

BTEC Level 2 Technical Extended Diploma in

# PROFESSIONAL COOKERY



## SPECIFICATION

First teaching: September 2017 | First certification: Summer 2018

ISSUE 6





# **Pearson BTEC Level 2 Technical Extended Diploma in Professional Cookery**

## **Specification**

First teaching September 2017

Issue 6

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

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This specification is Issue 6. Key changes are listed in the summary table on the page after next of the document. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](https://qualifications.pearson.com)

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## Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

### Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2 Technicals, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship.

When creating the BTEC Level 2 Technicals, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The BTEC Level 2 Technicals meet these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means that some assessments and projects are set by the centre to meet local needs, while others are set and marked by Pearson. This ensures that there is a core of skills and understanding common to all learners. For example, an externally-set test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 11 Resources* and support for details of the support we offer.

### A word to learners...

BTEC Level 2 Technicals will demand a lot of practical work from you. You will need to:

- complete a range of units
- be organised
- take some assessments that Pearson will set and mark
- take other assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC Level 2 Technical qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

## Collaborative development

Learners completing their BTEC Level 2 Technicals will be aiming to go on to employment or to an Apprenticeship. It was essential therefore that we developed these qualifications in close collaboration with experts from professional bodies and businesses, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and further education providers that have worked with us include:

*Professional Association for Catering Education (PACE)*

*Royal Academy of Culinary Arts*

*The Sloane Club*

*The Ritz London*

In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

### Summary of Pearson BTEC Level 2 Technical Extended Diploma in Professional Cookery specification Issue 6 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in <i>Section 8 Teacher/centre malpractice</i> has been updated to clarify suspension of certification in certain circumstances.	Pages 151, 152
The wording under <i>Section 10 Understanding the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 156

### Summary of Pearson BTEC Level 2 Technical Extended Diploma in Professional Cookery specification Issue 5 changes

Summary of changes made to Issue 5	Page number
'This qualification has 100% mandatory content and 26.6% external assessment.' has been added.	Page 4
The grades earned in Examples 1 and 2 have been amended.	Page 159

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# Pearson BTEC Level 2 Technicals

## Introduction

BTEC Level 2 Technicals are intermediate qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Tech Level qualifications.

Developed in close conjunction with leading employers, BTEC Level 2 Technicals also develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 2 Technicals are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the technical qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

Pearson has developed the BTEC Level 2 Technicals suite to meet the Department for Education (DfE) requirements for qualifications to be offered as Technical Certificates for 16–19-year-olds.

This specification contains the information you need to deliver the Pearson BTEC Level 2 Technical Extended Diploma in Professional Cookery 603/0382/7. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is a part of the Level 2 Technicals suite for the Hospitality industry.

Other BTEC Level 2 Technicals available for this industry include:

- Pearson BTEC Level 2 Technical Certificate in Patisserie and Confectionery 603/0383/9
- Pearson BTEC Level 2 Technical Diploma in Food and Beverage Service 603/0384/0

# 1 Pearson BTEC Level 2 Technical Extended Diploma in Professional Cookery

## Purpose

### Who is the qualification for?

This qualification is for learners who want to start a career in the hospitality industry in professional cookery. It is designed for post-16 learners and can be taken as part of a wider study programme. It is an ideal qualification for learners intending to progress to direct employment in professional cookery or to a hospitality Apprenticeship.

### What does the qualification cover?

The qualification has been developed in consultation with employers in the hospitality industry. This means that it will enable learners to develop the skills and behaviours that give them the best opportunity to be successful in applying for work.

All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the hospitality industry. The areas learners will cover include:

- working in the hospitality industry
- kitchen operations
- cooking skills and techniques
- running a professional kitchen service.

Learners will also cover broader skills in literacy and numeracy, which will help them to progress. Learners will develop other transferable technical and practical skills in cooking, working and communicating with colleagues.

### What could this qualification lead to?

Achieving this qualification will give learners an advantage when applying for a job in professional cookery. The types of jobs they will be ready for are:

- commis chef
- contract caterer
- cook
- events coordinator
- kitchen assistant
- junior pastry chef.

The qualification gives learners a sound basis to progress to a Level 3 qualification, when studied in a full study programme, such as the Pearson BTEC Level 3 Certificate in Hospitality, Pearson BTEC Level 3 Subsidiary Diploma in Hospitality, Pearson BTEC Level 3 90-credit Diploma in Hospitality, Pearson BTEC Level 3 Diploma in Hospitality or the Pearson BTEC Level 3 Extended Diploma in Hospitality.

## About the hospitality industry

The hospitality industry is the fourth largest industry in the UK, employing more than 2.9 million people, which is larger than other industries such as financial services, manufacturing, construction, defence and public administration. The hospitality industry has created one-third of all new jobs for 16–24 year olds. The hospitality and tourism industry continues to be a large employer and is experiencing significant growth, contributing £46.5 billion to the UK economy.

In 2013, the hospitality industry contributed £43.2 billion in gross value added (GVA) to the UK economy, an increase of almost 7% from 2012, representing 4.6% of the country's total GVA. This increase was largely driven by the growth in the restaurant industry.

## 2 Structure

### Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within 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.

The Pearson BTEC Level 2 Technical Extended Diploma in Professional Cookery is a qualification having:

- Total Qualification Time: 565 hours
- Guided Learning: 450 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

### Qualification structure

Learners are required to complete and achieve all the units included in this qualification.

Pearson BTEC Level 2 Technical Extended Diploma in Professional Cookery				
Unit number	Unit title	GLH	Type	How assessed
1	Working in the Hospitality Industry	60	Mandatory	External
2	Kitchen Operations	60	Mandatory	External
3	Prepare and Cook Stocks, Soups and Sauces	60	Mandatory	Internal
4	Prepare and Cook Fruit and Vegetable Dishes	30	Mandatory	Internal
5	Prepare and Cook Meat, Poultry and Offal Dishes	60	Mandatory	Internal
6	Prepare and Cook Fish and Shellfish Dishes	30	Mandatory	Internal
7	Prepare and Cook Rice, Pasta, Grain and Egg Dishes	30	Mandatory	Internal
8	Produce Hot and Cold Desserts	30	Mandatory	Internal
9	Produce Pastry Products	30	Mandatory	Internal
10	Provide a Professional Kitchen Service	60	Mandatory	Internal Synoptic

This qualification has 100% mandatory content and 26.6% external assessment.

## Qualification and unit content

Pearson has developed the content of this qualification in collaboration with employers and representatives from the hospitality industry. The content has been aligned to the National Occupational Standards in Hospitality and the commis chef Trailblazer apprenticeship standard. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the industry and occupational area. All units in this qualification are mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then offered the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and industry contexts during delivery and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, and planning and completing tasks to high standards, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out of date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

## Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

### External assessment

In this qualification, there are two external assessments, which assess units that contribute to 26% of the total qualification GLH. The external assessments for this qualification take the form of an onscreen test that includes a variety of onscreen item types and allows learners to apply their knowledge to several work-related contexts, and a task that allows learners to apply their skills and knowledge in context to a realistic work-based activity. The external assessments are linked to specific units as indicated in the qualification structure on the previous page.

These methods have been used to externally assess the identified units because they are best suited to draw out the evidence to exemplify the expectations of the units.

- *Unit 1: Working in the Hospitality Industry* will give learners a broad overview of the structure, size and scale of the hospitality industry, and the products and services it offers. This unit covers the work skills and personal attributes required for entry to roles in the industry, as well as legislation, professional and business policies, procedures and processes used in hospitality businesses. Therefore, the unit has a broad focus, giving learners underpinning knowledge and understanding of the impact of skills, attributes, legislation, policies, procedures and processes on the provision of products and services in hospitality businesses.

- *Unit 2: Kitchen Operations* will enable learners to develop their planning skills in preparation for employment. The need for excellent planning skills in a professional kitchen is important for future practice in the industry, and can ultimately affect service provision and working practices. The unit will cover factors influencing the appropriateness of dishes and menus offered by hospitality businesses, as well as the structure of kitchen roles and responsibilities and concepts of workflow efficiency. Learners will be assessed through a task and will be required to develop and adapt a menu plan that meets customer needs and with appropriate justification relating to costs, sustainability and wastage associated with the hospitality industry.

Each external assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve both external units at Pass grade or above to achieve the qualification. Learners are permitted to resit the external assessments once during their programme by taking a new assessment.

### Internal assessment

*Units 3, 4, 5, 6, 7, 8, 9 and 10* are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all the internal units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

### Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for this qualification. This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic assessment for this qualification is based on *Unit 10: Provide a Professional Kitchen Service* and takes the form of a practical task that requires learners to consider and select content that will enable them to apply their knowledge and skills from across the other units in an integrated way to a realistic work situation.

In delivering the unit, you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

### Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 8 Administrative arrangements*.

## Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of PP to DD. Please see *Section 10 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

## Employer involvement

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry. Note: Simulated work environments cannot be used for work experience e.g. college restaurants
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of master classes or guest lectures
- industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work of practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, must be with employers from the hospitality industry and should contribute significantly to at least one mandatory unit.

We have also provided suggestions in some units on how employers could become involved in the delivery and/or assessment of this qualification. These units are listed below:

- Unit 1: Working in the Hospitality Industry
- Unit 2: Kitchen Operations
- Unit 3: Prepare and Cook Stocks, Soups and Sauces
- Unit 4: Prepare and Cook Fruit and Vegetable Dishes
- Unit 5: Prepare and Cook Meat, Poultry and Offal Dishes
- Unit 6: Prepare and Cook Fish and Shellfish Dishes
- Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes
- Unit 8: Produce Hot and Cold Desserts
- Unit 9: Produce Pastry Products
- Unit 10: Provide a Professional Kitchen Service.

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that these meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level as part of the annual quality management review process and captured as part of the standards verification process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged (see *Section 9: Quality assurance*).



## 3 Units

### Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

#### Internal units

Section	Explanation
<b>Unit number</b>	The number is in a sequence for the qualification.
<b>Unit title</b>	This is the formal title of the qualification and appears on certificates.
<b>Level</b>	All units are at Level 2 on the national framework.
<b>Unit type</b>	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
<b>Assessment type</b>	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
<b>GLH</b>	Units may have a GLH value of 30 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
<b>Unit summary</b>	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
<b>Essential information for assessment decisions</b>	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
<b>Assessment activity</b>	This section provides information, suggested scenarios and tasks for summative assessment activities.
<b>Further information for tutors and assessors</b>	The section gives you information to support the delivery and assessment of the unit.
<b>Delivery guidance</b>	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
<b>Essential resources</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 11 Resources and support</i> .
<b>Links to other units</b>	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

External units

Section	Explanation
<b>Unit number</b>	The number is in a sequence for the qualification.
<b>Unit title</b>	This is the formal title of the qualification and appears on certificates.
<b>Level</b>	All units are at Level 2 on the national framework.
<b>Unit type</b>	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
<b>Assessment type</b>	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
<b>GLH</b>	Units have a GLH value of 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Summary of assessment</b>	This sets out the type of external assessment used and the way in which it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours assessed. For tested units, they include information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
<b>Essential content</b>	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
<b>Grade descriptors</b>	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
<b>Key terms typically used in assessment</b>	These definitions will help you to analyse requirements and to prepare learners for assessment.
<b>Links to other units</b>	This section shows the main relationships of units to other units. This section can help you to structure your programme and make the best use of available materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.



## Units

This section contains all the units developed for this qualification.

Unit 1: Working in the Hospitality Industry	15
Unit 2: Kitchen Operations	27
Unit 3: Prepare and Cook Stocks, Soups and Sauces	35
Unit 4: Prepare and Cook Fruit and Vegetable Dishes	49
Unit 5: Prepare and Cook Meat, Poultry and Offal Dishes	61
Unit 6: Prepare and Cook Fish and Shellfish Dishes	75
Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes	87
Unit 8: Produce Hot and Cold Desserts	103
Unit 9: Produce Pastry Products	115
Unit 10: Provide a Professional Kitchen Service	125



## Unit 1: Working in the Hospitality Industry

Level: **2**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

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### Unit in brief

Learners investigate the hospitality industry and its employment opportunities. They will gain valuable knowledge of the importance of maintaining personal and workplace standards and their own role in ensuring business success.

### Unit introduction

Hospitality is one of the largest industries in the UK. It has over two million employees and makes a significant contribution to the UK economy. It is a dynamic industry that responds quickly to changing market needs, through rapid growth, innovation and diversity. This enables the hospitality industry to offer many different types of employment, with opportunities for you to work in the UK and around the world.

In this unit, you will explore different aspects of the hospitality industry by looking at the businesses in it and the different products and services it provides. You will explore how these products and services are offered in a range of settings to meet the requirements of different hospitality areas. You will investigate the job roles and employment opportunities in the hospitality industry and gain an understanding of the skills you need to be successful in the industry, whatever job role you undertake. All staff working in hospitality businesses are responsible for maintaining personal and organisational standards. You will learn about the importance of following appropriate procedures to maintain business success in a competitive market.

This unit will give you the knowledge and understanding to progress towards service-based roles, such as commis chefs, junior pastry chefs, food and beverage servers, and events coordinators.

### Summary of assessment

This unit is assessed using an onscreen test, set and marked by Pearson. The test contains different types of question and is worth 60 marks. The test duration is 75 minutes. The assessment is available on demand. The first assessment is available in January 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

## UNIT 1: WORKING IN THE HOSPITALITY INDUSTRY

### Assessment outcomes

**AO1** Demonstrate knowledge of the structure, size and scale of the hospitality industry, and the products and services it offers

Command words: describe, give, identify, list, state

Marks: ranges from 1 to 2 marks

**AO2** Demonstrate understanding of the work skills and personal attributes required for successful entry to roles in the hospitality industry, and how these skills and attributes impact on businesses in the industry

Command words: describe, discuss, explain, give, identify, list, state

Marks: ranges from 1 to 4 marks

**AO3** Analyse and evaluate the impact of legislation, professional and business policies, procedures and processes in promoting consistent and reliable products and services in hospitality businesses and their impact on supporting business vision and values

Command words: analyse, apply, describe, discuss, evaluate, explain

Marks: ranges from 1 to 6 marks

**AO4** Make connections between business success, vision and values, and the application of business procedures that contribute to consistent and reliable products and service

Command words: analyse, apply, describe, discuss, evaluate, explain

Marks: ranges from 1 to 6 marks



## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A The hospitality industry

Hospitality businesses include organisations in the hospitality industry.

#### A1 Products and services in the hospitality industry

The range of products and services offered by the hospitality industry and how the standard and quality of them can impact positively and negatively on the performance of businesses.

- Products:
  - food
  - beverages
  - accommodation.
- Services:
  - food and beverage service provision to other industries
  - facilities management
  - leisure
  - event management
  - vending.

#### A2 The structure of the hospitality industry

The types of business that make up the hospitality industry and their aims, characteristics and typical services.

- Accommodation:
  - hotel
  - guest houses and bed and breakfast (B&B) accommodation
  - hostels
  - halls of residence.

The different types of accommodation board bases, their aims and characteristics.

- Accommodation board bases:
  - all inclusive – accommodation, breakfast, lunch, dinner, snacks, drinks
  - full-board – accommodation, breakfast, lunch, dinner
  - half-board – accommodation, breakfast, dinner
  - bed and breakfast – accommodation, breakfast
  - self-catering – no meals but kitchen facilities provided
  - room only.
- Restaurants:
  - takeaways and fast food outlets
  - cafes, coffee shops
  - restaurants
  - classification by cuisine.
- Pubs, bars and nightclubs.
- Contract caterers – catering outsourced to support other industry sectors and businesses within them, to include travel, business, retail, education, health care, remote and offshore locations, corporate hospitality, government and local authority provision, armed services, leisure venues and events.

## UNIT 1: WORKING IN THE HOSPITALITY INDUSTRY

- Hospitality services – catering managed in-house to support other industry sectors, to include travel, business, retail, education, health care, remote and offshore locations, corporate hospitality, government and local authority provision, armed services, leisure venues and events. As well as providing food and drink, hospitality services increasingly provide 'facilities management'.
- Events.
- Membership clubs.

### **A3 The size and location of businesses in the hospitality industry**

The scope and range of the hospitality industry and how this can affect career choices and career progression.

- Industry size and location:
  - location – local, national, international
  - size of business – small to medium independent, large chain.

### **A4 Business ownership in the hospitality industry**

How the range of hospitality businesses are owned and the similarities and differences between each type of ownership.

- Sole traders.
- Partnerships.
- Limited companies.
- Franchises.
- Public limited companies (PLCs).

## **B Employment skills and attributes in the hospitality industry**

The employment skills and attributes required for successful entry into the hospitality industry and how these skills and attributes can contribute to the success of a hospitality business, its customers and its staff.

### **B1 Job roles in the hospitality industry**

The different job roles and career progression opportunities available in the hospitality industry.

- Job roles and progression routes, including:
  - kitchen – porter, commis chef, chef de partie, sous-chef, pastry chef, head chef
  - food and beverage – bar person, barista, food server, food and beverage supervisor, restaurant manager
  - front office – receptionist, night porter, concierge, night auditor, reservations manager, front office manager
  - housekeeping – house porter, room service attendant, housekeeper, head housekeeper
  - conference and banqueting – banqueting porter, conference and events organiser, conference and events manager.

### **B2 Effective working skills in the hospitality industry**

The work skills and attributes required for successful entry to the hospitality workplace.

- Occupational skills:
  - cooking skills
  - food service skills
  - drinks service skills
  - accommodation skills
  - front office skills
  - customer service skills
  - promotional and selling skills.

- Personal presentation and attributes:
  - personal hygiene and appearance
  - patience
  - tact
  - diplomacy
  - effective teamwork skills
  - honesty
  - initiative
  - self-motivation
  - organisation of own work
  - positive attitude
  - courtesy
  - showing an interest.

### **B3 Communication in the hospitality industry**

The importance of using and interpreting appropriate methods of communication that are suitable for different situations and individuals' needs in a variety of hospitality contexts and how communication can impact on the business.

- Verbal:
  - face to face, on the telephone
  - speaking – the use of appropriate language, tone, pitch, pace, volume, clarity, avoiding use of jargon.
- Non-verbal:
  - body language – posture, facial expression, hand gestures, eye contact
  - personal presentation.
- Written:
  - letter, email, fax, leaflets, questionnaires, complaint forms, accident reports.
- Formal – official messages sent by an organisation to customers and team members.
- Informal – messages not formally approved by the business, to include everyday conversation and gossip.
- Listening skills – asking customers appropriate questions, repeating back important information to customers, looking attentive.
- Appropriateness of communication style to the situation – urgent, non-urgent, difficult, routine, customers, colleagues and team members from a diverse range of backgrounds and cultures, dealing with confrontation, conflict with colleagues, complaints from customers.

### **B4 Teamwork in hospitality**

How supporting the work of a team can benefit self, customers, colleagues and improve the performance of an individual hospitality business.

- Benefits of helping others – encourages teamwork, improves efficiency, team morale, self-satisfaction and motivation; rewards (personal, financial, non-financial).
- Importance of communication in teams – roles and responsibilities (self and other team members) clearly defined, tasks are performed to agreed standards/standards of work are maintained, team efficiency is improved, mistakes are avoided, information is shared.
- Importance of maintaining good working relationships – reduction in problems in working relationships, less personal disagreement/conflict, providing support to others.

## **B5 The impact of effective working skills on a hospitality business, its customers and staff**

How effective working skills can contribute to the success of a selected hospitality business, its customers and staff.

- Benefits to businesses:
  - improved efficiency and ability to meet work deadlines and business goals
  - establishing and maintaining a good reputation for the business
  - encouraging repeat custom and customer loyalty
  - boosting staff morale, creating a positive working environment and improving working relationships with customers and colleagues
  - gaining competitive advantage.
- Benefits to customers:
  - promoting reliability and trust in products and services
  - enhancing the customer experience.
- Benefits to staff:
  - transferability of skills
  - self-motivation and self-confidence
  - improving own job performance and productivity
  - supporting career prospects and progression
  - improving earning potential.
- Staffing – working conditions, including pay, hours and breaks, and possible impacts on staff.

## **C Providing consistent and reliable products and service**

### **C1 Food safety legislation and its application in the hospitality industry**

The food safety legislation and how it is applied throughout the hospitality industry to ensure consistent and safe products, and how standards and quality can impact positively and negatively on the performance of a hospitality business.

- Safety legislation (as current at time of delivery), including requirements for food standards, food hygiene, risk assessment legislation.
- Importance of food hygiene:
  - reducing the spread of bacteria
  - preventing cross-contamination
  - compliance with legal requirements
  - promoting a positive image of the organisation.
- Food safety procedures and how individuals can take personal responsibility for food safety:
  - operation of a food-safety management system
  - risk assessment
  - safe food handling and behaviour
  - duty of care.
- Food hazards:
  - microbial/biological – bacteria, yeasts, mould
  - chemical – cleaning materials, insecticides, rodent poison
  - physical – hair, insects, machinery parts, packaging, dirt from kitchen or premises
  - main allergens – celery, cereals that contain gluten, crustaceans, eggs, fish, lupin, milk, molluscs, mustard, nuts, peanuts, sesame seeds, soybeans, sulphur dioxide, sulphites.

- Vehicles of contamination:
  - hands, clothing, work surfaces, equipment – knives, chopping boards, cloths.
- Reporting hazards of food safety procedures:
  - reporting to line manager
  - types of reportable problems – unhygienic tools, defective equipment, defective walls, surfaces, floors, accidents, slips, trips, pests, other hazards.
- Personal hygiene practices:
  - six-step hand washing technique before handling food – rub palm to palm, rub the back of both hands, rub palm to palm interlacing fingers, rub the back of fingers interlocking hands, rub thumbs, rub palms with fingertips
  - clean personal presentation – clean uniform, clean hair, appropriate footwear
  - hair tied up and back and covered
  - no jewellery or watches
  - bodily hygiene and freshness – discrete use of cosmetics, short fingernails, no nail varnish, clean hands, care when coughing or sneezing
  - reporting cuts and wounds, covering of cuts and wounds with appropriate dressings.
- Cleaning procedures:
  - using correct manufacturer's and business cleaning procedures – use, dilutions, storage
  - using correct cleaning chemicals and materials
  - four-step cleaning method – removing debris, washing, sanitising, air dry
  - checking for cleanliness and good hygiene
  - checking for safety
  - cleaning schedules – daily, weekly, monthly, as required, method of cleaning.
- Storage of food:
  - correct temperatures for the storage of raw and ready-to-eat foods, chilled food (below 5 °C), frozen foods (below –18 °C)
  - using correct defrosting procedures
  - preventing cross-contamination – separation of raw and ready-to-eat foods, separation of foods with known allergens, use of containers and wrapping
  - recognising unsafe foods – sight, smell, temperature
  - stock rotation, storage times, first-in first-out (FIFO), date marking, use-by dates, best before dates
  - checking for damage – blown cans, broken bottle seals, insect/pest damage.
- Preparation of food:
  - preventing cross-contamination – using appropriate and suitable surfaces and equipment.
- Cooking food and reheating:
  - applying correct cooking temperatures for different foods of 75 °C or above
  - ensuring reheated food reaches a temperature of 82 °C
  - probing food to check temperature and recording.
- Serving and holding:
  - using clean dishes and serving equipment, using gloves
  - holding at appropriate temperatures of 63 °C or above
  - probing food to check temperature and recording.
- The importance of temperature monitoring – complying with legislation, maintaining safe standards, maintaining business reputation.

## C2 Health and safety legislation and its application in the hospitality industry

The health and safety legislation and how it is applied throughout the hospitality industry to ensure a safe environment, and how standards and quality can impact positively and negatively on the performance of a hospitality business.

- Relevant sections of health and safety legislation (as current at time of delivery):
  - health and safety responsibilities
  - principles of health and safety
  - employee/personal responsibilities – take care of own health and safety at work, take care of the health and safety of others, cooperate with employer, use and care of personal protective equipment (PPE), attend training.
- Common workplace hazards:
  - definition – hazard, something that has the potential to cause harm
  - different areas – kitchen, restaurant, bar, front desk, housekeeping
  - spillages, trip hazards, working at heights, breakages, hot surfaces, chemicals.
- Workplace emergencies:
  - accidents
  - fire
  - breaches of security
  - illness.
- Safety procedures in the workplace:
  - following fire procedures, raising the alarm, fire drills, evacuation
  - manual handling and safe lifting techniques
  - safe use and storage of chemicals
  - safety signs – prohibition, hazard, mandatory, safe condition
  - importance – safer workplace, fewer accidents and injuries, good business reputation
  - effects of non-compliance – prosecution, fines, dismissal.
- Reporting procedures:
  - legal responsibilities
  - departmental responsibilities – line manager, supervisor.
- Reporting of accidents and near accidents:
  - reasons for – preventing further accidents, risk assessment
  - legal requirements – accident book, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995
  - reporting to – supervisor, manager, health and safety representative, first-aider.
- First aid:
  - first-aid procedures – raising alarm, registered first-aider, quick response
  - signage and location of first-aid box, defibrillator
  - legal requirements – accident book, RIDDOR.

## C3 Business standards and procedures

The business standards and procedures that businesses in the hospitality industry can implement to provide consistent and reliable products and services.

- Customer service standards and procedures.
- Equality and accessibility to goods and services.
- Environmental, sustainability and ethical standards and procedures – recycling, carbon footprint, food miles, use of fair trade products, animal welfare, reduce packaging, composting, use of disposables.

- Security procedures:
  - premises – control of keys, electronic systems, surveillance, control of entrances and exits
  - staff and visitor identity badge – issue, reporting loss
  - preventing and detecting theft and fraud in hospitality businesses
  - reporting of suspicious persons and packages to line manager
  - receiving and issuing of stock
  - impact of poor security.
- Ensuring that correct standards and procedures are followed:
  - training, inductions, supervising staff and monitoring their performance
  - clearly defined roles and responsibilities
  - setting workplace rules and procedures and checking staff compliance
  - using legal disciplinary and grievance procedures.
- Recognition through quality and classification systems:
  - AA star ratings, Rosette awards, Michelin star
  - VisitBritain star ratings.

### **C4 The purpose of business procedures that contribute to consistent and reliable products and service**

The importance for businesses in the hospitality industry to implement procedures, policies and practices.

- Ensuring staff compliance with expected standards of service.
- Ensuring the workplace environment is productive.
- Ensuring business mission/vision statements are followed.
- Ensuring the business matches any competing business offer.
- Ensuring compliance with legislation.

### Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

#### Level 2 Pass

Learners will be able to demonstrate knowledge and understanding of how the hospitality industry is structured, the types of business in the industry and the products and services it provides. They are able to demonstrate knowledge and understanding of how hospitality businesses are owned and the size and location of businesses in the hospitality industry. They will have an understanding of the job roles in the hospitality industry and the work skills and personal attributes required for successful entry to the hospitality industry. They will be able to demonstrate knowledge and understanding of how hospitality businesses use legislation, business standards and procedures to provide consistent and reliable products and services, with some appreciation of the benefits, drawbacks and impacts on hospitality businesses.

#### Level 2 Distinction

Learners will be able to demonstrate a thorough knowledge and understanding of how the hospitality industry is structured, the types of business in the industry and the products and services it provides, bringing together understanding of how each business is owned and how the size and location of hospitality businesses impacts on job roles and career opportunities available. Learners will have an in-depth knowledge and understanding of the job roles in the hospitality industry and the work skills and personal attributes required for successful entry to the hospitality industry. They will make connections with legislation, business standards and procedures used to provide consistent and reliable products and services to be able to make effective judgements of the positive and negative impact of the application of these in a hospitality context.

### Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Learners present the outcome of methodical and detailed examination: <ul style="list-style-type: none"> <li>• either by breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul> For example, 'Analyse the reason...'.
Apply	Learners put knowledge, understanding or skills into action in a particular context. For example, 'Apply concepts...'.
Classify	Learners arrange a group of items in classes or categories according to shared qualities or characteristics. For example, 'Classify information...'.



Command or term	Definition
Compare	Learners identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. For example, 'Compare procedures...'
Describe	Learners give a clear, objective account in their own words, showing recall and, in some cases application, of the relevant features and information about a subject. For example, 'Describe one characteristic...'
Discuss	Learners consider different aspects of a topic, how they interrelate and the extent to which they are important. For example, 'Discuss the work...'
Evaluate	Learners draw on varied information, themes or concepts to consider aspects such as: strengths or weaknesses, advantages or disadvantages, alternative actions, relevance or significance. Learners' enquiries should lead to a supported judgement, showing relationship to its context. This will often be in a conclusion. For example, 'Evaluate two ways in which...'
Explain	Learners show clear details and give reasons and/or evidence to support an opinion, view or argument. They could show how conclusions are drawn (arrived at). Learners show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose. For example, 'Explain one way in which...'
Give	Learners state or put forward information or argument. For example, 'Give one example...'
Identify	Learners indicate the main features or purpose of something, and/or are able to discern and understand facts or qualities. For example, 'Identify two products...'
List	Learners give a number of connected items or names consecutively. For example, 'List two products...'
Match	Learners suitably associate a pair. For example, 'Match each...'
Name	Learners identify a class or category of things, either uniquely or within a given context. For example, 'Name one...'

Command or term	Definition
Select	Learners choose the best or most suitable option. For example, 'Select an appropriate...'
State	Learners express something definitely or clearly. For example, 'State two organisations...'
Which	Learners specify one or more items from a definite set. For example, 'Which of these types of...'

### Links to other units

This unit links to all other units in the BTEC Level 2 Hospitality Technical Certificate suite of qualifications.

#### **Pearson BTEC Level 2 Technical Certificate in Patisserie and Confectionery**

- Unit 2: Produce Biscuits, Cakes, Sponges and Desserts
- Unit 3: Produce Dough and Pastry Products
- Unit 4: Patisserie and Confectionery Catering Operations

#### **Pearson BTEC Level 2 Technical Diploma in Food and Beverage Service**

- Unit 2: Food and Beverage Service Principles
- Unit 3: Enhancing the Customer Experience
- Unit 4: Food Service Skills
- Unit 5: Hot and Cold Beverage Service Skills
- Unit 6: Handling Payments and Maintaining a Payment Point
- Unit 7: Running a Hospitality Event

#### **Pearson BTEC Level 2 Technical Extended Diploma in Professional Cookery**

- Unit 2: Kitchen Operations
- Unit 3: Prepare and Cook Stocks, Soups and Sauces
- Unit 4: Prepare and Cook Fruit and Vegetable Dishes
- Unit 5: Prepare and Cook Meat, Poultry and Offal Dishes
- Unit 6: Prepare and Cook Fish and Shellfish Dishes
- Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes
- Unit 8: Produce Hot and Cold Desserts
- Unit 9: Produce Pastry Products
- Unit 10: Provide a Professional Kitchen Service

### Employer involvement

This unit would benefit from employer involvement in the form of lectures by food and beverage experts on food safety and health and safety legislation and their application in the hospitality industry, and on business standards and procedures.

## Unit 2: Kitchen Operations

Level: **2**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

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### Unit in brief

Learners gain valuable knowledge and study the requirements needed for cost control, sustainability, catering operations and menu planning.

### Introduction

Running a profitable kitchen requires efficiency and productivity. Effective use of materials, equipment and manpower lowers cost, increases kitchen productivity and raises profits.

In this unit, you will learn how to control resource costs in a professional kitchen, including personnel, ingredients and wastage. You will explore how to make the kitchen operation sustainable by making the best use of ingredients, and consider how this impacts on menu planning. Other factors that will need to be considered in menu planning are special dietary requirements, healthier menus, seasonal dishes and trends, and seasonal availability of ingredients. You will explore how chefs meet changing customer demands and how businesses make new products and services available for the changing market. You will also explore healthy eating by looking at a balanced diet, the nutritional content of the main types of food we eat and why it is important to eat a wide variety of different foods.

This unit will give you the knowledge and understanding to progress to a service-based role, such as a commis chef/professional chef role in a professional kitchen.

### Summary of assessment

This unit is assessed using a task, set and marked by Pearson. The task is worth 62 marks. The final outcome will be completed in a four-hour supervised assessment period. All final outcomes will be submitted in a format specified by Pearson. The assessment is available in two windows in March and June only. The first assessment is available in March 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

This unit is assessed under supervised conditions.

## UNIT 2: KITCHEN OPERATIONS

### Assessment outcomes

**AO1** Demonstrate knowledge of factors influencing the appropriateness of dishes and menus offered by hospitality businesses

**AO2** Demonstrate understanding of factors influencing the appropriateness of dishes and menus that contribute to a balanced diet, and consider allergies and approaches to planning healthy and nutritious menus using seasonal ingredients

**AO3** Apply knowledge and understanding of structure of kitchen roles and responsibilities and concepts of workflow efficiency

**AO4** Be able to develop and adapt a menu plan that meets customer needs and with appropriate justification relating to costs, sustainability and wastage associated with the hospitality industry

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Structure of kitchen roles and responsibilities

#### A1 Specific job roles

Recognise the organisational hierarchy in relation to the roles in the kitchen.

- The concept and hierarchy of the kitchen brigade system – porter, commis chef, chef de partie, sous-chef, pastry chef, head chef.
- Kitchen organisation – sections, flow.

#### A2 Purpose of team roles and responsibility in the kitchen

How supporting the work of a team can benefit workplace relationships and improve the performance of individual teams.

- Develop a process of good working relationships across the team and with colleagues working on the various sections, dealing with challenges and problems constructively to drive a positive outcome.
- Communicate and behave effectively to help team members achieve the best result for the customers and the business.
- The importance of knowing how all sections are dependent on each other and understanding the importance of teamwork within the kitchen situation.
- Procedures to support team members to produce dishes and menu items on time and to quality standards.
- The importance of knowing how to support team members when the need arises.

### B Kitchen operations: workflow efficiency

#### B1 Efficient workflow in a professional and non-professional kitchen

The effective routine procedures required for the efficient workflow in a professional and non-professional kitchen.

- Procedures to work methodically to prioritise tasks, ensuring they are completed at the right moment and to the required standard.
- Carry out set-up, preparation and cleaning tasks to standard while working in a challenging, time-bound environment.
- Use of available technology in line with kitchen procedures to achieve the best result and good practice.
- Technology supporting the development and production of dishes and menu items in a professional kitchen/restaurant environment.

#### B2 Recognising workflow planning for food production

- The effective routine procedures required for the efficient workflow for food production.
- Food deliveries, storage and issues.
- The type of food to be prepared, cooked and finished.
- The number and size of portions to be prepared, cooked and finished.
- Time in which the food should be prepared, cooked and finished.
- The method of service and the type of presentation.
- The location of the food service areas.

## C Menu planning for balanced and special diets

### C1 Food and nutrition in relation to balanced diets

The importance of the main types of nutrients, their purposes and the relationship between them and body functions.

- Balanced diet – combining food from different groups to achieve all the nutrients required to maintain the healthy functioning, repair, development and growth of the body. The different requirements and considerations for different ages (child, adult, older people) and level of physical activity undertaken.
- Fibre – helps the body digest and absorb food, maintains a healthy digestive system.
- Water – essential for the body to function, maintain mental awareness.
- Macronutrients:
  - carbohydrates (simple, complex) – major source of energy, required for activity
  - fats (saturated, unsaturated) – secondary source of energy, supports immune system, supports brain, development, absorption of fat-soluble vitamins
  - protein – essential for the growth and repair of body tissue.
- Micronutrients:
  - vitamins are both water soluble (B, C) and fat soluble (A, D) – for fighting infections, formation of new cells and promoting healthy bones and teeth
  - minerals (iron, calcium, potassium, zinc, sodium, iodine) – help regulate body fluids, essential for maintaining healthy bones, red blood cells, teeth, absorbing nutrients.

### C2 Specific diets and concepts linked to healthy eating

The requirements people may have that relate to healthy lifestyles and the possible demands/requests associated with them.

- Special dietary requirements linked to health – low salt, low sugar, low fat, allergens, celiac.
- Specific diets – vegetarian, vegan, low carb, high protein.
- Foods that may trigger allergies – celery, cereals that contain gluten, crustaceans, eggs, fish, lupin, milk, molluscs, mustard, nuts, peanuts, sesame seeds, soybeans, sulphur dioxide, sulphites.
- Additives – artificial colourings, artificial flavourings, chemical preservatives.
- Associated concepts that relate to healthy lifestyles – organic, free range.

### C3 Food groups and healthy alternatives

Recognise the main food groups, healthier alternatives and the measure of food intake.

- Food groups in relation to diet and nutrition:
  - cereals, pulses and potatoes, fruit and vegetables, dairy foods (milk, cheese), protein foods (fish, meat, eggs), fats and food high in sugar
  - main sources in foods/food groups for macronutrients and micronutrients.
- Calories/kilojoules (kJ) as measures of food intake.
- Nutrition:
  - contribution to five-a-day initiative
  - Eatwell Guide – how much of what is eaten should come from each food group
  - benefits of maximising the retention of nutritional values of food during cooking
  - calorie content of food
  - controlled portion sizes
  - health benefits of eating a balanced diet.
- Healthier alternatives – wholefoods, fresh foods.

#### **C4 Planning a meal using a range of ingredients and cooking methods**

The principles of using a variety of foods and methods that are suitable for different customers in a variety of hospitality contexts.

- Selection of courses and accompaniments:
  - starter, main course, dessert
  - style of food – North American, Asian, Oriental, Central and South American, European, vegetarian
  - seasonality – time of year.
- Food courses – order of service:
  - canapés and other appetisers, soups, egg dishes, pasta and rice dishes, vegetarian dishes, meat alternatives, fish, meats, poultry, game, vegetables, salads, accompaniments, sauces and dressings, cold buffet, cheese, sweets, savoury, dessert fruit.
- Planning:
  - assembling ingredients and equipment
  - timing
  - preparation
  - cookery methods, to include healthier cooking methods – boiling, grilling, stir frying, roasting, baking, stewing, poaching, simmering, braising, steaming, microwaving, pot-roasting, sautéing
  - finishing
  - service.

#### **D Sustainable practice in kitchens**

##### **D1 Use of ingredients and resources**

The importance of using ingredients and other resources in a professional kitchen in order to be sustainable.

- Recognising the seasonality of ingredients:
  - fruit
  - vegetables
  - meat
  - poultry
  - fish.
- Recognising the impact of seasonal ingredients on:
  - availability
  - quality
  - price of ingredients
  - the menu offered by a hospitality business
  - buying from local suppliers.
- Costs considerations when planning a menu (utilities and resources used in professional kitchens):
  - gas
  - electricity
  - water
  - labour.
- The importance of reducing utility use in professional kitchens:
  - net and gross profit
  - environment.

## E Hospitality businesses controlling costs

### E1 Controlling costs

The importance of accurately identifying types of costs and suitable ways of controlling them.

- Controlling ordering methods and systems – forecasting sales, checking prices, managing relationships with suppliers.
- Controlling deliveries – using purchase specifications and checking product quality.
- Controlling storage – procedures for using stock rotation.
- Procedures for checking food stocks, shortages, food that is close to expiry.
- Controlling the issuing of goods or resources – methods for serving food at set times of day.
- Preventing wastage – identifying suitable procedures.
- Portion control – weighing ingredients/goods precisely.
- Accurately costing recipes.
- Identifying and changing suppliers for utilities, insurance, financial service providers, employment services.
- Importance of identifying costs and controlling them to ensure the business breaks even or makes a profit.
- Consequences of not accurately identifying costs and controlling them – financial losses to the business.

### E2 Calculating appropriate selling prices for products or services

- The importance of accurately calculating costs and suitable ways of controlling them.
- Costs of products – ingredients or other items, portions and recipes for dishes and drinks, meals or functions, services provided.
- Gross profit – the money made from selling a product/providing a service (revenue) after the cost of producing the product/providing the service (cost of sales) has been deducted.
- Net profit – the money made from selling the product/providing the service after all costs (expenditure) have been deducted.

### E3 Resource and waste management

Operational processes and how methods of working, standards and quality can impact positively on the performance of resource and waste management.

- Stock rotation procedures.
- Maintaining efficient stock levels.
- Benefits of control of portions when producing dishes.
- Quality points in food items.
- Minimising waste.
- Financial impact of uncontrolled food wastage.
- Basic costing and yield of dishes.



## Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 2 Pass

Learners will be able to demonstrate knowledge and understanding of the principles of menu planning, its terminology and key components, the type of menus required and their contribution to a balanced diet. Learners will demonstrate an understanding of customer needs and consider individual dietary requirements when offering an alternative choice. They will have an understanding of meeting kitchen cost control, how dishes contribute to sustainable practice and be able to show an understanding of the scale of the kitchen brigade, the factors that affect the workflow efficiency and the impact on kitchen roles and workflow influencing the menu.

### Level 2 Distinction

Learners will demonstrate detailed knowledge and understanding of the breakdown of food groups and seasonality of ingredients in the context of menu planning, applying this to a range of dishes that are suitable for the specific dietary requirements.

Learners can apply relevant food-related concepts and menu planning in order to present reasoned evaluations in realistic contexts. Learners make appropriate judgements and present fully justified recommendations of a suitable menu, based on the evaluation of ingredients to justify selected dishes. Learners can interpret recipe information to support justified conclusions and they can evaluate the potential impact of the factors that affect effective menu planning within a given context. Learners can demonstrate an application of detailed evaluation skills in assessing work and making reasoned judgements related to the context.

## Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in its assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Allergy	A misguided reaction to a foreign substance by the immune system.
Alternative	Offering an option or choice.
Appropriate dish	Suitable item.
Availability	Easily obtainable or accessible.
Balanced diet	Diet containing correct nutrients.
Commodities	Raw ingredients.
Cooking process	Methods of cooking.
Efficiency	Accomplishment, good use of time and energy.
Equipment	Set of necessary tools.
Food groups	Collection of foods that share similar nutritional properties.

## UNIT 2: KITCHEN OPERATIONS

Command or term	Definition
Hierarchy	Organised ranking by order of importance.
Ingredients	Edible substances used in making a dish.
Menu	List of dishes to be served in a given meal.
Menu planning	Selection of a menu for an event.
Nutrition	Nourishment and energy obtained from food consumed.
Order of service	Sequence of service.
Procedures	Fixed, step-by-step sequence of activities.
Professional kitchen	Relating to making a profit.
Resource costs	Cost of all elements.
Seasonality	Time of year when at its cheapest or best.
Set menu	A limited <i>menu</i> offered for a <i>set</i> number of courses.
Sustainable	Practice of reduce, reuse and recycle.
Trends	Development or change in a situation.
Utensils	Tools with a particular use.
Wastage	Anything lost by wear or waste.
Workflow	Set of activities necessary to complete a task.

### Links to other units

This unit links to:

- Unit 1: Working in the Hospitality Industry
- Unit 3: Prepare and Cook Stocks, Soups and Sauces
- Unit 4: Prepare and Cook Fruit and Vegetable Dishes
- Unit 5: Prepare and Cook Meat, Poultry and Offal Dishes
- Unit 6: Prepare and Cook Fish and Shellfish Dishes
- Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes
- Unit 8: Produce Hot and Cold Desserts
- Unit 9: Produce Pastry Products
- Unit 10: Provide a Professional Kitchen Service.

### Employer involvement

This unit would benefit from employer involvement in the form of co-delivery of the unit by a professional chef from a local restaurant to develop learners' knowledge of team roles and responsibilities, workflow efficiency, menu planning, sustainable practice and controlling costs.

## Unit 3: Prepare and Cook Stocks, Soups and Sauces

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided Learning hours: **60**

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### Unit in brief

Learners develop the skills needed to prepare, cook and finish stocks, soups and sauces to given requirements and specifications, using safe and hygienic working practices.

### Unit introduction

Have you considered the importance of fresh stocks, soups and sauces in producing appetising, well-balanced meals? Well-flavoured stocks, soups and sauces are the basic starting point of many dishes and an understanding of them is essential for any aspiring chef. Soups are a popular and profitable menu item that can be easy to produce and adapt for a variety of settings.

In this unit, you will work with the different types of stocks, soups and sauces, learning about their different characteristics. You will learn to use the appropriate skills, methods, tools, equipment and cooking times to produce quality stocks, soups and sauces. You will use the skills needed to prepare and cook stocks, soups and sauces, using safe and hygienic working practices.

This unit will give you the knowledge, personal and vocational skills, and behaviours to progress to service-based roles such as a commis chef, a cook or a kitchen assistant.

### Learning aims

In this unit you will:

- A** Prepare, cook and finish stocks safely and hygienically to meet specified requirements
- B** Prepare, cook and finish soups safely and hygienically to meet specified requirements
- C** Prepare, cook and finish sauces safely and hygienically to meet specified requirements.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Prepare, cook and finish stocks safely and hygienically to meet specified requirements</p>	<p><b>A1</b> Types and preparation of ingredients for stocks</p> <p><b>A2</b> Selecting and using correct equipment for preparing and cooking stocks</p> <p><b>A3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>A4</b> Using correct methods for cooking stocks in line with food safety legislation</p> <p><b>A5</b> Using correct methods for finishing stocks</p>	<p>Photographic/video evidence of learners preparing, cooking and finishing stocks, soups and sauces, which can be supported by observation records.</p>
<p><b>B</b> Prepare, cook and finish soups safely and hygienically to meet specified requirements</p>	<p><b>B1</b> Types and preparation of ingredients for soups</p> <p><b>B2</b> Selecting and using correct equipment for preparing and cooking soups</p> <p><b>B3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>B4</b> Using correct methods for cooking soups in line with food safety legislation</p> <p><b>B5</b> Using correct methods for finishing soups</p>	
<p><b>C</b> Prepare, cook and finish sauces safely and hygienically to meet specified requirements</p>	<p><b>C1</b> Types and preparation of ingredients for sauces</p> <p><b>C2</b> Selecting and using correct equipment for preparing and cooking sauces</p> <p><b>C3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>C4</b> Using correct methods for cooking sauces in line with food safety legislation</p> <p><b>C5</b> Using correct methods for finishing sauces</p>	

<b>Transferable skills/behaviours in this unit include:</b>		
<b>Sector skills</b>	<b>Knowledge</b>	<b>Transferable skills/behaviours</b>
<ul style="list-style-type: none"> <li>• Food preparation</li> <li>• Cooking</li> <li>• Food finishing</li> </ul>	<ul style="list-style-type: none"> <li>• Health, safety and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for work</li> <li>• Managing information</li> <li>• Developing practical and technical skills</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Prepare, cook and finish stocks safely and hygienically to meet specified requirements

##### A1 Types and preparation of ingredients for stocks

- Types of stocks, e.g. brown, fish, vegetable, white.
- Selecting the type and quantity of ingredients required for preparation, e.g. vegetables, meat, fish, dairy.
- Checking the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing ingredients for making the stocks according to recipes and to meet given requirements, including weighing/measuring, chopping.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

##### A2 Selecting and using correct equipment for preparing and cooking stocks

- Choosing the correct tools and equipment needed to prepare stocks, e.g. peelers, hand graters, colanders.
- Choosing the correct tools and equipment needed to cook stocks, e.g. stoves, saucepans, blenders.
- Using available technology in line with business procedures and guidelines to achieve the best result.

##### A3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating.

##### A4 Using correct methods for cooking stocks in line with food safety legislation

- Methods for cooking stocks, e.g. browning/roasting, simmering, reducing.
- Cooking stocks correctly so that they are safe to eat.
- Following recipes, e.g. weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring stock is at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

##### A5 Using correct methods for finishing stocks

- Methods for finishing stocks, e.g. straining, meeting given requirements and specifications, appearance, quantity/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.

**Learning aim B: Prepare, cook and finish soups safely and hygienically to meet specified requirements****B1 Types and preparation of ingredients for soups**

- Types of soups, e.g. purée, broth/potage, finished with cream, velouté.
- Soups, e.g. ham hock and minted pea, cream of mushroom with white truffle oil, cauliflower velouté, scotch broth.
- Selecting the type and quantity of ingredients required for preparation, e.g. vegetables, meat, fish, dairy.
- Checking the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing ingredients for making the soups according to recipes and to meet given requirements, including weighing/measuring, chopping.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

**B2 Selecting and using correct equipment for preparing and cooking soups**

- Choosing the correct tools and equipment needed to prepare soups, e.g. peelers, hand graters, colanders.
- Choosing the correct tools and equipment needed to cook soups, e.g. stoves, saucepans, blenders.
- Using available technology in line with business procedures and guidelines to achieve the best result.

**B3 Demonstrating safe and hygienic working practices at each stage of the process**

- Knowing personal responsibilities under the Health and Safety at Work Act etc. 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating.

**B4 Using correct methods for cooking soups in line with food safety legislation**

- Methods for cooking soups, e.g. sweating vegetable ingredients, boiling, passing/straining, blending/liquidising, skimming.
- Cooking soups correctly so that they are safe to eat.
- Following recipes, e.g. weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring soups are at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

**B5 Using correct methods for finishing soups**

- Methods for finishing soups, e.g. adding cream, garnishing, meeting given requirements and specifications, appearance, quantity/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.

## **Learning aim C: Prepare, cook and finish sauces safely and hygienically to meet specified requirements**

### **C1 Types and preparation of ingredients for sauces**

- Types of sauces, e.g. roux-based sauce (white/brown/velouté), puréed sauce, egg-based sauce (hollandaise/béarnaise), meat-based jus.
- Sauces, e.g. thickened gravy (jus lié), roast gravy (jus rôti), curry gravy, butter sauce (beurre blanc, beurre noisette), emulsified sauce.
- Selecting the type and quantity of ingredients required for preparation, e.g. vegetables, meat, fish, dairy.
- Checking the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing ingredients for making the sauces according to recipes and to meet given requirements, including weighing/measuring, chopping.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

### **C2 Selecting and using correct equipment for preparing and cooking sauces**

- Choosing the correct tools and equipment needed to prepare sauces, e.g. peelers, hand graters, colanders.
- Choosing the correct tools and equipment needed to cook sauces, e.g. stoves, saucepans, blenders.
- Using available technology in line with business procedures and guidelines to achieve the best result.

### **C3 Demonstrating safe and hygienic working practices at each stage of the process**

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating.

### **C4 Using correct methods for cooking sauces in line with food safety legislation**

- Methods for cooking sauces, e.g. making a roux, whisking.
- Cooking sauces correctly so that they are safe to eat.
- Following recipes, e.g. weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring sauces are at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

### **C5 Using correct methods for finishing sauces**

- Methods for finishing sauces, e.g. passing/blending, adding thickening agents, puréeing, meeting given requirements and specifications, appearance, quantity/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.



### Transferable skills

#### Preparing for work

- Undertaking ingredient preparation and cooking activities.

#### Managing information

- Using information from recipes to make stocks, soups and sauces.

#### Developing practical and technical skills

- Demonstrating methods of ingredient preparation, cooking and finishing, using equipment safely and hygienically to make stocks, soups and sauces.

**Assessment criteria**

Pass	Merit	Distinction
<b>Learning aim A: Prepare, cook and finish stocks safely and hygienically to meet specified requirements</b>		
<b>A.P1</b> Follow a recipe to prepare stock ingredients to specific requirements.	<b>A.M1</b> Produce a stock to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>A.D1</b> Produce a stock to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>A.P2</b> Produce a stock to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
<b>Learning aim B: Prepare, cook and finish soups safely and hygienically to meet specified requirements</b>		
<b>B.P3</b> Follow a recipe to prepare soup ingredients to specific requirements.	<b>B.M2</b> Produce a soup to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>B.D2</b> Produce a soup to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>B.P4</b> Produce a soup to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
<b>Learning aim C: Prepare, cook and finish sauces safely and hygienically to meet specified requirements</b>		
<b>C.P5</b> Follow a recipe to prepare sauce ingredients to specific requirements.	<b>C.M3</b> Produce a sauce to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>C.D3</b> Produce a sauce to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>C.P6</b> Produce a sauce to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		

## Essential information for assessment decisions

Learners might follow their own recipes or those given to them by tutors or relatives but this must be agreed with tutors. The stocks, soups and sauces must use at least two different ingredients for each and a range of different preparation and cooking methods.

### Learning aims A, B and C

**For distinction standard**, learners will:

- consistently demonstrate skills and a positive and flexible approach when preparing, measuring and weighing ingredients accurately to meet specific requirements of the recipes in terms of quality and quantity
- show confidence and control over techniques to efficiently follow the preparation, cooking and finishing methods given for the recipes, showing control over the use of appropriate tools and equipment, according to recipes
- make realistic and appropriate decisions in prioritising activities that help to meet required timings, showing organisation and speed when working under pressure to produce correct portion sizes that are perfectly cooked in terms of appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, e.g. it is tasty, enjoyable and the garnishes complete the visual picture
- produce one type of stock, one soup and one sauce, using safe and hygienic working practices.

**For merit standard**, learners will:

- demonstrate skills and a positive and flexible attitude when preparing, measuring and weighing ingredients accurately to meet specific requirements of the recipes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the recipes, showing the necessary skills to use appropriate tools and equipment and following the instructions in the recipes
- make appropriate decisions in prioritising activities that help to meet required timings, producing correct portion sizes that are well cooked in terms of appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, e.g. it tastes good and is visually appealing
- produce one type of stock, one soup and one sauce, using safe and hygienic working practices.

**For pass standard**, learners will:

- correctly follow routine instructions when preparing, measuring and weighing ingredients to meet specific requirements of the recipes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the recipes, using some of the correct tools and equipment and following some of the instructions in the recipes, e.g. some of the tools and equipment used might not be the most effective to achieve the activity in the set time and some of the instructions in the recipes might be omitted or misinterpreted
- make straightforward decisions in prioritising activities to help meet required timings, producing portions that are only just enough for the required size and might not meet all the correct requirements for appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, but are edible, e.g. the appearance and finish are acceptable, but might be cold
- produce one type of stock, one soup and one sauce, using safe and hygienic working practices.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested scenario

You are working in the hospitality industry as a trainee chef. You need to develop your skills to demonstrate safe and hygienic working practices when preparing, cooking and finishing a stock, soup and sauce. You will be observed demonstrating your skills to meet given requirements and specifications when making the stock, soup and sauce, including selecting and using the correct methods and equipment to prepare and cook the ingredients needed. This will be supported by a statement on the suitability of the stock, soup and sauce in meeting given requirements and specifications in terms of, for example appearance, texture and flavour. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

On another occasion, the tutor asks you to prepare, cook and finish a soup that will be introduced to the menu at the centre restaurant, as well as one type of stock and a sauce that will be used in dishes also to be added to the menu. You will be observed demonstrating your skills to meet given requirements and specifications. Your performance will be observed by your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**Stocks, soups and sauces prepared, cooked and finished for the retake assessment activity must be different from those for the first assessment activity.**

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### **Introduction to unit**

Tutor-led discussion on types and examples of stocks, soups and sauces.

Learners complete worksheets to match methods of cooking with particular types of stocks, soups and sauces.

A visit to a professional kitchen or college production kitchen would be a useful introduction for learners to working practices in hospitality and would allow them to ask questions.

Learners could use their visit to a professional kitchen to see first-hand the use of available technology in line with business procedures and guidelines to achieve the best result when producing stocks, soups and sauces.

**Suggested time:** about 4 hours.

#### **Activity: How to prepare, cook and finish stocks using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of stock to cook. Learners identify, select and order the necessary ingredients for producing the stock.

Learners must practise their skills to prepare, cook and finish stocks in a set time specified by tutors. The stock must contain fresh ingredients that may be combined with other, ready-prepared ingredients; it must not repeat the main ingredients used in the soup and sauce. For example, if learners are cooking a fish stock, the main ingredient for the soup and sauce cannot include fish. It could be meat or vegetables, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their stock will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of stock they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing stocks, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 14 hours.

**Activity: How to prepare, cook and finish soups using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of soup to cook. Learners identify, select and order the necessary ingredients for producing the soup.

Learners must practise their skills to prepare, cook and finish soups in a set time specified by tutors. The soup must contain fresh ingredients that may be combined with other, ready-prepared ingredients; it must not repeat the main ingredients used in the stock and sauce. For example, if learners are cooking a cream of mushroom soup, the main ingredient for the stock and sauce cannot be mushrooms. It could be fish or meat, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their soup will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of soup they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing soups, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 14 hours.

**Activity: How to prepare, cook and finish sauces using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of sauce to cook. Learners identify, select and order the necessary ingredients for producing the sauce.

Learners must practise their skills to prepare, cook and finish sauces in a set time specified by tutors. These must contain fresh ingredients that may be combined with other, ready-prepared ingredients; it must not repeat the main ingredients used in the stocks and soups. For example, if learners are cooking a meat-based roast gravy, the main ingredient for the stocks and soups cannot be meat. It could be fish or vegetables, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their sauce will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of sauce they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing sauces, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 14 hours.

**Activity: Review and tasting of stocks, soups and sauces**

Tutors complete reviews on learners' stocks, soups and sauces, identifying ingredients that were prepared and cooked, and making suggestions for how their personal organisation, as well as the stocks, soups and sauces, could be improved.

Learners could review their own performance and the stocks, soups and sauces they have cooked, identifying how they could improve on what they have achieved by completing a tutor-designed pro forma.

Peer review – learners taste each other's stocks, soups and sauces and give feedback.

**Suggested time:** about 8 hours.

### Essential resources

For this unit, learners need access to:

- professionally equipped kitchens and support/classroom area
- appropriate large and small commercial equipment that is up to date and in good working order
- the range and quality of ingredients needed for them to complete the learning and assignment task successfully.

### Links to other units

This unit has strong links to:

- Unit 1: Working in the Hospitality Industry
- Unit 2: Kitchen Operations
- Unit 4: Prepare and Cook Fruit and Vegetable Dishes
- Unit 5: Prepare and Cook Meat, Poultry and Offal Dishes
- Unit 6: Prepare and Cook Fish and Shellfish Dishes
- Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes
- Unit 10: Provide a Professional Kitchen Service.

### Employer involvement

This unit would benefit from employer involvement in the form of a masterclass by a professional chef from a local restaurant to develop learners' skills in preparing, cooking and finishing stocks, soups and sauces.





## Unit 4: Prepare and Cook Fruit and Vegetable Dishes

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

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### Unit in brief

Learners develop the skills needed to prepare, cook and finish fruit and vegetable dishes to given specifications and standards, using safe and hygienic working practices.

### Unit introduction

The importance of fruit and vegetables in cooking should never be underestimated. They contribute to a healthy diet and can make up to over 60% of a meal, providing the colour, texture and flavours we can often take for granted.

In this unit, you will work with a variety of fruit and vegetables. You will gain skills to use fruit and vegetables to enhance dishes and an appreciation of the range of items available today. You will develop skills in the preparation, cooking methods and finishing skills required to produce accompaniments and complete dishes.

This unit will give you the knowledge, personal and vocational skills, and behaviours to progress towards service-based roles such as a commis chef working in the vegetable station in a hotel, a cook in a pub, school or care home or as a junior chef in a vegetarian restaurant.

### Learning aims

In this unit you will:

- A** Prepare, cook and finish fruit dishes safely and hygienically to meet specified requirements
- B** Prepare, cook and finish vegetable dishes safely and hygienically to meet specified requirements.

**Unit summary**

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Prepare, cook and finish fruit dishes safely and hygienically to meet specified requirements</p>	<p><b>A1</b> Types and preparation of fruit for selected dishes</p> <p><b>A2</b> Selecting and using correct equipment for preparing and cooking fruit</p> <p><b>A3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>A4</b> Using correct methods for cooking fruit dishes in line with food safety legislation</p> <p><b>A5</b> Using correct methods for finishing fruit dishes</p>	<p>Photographic/video evidence of learners preparing, cooking and finishing fruit and vegetable dishes, which can be supported by observation records.</p>
<p><b>B</b> Prepare, cook and finish vegetable dishes safely and hygienically to meet specified requirements</p>	<p><b>B1</b> Types, cuts and preparation of vegetables for selected dishes</p> <p><b>B2</b> Selecting and using correct equipment for preparing and cooking vegetables</p> <p><b>B3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>B4</b> Using correct methods for cooking vegetable dishes in line with food safety legislation</p> <p><b>B5</b> Using correct methods for finishing vegetable dishes</p>	
<p><b>Key teaching areas in this unit include:</b></p>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Food preparation</li> <li>• Cooking</li> <li>• Food finishing</li> </ul>	<ul style="list-style-type: none"> <li>• Health, safety and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for work</li> <li>• Developing practical and technical skills</li> <li>• Managing information</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Prepare, cook and finish fruit dishes safely and hygienically to meet specified requirements

##### A1 Types and preparation of fruit for selected dishes

- Types of fruit, e.g. apples, citrus fruits, pears.
- Fruit dishes, e.g. apple pie, rhubarb crumble, strawberry compote.
- Selecting the type, quantity and portion size/weight of fruit and other ingredients required for preparation, e.g. apples, cinnamon, sugar, dairy.
- Checking the fruit and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing fruit to make selected dishes according to recipes and to meet given requirements, e.g. peeling, washing, trimming.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

##### A2 Selecting and using correct equipment for preparing and cooking fruit

- Choosing the correct tools and equipment needed to prepare fruit, e.g. peelers, corers, boards, food processors, knives.
- Choosing the correct tools and equipment needed to cook fruit, e.g. saucepans, fryers, ovens.
- Using available technology in line with business procedures and guidelines to achieve the best result.

##### A3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of fruit not for immediate use, e.g. refrigerating.

##### A4 Using correct methods for cooking fruit dishes in line with food safety legislation

- Methods for cooking fruit, e.g. frying (shallow/stir), roasting, stewing, boiling, combining cooking methods.
- Cooking fruit correctly so that it is safe to eat.
- Following recipes, e.g. combining fruit with other ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring fruit is at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

**A5 Using correct methods for finishing fruit dishes**

- Methods for finishing fruit dishes, e.g. garnishing, saucing, presenting, adding an accompaniment, meeting given requirements and specifications, assembling dish according to given specifications, appearance, quantity/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.

**Learning aim B: Prepare, cook and finish vegetable dishes safely and hygienically to meet specified requirements****B1 Types, cuts and preparation of vegetables for selected dishes**

- Types of vegetable, e.g. roots, bulbs, flower heads, fungi, seeds, leaves.
- Vegetable format, e.g. fresh whole vegetables, frozen, pre-prepared.
- Traditional French vegetable cuts, e.g. julienne, brunoise, macédoine, paysanne.
- Vegetable dishes, e.g. dauphinoise potatoes, cauliflower cheese, stuffed peppers.
- Selecting the type, quantity and portion size/weight of vegetables and other ingredients required for preparation, e.g. dairy, pastry.
- Checking the vegetables and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing vegetables to make selected dishes according to recipes and to meet given requirements, e.g. washing, peeling, chopping, grating.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

**B2 Selecting and using correct equipment for preparing and cooking vegetables**

- Choosing the correct tools and equipment needed to prepare vegetables, e.g. colour-coded chopping boards, peelers, food processors, knives.
- Choosing the correct tools and equipment needed to cook vegetables, e.g. ovens, grills, saucepans, sauté pans, fryers.
- Using available technology in line with business procedures and guidelines to achieve the best result.

**B3 Demonstrating safe and hygienic working practices at each stage of the process**

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of vegetables not for immediate use, e.g. refrigerating.

**B4 Using correct methods for cooking vegetable dishes in line with food safety legislation**

- Methods for cooking vegetables, e.g. blanching, boiling, combining cooking methods.
- Cooking vegetables correctly so that they are safe to eat.
- Following recipes, e.g. combining vegetables with other ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring vegetables are at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

### **B5 Using correct methods for finishing vegetable dishes**

- Methods for finishing vegetable dishes, e.g. garnishing, saucing, presenting, adding an accompaniment, meeting given requirements and specifications, assembling dish according to given specifications, appearance, quantity/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.

### **Transferable skills**

#### **Preparing for work**

- Undertaking ingredient preparation and cooking activities.

#### **Developing practical and technical skills**

- Demonstrating methods of ingredient preparation, cooking and finishing; using equipment safely and hygienically to make fruit and vegetable dishes.

#### **Managing information**

- Using information from recipes to make fruit and vegetable dishes.

Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Prepare, cook and finish fruit dishes safely and hygienically to meet specified requirements</b>		
<b>A.P1</b> Follow a recipe to prepare ingredients for a fruit dish to specific requirements.	<b>A.M1</b> Produce a fruit dish to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>A.D1</b> Produce a fruit dish to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>A.P2</b> Produce a fruit dish to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
<b>Learning aim B: Prepare, cook and finish vegetable dishes safely and hygienically to meet specified requirements</b>		
<b>B.P3</b> Follow a recipe to prepare ingredients for a vegetable dish to specific requirements.	<b>B.M2</b> Produce a vegetable dish to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>B.D2</b> Produce a vegetable dish to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>B.P4</b> Produce a vegetable dish to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		

## Essential information for assessment decisions

Learners might follow their own recipes or those given to them by tutors or relatives but this must be agreed with tutors. The fruit and vegetable dishes must use at least two different ingredients for each and a range of different preparation and cooking methods.

### Learning aims A and B

**For distinction standard**, learners will:

- consistently demonstrate skills and a positive and flexible approach when preparing, measuring and weighing ingredients accurately to meet specific requirements of the dishes in terms of quality and quantity
- show confidence and control over techniques to efficiently follow the preparation, cooking and finishing methods given for the dishes, showing control over the use of appropriate tools and equipment, according to recipes
- make realistic and appropriate decisions in prioritising activities that will help to meet required timings, showing organisation and speed when working under pressure to produce the correct portion size of dishes that are perfectly cooked in terms of appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, e.g. they are tasty, enjoyable and the garnishes complete the visual picture
- produce one fruit dish and one vegetable dish, using safe and hygienic working practices.

**For merit standard**, learners will:

- demonstrate skills and a positive and flexible attitude when preparing, measuring and weighing ingredients accurately to meet specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, showing the necessary skills to use appropriate tools and equipment, following the instructions in the recipes
- make appropriate decisions in prioritising activities that help to meet required timings, producing the correct portion size of dishes that are well cooked in terms of appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, e.g. they taste good and are visually appealing
- produce one fruit dish and one vegetable dish, using safe and hygienic working practices.

**For pass standard**, learners will:

- correctly follow routine instructions when preparing, measuring and weighing ingredients to meet specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, using some of the correct tools and equipment, and following some of the instructions in the recipes, e.g. some of the tools and equipment used might not be the most effective to achieve the activity in the set time and some of the instructions in the recipes might be omitted or misinterpreted
- make straightforward decisions in prioritising activities to help meet required timings, producing dishes that are only just enough for the required portion size and might not meet all the correct requirements for appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, but are edible, e.g. the appearance and finish are acceptable, but might be cold
- produce one fruit dish and one vegetable dish, using safe and hygienic working practices.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested scenario

A farm is opening a new restaurant next to its farm shop. To promote this, the farm is holding a tasting evening where they have asked you, as a commis chef, to prepare, cook and finish fruit and vegetable dishes using their produce. You need to demonstrate safe and hygienic working practices when preparing, cooking and finishing the fruit and vegetable dishes. You will be observed demonstrating your skills to meet given requirements and specifications when producing fruit and vegetable dishes, including selecting and using the correct methods and equipment to prepare, cook and finish the ingredients needed. This will be supported by a statement on the suitability of the fruit and vegetable dishes in meeting given requirements and specifications in terms of, for example appearance, texture, flavour. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

A vegetarian restaurant is redesigning its menu for the summer and has asked you to prepare, cook and finish fruit and vegetable dishes, for which you have been given dish specifications by the head chef. You will be observed demonstrating your skills to meet given requirements and specifications. Your performance will be observed by the head chef or your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**Fruit and vegetable dishes prepared, cooked and finished for the retake assessment activity must be different from those for the first assessment activity.**



## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### **Introduction to unit**

Tutor-led discussion on types and examples of fruit and vegetable dishes, their importance in contributing to a healthy diet and in providing colour, taste and texture to dishes.

Learners complete worksheets to match methods of cooking with particular types of fruit and vegetables.

A visit to a professional kitchen or college production kitchen would be a useful introduction for learners to working practices in hospitality and would allow them to ask questions.

Learners could use their visit to a professional kitchen to see first-hand the use of available technology in line with business procedures and guidelines to achieve the best result when producing fruit and vegetable dishes.

**Suggested time:** about 4 hours.

#### **Activity: How to prepare, cook and finish fruit dishes using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of fruit dish to cook. Learners identify, select and order the accompanying ingredients needed to produce the dish.

Learners must practise their skills to prepare, cook and finish fruit dishes in a set time specified by tutors. These must contain fresh ingredients that may be combined with other, ready-prepared ingredients; the dish must not repeat the main accompanying ingredients used in the vegetable dish. For example, if learners are cooking a rice pudding topped with strawberry compote, the main accompanying ingredient for the vegetable dish should not be rice. It could be grains, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their fruit dish will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of fruit dish they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing fruit dishes, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 9 hours.

**Activity: How to prepare, cook and finish vegetable dishes using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of vegetable dish to cook. Learners identify, select and order the accompanying ingredients they need to produce the dish.

Learners must practise their skills to prepare, cook and finish vegetable dishes in a set time specified by tutors. These must contain fresh ingredients that may be combined with other, ready-prepared ingredients; the dish must not repeat the main accompanying ingredients used in the fruit dish. For example, if learners are cooking stuffed peppers, the main accompanying ingredient for the fruit dish should not be rice. It could be grains, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their vegetable dish will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of vegetable dish they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing vegetable dishes, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 10 hours.

**Activity: Review and tasting of fruit and vegetable dishes**

Tutors complete reviews on learners' fruit and vegetable dishes, identifying ingredients that were prepared and cooked, and making suggestions for how their personal organisation, as well as the fruit and vegetable dishes, could be improved.

Learners could review their own performance and the fruit and vegetable dishes they have cooked, identifying how they could improve on what they have achieved by completing a tutor-designed pro forma.

Peer review – learners taste each other's fruit and vegetable dishes and give feedback.

**Suggested time:** about 4 hours.

### Essential resources

For this unit, learners must have access to:

- a professionally equipped kitchen and support/classroom area
- appropriate large and small commercial equipment that is up to date and in good working order
- the range and quality of food items needed for them to complete the learning and assignment task successfully.

### Links to other units

This unit has strong links to:

- Unit 1: Working in the Hospitality Industry
- Unit 2: Kitchen Operations
- Unit 3: Prepare and Cook Stocks, Soups and Sauces
- Unit 5: Prepare and Cook Meat, Poultry and Offal Dishes
- Unit 6: Prepare and Cook Fish and Shellfish Dishes
- Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes
- Unit 8: Produce Hot and Cold Desserts
- Unit 9: Produce Pastry Products
- Unit 10: Provide a Professional Kitchen Service.

### Employer involvement

This unit would benefit from employer involvement in the form of a masterclass by a professional chef from a local restaurant to develop learners' skills in preparing and cooking fruit and vegetable dishes.



## Unit 5: Prepare and Cook Meat, Poultry and Offal Dishes

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided Learning hours: **60**

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### Unit in brief

Learners develop the skills needed to prepare, cook and finish meat, poultry and offal dishes to given requirements and specifications, using safe and hygienic working practices.

### Unit introduction

For many restaurant customers, the highlights of a good meal are the meat, poultry and offal items available on the menu. They can be cooked in a variety of different ways and matched with different herbs, vegetables and sauces to meet the increasing demands and preferences of today's customers.

In this unit, you will work with different types and cuts of meat, poultry and offal and learn how to select and use suitable types and cuts to prepare, cook and finish dishes. You will develop, practise and acquire practical skills in preparing, cooking and finishing different dishes using kitchen tools and equipment correctly. You will explore flavours and finishing methods, producing dishes found on restaurant menus and explore how technology is increasingly being used to support the production of meat, poultry and offal dishes.

This unit will give you the knowledge, personal and vocational skills, and behaviours to progress to service-based roles such as a commis chef, a cook or a kitchen assistant.

### Learning aims

In this unit you will:

- A** Prepare, cook and finish meat dishes safely and hygienically to meet specified requirements
- B** Prepare, cook and finish poultry dishes safely and hygienically to meet specified requirements
- C** Prepare, cook and finish offal dishes safely and hygienically to meet specified requirements.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Prepare, cook and finish meat dishes safely and hygienically to meet specified requirements</p>	<p><b>A1</b> Types, cuts and preparation of meat for selected dishes</p> <p><b>A2</b> Selecting and using correct equipment for preparing and cooking meat</p> <p><b>A3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>A4</b> Using correct methods for cooking meat dishes in line with food safety legislation</p> <p><b>A5</b> Using correct methods for finishing meat dishes</p>	<p>Photographic/video evidence of learners preparing, cooking and finishing meat, poultry and offal dishes, which can be supported by observation records.</p>
<p><b>B</b> Prepare, cook and finish poultry dishes safely and hygienically to meet specified requirements</p>	<p><b>B1</b> Types, cuts and preparation of poultry for selected dishes</p> <p><b>B2</b> Selecting and using correct equipment for preparing and cooking poultry</p> <p><b>B3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>B4</b> Using correct methods for cooking poultry dishes in line with food safety legislation</p> <p><b>B5</b> Using correct methods for finishing poultry dishes</p>	
<p><b>C</b> Prepare, cook and finish offal dishes safely and hygienically to meet specified requirements</p>	<p><b>C1</b> Types, cuts and preparation of offal for selected dishes</p> <p><b>C2</b> Selecting and using correct equipment for preparing and cooking offal</p> <p><b>C3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>C4</b> Using correct methods for cooking offal dishes in line with food safety legislation</p> <p><b>C5</b> Using correct methods for finishing offal dishes</p>	

**Key teaching areas in this unit include:**

Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Food preparation</li> <li>• Cooking</li> <li>• Food finishing</li> </ul>	<ul style="list-style-type: none"> <li>• Health, safety and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for work</li> <li>• Developing practical and technical skills</li> <li>• Managing information</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Prepare, cook and finish meat dishes safely and hygienically to meet specified requirements

##### A1 Types, cuts and preparation of meat for selected dishes

- Types of meat, e.g. beef, lamb, pork.
- Cuts of meat, portions, joints, processed, minced.
- Meat dishes, e.g. roast loin of pork, beef casserole, shepherd's pie, beef stir fry.
- Selecting the type, quantity and portion size/weight of meat and other ingredients required for preparation, e.g. beef, vegetables, dairy.
- Checking the meat and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing meat for making selected dishes according to recipes and to meet given requirements, e.g. slicing/dicing, seasoning/marinating, trimming, boning, tying, tenderising, adding dry rubs, stuffing.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

##### A2 Selecting and using correct equipment for preparing and cooking meat

- Choosing the correct tools and equipment needed to prepare meat, e.g. colour-coded chopping boards, slicers, food processors, knives.
- Choosing the correct tools and equipment needed to cook meat, e.g. ovens, grills, trays, saucepans, fryers.
- Using available technology in line with business procedures and guidelines to achieve the best result.

##### A3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of meat not for immediate use, e.g. refrigerating.

##### A4 Using correct methods for cooking meat dishes in line with food safety legislation

- Methods for cooking meat, e.g. grilling (over and under heat), frying (shallow/stir), braising, stewing, boiling, combining cooking methods.
- Cooking meat correctly so that it is safe to eat.
- Following recipes, e.g. combining meat with other ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring meat is at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.



**A5 Using correct methods for finishing meat dishes**

- Methods for finishing meat dishes, e.g. garnishing, saucing, presenting, adding an accompaniment, meeting given requirements and specifications, assembling dish according to given specifications, appearance, quantity/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.

**Learning aim B: Prepare, cook and finish poultry dishes safely and hygienically to meet specified requirements****B1 Types, cuts and preparation of poultry for selected dishes**

- Types of poultry, e.g. chicken, turkey, duck.
- Cuts of poultry, supremes, portions or whole birds.
- Poultry dishes, e.g. roast turkey, confit duck leg, chicken supreme.
- Selecting the type, quantity and portion size/weight of poultry and other ingredients required for preparation, e.g. chicken, vegetables, dairy.
- Checking the poultry and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing poultry for making selected dishes according to recipes and to meet given requirements, e.g. cleaning, portioning/cutting for sauté, coating, trussing, basting out.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

**B2 Selecting and using correct equipment for preparing and cooking poultry**

- Choosing the correct tools and equipment needed to prepare poultry, e.g. colour-coded chopping boards, slicers, food processors, knives.
- Choosing the correct tools and equipment needed to cook poultry, e.g. ovens, grills, saucepans, sauté pans, fryers.
- Using available technology in line with business procedures and guidelines to achieve the best result.

**B3 Demonstrating safe and hygienic working practices at each stage of the process**

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of poultry not for immediate use, e.g. refrigerating.

**B4 Using correct methods for cooking poultry dishes in line with food safety legislation**

- Methods for cooking poultry, e.g. griddling, roasting, poaching, frying (deep/sauté), steaming, confit, baking, microwaving.
- Cooking poultry correctly so that it is safe to eat.
- Following recipes, e.g. combining poultry with other ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring poultry is at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

**B5 Using correct methods for finishing poultry dishes**

- Methods for finishing poultry dishes, e.g. garnishing, saucing, presenting, adding an accompaniment, meeting given requirements and specifications, assembling dish according to given specifications, appearance, quantity/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.

**Learning aim C: Prepare, cook and finish offal dishes safely and hygienically to meet specified requirements****C1 Types, cuts and preparation of offal for selected dishes**

- Types of offal, e.g. liver, kidney, sweetbread, cheek.
- Offal dishes, e.g. sautéed kidneys, steak and kidney pie, pâté.
- Selecting the type, quantity and portion size/weight of offal and other ingredients required for preparation, e.g. liver, vegetables, dairy.
- Checking the offal and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing offal for making selected dishes according to recipes and to meet given requirements, e.g. coating with flour, skinning, de-veining, blending/mincing, brining, pressing.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

**C2 Selecting and using correct equipment for preparing and cooking offal**

- Choosing the correct tools and equipment needed to prepare offal, e.g. colour-coded chopping boards, slicers, food processors, knives.
- Choosing the correct tools and equipment needed to cook offal, e.g. ovens, grills, saucepans, sauté pans, fryers.
- Using available technology in line with business procedures and guidelines to achieve the best result.

**C3 Demonstrating safe and hygienic working practices at each stage of the process**

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of offal not for immediate use, e.g. refrigerating.

**C4 Using correct methods for cooking offal dishes in line with food safety legislation**

- Methods for cooking offal, e.g. poaching, bain-marie, sautéing.
- Cooking offal correctly so that it is safe to eat.
- Following recipes, e.g. combining offal with other ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring offal is at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

### **C5 Using correct methods for finishing offal dishes**

- Methods for finishing offal dishes, e.g. garnishing, saucing, presenting, adding an accompaniment, meeting given requirements and specifications, assembling dish according to given specifications, appearance, quantity/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.

### **Transferable skills**

#### **Preparing for work**

- Undertaking ingredient preparation and cooking activities.

#### **Developing practical and technical skills**

- Demonstrating methods of ingredient preparation, cooking and finishing; using equipment safely and hygienically to produce meat, poultry and offal dishes.

#### **Managing information**

- Using information from recipes to produce meat, poultry and offal dishes.

Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Prepare, cook and finish meat dishes safely and hygienically to meet specified requirements</b>		
<b>A.P1</b> Follow a recipe to prepare meat dish ingredients to specific requirements.	<b>A.M1</b> Produce a meat dish to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>A.D1</b> Produce a meat dish to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>A.P2</b> Produce a meat dish to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
<b>Learning aim B: Prepare, cook and finish poultry dishes safely and hygienically to meet specified requirements</b>		
<b>B.P3</b> Follow a recipe to prepare poultry dish ingredients to specific requirements.	<b>B.M2</b> Produce a poultry dish to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>B.D2</b> Produce a poultry dish to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>B.P4</b> Produce a poultry dish to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
<b>Learning aim C: Prepare, cook and finish offal dishes safely and hygienically to meet specified requirements</b>		
<b>C.P5</b> Follow a recipe to prepare offal dish ingredients to specific requirements.	<b>C.M3</b> Produce an offal dish to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>C.D3</b> Produce an offal dish to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>C.P6</b> Produce an offal dish to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		

## Essential information for assessment decisions

Learners might follow their own recipes or those given to them by tutors or relatives but this must be agreed with tutors. The meat, poultry and offal dishes must not repeat the main accompanying ingredients in the three dishes and must use a range of different preparation and cooking methods.

### Learning aims A, B and C

**For distinction standard**, learners will:

- consistently demonstrate skills and a positive and flexible approach when preparing, measuring and weighing ingredients accurately to meet specific requirements of the dishes in terms of quality and quantity
- show confidence and control over techniques to efficiently follow the preparation, cooking and finishing methods given for the dishes, showing control over the use of appropriate tools and equipment, according to recipes
- make realistic and appropriate decisions in prioritising activities that help to meet required timings, showing organisation and speed when working under pressure to produce the correct portion size of dishes that are perfectly cooked in terms of appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, e.g. they are tasty, enjoyable and the garnishes complete the visual picture
- must produce one meat, one poultry and one offal dish, using safe and hygienic working practices.

**For merit standard**, learners will:

- demonstrate skills and a positive and flexible attitude when preparing, measuring and weighing ingredients accurately to meet specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, showing the necessary skills to use appropriate tools and equipment and following the instructions in the recipes
- make appropriate decisions in prioritising activities that help to meet required timings, producing the correct portion size of dishes that are well cooked in terms of appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, e.g. they taste good and are visually appealing
- must produce one meat, one poultry and one offal dish, using safe and hygienic working practices.

**For pass standard**, learners will:

- correctly follow routine instructions when preparing, measuring and weighing ingredients to meet specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, using some of the correct tools and equipment and following some of the instructions in the recipes, e.g. some of the tools and equipment used might not be the most effective to achieve the activity in the set time and some of the instructions in the recipes might be omitted or misinterpreted
- make straightforward decisions in prioritising activities to help meet required timings, producing dishes that are only just enough for the required portion size and might not meet all the correct requirements for appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, but are edible, e.g. the appearance and finish are acceptable, but might be cold
- must produce one meat, one poultry and one offal dish, using safe and hygienic working practices.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested scenario

You are working in the hospitality industry as a commis chef. You need to develop your skills to demonstrate safe and hygienic working practices when preparing, cooking and finishing one meat, one poultry and one offal dish. You will be observed demonstrating your skills to meet given requirements and specifications when producing the meat, poultry and offal dishes, including selecting and using the correct methods and equipment to prepare and cook the ingredients needed. This will be supported by a statement on the suitability of the meat, poultry and offal dishes in meeting given requirements and specifications in terms of, for example appearance, texture and flavour. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

Your centre is hosting a contemporary British food event with learners producing a taster menu to support this. Your tutor has asked you to take charge of the meat, poultry and offal dishes on the menu, for which you have been given dish specifications by your tutor. You will be observed demonstrating your skills to meet given requirements and specifications. Your performance will be observed by your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**Meat, poultry and offal dishes prepared, cooked and finished for the retake assessment activity must be different from those for the first assessment activity.**

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### **Introduction to unit**

Tutor-led discussion on types and examples of meat, poultry and offal dishes.

Learners complete worksheets to match methods of cooking with particular types of meat, poultry and offal.

A visit to a professional kitchen or college production kitchen would be a useful introduction for learners to working practices in hospitality and would allow them to ask questions.

Learners could use their visit to a professional kitchen to see first-hand the use of available technology in line with business procedures and guidelines to achieve the best result when producing meat, poultry and offal dishes.

**Suggested time:** about 4 hours.

#### **Activity: How to prepare, cook and finish meat dishes using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of meat dish to cook. Learners identify, select and order the accompanying ingredients they need to produce the dish.

Learners must practise their skills to prepare, cook and finish meat dishes in a set time specified by tutors. The meat dish must contain fresh ingredients that may be combined with other, ready-prepared ingredients; it must not repeat the main accompanying ingredients used in the poultry and offal dishes. For example, if learners are cooking a roast loin of pork with roast potatoes, the main accompanying ingredient for the poultry and offal dishes cannot be roast potatoes. It could be rice or steamed vegetables, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their meat dish will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of meat dish they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing meat dishes, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 14 hours.

**Activity: How to prepare, cook and finish poultry dishes using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of poultry dish to cook. Learners identify, select and order the accompanying ingredients they need to produce the dish.

Learners must practise their skills to prepare, cook and finish poultry dishes in a set time specified by tutors. The poultry dish must contain fresh ingredients that may be combined with other, ready-prepared ingredients; it must not repeat the main accompanying ingredients used in the meat and offal dishes. For example, if learners are cooking a chicken supreme with roast potatoes, the main accompanying ingredient for the meat and offal dishes cannot be roast potatoes. It could be rice or steamed vegetables, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their poultry dish will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of poultry dish they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing poultry dishes, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 14 hours.

**Activity: How to prepare, cook and finish offal dishes using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of offal dish to cook. Learners identify, select and order the accompanying ingredients needed to produce the dish.

Learners must practise their skills to prepare, cook and finish offal dishes in a set time specified by tutors. The offal dish must contain fresh ingredients that may be combined with other, ready-prepared ingredients; it must not repeat the main accompanying ingredients used in the meat and poultry dishes. For example, if learners are cooking braised liver with roast potatoes, the main accompanying ingredient for the meat and poultry dishes cannot be roast potatoes. It could be rice or steamed vegetables, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their offal dish will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of offal dish they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing offal dishes, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 14 hours.

**Activity: Review and tasting of meat, poultry and offal dishes**

Tutors complete reviews on learners' meat, poultry and offal dishes, identifying ingredients that were prepared and cooked, and making suggestions for how their personal organisation, as well as the meat, poultry and offal dishes, could be improved.

Learners could review their own performance and the meat, poultry and offal dishes they have cooked, identifying how they could improve on what they have achieved by completing a tutor-designed pro forma.

Peer review – learners taste each other's meat, poultry and offal dishes and give feedback.

**Suggested time:** about 8 hours.



### Essential resources

For this unit, learners must have access to:

- professionally equipped kitchens and support/classroom area
- appropriate large and small commercial equipment that is up to date and in good working order
- the range and quality of ingredients needed for them to complete the learning and assignment task successfully.

### Links to other units

This unit has strong links to:

- Unit 1: Working in the Hospitality Industry
- Unit 2: Kitchen Operations
- Unit 3: Prepare and Cook Stocks, Soups and Sauces
- Unit 4: Prepare and Cook Fruit and Vegetable Dishes
- Unit 6: Prepare and Cook Fish and Shellfish Dishes
- Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes
- Unit 9: Produce Pastry Products
- Unit 10: Provide a Professional Kitchen Service.

### Employer involvement

This unit would benefit from employer involvement in the form of a masterclass by a professional chef from a local restaurant to develop learners' skills in preparing, cooking and finishing meat, poultry and offal dishes.



## Unit 6: Prepare and Cook Fish and Shellfish Dishes

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

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### Unit in brief

Learners develop the skills needed to prepare, cook and finish fish and shellfish dishes to given dish requirements and specifications, using safe and hygienic working practices.

### Unit introduction

For many customers, the highlights of a good meal are the fish and shellfish items available on the menu. They can be cooked in a variety of different ways and matched with different ingredients and sauces to meet the increasing demands and preferences of today's customers.

In this unit, you will develop the skills needed to prepare, cook and finish shellfish and fish dishes to given requirements and specifications, using safe and hygienic working practices. You will do this by using tools and kitchen equipment correctly. You will explore flavours and presentation methods through producing dishes found on today's restaurant menus, and will explore how the use of technology is increasingly being used to support the production of fish and shellfish dishes.

This unit will give you the knowledge, personal and vocational skills, and behaviours to progress towards service-based roles, such as a commis chef, cook or kitchen/catering assistant.

### Learning aims

In this unit you will:

- A** Prepare, cook and finish fish dishes safely and hygienically to meet specified requirements
- B** Prepare, cook and finish shellfish dishes safely and hygienically to meet specified requirements.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Prepare, cook and finish fish dishes safely and hygienically to meet specified requirements</p>	<p><b>A1</b> Types, cuts and preparation of fish for selected dishes</p> <p><b>A2</b> Selecting and using correct equipment for preparing and cooking fish</p> <p><b>A3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>A4</b> Using correct methods for cooking fish dishes in line with food safety legislation</p> <p><b>A5</b> Using correct methods for finishing fish dishes</p>	<p>Photographic/video evidence of learners preparing, cooking and finishing fish and shellfish dishes, which can be supported by observation records.</p>
<p><b>B</b> Prepare, cook and finish shellfish dishes safely and hygienically to meet specified requirements</p>	<p><b>B1</b> Types and preparation of shellfish for selected dishes</p> <p><b>B2</b> Selecting and using correct equipment for preparing and cooking shellfish</p> <p><b>B3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>B4</b> Using correct methods for cooking shellfish dishes in line with food safety legislation</p> <p><b>B5</b> Using correct methods for finishing shellfish dishes</p>	
<p><b>Key teaching areas in this unit include:</b></p>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Food preparation</li> <li>• Cooking</li> <li>• Food finishing</li> </ul>	<ul style="list-style-type: none"> <li>• Health, safety and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for work</li> <li>• Developing practical and technical skills</li> <li>• Managing information</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Prepare, cook and finish fish dishes safely and hygienically to meet specified requirements

##### A1 Types, cuts and preparation of fish for selected dishes

- Types of fish, e.g. round/flat white fish, oily fish.
- Cuts of fish, e.g. darne, goujon, supreme, tronçon, délice, paupiette.
- Fish dishes, e.g. grilled salmon steaks, sea bass with fennel, lemon and capers, battered fish (fresh), pan fried trout, fish cakes, fish pie.
- Selecting the type, quantity and portion size/weight of fish and other ingredients required for preparation, e.g. cod, vegetables, dairy.
- Checking the fish and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using the correct methods for preparing fish to make selected dishes according to recipes and to meet given requirements, e.g. filleting, cutting, trimming, skinning, marinating.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

##### A2 Selecting and using correct equipment for preparing and cooking fish

- Choosing the correct tools and equipment needed to prepare fish, e.g. colour-coded chopping boards, knives, food processors.
- Choosing the correct tools and equipment needed to cook fish, e.g. ovens, grills, trays, saucepans, fryers.
- Using available technology in line with business procedures and guidelines to achieve the best result.

##### A3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate from different foods to prevent cross-contamination.
- Ensuring safe storage of fish not for immediate use, e.g. refrigerating.

##### A4 Using correct methods for cooking fish dishes in line with food safety legislation

- Methods of cooking fish, e.g. deep/shallow frying, grilling, poaching, baking, steaming, stewing, combining cooking methods.
- Cooking fish correctly so that it is safe to eat.
- Following recipes, e.g. combining fish with other ingredients, weights and measure, temperatures, timings.
- Correct temperature, e.g. ensuring fish is at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

**A5 Using correct methods for finishing fish dishes**

- Methods for finishing fish dishes, e.g. garnishing, saucing, presenting, adding an accompaniment, meeting given requirements and specifications, assembling the dish according to given specifications, appearance, quantity/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.

**Learning aim B: Prepare, cook and finish shellfish dishes safely and hygienically to meet specified requirements****B1 Types and preparation of shellfish for selected dishes**

- Types of crustacean and mollusc shellfish, e.g. prawns, shrimps, mussels, clams, crabs, scallops.
- Shellfish dishes, e.g. prawn brochette, moules marinière, clam chowder.
- Selecting the type, quantity and portion size/weight of shellfish and other ingredients required for preparation, e.g. mussels, vegetables, dairy.
- Checking the shellfish and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing shellfish to make selected dishes according to recipes and to meet given requirements, e.g. cleaning, shelling, washing, coating, cutting.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

**B2 Selecting and using correct equipment for preparing and cooking shellfish**

- Choosing the correct tools and equipment needed to prepare shellfish, e.g. colour-coded chopping boards, knives, food processors.
- Choosing the correct tools and equipment needed to cook shellfish, e.g. ovens, grills, trays, saucepans, fryers.
- Using available technology in line with the business procedures and guidelines to achieve the best result.

**B3 Demonstrating safe and hygienic working practices at each stage of the process**

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate from different foods to prevent cross-contamination.
- Ensuring safe storage of shellfish not for immediate use, e.g. refrigerating.

**B4 Using correct methods for cooking shellfish dishes in line with food safety legislation**

- Methods of cooking shellfish, e.g. boiling, deep/shallow frying, grilling, steaming, poaching, combining cooking methods.
- Cooking shellfish correctly so that it is safe to eat.
- Following recipes, e.g. combining shellfish with other ingredients, weights and measure, temperatures, timings.
- Correct temperature, e.g. ensuring shellfish is at the correct temperature for holding and serving, preserving the nutritional value.
- Minimising food waste.

### **B5 Using correct methods for finishing shellfish dishes**

- Methods for finishing shellfish dishes, e.g. garnishing, saucing, presenting, adding an accompaniment, meeting given requirements and specifications, assembling the dish according to given specifications, appearance, quantity/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.

### **Transferable skills in unit**

#### **Preparing for work**

- Undertaking ingredient preparation and cooking activities.

#### **Developing practical and technical skills**

- Demonstrating methods of ingredient preparation, cooking and finishing; using equipment safely and hygienically to produce fish and shellfish dishes.

#### **Managing information**

- Using information from recipes to produce fish and shellfish dishes.

Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Prepare, cook and finish fish dishes safely and hygienically to meet specified requirements</b>		
<b>A.P1</b> Follow a recipe to prepare ingredients for a fish dish to specific requirements.	<b>A.M1</b> Produce a fish dish to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>A.D1</b> Produce a fish dish to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>A.P2</b> Produce a fish dish to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
<b>Learning aim B: Prepare, cook and finish shellfish dishes safely and hygienically to meet specified requirements</b>		
<b>B.P3</b> Follow a recipe to prepare ingredients for a shellfish dish to specific requirements.	<b>B.M2</b> Produce a shellfish dish to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>B.D2</b> Produce a shellfish dish to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>B.P4</b> Produce a shellfish dish to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		



## Essential information for assessment decisions

Learners might follow their own recipes or those given to them by tutors but this must be agreed with tutors. The dish must contain a minimum of four fresh ingredients that may be combined with other, ready-prepared ingredients. Each group of main ingredients must be used and different cooking methods.

### Learning aims A and B

**For distinction standard**, learners will:

- consistently demonstrate skills and a positive and flexible approach when preparing, measuring and weighing ingredients accurately to meet specific requirements of the dishes in terms of quality and quantity
- show confidence and control over techniques to efficiently follow the preparation, cooking and finishing methods given for the dishes, showing control over the use of the appropriate tools and equipment, according to recipes
- make realistic and appropriate decisions in prioritising activities that help to meet required timings, showing organisation and speed when working under pressure to produce the correct portion size of dishes that are perfectly cooked in terms of appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, e.g. they are tasty, enjoyable and the garnishes complete the visual picture
- produce one fish and one shellfish dish, using safe and hygienic working practices.

**For merit standard**, learners will:

- demonstrate skills and a positive and flexible attitude when preparing, measuring and weighing ingredients accurately to meet specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, showing the necessary skills to use appropriate tools and equipment, following the instructions in recipes
- make appropriate decisions in prioritising activities that help to meet required timings, producing the correct portion size of dishes that are well cooked in terms of appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, e.g. they taste good and look visually appealing
- produce one fish dish and one shellfish dish, using safe and hygienic working practices.

**For pass standard**, learners will:

- correctly follow routine instructions when preparing, measuring and weighing ingredients to meet specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, using some of the correct tools and equipment, and following some of the instructions in the recipes, e.g. some of the tools and equipment used might not be the most effective to achieve the activity in the set time and some of the instructions in the recipes might be omitted or misinterpreted
- make straightforward decisions in prioritising activities to help meet required timings, producing dishes that are only just enough for the required portion size and might not meet all the correct requirements for appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, but are edible, e.g. the appearance and finish are acceptable, but might be cold
- produce one fish dish and one shellfish dish, using safe and hygienic working practices.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested scenario

You are working in a local restaurant as a commis chef. You need to develop your skills to demonstrate safe and hygienic working practices when preparing, cooking and finishing one fish and one shellfish dish. You will be observed demonstrating your skills to meet given requirements and specifications when producing fish and shellfish dishes, including selecting and using the correct methods and equipment to prepare, cook and finish the ingredients needed. This will be supported by a statement on the suitability of the fish and shellfish dishes in meeting given requirements and specifications in terms of, for example appearance, texture, flavour. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

You are working at a local catering business as a commis chef. A customer has given you recipes and asked you to prepare, cook and finish fish and shellfish dishes for an event. You need to demonstrate safe and hygienic working practices when preparing, cooking and finishing your fish and shellfish dishes in meeting given requirements and specifications in terms of, for example appearance, texture, flavour. You will be observed by your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**Fish and shellfish dishes prepared, cooked and finished for the retake assessment activity must be different from those for the first assessment activity.**

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### **Introduction to unit**

Tutor-led discussion on types and examples of fish and shellfish dishes.

Learners complete worksheets to match methods of cooking with particular types of fish and shellfish.

A visit to a professional kitchen or college production kitchen would be a useful introduction for learners to working practices in hospitality and would allow them to ask questions.

Learners could use their visit to a professional kitchen to see first-hand the use of available technology in line with business procedures and guidelines to achieve the best result when producing fish and shellfish dishes.

**Suggested time:** about 4 hours.

#### **Activity: How to prepare, cook and finish fish dishes using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of fish dish to cook. Learners identify, select and order the accompanying ingredients needed to produce the dish.

Learners must practise their skills to prepare, cook and finish fish dishes in a set time specified by tutors. These must contain fresh ingredients that may be combined with other, ready-prepared ingredients; the dish must not repeat the main accompanying ingredients used in the shellfish dish. For example, if learners are cooking battered fish with peas, the main accompanying ingredient for the shellfish dish must not be peas. It could be cauliflower, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their fish dish will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of fish dish they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing fish dishes, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 9 hours.

**Activity: How to prepare, cook and finish shellfish dishes using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of shellfish dish to cook. Learners identify, select and order the accompanying ingredients needed to produce the dish.

Learners must practise their skills to prepare, cook and finish shellfish dishes in a set time specified by tutors. These must contain fresh ingredients that may be combined with other, ready-prepared ingredients; the dish must not repeat the main accompanying ingredients used in the fish dish. For example, if learners are cooking scallops with pea puree, the main accompanying ingredient for the fish dish must not be peas. It could be green beans, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their shellfish dish will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of shellfish dish they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing shellfish dishes, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 10 hours.

**Activity: Review and tasting of fish and shellfish dishes**

Tutors complete reviews on learners' fish and shellfish dishes, identifying ingredients that were prepared and cooked, and making suggestions for how their personal organisation, as well as the fish and shellfish dishes, could be improved.

Learners could review their own performance and the fish and shellfish dishes they have cooked, identifying how they could improve on what they have achieved by completing a tutor-designed pro forma.

Peer review – learners taste each other's fish and shellfish dishes and give feedback.

**Suggested time:** about 4 hours.

### Essential resources

For this unit, learners must have access to:

- a professionally equipped kitchen and support/classroom area
- appropriate large and small commercial equipment that is up to date and in good working order
- the range and quality of food items needed for them to complete the learning and assignment task successfully.

### Links to other units

This unit has strong links to:

- Unit 1: Working in the Hospitality Industry
- Unit 2: Kitchen Operations
- Unit 3: Prepare and Cook Stocks, Soups and Sauces
- Unit 4: Prepare and Cook Fruit and Vegetable Dishes
- Unit 5: Prepare and Cook Meat, Poultry and Offal Dishes
- Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes
- Unit 9: Produce Pastry Products
- Unit 10: Provide a Professional Kitchen Service.

### Employer involvement

This unit would benefit from employer involvement in the form of a masterclass by a professional chef from a local restaurant to develop learners' skills in preparing, cooking and finishing fish and shellfish dishes.



## Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

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### Unit in brief

Learners develop the skills needed to prepare and cook rice, pasta, grain and egg dishes to given requirements and specifications, using safe and hygienic working practices.

### Unit introduction

Rice, pasta, grains and eggs are generally cheap ingredients that chefs can creatively transform into exciting and delicious dishes or add as an accompaniment to other ingredients.

In this unit, you will work with different types of rice, pasta, grain and egg and learn how to select and use suitable types to prepare, cook and finish dishes. You will apply your skills in preparing, cooking and finishing different dishes using kitchen tools and equipment correctly. You will explore flavours and finishing methods, producing dishes found on restaurant menus and explore how technology is increasingly being used to support the production of rice, pasta, grain and egg dishes.

This unit will give you the knowledge, personal and vocational skills, and behaviours needed to progress to service-based roles such as a commis chef, a cook or a kitchen assistant.

### Learning aims

In this unit you will:

- A** Prepare, cook and finish rice dishes safely and hygienically to meet specified requirements
- B** Prepare, cook and finish pasta dishes safely and hygienically to meet specified requirements
- C** Prepare, cook and finish grain dishes safely and hygienically to meet specified requirements
- D** Prepare, cook and finish egg dishes safely and hygienically to meet specified requirements.

UNIT 7: PREPARE AND COOK RICE, PASTA, GRAIN AND EGG DISHES

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Prepare, cook and finish rice dishes safely and hygienically to meet specified requirements</p>	<p><b>A1</b> Types and preparation of rice for selected dishes</p> <p><b>A2</b> Selecting and using correct equipment for preparing and cooking rice</p> <p><b>A3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>A4</b> Using correct methods for cooking rice dishes in line with food safety legislation</p> <p><b>A5</b> Using correct methods for finishing rice dishes</p>	<p>Photographic/video evidence of learners preparing, cooking and finishing rice, pasta, grain and egg dishes, which can be supported by observation records.</p>
<p><b>B</b> Prepare, cook and finish pasta dishes safely and hygienically to meet specified requirements</p>	<p><b>B1</b> Types and preparation of pasta for selected dishes</p> <p><b>B2</b> Selecting and using correct equipment for preparing and cooking pasta</p> <p><b>B3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>B4</b> Using correct methods for cooking pasta dishes in line with food safety legislation</p> <p><b>B5</b> Using correct methods for finishing pasta dishes</p>	
<p><b>C</b> Prepare, cook and finish grain dishes safely and hygienically to meet specified requirements</p>	<p><b>C1</b> Types and preparation of grains for selected dishes</p> <p><b>C2</b> Selecting and using correct equipment for preparing and cooking grains</p> <p><b>C3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>C4</b> Using correct methods for cooking grain dishes in line with food safety legislation</p> <p><b>C5</b> Using correct methods for finishing grain dishes</p>	



Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>D</b> Prepare, cook and finish egg dishes safely and hygienically to meet specified requirements</p>	<p><b>D1</b> Types and preparation of eggs for selected dishes</p> <p><b>D2</b> Selecting and using correct equipment for preparing and cooking eggs</p> <p><b>D3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>D4</b> Using correct methods for cooking egg dishes in line with food safety legislation</p> <p><b>D5</b> Using correct methods for finishing egg dishes</p>	
<b>Key teaching areas in this unit</b>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Food preparation</li> <li>• Cooking</li> <li>• Food finishing</li> </ul>	<ul style="list-style-type: none"> <li>• Health, safety and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for work</li> <li>• Developing practical and technical skills</li> <li>• Managing information</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Prepare, cook and finish rice dishes safely and hygienically to meet specified requirements

##### A1 Types and preparation of rice for selected dishes

- Types of rice, e.g. long, short, round, brown.
- Rice dishes, e.g. egg fried rice, risotto, pilaff/pilau, kedgeree, stir fry, dolmades, rice pudding, sushi.
- Selecting the type, amount and portion size/weight of rice and other ingredients required for preparation, e.g. brown rice, meat, poultry, fish, vegetables, dairy, sauces.
- Checking the rice and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing rice and other ingredients for making selected dishes according to recipes and to meet given requirements, e.g. soaking, washing.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

##### A2 Selecting and using correct equipment for preparing and cooking rice

- Choosing the correct tools and equipment needed to prepare rice, e.g. colanders, spatulas, bench mixers.
- Choosing the correct tools and equipment needed to cook rice, e.g. rice cookers, steamers.
- Using available technology in line with business procedures and guidelines to achieve the best result.

##### A3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating.

##### A4 Using correct methods for cooking rice dishes in line with food safety legislation

- Methods for cooking rice, e.g. frying, braising, steaming, stewing, microwaving.
- Cooking rice correctly so that it is safe to eat.
- Following recipes, e.g. combining rice with other ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring rice is at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

**A5 Using correct methods for finishing rice dishes**

- Methods for finishing rice dishes, e.g. garnishing, saucing, presenting, adding an accompaniment, combining with other ingredients, meeting given requirements and specifications, assembling dish according to given specifications, appearance, amount/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.

**Learning aim: B Prepare, cook and finish pasta dishes safely and hygienically to meet specified requirements****B1 Types and preparation of pasta for selected dishes**

- Types of pasta, e.g. stuffed pasta, shaped pasta, lasagne sheets, dried pasta, fresh pasta.
- Pasta dishes, e.g. lasagne, macaroni cheese, cannelloni, spaghetti bolognese, ravioli.
- Selecting the type, amount and portion size/weight of pasta and other ingredients required for preparation, e.g. lasagne, meat, poultry, fish, vegetables, dairy, sauces.
- Checking the pasta and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing pasta and other ingredients for making selected dishes according to recipes and to meet given requirements, e.g. blanching, straining.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

**B2 Selecting and using correct equipment for preparing and cooking pasta**

- Choosing the correct tools and equipment needed to prepare pasta, e.g. pasta machines, colanders, spatulas, bench mixers.
- Choosing the correct tools and equipment needed to cook pasta, e.g. saucepans.
- Using available technology in line with business procedures and guidelines to achieve the best result.

**B3 Demonstrating safe and hygienic working practices at each stage of the process**

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating.

**B4 Using correct methods for cooking pasta dishes in line with food safety legislation**

- Methods for cooking pasta, e.g. boiling, baking, combination of cooking methods.
- Cooking pasta correctly so that it is safe to eat.
- Following recipes, e.g. combining pasta with other ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring pasta is at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

### **B5 Using correct methods for finishing pasta dishes**

- Methods for finishing pasta dishes, e.g. garnishing, saucing, presenting, adding an accompaniment, combining with other ingredients, meeting given requirements and specifications, assembling dish according to given specifications, appearance, amount/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.

### **Learning aim C: Prepare, cook and finish grain dishes safely and hygienically to meet specified requirements**

#### **C1 Types and preparation of grains for selected dishes**

- Types of grain, e.g. barley, buckwheat, corn, oats, millet, wheat, quinoa.
- Grain dishes, e.g. grain salads, buckwheat pancakes, polenta dishes, bulgur tabbouleh, couscous side dishes, crumble toppings (sweet or savoury) using oats, quinoa salads.
- Selecting the type, amount and portion size/weight of grains and other ingredients required for preparation, e.g. quinoa, meat, poultry, fish, vegetables, dairy, sauces.
- Checking the grains and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing grains and other ingredients for making selected dishes according to recipes and to meet given requirements, e.g. soaking, leaving covered.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

#### **C2 Selecting and using correct equipment for preparing and cooking grains**

- Choosing the correct tools and equipment needed to prepare grains, e.g. colanders, bench mixers.
- Choosing the correct tools and equipment needed to cook grains, e.g. saucepans, blenders.
- Using available technology in line with business procedures and guidelines to achieve the best result.

#### **C3 Demonstrating safe and hygienic working practices at each stage of the process**

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating.

#### **C4 Using correct methods for cooking grain dishes in line with food safety legislation**

- Methods for cooking grains, e.g. boiling, baking.
- Cooking grains correctly so that they are safe to eat.
- Following recipes, e.g. combining grains with other ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring grains are at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

**C5 Using correct methods for finishing grain dishes**

- Methods for finishing grain dishes, e.g. garnishing, saucing, presenting, adding an accompaniment, combining with other ingredients, meeting given requirements and specifications, assembling dish according to given specifications, appearance, amount/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.

**Learning aim D: Prepare, cook and finish egg dishes safely and hygienically to meet specified requirements****D1 Types and preparation of eggs for selected dishes**

- Types of egg, e.g. chicken, duck, quail.
- Egg dishes, e.g. scrambled eggs, eggs benedict, omelettes, Scotch eggs, baked eggs, egg custard, meringue, ice cream.
- Selecting the type, amount and portion size/weight of eggs and other ingredients required for preparation, e.g. chicken eggs, meat, poultry, fish, vegetables, dairy, sauces.
- Checking the eggs and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing eggs and other ingredients for making selected dishes according to recipes and to meet given requirements, e.g. whisking, mixing, folding.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

**D2 Selecting and using correct equipment for preparing and cooking eggs**

- Choosing the correct tools and equipment needed to prepare eggs, e.g. spatulas, bench mixers.
- Choosing the correct tools and equipment needed to cook eggs, e.g. saucepans, frying pans, hot plates.
- Using available technology in line with business procedures and guidelines to achieve the best result.

**D3 Demonstrating safe and hygienic working practices at each stage of the process**

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating.

**D4 Using correct methods for cooking egg dishes in line with food safety legislation**

- Methods for cooking eggs, e.g. griddling, poaching, scrambling, bain-marie, cooling/freezing.
- Cooking eggs correctly so that they are safe to eat.
- Following recipes, e.g. combining eggs with other ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring eggs are at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

## UNIT 7: PREPARE AND COOK RICE, PASTA, GRAIN AND EGG DISHES

### **D5 Using correct methods for finishing egg dishes**

- Methods for finishing egg dishes, e.g. garnishing, saucing, presenting, adding an accompaniment, combining with other ingredients, meeting given requirements and specifications, assembling dish according to given specifications, appearance, amount/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.

### **Transferable skills**

#### **Preparing for work**

- Undertaking ingredient preparation and cooking activities.

#### **Developing practical and technical skills**

- Demonstrating methods of ingredient preparation, cooking and finishing; using equipment safely and hygienically to make rice, pasta, grain and egg dishes.

#### **Managing information**

- Using information from recipes to make rice, pasta, grain and egg dishes.

Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Prepare, cook and finish rice dishes safely and hygienically to meet specified requirements</b>		
<b>A.P1</b> Follow a recipe to prepare rice dish ingredients to specific requirements.	<b>A.M1</b> Produce a rice dish to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>A.D1</b> Produce a rice dish to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>A.P2</b> Produce a rice dish to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
<b>Learning aim B: Prepare, cook and finish pasta dishes safely and hygienically to meet specified requirements</b>		
<b>B.P3</b> Follow a recipe to prepare pasta dish ingredients to specific requirements.	<b>B.M2</b> Produce a pasta dish to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>B.D2</b> Produce a pasta dish to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>B.P4</b> Produce a pasta dish to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
<b>Learning aim C: Prepare, cook and finish grain dishes safely and hygienically to meet specified requirements</b>		
<b>C.P5</b> Follow a recipe to prepare grain dish ingredients to specific requirements.	<b>C.M3</b> Produce a grain dish to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>C.D3</b> Produce a grain dish to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>C.P6</b> Produce a grain dish to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		

UNIT 7: PREPARE AND COOK RICE, PASTA, GRAIN AND EGG DISHES

**Learning aim D: Prepare, cook and finish egg dishes safely and hygienically to meet specified requirements**

Pass	Merit	Distinction
<p><b>D.P7</b> Follow a recipe to prepare egg dish ingredients to specific requirements.</p>	<p><b>D.M4</b> Produce an egg dish to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.</p>	<p><b>D.D4</b> Produce an egg dish to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.</p>
<p><b>D.P8</b> Produce an egg dish to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.</p>		



## Essential information for assessment decisions

Learners might follow their own recipes or those given to them by tutors or relatives but this must be agreed with tutors. The rice, pasta, grain and egg dishes must not repeat the main accompanying ingredients in the four dishes and must use a range of different preparation and cooking methods.

### Learning aims A, B, C and D

**For distinction standard**, learners will:

- consistently demonstrate skills and a positive and flexible approach when preparing, measuring and weighing ingredients accurately to meet specific requirements of the dishes in terms of quality and quantity
- show confidence and control over techniques to efficiently follow the preparation, cooking and finishing methods given for the dishes, showing control over the use of appropriate tools and equipment, according to recipes
- make realistic and appropriate decisions in prioritising activities that help to meet required timings, showing organisation and speed when working under pressure to produce the correct portion size of dishes that are perfectly cooked in terms of appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, e.g. they are tasty, enjoyable and the garnishes complete the visual picture
- must produce one rice, one pasta, one grain and one egg dish, using safe and hygienic working practices.

**For merit standard**, learners will:

- demonstrate skills and a positive and flexible attitude when preparing, measuring and weighing ingredients accurately to meet specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, showing the necessary skills to use appropriate tools and equipment and following the instructions in the recipes
- make appropriate decisions in prioritising activities that help to meet required timings, producing the correct portion size of dishes that are well cooked in terms of appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, e.g. they taste good and are visually appealing
- must produce one rice, one pasta, one grain and one egg dish, using safe and hygienic working practices.

**For pass standard**, learners will:

- correctly follow routine instructions when preparing, measuring and weighing ingredients to meet specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, using some of the correct tools and equipment and following some of the instructions in the recipes, e.g. some of the tools and equipment used might not be the most effective to achieve the activity in the set time and some of the instructions in the recipes might be omitted or misinterpreted
- make straightforward decisions in prioritising activities to help meet required timings, producing dishes that are only just enough for the required portion size and might not meet all the correct requirements for appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, but are edible, e.g. the appearance and finish are acceptable, but might be cold
- must produce one rice, one pasta, one grain and one egg dish, using safe and hygienic working practices.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested scenario

You are working in the hospitality industry as a commis chef. You need to develop your skills to demonstrate safe and hygienic working practices when preparing, cooking and finishing one rice, one pasta, one grain and one egg dish. You will be observed demonstrating your skills to meet given requirements and specifications when making the rice, pasta, grain and egg dishes, including selecting and using the correct methods and equipment to prepare and cook the ingredients needed. This will be supported by a statement on the suitability of the rice, pasta, grain and egg dishes in meeting given requirements and specifications in terms of, for example appearance, texture and flavour. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

Your centre is hosting a contemporary British food event with learners producing a sampling menu to support this. Your tutor has asked you to take charge of the rice, pasta, grain and egg dishes on the menu, for which you have been given dish specifications by your tutor. You will be observed demonstrating your skills to meet given requirements and specifications. Your performance will be observed by your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**Rice, pasta, grain and egg dishes prepared, cooked and finished for the retake assessment activity must be different from those for the first assessment activity.**

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### **Introduction to unit**

Tutor-led discussion on types and examples of rice, pasta, grains and egg dishes.

Learners complete worksheets to match methods of cooking with particular types of rice, pasta, grains and eggs.

A visit to a professional kitchen or college production kitchen would be a useful introduction for learners to working practices in hospitality and would allow them to ask questions.

Learners could use their visit to a professional kitchen to see first-hand the use of available technology in line with business procedures and guidelines to achieve the best result when producing rice, pasta, grains and egg dishes.

**Suggested time:** about 2 hours.

#### **Activity: How to prepare, cook and finish rice dishes using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of rice dish to cook. Learners identify, select and order the accompanying ingredients they need to produce the dish.

Learners must practise their skills to prepare, cook and finish rice dishes in a set time specified by tutors. The rice dish must contain fresh ingredients that may be combined with other, ready-prepared ingredients, which could be fruit, vegetable, meat, poultry, offal, fish and shellfish, food they have to cook for other units. However, learners must not repeat the main accompanying ingredients used in the pasta, grain and egg dishes. For example, if learners are cooking a stir fry with beef and then go on to cook a lasagne, a grain salad and an omelette, the main accompanying ingredient cannot be beef. It could be stewed chicken, grilled fish or roast vegetables, as long as it is significantly different in type and requires different preparation and cooking methods.

Learners should consider how their rice dish will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of rice dish they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing rice dishes, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 6 hours.

**Activity: How to prepare, cook and finish pasta dishes using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of pasta dish to cook. Learners identify, select and order the accompanying ingredients they need to produce the dish.

Learners must practise their skills to prepare, cook and finish pasta dishes in a set time specified by tutors. The pasta dish must contain fresh ingredients that may be combined with other, ready-prepared ingredients, which could be fruit, vegetable, meat, poultry, offal, fish and shellfish, food they have to cook for other units. However, learners must not repeat the main accompanying ingredients used in the rice, grain and egg dishes. For example, if learners are cooking spinach cannelloni, the main accompanying ingredient for the rice, grain and egg dishes cannot be spinach. It could be fish, meat or vegetables, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their pasta dish will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of pasta dish they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing pasta dishes, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 6 hours.

**Activity: How to prepare, cook and finish grain dishes using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of grain dish to cook. Learners identify, select and order the accompanying ingredients needed to produce the dish.

Learners must practise their skills to prepare, cook and finish grain dishes in a set time specified by tutors. These must contain fresh ingredients that may be combined with other, ready-prepared ingredients, which could be fruit, vegetable, meat, poultry, offal, fish and shellfish, food they have to cook for other units. However, learners must not repeat the main accompanying ingredients used in the rice, pasta and egg dishes. For example, if learners are cooking couscous with chicken, the main accompanying ingredient for the rice, pasta and egg dishes cannot be chicken. It could be fish, vegetables or a different type of meat, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their grain dish will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of grain dish they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing grain dishes, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 6 hours.

**Activity: How to prepare, cook and finish egg dishes using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of egg dish to cook. Learners identify, select and order the accompanying ingredients they need to produce the dish.

Learners must practise their skills to prepare, cook and finish egg dishes within a set time specified by the tutor. These must contain fresh ingredients that may be combined with other, ready-prepared ingredients, which could be fruit, vegetable, meat, poultry, offal, fish and shellfish, food they have to cook for other units. However, learners must not repeat the main accompanying ingredients used in the rice, pasta and grain dishes. For example, if learners are cooking an omelette with fish, the main accompanying ingredient for the rice, pasta and grain dishes cannot be fish. It could be poultry, meat or vegetables, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their egg dish will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of offal dish they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing egg dishes, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 6 hours.

**Activity: Review and tasting of rice, pasta, grain and egg dishes**

Tutors complete reviews on learners' rice, pasta, grain and egg dishes, identifying ingredients that were prepared and cooked, and making suggestions for how their personal organisation, as well as the rice, pasta, grain and egg dishes, could be improved.

Learners could review their own performance and the rice, pasta, grain and egg dishes they have cooked, identifying how they could improve on what they have achieved by completing a tutor-designed pro forma.

Peer review – learners taste each other's rice, pasta, grain and egg dishes and give feedback.

**Suggested time:** about 2 hours.

## UNIT 7: PREPARE AND COOK RICE, PASTA, GRAIN AND EGG DISHES

### Essential resources

For this unit, learners must have access to:

- professionally equipped kitchens and support/classroom area
- appropriate large and small commercial equipment that is up to date and in good working order
- the range and quality of ingredients needed for them to complete the learning and assignment task successfully.

### Links to other units

This unit has strong links to:

- Unit 1: Working in the Hospitality Industry
- Unit 2: Kitchen Operations
- Unit 3: Prepare and Cook Stocks, Soups and Sauces
- Unit 4: Prepare and Cook Fruit and Vegetable Dishes
- Unit 5: Prepare and Cook Meat, Poultry and Offal Dishes
- Unit 6: Prepare and Cook Fish and Shellfish Dishes
- Unit 8: Produce Hot and Cold Desserts
- Unit 9: Produce Pastry Products
- Unit 10: Provide a Professional Kitchen Service.

### Employer involvement

This unit would benefit from employer involvement in the form of a masterclass by a professional chef from a local restaurant to develop learners' skills in preparing, cooking and finishing rice, pasta, grain and egg dishes.

## Unit 8: Produce Hot and Cold Desserts

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

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### Unit in brief

Learners develop the skills needed to prepare, cook and finish hot and cold desserts to given requirements, using safe and hygienic working practices.

### Unit introduction

Hot and cold desserts made by chefs at restaurants are becoming increasingly popular menu items. Producing attractive, quality desserts requires precision and an eye for detail, which are characteristics much in demand in chefs.

In this unit, you will work with the different varieties of hot and cold desserts and learn how to select and use suitable ingredients to prepare, cook and finish them. You will develop, practise and acquire practical skills in preparing, cooking and finishing different desserts, using kitchen tools and equipment correctly. You will explore flavours and finishing methods through producing desserts found on restaurant menus and you will find out how technology is increasingly being used to support the production of hot and cold desserts.

This unit will give you the knowledge, personal and vocational skills, and behaviours to progress towards service-based roles such as a junior pastry chef in a hotel or restaurant.

### Learning aims

In this unit you will:

- A** Prepare, cook and finish hot desserts safely and hygienically to meet specified requirements
- B** Prepare, cook and finish cold desserts safely and hygienically to meet specified requirements.

**Unit summary**

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Prepare, cook and finish hot desserts safely and hygienically to meet specified requirements</p>	<p><b>A1</b> Types and preparation of hot desserts for selected dishes</p> <p><b>A2</b> Selecting and using correct equipment for preparing and cooking hot desserts</p> <p><b>A3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>A4</b> Using correct methods for cooking hot desserts in line with food safety legislation</p> <p><b>A5</b> Using correct methods for finishing hot desserts</p>	<p>Photographic/video evidence of learners preparing, cooking and finishing hot and cold desserts which can be supported by observation records.</p>
<p><b>B</b> Prepare, cook and finish cold desserts safely and hygienically to meet specified requirements</p>	<p><b>B1</b> Types and preparation of cold desserts for selected dishes</p> <p><b>B2</b> Selecting and using correct equipment for preparing and cooking cold desserts</p> <p><b>B3</b> Demonstrating safe and hygienic working practices at each stage of the process</p> <p><b>B4</b> Using correct methods for cooking cold desserts in line with food safety legislation</p> <p><b>B5</b> Using correct methods for finishing cold desserts</p>	
<p><b>Key teaching areas in this unit include:</b></p>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Food preparation</li> <li>• Cooking</li> <li>• Food finishing</li> </ul>	<ul style="list-style-type: none"> <li>• Health, safety and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for work</li> <li>• Developing practical and technical skills</li> <li>• Managing information</li> </ul>



## Unit content

### Knowledge and sector skills

#### Learning aim A: Prepare, cook and finish hot desserts safely and hygienically to meet specified requirements

##### A1 Types and preparation of hot desserts

- Types of hot dessert, e.g. egg-based, batter-based, sponge-based, fruit-based, pastry-based.
- Hot desserts, e.g. sticky toffee pudding, apple pie, pancakes, soufflés.
- Selecting the type, quantity and portion size/weight of ingredients required for preparation, e.g. cream, pastry-based products, sponge-based products, egg-based products, fresh fruit, prepared fruit, chocolate.
- Checking the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, healthy eating.
- Using correct methods for preparing ingredients to make selected hot desserts according to recipes and to meet given requirements, e.g. slicing, creaming, folding, moulding, mixing, aeration, addition of flavours/colours, puréeing, combining, portioning.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

##### A2 Selecting and using correct equipment for preparing and cooking hot desserts

- Choosing the correct tools and equipment needed to prepare hot desserts, e.g. mixing bowls, spatulas, whisks, moulds, food mixers/processors, measuring jugs/spoons, flandering, knives.
- Choosing the correct tools and equipment needed to cook hot desserts, e.g. baking sheets/trays, saucepans, ovens, deep fat fryers, steamers, microwaves.
- Using available technology in line with business procedures and guidelines to achieve the best result.

##### A3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating, freezing.

##### A4 Using correct methods for cooking hot desserts in line with food safety legislation

- Methods for cooking hot desserts, e.g. boiling/poaching, stewing, baking, combining cooking methods, steaming, frying, griddling, microwaving.
- Cooking hot desserts correctly so that they are safe to eat.
- Following recipes, e.g. combining ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring hot desserts are at the correct temperature for holding and serving.
- Minimising food waste.

**A5 Using correct methods for finishing hot desserts**

- Methods for finishing hot desserts, e.g. garnishing, demoulding, slicing, portioning, presenting, piping, glazing, filling, meeting given requirements and specifications, assembling dish according to given specifications, appearance, quantity/portion size, correct temperature, colour, texture, consistency, flavour.

**Learning aim B: Prepare, cook and finish cold desserts safely and hygienically to meet specified requirements****B1 Types and preparation of cold desserts**

- Types of cold dessert, e.g. egg-based, sponge-based, fruit-based, pastry-based.
- Cold desserts, e.g. ice cream, chocolate mousse, crème caramel, lemon cheesecake.
- Selecting the type, quantity and portion size/weight of ingredients required for preparation, e.g. ice cream, cream, pastry-based products, sponge-based products, egg-based products, fresh fruit, prepared fruit, chocolate.
- Checking the ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, healthy eating.
- Using correct methods for preparing ingredients to make selected cold desserts according to recipes and to meet given requirements, e.g. slicing, creaming, folding, moulding, mixing, aeration, addition of flavours/colours, puréeing, portioning, chilling.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

**B2 Selecting and using correct equipment for preparing and cooking cold desserts**

- Choosing the correct tools and equipment needed to prepare cold desserts, e.g. mixing bowls, spatulas, whisks, moulds, food mixers/processors, measuring jugs/spoons, flandering, knives.
- Choosing the correct tools and equipment needed to cook cold desserts, e.g. saucepans, ovens, fridges.
- Using available technology in line with business procedures and guidelines to achieve the best result.

**B3 Demonstrating safe and hygienic working practices at each stage of the process**

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of ingredients not for immediate use, e.g. refrigerating, freezing.

**B4 Using correct methods for cooking cold desserts in line with food safety legislation**

- Methods for cooking cold desserts e.g. boiling/poaching, stewing, baking, combining cooking methods, steaming, frying, grilling, microwaving.
- Cooking cold desserts correctly so that they are safe to eat.
- Following recipes, e.g. combining ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring cold desserts are at the correct temperature for holding and serving.
- Minimising food waste.

### **B5 Using correct methods for finishing cold desserts**

- Methods for finishing cold desserts, e.g. garnishing, demoulding, slicing, portioning, presenting, piping, glazing, filling, meeting given requirements and specifications, assembling dish according to given specifications, appearance, quantity/portion size, correct temperature, colour, texture, consistency, flavour.

### **Transferable skills**

#### **Preparing for work**

- Undertaking ingredient preparation and cooking activities.

#### **Developing practical and technical skills**

- Demonstrating methods of ingredient preparation, cooking and finishing; using equipment safely and hygienically to produce hot and cold desserts.

#### **Managing information**

- Using information from recipes to produce hot and cold desserts.

Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Prepare, cook and finish hot desserts safely and hygienically to meet specified requirements</b>		
<b>A.P1</b> Follow a recipe to prepare hot dessert ingredients to specific requirements.	<b>A.M1</b> Produce a hot dessert to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>A.D1</b> Produce a hot dessert to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>A.P2</b> Produce a hot dessert to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
<b>Learning aim B: Prepare, cook and finish cold desserts safely and hygienically to meet specified requirements</b>		
<b>B.P3</b> Follow a recipe to prepare cold dessert ingredients to specific requirements.	<b>B.M2</b> Produce a cold dessert to a good standard, selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>B.D2</b> Produce a cold dessert to an excellent standard, confidently and consistently selecting and using appropriate preparation and cooking skills, methods, tools and equipment, and prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>B.P4</b> Produce a cold dessert to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		

## Essential information for assessment decisions

Learners might follow their own recipes or those given to them by tutors or relatives but this must be agreed with tutors. The hot and cold desserts must use at least two different ingredients for each and a range of different preparation and cooking methods.

### Learning aims A and B

**For distinction standard**, learners will:

- consistently demonstrate skills and a positive and flexible approach when preparing, measuring and weighing ingredients accurately to meet the specific requirements of the dishes in terms of quality and quantity
- show confidence and control over techniques to efficiently follow the preparation, cooking and finishing methods given for the dishes, showing control over the use of the appropriate tools and equipment, according to recipes
- make realistic and appropriate decisions in prioritising activities that will help to meet required timings, showing organisation and speed when working under pressure to produce the correct portion size of dishes that are perfectly cooked in terms of appearance, temperature, colour, texture, consistency, flavour and finish, e.g. they are tasty, enjoyable and the garnishes complete the visual picture
- produce two portions of hot dessert and two portions of cold dessert, using safe and hygienic working practices.

**For merit standard**, learners will:

- demonstrate skills and a positive and flexible attitude when preparing, measuring and weighing ingredients accurately to meet the specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, showing the necessary skills to use appropriate tools and equipment, following the instructions in the recipes
- make appropriate decisions in prioritising activities that help to meet required timings, producing the correct portion size of dishes that are cooked well in terms of appearance, temperature, colour, texture, consistency, flavour and finish, e.g. they taste good and look visually appealing
- produce two portions of hot dessert and two portions of cold dessert, using safe and hygienic working practices.

**For pass standard**, learners will:

- correctly follow routine instructions when preparing, measuring and weighing ingredients to meet the specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, using some of the correct tools and equipment and following some of the instructions in the recipes, e.g. some of the tools and equipment used might not be the most effective to achieve the activity in the set time and some of the instructions in the recipes might be omitted or misinterpreted
- make straightforward decisions in prioritising activities to help meet required timings, producing dishes that are only just enough for the required portion size and might not meet all the correct requirements for appearance, temperature, colour, texture, consistency, flavour and finish, but are edible, e.g. the appearance and finish are acceptable, but might not have set correctly
- produce two portions of hot dessert and two portions of cold dessert, using safe and hygienic working practices.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested scenario

A local restaurant is updating its dessert menu. In order to assess the popularity of its dishes it has invited a group of regular customers to a sampling session. You have been asked, as a junior pastry chef, to prepare, cook and finish two portions of hot dessert and two portions of cold dessert. You need to demonstrate safe and hygienic working practices when preparing, cooking and finishing the hot and cold desserts. You will be observed demonstrating your skills to meet given requirements and specifications when producing hot and cold desserts, including selecting and using the correct methods and equipment to prepare, cook and finish the ingredients needed. This will be supported by a statement on the suitability of the hot and cold desserts in meeting given requirements and specifications in terms of, for example appearance, texture, flavour. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

One of the college's major suppliers is sponsoring a cookery competition for students. Your tutor thinks this is great opportunity for you to demonstrate your skills by entering the dessert section. You have been asked to prepare, cook and finish two portions of hot dessert and two portions of cold dessert, for which you have been given dish specifications by the supplier company. You will be observed demonstrating your skills to meet given requirements and specifications. Your performance will be observed by your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**Hot and cold desserts prepared, cooked and finished for the retake assessment activity must be different from those for the first assessment activity.**

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### **Introduction to unit**

Tutor-led discussion on types and examples of hot and cold desserts.

Learners complete worksheets to match methods of cooking with particular types of hot and cold desserts.

A visit to a professional kitchen or college production kitchen would be a useful introduction for learners to working practices in hospitality and would allow them to ask questions.

Learners could use their visit to a professional kitchen to see first-hand the use of available technology in line with business procedures and guidelines to achieve the best result when producing hot and cold desserts.

**Suggested time:** about 4 hours.

#### **Activity: How to prepare, cook and finish hot desserts using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of hot dessert to cook. Learners identify and select the ingredients needed to produce a minimum of two portions of the dessert.

Learners must practise their skills to prepare, cook and finish hot desserts in a set time specified by tutors. The ingredients used must not repeat the main ingredients used in the cold dessert.

For example, if learners are cooking an apple pie, the main ingredient for the cold dessert must not be fresh apples. It could be chocolate, as long as it is significantly different in type and requires different preparation methods. Learners should consider how their hot dessert will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of hot dessert they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing hot desserts, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 9 hours.

**Activity: How to prepare, cook and finish cold desserts using safe and hygienic working practices**

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what type of cold dessert to cook. Learners identify and select the ingredients needed to produce a minimum of two portions of the dessert.

Learners must practise their skills to prepare, cook and finish cold desserts in a set time specified by tutors. The ingredients used must not repeat the main ingredients used in the hot dessert. For example, if learners are cooking a chocolate mousse, the main ingredient for the hot dessert must not be chocolate. It could be fresh fruit, as long as it is significantly different in type and requires different preparation methods. Learners should consider how their cold dessert will meet appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of cold dessert they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing cold desserts, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 10 hours.

**Activity: Review and tasting of hot and cold desserts**

Tutors complete reviews on learners' hot and cold desserts, identifying ingredients that were prepared and cooked, and making suggestions for how their personal organisation, as well as the hot and cold desserts, could be improved.

Learners could review their own performance and the hot and cold desserts they have cooked, identifying how they could improve on what they have achieved by completing a tutor-designed pro forma.

Peer review – learners taste each other's hot and cold desserts and give feedback.

**Suggested time:** about 4 hours.



### Essential resources

For this unit, learners must have access to:

- a professionally equipped kitchen and support/classroom area
- appropriate large and small commercial equipment that is up to date and in good working order
- the range and quality of food items needed for them to complete the learning and assignment task successfully.

### Links to other units

This unit has strong links to:

- Unit 1: Working in the Hospitality Industry
- Unit 2: Kitchen Operations
- Unit 3: Prepare and Cook Stocks, Soups and Sauces
- Unit 4: Prepare and Cook Fruit and Vegetable Dishes
- Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes
- Unit 9: Produce Pastry Products
- Unit 10: Provide a Professional Kitchen Service.

### Employer involvement

This unit would benefit from employer involvement in the form of a masterclass by a professional chef from a local restaurant to develop learners' skills in preparing, cooking and finishing hot and cold desserts.



## Unit 9: Produce Pastry Products

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided Learning hours: **30**

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### Unit in brief

Learners develop the skills needed to prepare, cook and finish pastry products to given specifications and requirements, using safe and hygienic working practices.

### Unit introduction

Have you ever walked past a bakery or patisserie shop window and wished you could make the pastries on display? Making pastries look professional and producing them to such a high standard is an important part of the work of bakers and pastry chefs. Each day you will be involved in making products that will delight customers, such as making sweet pastries for their breakfast, savoury pies for their lunch and tarts for their afternoon tea.

In this unit, you will work with the range of processes involved in the preparation, cooking and finishing of pastry products, enabling you to select appropriate ingredients and methods for different products. You will use different varieties of pastry, such as sweet, puff and choux, and explore filling types as well as glazes and finishing techniques. You will prepare them in a safe and hygienic manner, ensuring quality throughout the stages of production. You will learn about allergens in order to create products that are suitable for all paying customers.

This unit will give you the knowledge, personal and vocational skills, and behaviours to progress towards service-based roles such as a commis chef patissier.

### Learning aims

In this unit you will:

- A** Prepare pastry products safely and hygienically to meet specified requirements
- B** Cook and finish pastry products safely and hygienically to meet specified requirements.

UNIT 9: PRODUCE PASTRY PRODUCTS

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Prepare pastry products safely and hygienically to meet specified requirements</p>	<p><b>A1</b> Types and preparation of pastry for selected products</p> <p><b>A2</b> Selecting and using correct equipment for preparing pastry products</p> <p><b>A3</b> Demonstrating safe and hygienic working practices at each stage of the process</p>	<p>Photographic/video evidence of learners preparing, cooking and finishing pastry products, which can be supported by observation records.</p>
<p><b>B</b> Cook and finish pastry products safely and hygienically to meet specified requirements</p>	<p><b>B1</b> Selecting and using correct equipment and methods for cooking pastry products in line with food safety legislation</p> <p><b>B2</b> Selecting and using correct equipment and methods for finishing pastry products</p>	
<p><b>Key teaching areas in this unit include:</b></p>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Food preparation</li> <li>• Cooking</li> <li>• Food finishing</li> </ul>	<ul style="list-style-type: none"> <li>• Health, safety and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for work</li> <li>• Developing practical and technical skills</li> <li>• Managing information</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Prepare pastry products safely and hygienically to meet specified requirements

##### A1 Types and preparation of pastry for selected products

- Types of pastry, e.g. short, sweet, suet, choux, puff, gluten-free, convenience.
- Pastry products, e.g. chocolate éclair, apple tart, savoury quiche, apple turnover/pie.
- Selecting the type, quantity and portion size/weight of ingredients required for preparation, e.g. flour, dairy, fruit, chocolate, vegetables, meat, poultry, fish.
- Checking that ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing ingredients to make selected pastry products according to recipes to meet given requirements and achieve the desired pastry structure and consistency, e.g. weighing/measuring, sifting, rubbing in, creaming, resting, piping, rolling, laminating/folding, cutting/shaping/trimming, lining.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

##### A2 Selecting and using correct equipment for preparing pastry products

- Choosing the correct tools and equipment needed to prepare pastry products, e.g. mixing bowls, spatulas, whisks, moulds, food mixers/processors, measuring jugs/spoons, zesters, rolling pins, sieves, pastry brake.
- Using available technology in line with business procedures and guidelines to achieve the best result.

##### A3 Demonstrating safe and hygienic working practices at each stage of the process

- Knowing personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the preparation area is clean and ready for use in line with food safety legislation.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of cooked pastry and other ingredients not for immediate use, e.g. refrigerating, freezing.

#### Learning aim B: Cook and finish pastry products safely and hygienically to meet specified requirements

##### B1 Selecting and using correct equipment and methods for cooking pastry products in line with food safety legislation

- Choosing the correct tools and equipment needed to cook pastry products, e.g. ovens, steamers, stoves.
- Methods for cooking pastry products, e.g. baking, steaming, deep-frying, combining cooking methods.
- Cooking pastry products correctly so that they are safe to eat.
- Following recipes, e.g. combining ingredients, weights and measures, temperatures, timings.

## UNIT 9: PRODUCE PASTRY PRODUCTS

- Correct temperatures, e.g. ensuring pastry products are at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

### **B2 Selecting and using correct equipment and methods for finishing pastry products**

- Choosing the correct tools and equipment needed to finish pastry products, e.g. palette knives, piping bags, piping tubes/nozzles, pastry brushes, spatulas, sieves.
- Methods for finishing pastry products, e.g. icing/dusting, brushing, garnishing, presenting, meeting given requirements and specifications, assembling dish according to given specifications, appearance, quantity/portion size, checking and adjusting to ensure correct temperature, colour, texture, consistency, flavour.

## **Transferable skills**

### **Preparing for work**

- Undertaking ingredient preparation and cooking activities.

### **Developing practical and technical skills**

- Demonstrating methods of ingredient preparation, cooking and finishing; using equipment safely and hygienically to produce pastry products.

### **Managing information**

- Using information from recipes to produce pastry products.

**Assessment criteria**

Pass	Merit	Distinction
<b>Learning aim A: Prepare pastry products safely and hygienically to meet specified requirements</b>		
<b>A.P1</b> Follow recipes to prepare ingredients for pastry products to specific requirements.	<b>A.M1</b> Prepare pastry products to a good standard, selecting and using appropriate preparation skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>A.D1</b> Prepare pastry products to an excellent standard, confidently and consistently selecting and using appropriate preparation skills, methods, tools and equipment, prioritising activities on own initiative to effectively meet set timings and specific requirements.
<b>A.P2</b> Prepare pastry products to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
<b>Learning aim B: Cook and finish pastry products safely and hygienically to meet specified requirements</b>		
<b>B.P3</b> Cook and finish pastry products to a satisfactory standard, using correct methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.	<b>B.M2</b> Cook and finish pastry products to a good standard, selecting and using appropriate cooking and finishing skills, methods, tools and equipment, and prioritising key activities on own initiative to meet set timings and specific requirements.	<b>B.D2</b> Cook and finish pastry products to an excellent standard, confidently and consistently selecting and using appropriate cooking and finishing skills, methods, tools and equipment, prioritising activities on own initiative to effectively meet set timings and specific requirements.

## Essential information for assessment decisions

Learners might follow their own recipes or those given to them by tutors or relatives but this must be agreed with tutors. The pastry products must use at least two different ingredients for each and a range of different preparation and cooking methods.

### Learning aims A and B

**For distinction standard**, learners will:

- consistently demonstrate skills and a positive and flexible approach when preparing, measuring and weighing ingredients accurately to meet the specific requirements of the dishes in terms of quality and quantity
- show confidence and control over techniques to efficiently follow the preparation, cooking and finishing methods given for the dishes, showing control over the use of the appropriate tools and equipment, according to recipes
- make realistic and appropriate decisions in prioritising activities that will help to meet required timings, showing organisation and speed when working under pressure to produce the correct portion size of dishes that are perfectly cooked in terms of appearance, temperature, colour, texture, consistency, flavour and finish, e.g. they are tasty, enjoyable and the garnishes complete the visual picture
- produce two different pastry products using safe and hygienic working practices.

**For merit standard**, learners will:

- demonstrate skills and a positive and flexible attitude when preparing, measuring and weighing ingredients accurately to meet the specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, showing the necessary skills to use appropriate tools and equipment, following the instructions in the recipes
- make appropriate decisions in prioritising activities that help to meet required timings, producing the correct portion size of dishes that are cooked well in terms of appearance, temperature, colour, texture, consistency, flavour and finish, e.g. they taste good and look visually appealing
- produce two different pastry products using safe and hygienic working practices.

**For pass standard**, learners will:

- correctly follow routine instructions when preparing, measuring and weighing ingredients to meet the specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, using some of the correct tools and equipment and following some of the instructions in the recipes, e.g. some of the tools and equipment used might not be the most effective to achieve the activity in the set time and some of the instructions in the recipes might be omitted or misinterpreted
- make straightforward decisions in prioritising activities to help meet required timings, producing dishes that are only just enough for the required portion size and might not meet all the correct requirements for appearance, temperature, colour, texture, consistency, flavour and finish, but are edible, e.g. the appearance and finish are acceptable, but might be cold
- produce two different pastry products using safe and hygienic working practices.



## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested scenario

You are working in the hospitality industry as a commis chef. You have been asked to produce a selection of pastries for an afternoon tea style birthday party. You are to produce at least two different types of pastry products, including one savoury puff pastry and one sweet short pastry. There should be a minimum of four portions of each product and appropriate finishing techniques should be used. You need to demonstrate safe and hygienic working practices when preparing, cooking and finishing the pastry products. You will be observed demonstrating your skills to meet given requirements and specifications when producing pastry products, including selecting and using the correct methods and equipment to prepare, cook and finish the ingredients needed. This will be supported by a statement on the suitability of the pastry products in meeting given requirements and specifications in terms of, for example appearance, texture, flavour. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

On another occasion, you have been asked to assist a pastry chef in preparing pastries for a charity supper. You must cook and present two different pastry items, one sweet short pastry and one choux pastry product to be sold at the event, for which you have been given dish specifications. You must prepare and cook a minimum of four portions of each product and finish them in an appropriate manner. You will be observed demonstrating your skills to meet given requirements and specifications. Your performance will be observed by your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**Pastry products prepared, cooked and finished for the retake assessment activity must be different from those for the first assessment activity.**

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

Tutor-led discussion on types and examples of pastry products.

Learners complete worksheets to match methods of cooking with particular types of pastry products.

A visit to a professional kitchen or college production kitchen would be a useful introduction for learners to working practices in hospitality and would allow them to ask questions.

Learners could use their visit to a professional kitchen to see first-hand the use of available technology in line with business procedures and guidelines to achieve the best result when producing pastry products.

**Suggested time:** about 4 hours.

#### Activity: How to prepare, cook and finish pastry products using safe and hygienic working practices

Tutor-led demonstrations of getting the preparation area clean and ready for use according to given standards.

Tutors guide learners on what types of pastry products to cook. Learners identify, select and order the ingredients needed to produce two different pastry products.

Learners must practise their skills to prepare, cook and finish different pastry products in a set time specified by tutors. The main ingredients used must not be repeated in the two pastry products. For example, learners must not produce an apple tart and an apple pie; the main ingredient for both pastry products must not be fresh apples. It could be chocolate, as long as it is significantly different in type and requires different preparation, cooking and finishing methods. An example of different pastry products learners could produce would be an apple tart and chocolate éclairs, or a quiche Lorraine and deep-fried doughnuts covered in cinnamon sugar. Learners should consider how their pastry products will meet the appearance, colour, texture and taste requirements set by tutors.

Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the types of pastry products they have selected.

Learners are expected to understand how to manage their time and they should develop and improve the use of their time as they practise their kitchen skills for preparing, cooking and finishing pastry products, prioritising activities to meet timings and deadlines. Learners should work in a safe, clean and hygienic way and put equipment away correctly after use.

**Suggested time:** about 19 hours.

**Activity: Review and tasting of pastry products**

Tutors complete reviews on learners' pastry products, identifying ingredients that were prepared and cooked, and making suggestions for how their personal organisation, as well as the pastry products, could be improved.

Learners could review their own performance and the pastry products they have produced, identifying how they could improve on what they have achieved by completing a tutor-designed pro forma.

Peer review – learners taste each other's pastry products and give feedback.

**Suggested time:** about 4 hours.

**UNIT 9: PRODUCE PASTRY PRODUCTS****Essential resources**

For this unit, learners will need access to:

- a professionally equipped kitchen and support/classroom area
- appropriate large and small commercial equipment that is up to date and in good working order
- the range and quality of food items needed for them to complete the learning and assignment task successfully.

**Links to other units**

This unit has strong links to:

- Unit 1: Working in the Hospitality Industry
- Unit 2: Kitchen Operations
- Unit 3: Prepare and Cook Stocks, Soups and Sauces
- Unit 4: Prepare and Cook Fruit and Vegetable Dishes
- Unit 5: Prepare and Cook Meat, Poultry and Offal Dishes
- Unit 6: Prepare and Cook Fish and Shellfish Dishes
- Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes
- Unit 8: Produce Hot and Cold Desserts
- Unit 10: Provide a Professional Kitchen Service.

**Employer involvement**

This unit would benefit from employer involvement in the form of a masterclass by a professional pastry chef from a local bakery to develop learners' skills in preparing, cooking and finishing pastry products.

## Unit 10: Provide a Professional Kitchen Service

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **60**

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### Unit in brief

Learners develop the skills needed to effectively plan, complete and review a kitchen service.

### Unit introduction

Every chef needs to be able to cook tasty meals that satisfy quality standards and customer satisfaction. In a service environment, it is essential that service activities are well planned in order to provide a positive experience for the customer, as unhappy customers are less likely to return. Careful planning and the delegation of staff responsibilities can contribute to the success of a kitchen and help to maintain customer enjoyment.

In this unit, you will plan, organise and review the production of a meal service for a hospitality event to meet customer requirements. This will include teamwork, where you will work effectively with colleagues to ensure that the required preparations are made and that the service runs smoothly to meet service-level agreements. You will continue to develop your food preparation and cooking skills, along with your planning, communication and problem-solving skills. You will build on the knowledge and skills developed in *Units 1, 2, 3, 4, 5, 6, 7, 8* and *9* by using what you have learned in a range of contexts.

This unit will develop your skills in order to meet industry standards that will be expected for a variety of job roles. These include working as a commis chef in a hotel or restaurant, a chef or cook in a public house, or as a kitchen assistant in a kitchen environment.

### Learning aims

In this unit you will:

- A** Plan a meal service for a hospitality event to meet customer requirements
- B** Organise and work a meal service in a professional kitchen to meet customer requirements
- C** Review the success of the meal service in meeting customer requirements.

UNIT 10: PROVIDE A PROFESSIONAL KITCHEN SERVICE

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan a meal service for a hospitality event to meet customer requirements	<b>A1</b> Planning a menu with costings for a service in a professional kitchen <b>A2</b> Planning an event service operation in a professional kitchen	Photographic/video evidence of learners planning, preparing for and running an event, which can be supported by observation records. This needs to be followed by a reflective account on the success of the event and learners' own performance at the hospitality event.
<b>B</b> Organise and work a meal service in a professional kitchen to meet customer requirements	<b>B1</b> Food preparation and cooking skills <b>B2</b> Timings and working to deadlines <b>B3</b> Behaviours required when working with others in a professional kitchen	
<b>C</b> Review the success of the meal service in meeting customer requirements	<b>C1</b> Review the meal service at a hospitality event against set criteria <b>C2</b> Review own and team's performance	
<b>Key teaching areas in this unit include:</b>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Planning</li> <li>• Budgeting</li> <li>• Food preparation</li> <li>• Cooking</li> <li>• Professional behaviours</li> <li>• Dietary requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Menu types</li> <li>• Work schedules</li> <li>• Health, safety and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving and communication</li> <li>• Managing information</li> <li>• Self-management and development</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Plan a meal service for a hospitality event to meet customer requirements

##### A1 Planning a menu with costings for a service in a professional kitchen

- Exploring different types of menus, e.g. table d'hôte, à la carte, set menus, themed menus.
- Exploring suitability of menus in relation to number of courses, number of guests and service style, e.g. silver service, plated service, family service, buffet service.
- Working within a budget to meet a budgeted gross profit percentage.
- Dietary requirements and allergens, e.g. vegetarian, vegan, gluten free, dairy free, nuts, halal, kosher, low fat.
- Balanced menus and nutritional content, e.g. Eatwell Guide, five a day, low salt, low sugar.
- Sourcing ingredients.
- Menu selection according to equipment available.

##### A2 Planning an event service operation in a professional kitchen

- Using work schedules, e.g. task sheets, job cards, standardised recipes.
- Training and briefing staff before the production and service.
- Timings and working to deadlines.
- Determining type and number of staff required, staff rostering.
- Planning to gather feedback after the service, e.g. feedback questionnaires, comments cards.
- Liaising with the front of house team.
- Cleaning and washing up during and after service, e.g. small equipment, large equipment, work surfaces, floors.
- Health and safety, and food safety requirements in a kitchen workplace environment.

#### Learning aim B: Organise and work a meal service in a professional kitchen to meet customer requirements

##### B1 Food preparation and cooking skills

- Cooking methods and techniques used, to include:
  - grilling
  - roasting
  - frying
  - baking
  - steaming
  - seasoning.
- Preparation and cooking of commodities, to include:
  - stocks
  - soups
  - sauces
  - fruit and vegetable
  - meat and poultry

## UNIT 10: PROVIDE A PROFESSIONAL KITCHEN SERVICE

- o fish and shellfish
- o rice
- o pasta
- o grains
- o egg dishes
- o hot and cold desserts and puddings
- o pastry products.
- Large and small food preparation and cooking equipment used, to include:
  - o ovens
  - o fryers
  - o grills
  - o small utensils.
- Following recipes with accuracy.
- Food presentation techniques and garnishing.
- Food safety and hygiene in the preparation and cooking environment.
- Cleanliness and clearing up at the end of the service.

### **B2 Timings and working to deadlines**

- Ability to work under pressure, e.g. planning tasks, working out timings of tasks, prioritising tasks.
- Meeting service times, e.g. of menu courses, for plating up, to meet customer requirements.

### **B3 Behaviours required when working with others in a professional kitchen**

- Supervising the work of others, e.g. making sure standards of food presentation are met, making sure standards of food safety and hygiene are met.
- Professional behaviours, e.g. positive attitude, respect, offering support.
- Working as a team and assisting others.
- Using verbal communication, e.g. giving instruction, checking on progress, responding to requests for information.
- Using non-verbal communication, e.g. looking for signs of worry or stress, using hand gestures.

## **Learning aim C: Review the success of the meal service in meeting customer requirements**

### **C1 Review the meal service at a hospitality event against set criteria**

- Determining the success of the service, e.g. in terms of plans made, timings of activities, working with colleagues, financial constraints.
- Gathering and summarising feedback from customers using pre-prepared methods.
- Gathering and summarising feedback from colleagues using pre-prepared methods.
- Making recommendations for future services.

### **C2 Review own and team's performance**

- Reviewing types and level of skills used, e.g. food preparation skills, knife skills, cooking skills, working to time, following recipes, portion control.
- Reviewing role and responsibilities undertaken, e.g. commis chef, dishes prepared.
- Identifying own strengths and those of others, e.g. cooking skills, enthusiastic approach.
- Identifying own areas for improvement and those of the team, e.g. listening to others, hygiene and cleanliness, reducing wastage, attention to detail.



- Reviewing overall contribution to the success of the event, e.g. supporting others, recognising impact of own actions, responding positively.
- Reviewing how unexpected situations are dealt with, e.g. customer requirement for a vegetarian meal, customers arriving late, spillages, food spoilage, accidents.

### Transferable skills

#### **Problem solving and communication**

- Determining and meeting customer needs, meeting service deadlines, working as a team, using available equipment, liaising with the front of house team.

#### **Managing information**

- Determining and meeting customer needs, meeting service deadlines, budgetary constraints, complying with health and safety regulations and risk assessments.

#### **Self-management and development**

- Working in a professional environment, planning own time, reviewing own progress, working under pressure.

**Assessment criteria**

Pass	Merit	Distinction
<b>Learning aim A: Plan a meal service for a hospitality event to meet customer requirements</b>		
<b>A.P1</b> Produce a basic plan to prepare a meal service at a hospitality event to meet customer requirements.	<b>A.M1</b> Produce an appropriate plan of activities for a meal service at a hospitality event, explaining why the features are suitable for customer requirements.	<b>A.D1</b> Produce a detailed plan for a meal service at a hospitality event, justifying why the features are suitable for customer requirements.
<b>Learning aim B: Organise and work a meal service in a professional kitchen to meet customer requirements</b>		
<b>B.P2</b> Demonstrate the skills required for the preparation of food for a meal service at a hospitality event, working as part of a team with some responsibilities.	<b>B.M2</b> Demonstrate effectively the skills required for the preparation of food for a meal service at a hospitality event, with clearly defined responsibilities.	<b>B.D2</b> Demonstrate with confidence, the skills required for the preparation of food for a meal service at a hospitality event, with the ability to adapt defined responsibilities.
<b>B.P3</b> Demonstrate the skills required during a kitchen service at a hospitality event, working as part of a team with some responsibilities.	<b>B.M3</b> Demonstrate effectively the skills required during a kitchen service at a hospitality event, with clearly defined responsibilities.	<b>B.D3</b> Demonstrate with confidence, the skills required during a kitchen service at a hospitality event, with the ability to adapt defined responsibilities.
<b>Learning aim C: Review the success of the meal service in meeting customer requirements</b>		
<b>C.P4</b> Review the success of some aspects of a kitchen service at a hospitality event, including feedback received.	<b>C.M4</b> Review the success of most aspects of a kitchen service and hospitality event, considering own and team's performance, including feedback gathered, and designing a plan for improvement.	<b>C.D4</b> Review the success of all aspects of a kitchen service and hospitality event, considering own and team's performance, and selecting and using feedback to devise realistic and achievable actions for improvement.
<b>C.P5</b> Identify strengths and areas of improvement for future events.		

## Essential information for assessment decisions

Learners must meet customer requirements for the hospitality event. These requirements must be part of the assignment brief and not devised by learners.

Assessment evidence must be independently produced by individual learners. In providing evidence for this unit, learners must demonstrate the teamwork and team interaction skills needed to work in a team in a hospitality event. Learners must show that they have planned and organised a hospitality event and appropriate team activities to an agreed standard to meet and exceed customer requirements and expectations. The standard must be agreed between the assessor and learners. Learners must also show that they have demonstrated different hospitality team activities, taking on different roles on a rotation basis, to required standards using appropriate skills. Learners should plan, organise and run a hospitality event for 40 to 60 covers, and should be given a minimum of six to eight weeks to plan it. The duration of the event will depend on its size and type.

### Learning aims A, B and C

**For distinction standard**, learners will:

- produce a well-developed plan, explaining in detail the costings and the hospitality activities that need to be achieved to meet, exceed and anticipate customer needs, justifying why the features are suitable for meeting customer requirements, e.g. learners set realistic timescales for achievement of the activities; they are appropriately sequenced and the time allocated for their completion will be correct, including alternative dates and contingencies
- work responsibly and reliably as a team member, providing assistance to other team members. They will confidently respond to customers when required and communicate effectively with them, being respectful and considerate. Learners will respond appropriately when given instructions, guidance or direction on the majority of occasions. They will consistently demonstrate confidence and initiative in different situations to achieve goals, demonstrating a flexible approach to situations and showing resilience when working under pressure and finding solutions
- review their performance against required standards, noting what went well and what went wrong, describing relevant and valid strengths and weaknesses in their performance and providing relevant and realistic suggestions on how their performance as a team member could be improved.

**For merit standard**, learners will:

- produce an appropriate plan for a hospitality event, including details on the activities that need to be achieved to meet customer needs and expectations, e.g. they set realistic timescales for achievement of the activities; they are in sequence and the time allocated for their completion will be mostly correct. Their plan will explain how these features meet the needs of the customers throughout the hospitality event
- work collaboratively as a team member, providing assistance to team members and customers when required, and communicating with them, listening and showing respect. Learners will effectively respond to given instructions, guidance or direction on most occasions. They will show initiative in different situations to achieve goals, behaving flexibly and showing resilience when faced with difficulties and working out solutions
- review their performance against required standards, noting what went well and what went wrong, identifying relevant strengths and weaknesses in their performance and providing relevant suggestions on how their performance as a team member could be improved.

## UNIT 10: PROVIDE A PROFESSIONAL KITCHEN SERVICE

**For pass standard**, learners will:

- produce a basic plan that provides the preparation needed for a meal service at a hospitality event. The plan must be functional and easily followed when preparing activities to meet customer requirements, e.g. providing basic timescales for achievement of some of the activities, the sequence might not be the most effective or the time allocated for their completion might have been underestimated
- participate positively in a team activity, providing assistance to team members and customers when required. They will listen to others instructions, guidance or direction on some occasions. Learners show some initiative in making progress to meet goals, behaving in a flexible way and responding to situations appropriately
- outline their performance against standards that are expected for both the kitchen service and their personal performance, just noting what went wrong. Learners will use feedback to identify obvious strengths and weaknesses, and provide suggestions on how they may improve their performance for future events.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested scenario

You are working in the hospitality industry as an event service worker. Your role is to develop suitable events and menus to meet client needs that will hopefully encourage repeat custom. You will be observed demonstrating your service skills to meet customer needs in your job role, planning and running a hospitality event, including the selection and use of the correct skills and methods to ensure its success, and using a comprehensive review of your event to learn of any potential changes. As a hospitality service worker, it is important that you meet customer requirements in terms of meal timings, methods of service, skills needed for effective service, attitude to fellow staff and customers, behaviour used by yourself and the team, quality and appearance of event and component details. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

Your centre is hosting an open evening event with learners planning and running it. Your tutor has asked you and your colleagues to take charge of planning and running the event, for which you have been given an event brief. You will be observed demonstrating your skills to meet the requirements when planning and running the hospitality event, including the selection and use of the correct skills and methods to plan and run the event. Following the event, you will review its success and justify areas where the kitchen service may be improved, for example behaviour used, meal timings, contribution of your own performance, contribution of fellow team participants, and appearance of event and component details. When demonstrating your skills, your performance will be observed by your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### **Introduction to unit**

Tutor-led discussion on types of professional kitchens and how a kitchen service functions to support the production of meals for hotels, restaurants and events, in relation to size and complexity of operation. Discussion around layout and workflow of kitchens and the different types of large equipment required for different menus and methods of food preparation and cooking.

Learners research the traditional kitchen brigade and partie system as developed by Escoffier and how this structured the responsibilities of system delegates to different individuals specialising in specific kitchen tasks.

**Suggested time:** about 3 hours.

#### **Activity: Visiting professional kitchens**

Tutor-led visit to two professional kitchens in local hotels, restaurants or event venues where learners are able to walk through a kitchen service. They can see where goods are delivered, where food is stored and prepared and the 'pass' where food is assembled for service to the front of house team. These visits would be followed by a reflective session that considers size, layout, facilities and equipment, as well as a discussion on how these relate to the kitchen operation and service that is required at each venue.

**Suggested time:** about 6 hours.

#### **Activity: How to plan a kitchen service**

Group discussion on the stages required in planning for a kitchen service, to include menu design, ordering commodities, food storage, safe handling of food items, allocation of tasks and timings involved.

Learners use knowledge and understanding gained from other units to plan a kitchen service, including menu design, health and safety, and the preparing and cooking units. When developing plans, they are expected to understand how to manage time to ensure that deadlines are met and to write job cards for colleagues that detail tasks and timings.

**Suggested time:** about 6 hours.

#### **Activity: How to cost menus and recipes**

Learners are given price lists from local food suppliers from which they need to cost out standardised recipes for a given number of customers. Tutor support will be required during the session to give guidance on portion sizes, appropriateness of ingredients selected and yield of dishes.

Learners would be expected to cost out menus and recipes and work towards a given gross profit percentage as they develop their awareness of financial constraints and budgetary control.

**Suggested time:** about 6 hours.

**Activity: How to meet dietary requirements**

Learners research and prepare a presentation to others on a given food allergen or dietary requirement, e.g. vegetarian, halal, kosher. For this, learners are expected to research and suggest suitable menus and dishes that would meet the dietary requirements of a variety of customers to ensure that their needs are met. Learners include any legislative and practical requirements associated with this.

**Suggested time:** about 4 hours.

## UNIT 10: PROVIDE A PROFESSIONAL KITCHEN SERVICE

### Essential resources

For this unit, learners will need access to a real hospitality event or meal service that they can plan and deliver a kitchen service for. The event or service should be for a minimum of 30 guests and the food prepared in a real working professional kitchen.

### Links to other units

This unit has strong links to:

- Unit 1: Working in the Hospitality Industry
- Unit 2: Kitchen Operations
- Unit 3: Prepare and Cook Stocks, Soups and Sauces
- Unit 4: Prepare and Cook Fruit and Vegetable Dishes
- Unit 5: Prepare and Cook Meat, Poultry and Offal Dishes
- Unit 6: Prepare and Cook Fish and Shellfish Dishes
- Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes
- Unit 8: Produce Hot and Cold Desserts
- Unit 9: Produce Pastry Products.

### Employer involvement

This unit would also benefit from employer involvement in the form of:

- using a professional chef to contribute to the development of the assessment for the learners' planning skills and reviewing skills to provide a professional kitchen service
- using professional chefs as witnesses when assessing skills of learners providing a professional kitchen skills.



## 4 Planning your programme

### Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 1.

Learners are most likely to succeed if they have:

- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) at Level 1 or Level 1/2
- Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 8 Administrative arrangements*.

### What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

### What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

### What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example personal hygiene and appearance, organisation of own work, good communication skills, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

## What are the requirements for meaningful employer involvement?

This qualification has been designed as a Technical Certificate qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* for the requirements for employer involvement.

### Support for employer involvement

It is important that you give learners opportunities that are of a high quality and which are directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice. See *Section 11 Resources and support* for details of the support available, including the Work Experience Toolkit.

## What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, additional papers for external assessments and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 11 Resources and support*.

## How will my learners become more employable through this qualification?

This qualification is mapped to National Occupational Standards in Hospitality.

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamwork and entrepreneurialism, and completing realistic tasks have also been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

## 5 Assessment structure

The Pearson BTEC Level 2 Extended Diploma in Professional Cookery is assessed using a combination of *internal assessments*, which are set and marked by tutors, and *external assessments*, which are set and marked by Pearson.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

One internally-assessed unit in the qualification is defined as synoptic (see *Section 2 Structure*). A synoptic assessment is one that a learner should take later in a programme and in which they will be expected to apply learning from a range of units. As such, you must plan the assignments that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internally- and externally-assessed units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 8 Administration arrangements*.

## 6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the Pearson *Quality Assurance Handbook* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

### Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 8 Administrative arrangements*.

### Operating internal assessment

#### The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the Pearson *Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor.
- assessors set or use assignments to assess learners to national standards.

#### Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally-assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the Pearson *Quality Assurance Handbook*.

### Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 11 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

### Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning, and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

### Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the Essential information for assessment decisions and the Assessment activity sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

### **Forms of evidence**

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence and that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activities
- oral or written presentations with assessor questioning
- work logbooks, reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must clearly document the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

## Making valid assessment decisions

### Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where in satisfying the M criteria a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria) ); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

### Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the Essential information for assessment decisions section in each unit
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

### Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 8 Administrative arrangements*.



### Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assignments by your planned deadline or an authorised extension deadline, if one was given for specific circumstances, may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment* available on our website. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## 7 External assessment

A summary of the type and availability of external assessment for this qualification is given below. These external assessments assess units that are 26% of the total qualification GLH and are weighted to contribute the same proportion of the overall qualification grade. The external assessments for these qualifications are available so that learners may be assessed at any suitable point in their programme.

See the units and sample assessment materials for more information.

Unit	Type	Availability
<b>Unit 1: Working in the Hospitality Industry</b>	<ul style="list-style-type: none"> <li>• Onscreen test set and marked by Pearson.</li> <li>• 75 minutes.</li> <li>• 60 marks.</li> </ul>	On demand First assessment March 2018
<b>Unit 2: Kitchen Operations</b>	<ul style="list-style-type: none"> <li>• A task set and marked by Pearson and completed under supervised conditions.</li> <li>• The set task should be completed during the period of one day timetabled by Pearson.</li> <li>• The set task must be carried out under supervised conditions.</li> <li>• The set task must take place in one session.</li> <li>• The final outcome will be completed in a four hour supervised assessment period.</li> <li>• Written evidence.</li> <li>• 62 marks.</li> </ul>	Two windows each year in March and June. First assessment March 2018

For *Unit 1*, onscreen tests are available on demand starting from March 2018. These tests use a range of question types, including examiner-marked. As tests have a full marking process, results for individual learners will be released once the process is complete and the time to issue results will vary.

For *Unit 2*, we will issue two different tasks each year. Learners can complete the task at any time during the timetabled period. The duration and control of the assessment is the same whenever it is completed within the timetabled period, and learners' evidence can be submitted to Pearson for marking at any time, up to the scheduled end of the task period. We will issue results for each task after the marking period for that task.

We will provide a detailed timetable for entries, assessment and results annually in our *Information Manual*. Resits cannot be scheduled until a learner's result has been issued.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment, you will want to take account of required learning time, the relationship with any other external assessments and opportunities for resits. Learners who take an external assessment and who do not perform as expected may have one further opportunity using a later external assessment. Learners cannot take a further assessment until they have a result from the first assessment. For *Unit 2* learners may only take the set task once within the timetabled period.

Learners who attempt an external assessment twice will have the better of the grades achieved used in the final grade calculation for the qualification.

## Units

The externally-assessed units have a specific format which we explain in *Section 3 Units*. The content of units will be sampled across external assessments over time through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

## Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment, the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website.

## Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. You need to ensure that learners are aware that they need to work independently and be aware of the requirements for any external assessment

Each external assessment has a defined degree of control under which it must take place. We define degrees of control as follows.

### High control

This is the completion of assessment in formal invigilated examination conditions.

This applies to onscreen tests.

### Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task. This applies to task-based assessments.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

## 8 Administrative arrangements

### Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

### Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

### Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. Records must be maintained as specified as we may ask to audit them.

### Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson Vocational Qualifications*.

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include the:

- needs of the learner with the disability
- effectiveness of the adjustment
- cost of the adjustment; and
- likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

### Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [candidatemaalpractice@pearson.com](mailto:candidatemaalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

### Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

### Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.



## Certification and results

Once a learner has completed all the required units for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

Results for external assessment will be issued once marking is complete.

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

### Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. Our *Information Manual* gives further information.

### Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You must decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

## Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments*: explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

## 9 Quality assurance

### Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Continuing quality assurance and standards verification

On an annual basis, we produce the Pearson *Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Technical Certificate and Diploma qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Technical Certificate and Diploma qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 10 Understanding the qualification grade

### Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

### Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in all units. See the structure in *Section 2 Structure* for full details.

To achieve the qualification grade, learners must:

- achieve and **report a grade** (D, M or P) for all units within a valid combination
- achieve the **minimum number of points** at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not passed the required external units or who have not taken enough mandatory units will not achieve that qualification even if they have enough points.

### Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Extended Diploma	PP to DD

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information.

**Points available for internal units**

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	60 GLH
<b>U</b>	0	0
<b>Pass</b>	8	16
<b>Merit</b>	12	24
<b>Distinction</b>	16	32

**Points available for the external units**

Raw marks from the external units will be awarded **points** based on performance in the assessment. The points scores available for each external unit at grade boundaries are as follows.

	Unit size
	60 GLH
<b>U</b>	0
<b>Pass</b>	16
<b>Merit</b>	24
<b>Distinction</b>	32

We will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

### Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

### Calculation of qualification grade table

Extended Diploma	
Grade	Points threshold
PP	120
MP	140
MM	160
DM	190
DD	220

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

**Examples of grade calculations based on table applicable to registrations from September 2017**

**Example 1:** Achievement of Extended Diploma with a PP grade

Unit	GLH	Type	Grade	Points
1	60	External	Pass	16
2	60	External	Pass	16
3	60	Internal	Pass	16
4	30	Internal	Pass	8
5	60	Internal	Pass	16
6	30	Internal	Merit	12
7	30	Internal	Pass	8
8	30	Internal	Merit	12
9	30	Internal	Pass	8
10	60	Internal	Pass	16
	<b>450</b>	<b>Internal</b>	<b>PP</b>	<b>128</b>

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a PP grade.

**Example 2:** Achievement of a Extended Diploma with a DD grade

Unit	GLH	Type	Grade	Points
1	60	External	Merit	24
2	60	External	Merit	24
3	60	Internal	Distinction	32
4	30	Internal	Distinction	16
5	60	Internal	Distinction	32
6	30	Internal	Distinction	16
7	60	Internal	Distinction	32
8	30	Internal	Distinction	16
9	30	Internal	Distinction	16
10	60	Internal	Distinction	32
	<b>450</b>		<b>DD</b>	<b>240</b>

The learner has sufficient points for a DD grade.

**Example 3:** Achievement of a Extended Diploma with an Unclassified result

Unit	GLH	Type	Grade	Points
1	60	External	Merit	24
2	60	External	Merit	24
3	60	Internal	Unclassified	0
4	30	Internal	Pass	8
5	60	Internal	Pass	16
6	30	Internal	Pass	8
7	60	Internal	Distinction	32
8	30	Internal	Merit	12
9	30	Internal	Merit	12
10	60	Internal	Merit	24
	<b>450</b>		<b>U</b>	<b>160</b>

The learner has a U in Unit 3.

The learner has sufficient points for an M but has not met the requirement for a Pass, or above, in all Units.



## 11 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 2 Technicals with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Schemes of Learning

Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

#### Delivery planner

High-level models showing how the course can be delivered over different timescales, for example six months, one year or two years.

#### myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

### Support for teaching and learning

#### Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications.

Teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and of all endorsed resources are on our website.

### Support for assessment

#### Sample assessment materials for externally-assessed units

Sample assessment materials (SAMs) are available for externally-assessed units and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for externally-assessed units will also be available, giving your learners further opportunities for practice.

#### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We provide assignment briefs which are approved by Pearson Standards Verifiers.

## Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

## Training and support from Pearson

### People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 Technicals. They include the following.

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 Technicals

These sector-specific events, developed and delivered by specialists, are available both face to face and online.



A close-up photograph of a chef's hands wearing white gloves, holding a single red raspberry. The hands are positioned over a white plate that features a pink sauce drizzle and a piece of golden-brown food. In the background, there is a small white bowl containing a red sauce and some orange slices.

## BTEC Level 2 Technical Extended Diploma in **PROFESSIONAL COOKERY**

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