State why faulty equipment and maintenance requirements should be reported to the proper person 2.5 State why it is important to ensure all appropriate equipment is safely turned off			
3 Be able to prepare food items for operation and service	3.1 Prepare work and carry it out in an efficient manner 3.2 Ensure that there are sufficient ingredients in stock in line with establishment requirements 3.3 Prepare ingredients to the organisational needs and quality requirements 3.4 Report any ingredients that are not prepared to the correct quantity or quality to the proper person 3.5 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing food items ready for operations			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand how to prepare food items for operation and service	<p>4.1 State why machinery should be cleaned between tasks</p> <p>4.2 State why it is important to monitor the temperature of kitchen storage equipment and areas</p> <p>4.3 Describe the organisational menu requirements in terms of the type, quality and number of ingredients</p>			
5	Be able to close kitchen after operations	<p>5.1 Prioritise work and carry it out in an efficient manner</p> <p>5.2 Check that tools are cleaned and stored to organisational and legal requirements</p> <p>5.3 Check food storage equipment meets organisational and legal requirements for kitchen closure</p> <p>5.4 Check that cooking equipment is turned off, unplugged and cleaned following manufacturers' and organisation's instructions</p> <p>5.5 Report any uncleaned tools, food storage or cooking equipment or problems to the appropriate person</p> <p>5.6 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to close kitchen after operations	6.1 State why tools and equipment should be cleaned and stored following use 6.2 Describe organisational and legal requirements for food storage equipment when kitchen is closed 6.3 State organisational and legal requirements for turning off, unplugging and cleaning cooking equipment following use 6.4 State who problems should be reported to			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

<b>Prepare kitchen for food operations</b>
<p>The assessor <b>must</b> assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"><li><b>both</b> from <b>tools</b><ul style="list-style-type: none"><li>a) knives</li><li>b) utensils</li></ul></li><li>• at least <b>five</b> from <b>kitchen equipment</b><ul style="list-style-type: none"><li>a) oven/combination oven</li><li>b) grill</li><li>c) hob</li><li>d) fryer</li><li>e) microwave</li><li>f) steamer</li><li>g) fridge/freezer</li></ul></li></ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
<b>Prepare food items ready for operations</b>
<p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.3 and 3.5 by directly observing the learner's work.</p> <p>The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"><li>• at least <b>one</b> from <b>establishment requirements</b><ul style="list-style-type: none"><li>a) number of customers</li><li>b) menu requirements</li></ul></li><li>• at least <b>two</b> from <b>ingredients</b><ul style="list-style-type: none"><li>a) vegetables</li><li>b) garnishes</li><li>c) frozen products</li><li>d) fresh high-risk products</li></ul></li></ul>

- at least **two** from **prepare**

- a) washing
- b) cutting
- c) defrosting
- d) weighing

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

### **Close kitchen after operations**

The assessor **must** assess assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.6 by directly observing the learner's work.

The assessor may assess assessment criterion 5.5 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- **both** from **tools**
  - a) knives
  - b) utensils
- at least **two** from **food storage equipment**
  - a) fridge
  - b) freezer
  - c) dry store/larder
- at least **four** from **cooking equipment**
  - a) oven/combination oven
  - b) grill
  - c) hob
  - d) fryer
  - e) microwave
  - f) steamer

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.



## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know employer and employee rights, responsibilities and own organisational procedures	<p>1.1 State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, health and safety and other relevant legislation</p> <p>1.2 State importance of having employment rights and responsibilities</p> <p>1.3 Describe organisational procedures for health and safety, including documentation</p> <p>1.4 Describe organisational procedures for equality and diversity, including documentation</p> <p>1.5 Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know factors that affect own organisation and occupation	2.1 Describe the role played by own occupation within organisation and industry 2.2 Describe career pathways available to them 2.3 State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry 2.4 Identify sources of information and advice on own industry, occupation, training and career 2.5 Describe principles, policies and codes of practice used by own organisation and industry 2.6 Describe issues of public concern that affect own organisation and industry			

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 39: Cook Vegetables**

**Unit reference number:** A/601/5559

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit summary**

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to cook vegetables.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to cook vegetables	1.1 Choose and use the correct tools and equipment 1.2 Check vegetables meet quality standards 1.3 Cook vegetables to meet requirements 1.4 Finish vegetables as required 1.5 Make sure vegetables are at the correct temperature for holding and serving 1.6 Safely store any cooked vegetables not for immediate			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to cook vegetables	2.1 Describe how to store frozen and unfrozen vegetables before cooking 2.2 Describe what to look for in vegetables before cooking 2.3 Describe what to do if there are any problems with the vegetables 2.4 State what tools and equipment to use for cooking vegetables 2.5 State why it is important to use correct tools and equipment 2.6 Describe how to carry out cooking methods for vegetables correctly 2.7 Describe why it may be necessary to avoid contamination from meat and fish products and how to do so 2.8 State how to store vegetables that are not for immediate use			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work.

The assessor may assess assessment criterion 1.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **vegetables**
  - a) frozen
  - b) pre-prepared fresh
  
- at least **two** from **cooking methods**
  - a) boiling
  - b) frying
  - c) grilling
  - d) microwaving

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 40: Prepare and Finish Simple Salad and Fruit Dishes**

**Unit reference number:** H/601/4843

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 16

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### **Unit summary**

This unit is about preparing and presenting salad and fruit dishes, for example:

- fruit salad
- mixed salad
- grapefruit cocktail.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare simple salad and fruit dishes	1.1 Check the ingredients to make sure they are fit for preparation 1.2 Choose the correct tools and equipment 1.3 Prepare the ingredients correctly for the dish			
2 Understand how to prepare simple salad and fruit dishes	2.1 State how to store salad and fruit before preparation 2.2 Describe how to check the salad, fruit or other ingredients to make sure they are fit for use 2.3 Describe what to do if there is a problem with the salad, fruit or other ingredients 2.4 State what tools and equipment are needed to carry out the relevant cooking methods 2.5 State why it is important to use the correct tools and equipment 2.6 State why it is important to avoid cross-contamination with meat and fish products and how to do so			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to finish simple salad and fruit dishes	3.1	Present the dish to meet requirements			
		3.2	Safely store any prepared items not for immediate use			
4	Understand how to finish simple salad and fruit dishes	4.1	Describe how to store prepared salads and fruit that are not for immediate use			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3 and 3.1 by directly observing the learner's work.

The assessor may assess assessment criterion 3.2 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three** from **ingredients**

- a) frozen fruit
- b) fresh fruit
- c) fresh salad
- d) prepared fruit
- e) prepared salad

- at least **three** from **prepare by**

- a) peeling
- b) trimming
- c) washing
- d) soaking
- e) cutting
- f) mixing

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 41: Prepare and Cook Fish**

**Unit reference number:** T/601/5561

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 23

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### **Unit summary**

This unit is about preparing and cooking fish for simple dishes, for example:

- fish burger
- battered fish (prepared)
- breaded fish (prepared)
- scampi (prepared).

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare and cook fish	1.1 Safely store any fish not for immediate use 1.2 Defrost fish when necessary 1.3 Check fish is fit for cooking 1.4 Choose right tools and equipment 1.5 Prepare fish to meet requirements 1.6 Cook fish as required 1.7 Finish fish as required 1.8 Make sure fish is at the correct temperature for holding and serving			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare and cook fish	2.1 Describe how to store frozen and unfrozen fish correctly before cooking 2.2 Describe how to check that coated and uncoated fish, frozen and unfrozen, is fit for preparation and cooking 2.3 Describe how to decide whether fish needs defrosting before cooking and why it is important 2.4 State how to defrost pre-prepared fish 2.5 Describe what to do if there are any problems with fish or other ingredients 2.6 State the right temperatures and cooking times for different types of fish 2.7 State the right tools and equipment to prepare and cook fish 2.8 State why it is important to use the right tools and equipment 2.9 State the correct cooking methods to use 2.10 Describe how to decide when different types of fish are properly cooked 2.11 Describe how to garnish and present cooked fish			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_  
(if sampled)

Date: \_\_\_\_\_

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.3, 1.4, 1.6, 1.7 and 1.8 by directly observing the learner's work.

The assessor may assess assessment criteria 1.1, 1.2 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **fish**
  - a) coated
  - b) uncoated
  - c) frozen
  - d) unfrozen
  
- at least **two** from **cooking methods**
  - a) boiling
  - b) frying
  - c) grilling
  - d) microwaving
  
- at least **two** from **preparation methods**
  - a) deep frying
  - b) grilling
  - c) baking

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## **Unit 42: Prepare and Cook Meat and Poultry**

**Unit reference number:** T/601/5575

**Level:** 1

**Credit value:** 4

**Guided learning hours:** 33

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### **Unit summary**

This unit is about preparing and cooking meat and poultry for simple dishes, for example:

- minute steaks
- burgers
- chops
- sausages
- bacon
- chicken nuggets.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare and cook meat and poultry	1.1 Safely store any meat/poultry not for immediate use 1.2 Defrost meat/poultry when necessary 1.3 Check that meat/poultry is fit for cooking 1.4 Choose the right tools and equipment 1.5 Prepare meat/poultry to meet requirements 1.6 Cook meat/poultry as required 1.7 Finish meat/poultry as required 1.8 Make sure meat/poultry is at the correct temperature for holding and serving			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare and cook meat and poultry	2.1 Describe how to store fresh and frozen meat/poultry correctly before cooking 2.2 Describe how to check that meat/poultry is fit for preparation and cooking 2.3 Describe what to do if there are problems with the meat/poultry or other ingredients 2.4 Describe how to decide when meat/poultry needs defrosting before cooking and why this is important 2.5 State the right tools and equipment for defrosting, seasoning and storing meat/poultry 2.6 Describe how to prepare meat/poultry using different cooking methods 2.7 State the correct tools and equipment for different cooking methods 2.8 State why it is important to use correct tools and equipment 2.9 Describe how to carry out different cooking methods 2.10 Describe how to finish and season meat/poultry according to requirements 2.11 State the correct temperatures for holding meat/poultry			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.3, 1.4, 1.6, 1.7 and 1.8 by directly observing the learner's work.

The assessor may assess assessment criteria 1.1, 1.2 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **meat/poultry**
  - a) pre-prepared
  - b) uncoated
  - c) steaks
  - d) chops
  - e) chicken cuts
  
- at least **two** from **cooking methods**
  - a) grilling/griddling
  - b) shallow frying
  - c) deep frying
  - d) microwaving
  
- at least **one** from **preparation methods**
  - a) defrosting
  - b) seasoning

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

## Further information and useful publications

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

## How to obtain National Occupational Standards

You can contact the Sector Skills Council (SSC) at:

People 1st  
2nd Floor  
Armstrong House  
38 Market Square  
Uxbridge  
UB8 1LH

Telephone: 01895 817000  
Email: [info@people1st.co.uk](mailto:info@people1st.co.uk)  
Website: [www.people1st.co.uk](http://www.people1st.co.uk)

# Professional development and training

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Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([qualifications.pearson.com](http://qualifications.pearson.com)). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought-provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

# Annexe A: Quality assurance

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres, and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe B: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualifications in this specification?**

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications* for further details. [qualifications.pearson.com](http://qualifications.pearson.com).

# Annexe C: Assessment requirements/strategy

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## **Hospitality, Leisure, Travel and Tourism Sector Assessment Strategy for competence based units of assessment and qualifications (in England, Wales and Northern Ireland) and Scottish Vocational Qualifications (SVQs)**

### **1. Introduction**

The sector assessment strategy applies to all competence based units and qualifications that sit within the industries represented by People 1st. Competence based units and qualifications are those that are accredited to the Qualifications and Credit Framework, for England, Wales and Northern Ireland, which include National Vocational Qualifications (NVQs). In Scotland it applies to all sector Scottish Vocational Qualifications (SVQs). The sector assessment strategy came into force on the 1st August 2009 and will apply to any new competence based units and qualifications. It will also replace other assessment strategies, currently used for existing NVQs and SVQs, as and when they are updated and re-accredited. See [www.people1st.co.uk](http://www.people1st.co.uk) for a list of all competence based units and qualification that are covered by the sector assessment strategy.

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

- **external quality control**
- **assessment principles**
- **occupational expertise of assessors and verifiers**
- **continuous professional development.**

The purpose of the sector assessment strategy is for People 1st and awarding organisations/bodies to work in partnership to:

- maximise the quality assurance arrangements for the sector's competence based units and qualifications and maintain standardisation across assessment practice
- assure employers and learners that the sector's competence based units and qualification are consistently assessed to the national occupational standards, and
- promote continuous professional development amongst assessors and verifiers.

The content of the assessment strategy has been reviewed in close consultation with employers, awarding organisations/bodies, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience is awarding organisations/bodies that offer competence based units and qualifications in the hospitality, leisure, travel and tourism industries. Prospective or approved centres should not need to work directly with this document as its requirements will be incorporated within the procedures of their chosen awarding organisation/body.

The strategy should be used alongside the assessment and quality assurance guidance published by the regulatory authorities. Further information about competence based units and qualifications can be found at [www.people1st.co.uk](http://www.people1st.co.uk). Feedback or comments on the sector assessment strategy can be emailed to [qualifications@people1st.co.uk](mailto:qualifications@people1st.co.uk).

## **2. External Quality Control**

### **2.1 Risk Assessment and Management of Centres**

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions. Awarding organisations/bodies achieve this by operating their existing systems for quality monitoring, risk assessment and management of their approved centres, following guidance issued by the regulatory authorities.

As part of this process People 1st requires awarding organisations/bodies to:

- ensure that external verification, monitoring and support provided to centres takes into account their level of risk. For example new assessment centres, and those that are experiencing difficulty in meeting the assessment requirements, should be given additional support by their awarding organisation/body
- supply People 1st with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis. This data will remain confidential and no individual awarding organisation's/body's data will be published
- report annually on the outcomes of, and any issues arising from, external verification and quality control arrangements
- highlight specific issues relating to the assessment of the sector's competence based units and qualifications that require immediate attention, as and when they arise

- contribute to the awarding organisations'/bodies' forums to review and discuss matters relating to the assessment of the sector's competence based units and qualifications. The forum will meet at least biannually, or during key stages of projects and reviews
- resolve issues relating to the assessment and verification of the sector's competence based units and qualifications with the action(s), and in the timeframe, agreed.

### 3. Assessment

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such, assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the learner's supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for learners to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

- the majority of assessment of the sector's competence based units and qualifications will be based on **performance evidence**, ie direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation/body, (see section 3.4).
- opportunities to ascertain learner's **accreditation of prior learning** is maximised by early contact between the assessor and learner and during initial assessment/induction period.

*Please note: External tests do not form part of People 1st's assessment strategy, other than linkage to IATA approved tests in Unit TT27, Sell Multi-Sector Air Travel, part of the Travel S/NVQ (where it may be a specific requirement and therefore applicable in that instance).*

### 3.1 Witness Testimony

People 1st recognise the use of **witness testimony** and **expert witness testimony** as appropriate methods for assessors to collect evidence on learners' performance.

**Witness testimonies** can be obtained from people that are occupationally competent and whom may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the national occupational standards, such as other people within the learner's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's/body's minimum observations requirements must be met.

**Expert witnesses** may be used where additional support relating to the assessment of technical competence is required. Expert witnesses may be:

- other approved assessors that are recognised to assess the relevant national occupational standards, or
- line managers, other managers or experienced colleagues that are not approved assessors, but whom the awarding organisation/body agrees has current occupational competence, knowledge and expertise to make a judgement on a learner's competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a learner's performance in relation to the unit being assessed. People 1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's/body's requirements.

### 3.2 Professional Discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

### 3.3 Simulation

Simulation can only be used to assess learners for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

See **Appendix A** for competence based units which permit the use of simulation.

Awarding organisations/bodies must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on learners are neither more nor less than they would encounter in a real work situation. In particular:

- a centre's overall strategy for simulation must be examined and approved by the external verifier
- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess
- ideally, there should be a range of simulations to cover the same aspect of the standard
- the physical environment for the simulation, and the nature of the contingency, must be realistic
- learners should carry out the simulation in a professional manner
- the learner should be given no indication as to what the simulation will present.

### 3.4 Realistic Working Environment

Assessment of the sector's competence based units and qualifications should ideally be carried out within the workplace, however, where this is not possible learners can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE currently operated in the sector can be found at **Appendix B**.

#### **4. Occupational expertise of assessors and verifiers**

The requirements relating to the occupational expertise of assessors and verifiers is set out in **Appendix C**. Guidance on additional qualifications and/or training relevant to assessors and verifiers can be found in **Appendix D**.

##### **4.1 Using employers' in-house training programmes to assess competence based units and qualifications (please note this section is not applicable for centres which are either colleges or training providers)**

- (a) People 1st recognises that employers within the Sector provide robust in-house training, development and assessment programmes which meet the standards for Assessors and Verifiers. Where an employer maps its in-house training, development and assessment programme to the Assessor and Verifier standards and has this approved by their awarding organisation/body, People 1st fully supports the removal of the need to achieve the Assessor and Verifier Units. The individual assessing and verifying the qualifications must still meet the other mandatory requirements for occupational competence as specified in Appendix C.
- (b) It should also be noted that People 1st encourages employers and awarding organisations/bodies to examine in-house employer training, development and assessment programmes to see whether these provide robust evidence against the relevant competence based units and/or qualifications (England, Wales and Northern Ireland) or the SVQs (Scotland). Where a direct mapping of the in-house training, development and assessment programme can be made to the:
- relevant Units (based on the National Occupational Standards), and assessment meets the requirements of the assessment strategy and awarding organisation/body evidence requirement, then awarding organisations/bodies should recognise this training for the purposes of achievement of the specified qualification or Unit.

In both instances specified in (a) and (b) above the awarding organisation/body will be required to ensure that a copy of the mapping is available to the Qualification Regulators.

#### **5. Continuous Professional Development**

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at **Appendix E**.

## Appendix A

### Competence based units in Hospitality, Leisure, Travel and Tourism that permits simulation

Unit number	Unit title	Competence based qualifications that the unit is used in
<b>1GEN1</b>	Maintain a safe, hygienic and secure working environment	Level 1 and 2 NVQ/SVQ Hospitality and Catering
<b>HSL4</b>	Maintain the health, hygiene, safety and security of the working environment	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
<b>GS3009</b>	Maintain the health, hygiene, safety and security of the working environment (adapted from HS4)	Level 3 NVQ Gambling Operations
<p><b>People 1st have a special dispensation for the imported Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to People 1st's criteria specified in Appendix B of this Assessment Strategy. This would only apply to these Units when delivered as part of the L3 Diploma in Hospitality Supervision and Leadership (NVQ) and L3 Hospitality Supervision and Leadership SVQ.</b></p>		
<b>CfA Unit 26</b>	Improve the customer relationship	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
<b>CfA Unit 32</b>	Monitor and solve customer service problems	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
<b>CfA Unit 42</b>	Lead a team to improve customer service	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership

**People 1st does not permit the use of simulation, other than as listed below:**

**The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:**

- **there is a high risk to the security or safety of the learner, individuals, key people in their lives and others**
- **the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that learners wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating learners**
- **there would otherwise be a breach of confidentiality or privacy.**

**The following two units are the only accepted Realistic Working Environments, and no other Realistic Working Environments will be accepted.**

<b>TT09</b>	Assist with travel and tourism problems and emergencies	Level 2 NVQ/SVQ in Travel Services and Level 2 NVQ/SVQ in Tourism Services
<b>TT37</b>	Deal with travel and tourism problems and emergencies	Level 3 NVQ/SVQ in Travel Services and Level 3 NVQ/SVQ in Tourism Services

## Appendix B

### Criteria for Realistic Working Environments

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours learners work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation's/body's criteria for this purpose. EVs are expected to ensure RWEs meet the criteria set out below on at least one visit.

<b>Hospitality</b>		
<b>1</b>	<b>The work situation being represented is relevant to the competence based units and qualifications being assessed</b>	<ul style="list-style-type: none"> <li>• The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations.</li> <li>• Appropriate industrial equipment, furnishings and resources (eg ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered.</li> <li>• Industry trends are considered in the product and service offer.</li> </ul>
<b>2</b>	<b>The learner's work activities reflect those found in the situation being represented</b>	<ul style="list-style-type: none"> <li>• Learners operate in a professional capacity with corresponding job schedules and/or descriptions.</li> <li>• Learners are clear on their work activities and responsibilities.</li> </ul>
<b>3</b>	<b>The RWE is operated in the same manner as a real work situation</b>	<ul style="list-style-type: none"> <li>• Customers are not prompted to behave in a particular manner.</li> <li>• Customer feedback is maintained and acted upon.</li> </ul>
<b>4</b>	<b>The RWE is underpinned by commercial principles and responsibilities</b>	<ul style="list-style-type: none"> <li>• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.</li> <li>• There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions.</li> <li>• Learners are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising wastage.</li> <li>• Legislative regulations are adhered to eg food safety, health and safety, equal opportunities, trade description.</li> <li>• Consumer information is provided on products and services eg allergy advice on food products.</li> </ul>

## Appendix B (Continued)

<b>Gambling</b>		
<b>1</b>	<b>The work situation being represented is relevant to the competence based units and qualifications being assessed</b>	<ul style="list-style-type: none"> <li>• The type of work situation being represented mirrors the relevant setting eg betting shop, bingo hall, casino.</li> <li>• Appropriate industrial equipment, furnishings and resources that replicate the work situation are used, ensuring that assessment requirements can be covered.</li> <li>• Industry trends are considered in the work situation represented.</li> </ul>
<b>2</b>	<b>The learner's work activities reflect those found in the situation being represented</b>	<ul style="list-style-type: none"> <li>• Learners operate in a professional capacity with corresponding job schedules and/or descriptions.</li> <li>• Learners are clear on their work activities and responsibilities.</li> </ul>
<b>3</b>	<b>The RWE is operated in the same manner as a real work situation</b>	<ul style="list-style-type: none"> <li>• Customers are not prompted to behave in a particular manner.</li> <li>• Customer feedback is maintained and acted upon.</li> </ul>
<b>4</b>	<b>The RWE is underpinned by commercial principles and responsibilities</b>	<ul style="list-style-type: none"> <li>• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.</li> <li>• There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions.</li> <li>• Learners are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising wastage.</li> <li>• Legislative regulations are adhered to eg health and safety, equal opportunities, trade description.</li> </ul>

## Appendix C

### Occupational Expertise of Assessors and Verifiers

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

3 = mandatory

<b>Assessors, Internal Verifiers and External Verifiers must:</b>	<b>A</b>	<b>IV</b>	<b>EV</b>
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that are being assessed or verified.	3	3	3
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications. These should be achieved within 18 months of commencing their role. These are as follows:			
D35 or V2.			3
D34 or V1 - In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		3	
D32/D33 or A1/A2 - In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	3		
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.	3	3	3
Adhere to the awarding organisation's/body's assessment requirements and practise standardised assessment principles.	3	3	3
Have sufficient resources to carry out the role of assessor or verifier, ie time and budget.	3	3	
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		3	3

Hold qualifications, or have undertaken training, that have legislative relevance to the competence based units and qualifications being assessed (See Appendix D).	3	Good practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Appendix E).	3	3	3

## Appendix D

### Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either receive training or achieve qualifications. People 1st is **not** stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

3 = **mandatory**

Qualification/Training	Competence based unit/qualification	A	IV	EV
<b>Health and Safety</b>	All sector units and qualifications	3	Good Practice	Good Practice
<b>Food Safety</b>	Food Processing and Cooking	3	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	3		
	Professional Cookery	3		
	Food and Drink Service	3		
	Hospitality Supervision and Leadership ( <i>with food and drink units</i> )	3		
<b>Licensing</b>	Food and Drink Service	3	Good Practice	
	Hospitality Supervision ( <i>with food and drink units</i> )			

## Appendix E

### Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

<b>Updating occupational expertise</b>	<ul style="list-style-type: none"><li>• Internal and external work placements</li><li>• Work experience and shadowing (eg within associated departments)</li><li>• External visits to other organisations</li><li>• Updated and new training and qualifications (<a href="http://www.uksp.co.uk">www.uksp.co.uk</a>)</li><li>• Training sessions to update skills</li><li>• Visits to educational establishments</li><li>• Trade fairs</li></ul>
<b>Keeping up to date with sector developments and new legislation</b>	<ul style="list-style-type: none"><li>• Relevant sector websites</li><li>• Membership of professional bodies</li><li>• Papers and documents on legislative change</li><li>• Networking events</li><li>• Seminars, conferences, workshops, membership of committees/working parties (eg People 1st events)</li><li>• Staff development days</li></ul>
<b>Standardising and best practice in assessment</b>	<ul style="list-style-type: none"><li>• Regular standardisation meetings with colleagues</li><li>• Sharing best practice through internal meetings, news letters, email circulars</li><li>• Comparison of assessment and verification in other sectors</li><li>• Attending awarding organisation/body meetings/seminars</li></ul>

**Downloadable guidance on CPD can be found at [www.ifl.ac.uk](http://www.ifl.ac.uk)**

## Appendix 1: Evidence Requirements and Assessment Guidance for Food Production and Cooking Units

### Introduction

This document contains evidence requirements and assessment guidance for the following Food Production and Cooking units:

1PR23/09 Prepare meals for distribution
1PR26/09 Prepare meals to meet relevant nutritional standards set for school meals
1PR28/09 Present menu items according to defined brand standard
2PR21/09 Prepare, operate and clean specialist food preparation and cooking equipment
2PR22/09 Liaise with care team to ensure that customer nutritional needs are met
2PR25/09 Prepare and cook food to meet the requirements of allergy sufferers
2PR27/09 Promote new menu items

They have been developed jointly, and agreed, with the relevant awarding bodies. They provide information on how each unit should be assessed and give examples of what types of evidence will be acceptable. These are only examples and should not be seen as a prescriptive list.

This document must be used in parallel with the **approved Assessment Strategy**.

### The Nature of the Qualification and Source of Evidence

Food Production and Cooking is an occupational qualification whose purpose is to assess a learner's competence. In each unit there are learning outcomes that describe what the learner must be able to do in a real work environment. It is a requirement, therefore, that evidence to meet the assessment criteria for these learning outcomes comes from real work activity in a hospitality workplace. In some circumstances, evidence of the learner's performance can come from a Realistic Working Environment (RWE). However, RWEs must meet the guidance provided in the Assessment Strategy.

### Contingencies

The only exception to workplace or RWE evidence is where particular learning outcomes or assessment criteria rarely or never occur during the period of assessment. Examples could include accidents and emergencies, equipment failures or overspends. These are identified as 'contingencies' in the evidence requirements. Alternative assessment methods, such as simulation or questioning, may be used for contingencies of this kind.

## Holistic Assessment

Occupational qualifications lend themselves to holistic assessment. Provided a learner is competent in their role and ready to be assessed, evidence for a number of units is likely to come from the learner's day-to-day work with little interference or support from the assessor. Evidence will be naturally occurring and should only need to be cross-referenced to the learning outcomes and assessment criteria.

## Assessment Methods in General

Most units contain two learning outcomes only<sup>1</sup>: one is about what the learner should be able to do and requires *Performance Evidence*; the other learning outcome is about what the learner understands and requires *Evidence of Knowledge and Understanding*. Each of these has a number of possible assessment methods. Every assessment method has advantages and disadvantages, and assessors should choose the method that is most effective and efficient in bringing out and judging valid evidence. For most of the learning outcomes requiring performance evidence, a combination of assessment methods may be appropriate.

These different methods are discussed below.

### *Performance Evidence*

Performance evidence applies to those learning outcomes (and the associated assessment criteria) that describe what the learner is able to do. These learning outcomes all begin with 'be able to' and are followed by an active verb; they will have tangible outcomes, such as work products.

### Assessment Method: Observation

This covers observation of the learner's performance at work by a qualified assessor. Observation is probably the most robust method of assessing performance but requires a great deal of time and resource. For this reason observation can be complemented by the other assessment methods below.

### Assessment Method: Products of Work

Products of work are appropriate to many of the learning outcomes and associated assessment criteria. Products of work include, for example: menu and recipe plans, cellar records, staff rotas and accident reports. Products of work are excellent sources of evidence and often eliminate the need for an assessor to observe the learner producing them.

In order to reduce the burden on the learner, assessors are encouraged to log the relevant product of work and its location rather than insist the learner stores copies in their portfolio. Assessors must ensure that products of work are authentic. It is possible for learners to present products of work from the past, although this should be sufficiently recent for the assessor to be able to infer current competence.

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<sup>1</sup> Please note, some of the imported units contain more than two learning outcomes. However, each of these will also begin with 'be able to.', 'know...' or understand. Therefore the same principles apply.

### Assessment Method: Witness Testimony

This is another form of observation and takes account of the fact that valuable performance evidence will occur when the regular assessor is not present. The use of witness testimony is encouraged because, again, it reduces the need for observation by the regular assessor. The Assessment Strategy provides for two types of witness testimony.

- *Witness testimony*, for example from a customer, supplier or colleague that provides evidence towards a learner's assessment or
- *Expert witness testimony* that provides powerful evidence of competence, that may in itself be sufficient for an assessor to consider that competence has been proved.

Expert witnesses may be other approved assessors who are recognised to assess the relevant occupational area and level, or line managers/other managers, that may not be approved assessors, but whom the awarding body agrees have sufficient occupational qualifications or experience to make a judgement on the competence of a learner. Expert witnesses must be able to demonstrate practical experience and knowledge in the unit being assessed, and expert witness testimony must be used in line with awarding body requirements.

Witness testimony of either kind must be authentic, ie the assessor must satisfy themselves that the testimony is a true account of the learner's performance.

It is possible for learners to present witness testimony from the past, although this should be sufficiently recent for the assessor to be able to infer current competence.

### Assessment Method: Learner Assessment Criteria/Report

Learner assessment criteria also take account of the fact that valuable performance evidence will occur when the assessor is not present. The learner assessment criteria/report gives the learner the opportunity to write a brief description of something they have done which meets the learning outcomes and assessment criteria in a unit. For a learner assessment criteria/report to be valuable, it must be possible to cross reference it to content of the unit and to clearly see how the description provides evidence against the relevant learning outcomes and assessment criteria. It is possible for a learner to produce a assessment criteria/report on something they have done in the past, although this should be sufficiently recent for the assessor to be able to infer current competence.

### Assessment Method: Professional Discussion

Professional discussion can be used as an assessment method for performance and knowledge and understanding. Professional discussion is a single, or series of structured, planned and in-depth discussions between the assessor and learner. Professional discussions can be used to obtain evidence from the learner about what they have done and how they did it; it can also be used to supplement observations, witness testimony, examination of work products and written questions/answers. However, assessors should not rely entirely on learners' reports of their own competence. It should always be supplemented by other types of evidence such as witness testimony and work products.

## **Evidence of Knowledge and Understanding Assessment Methods**

Evidence of knowledge and understanding applies to those learning outcomes (and the associated assessment criteria) that describe what the learner understands. These learning outcomes all begin with 'understand'.

### Assessment Method: Questioning

Oral and written questions are both valid methods of assessing the knowledge and understanding learning outcomes and associated assessment criteria and are likely to be the assessor's method of choice.

### Assessment Method: Other Recorded Evidence of Knowledge and Understanding

This includes work-based projects, case studies and reflective accounts. For some learners these approaches can be powerful ways of bringing out evidence of a learner's knowledge and understanding across several related learning outcomes and even units. However, their use will depend on the learner's circumstances and ability to structure and write the appropriate documents.

### Assessment Method: Professional Discussion

Professional discussion can also be used to assess knowledge and understanding. Professional discussion is a single, or series of structured, planned and in-depth discussions between the assessor and learner. A professional discussion can bring out a wide range of knowledge and understanding across many related learning outcomes or units, particularly covering why certain things are done or the principles that underpin competent performance. Professional discussion can also help to verify the authenticity of other pieces of evidence.

### Assessment Method: Inferring Knowledge and Understanding from Performance

It is possible for an assessor to infer that the learner knows or understands certain things from observing their performance or examining other pieces of evidence such as work products or witness testimony. This particularly applies to assessment criteria that cover how to do certain tasks, for example:

- How menu items should be prepared to ensure that brand standards are maintained

The assessor should already have seen evidence of the learner's ability to do this in the 'be able to' learning outcome in the same unit. They may, therefore, reasonably infer that the learner has this knowledge and understanding.

Inferring knowledge and understanding from performance is a helpful way of avoiding over assessment. However, it should be used with caution, particularly when it comes to the possession of key facts, for example:

- What quantity of nutrients are typically needed to maintain a good dietary balance

or the reasons why certain things are important:

- The importance of knowing calorific values per portion

In both of these cases, oral/written questions, reflective accounts and professional discussions would be more valid ways of testing knowledge and understanding. The specific knowledge must be brought out.

### **Volume of Evidence/Length of Assessment**

The Evidence Requirements do not stipulate how frequently a learner must be assessed for each unit or how much evidence is acceptable. Assessors and verifiers should use their professional skills and experience to determine how much evidence over what period of time is sufficient to make a reliable judgment of consistent competent performance.

This is likely to vary according to the individual learner and their working situation.

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