

# BTEC Level 2 Technical Extended Diploma in Professional Cookery: sample delivery plan

## Introduction

This document is aimed at supporting tutors and those delivering BTEC Level 2 Technical qualifications from September 2017. Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have produced a sample delivery plan showing how the BTEC Level 2 Extended Diploma in Professional Cookery could be delivered over 12 months, highlighting assessment milestones and indicating where you can teach units holistically.

## Overview of course delivery and assessment

BTEC Level 2 Technical Extended Diploma in Professional Cookery has 450 GLH and the TQT (total qualification time) is 565 hours. It consists of 10 mandatory units.

## Involving employers in the assessment/delivery

Employer involvement in the delivery and/or assessment of technical qualifications is essential. You will need to give evidence of how you have provided opportunities for all your learners to undertake meaningful activity involving employers. 'Meaningful activity' could include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry. Note: simulated work environments, e.g. college restaurants cannot be used for work experience
- 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 masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' who 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.

For this qualification, employer involvement must be with employers from the hospitality industry and should contribute significantly to at least one mandatory unit. We have also provided suggestions in all 10 units for how employers could become involved in the delivery and/or assessment of this qualification.

## Which units are externally assessed?

Units 1 and 2 are externally assessed. For Unit 1, this takes the form of an onscreen test, available on demand, with the first assessment in January 2018. Unit 2 will be assessed through a task set and marked by Pearson, where learners will be required to develop and adapt

a menu plan that meets customer needs, with appropriate justification relating to costs, sustainability and wastage associated with the hospitality industry. Unit 2 will be available during four timetabled periods each year, with the first assessment during January 2018.

## Internally assessed units

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.

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

## Induction

Centres are encouraged to timetable a period of induction for learners at the start of the programme. This should include information on topics such as the structure of the units, how to use an assignment brief, the importance of command words, how to work to meet deadlines, the consequences of not meeting deadlines, how to reference work and the importance of evidence submitted for assessment being independently produced, valid and authentic. Centre policies on malpractice and plagiarism should be explained.

This document focuses on providing key dates to plan around, as well as examples of how your course delivery could be structured. This is set out in the following sections.

## Sample delivery plan – 12-month model

- A chart setting out key deliverables over a 12-month period (two semesters)
- Tables showing week-by-week delivery breakdown
- Rationale for the suggested plan

Further support can be found within the relevant specification on our website <https://qualifications.pearson.com/en/qualifications/btec-technical/professional-cookery.html>

## Sample 12-month delivery plan

This plan shows how you could deliver the teaching and learning over two semesters (12 months). It is intended as guidance and is not the only possible model. You can adapt it to suit your local needs.

	SEMESTER 1		SEMESTER 2		TOTAL HOURS (GLH)
	Unit no.	Classroom hours	Unit no.	Classroom hours	Classroom hours
	1	60	5	60	120
	3	60	8 & 9	30 + 30	120
	4 & 7	30 + 30	2	60	120
	6	30	10	60	90
	<b>TOTAL HOURS PER SEMESTER</b>	210		240	450
	<b>PER WEEK excl. placement (18-week semester)</b>	11.5		13.5	

### Key

<b>R</b>	Revision for external assessment	<b>LA</b>	Learning aim
<b>EXT</b>	External assessment	<b>IND</b>	Induction
<b>SA</b>	Summative assessment		

### SEMESTER 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>Unit 1</b>	IND	LA C*	LA A	LA A	LA A	LA A	LA B	LA B	LA B
<b>Unit 3</b>	IND	LA A	LA A	LA A	LA A	LA A	LA B	LA B	LA B
<b>Units 4 &amp; 7</b>	IND	Unit 4 LA A	Unit 4 LA A	Unit 4 LA A	Unit 4 LA A	Unit 4 LA B	Unit 4 LA B	Unit 4 LA B	Unit 4 LA B
<b>Unit 6</b>	IND	LA A	LA A	LA A	LA A	LA A	LA A	LA A	LA A

**SEMESTER 1 (CONT.)**

	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>	<b>Week 14</b>	<b>Week 15</b>	<b>Week 16</b>	<b>Week 17</b>	<b>Week 18</b>
<b>Unit 1</b>	LA C	LA C	LA C	LA C	LA C	LA C	R	R	EXT
<b>Unit 3</b>	LA B	LA B	LA C	LA C	LA C	LA C	LA C	SA	SA
<b>Units 4 &amp; 7</b>	Unit 7 LA A	Unit 7 LA A	Unit 7 LA B	Unit 7 LA B	Unit 7 LA C	Unit 7 LA C	Unit 7 LA D	Unit 7 LA D	SA
<b>Unit 6</b>	LA B	LA B	LA B	LA B	LA B	LA B	LA B	LA B	SA

### Key

<b>R</b>	Revision for external assessment	<b>LA</b>	Learning aim
<b>EXT</b>	External assessment	<b>IND</b>	Induction
<b>SA</b>	Summative assessment		

### SEMESTER 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>Unit 5</b>	LA A	LA A	LA A	LA A	LA A	LA A	LA B	LA B	LA B
<b>Units 8 &amp; 9</b>	Unit 8 LA A	Unit 8 LA A	Unit 8 LA A	Unit 8 LA A	Unit 8 LA B	Unit 8 LA B	Unit 8 LA B	Unit 8 LA B	SA
<b>Unit 2</b>	LA A	LA A	LA A	LA B	LA B	LA B	LA C	LA C	LA C
<b>Unit 10</b>	LA A	LA A	LA A	LA A	LA A	LA B	LA B	LA B	LA B

**SEMESTER 2 (CONT.)**

	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>	<b>Week 14</b>	<b>Week 15</b>	<b>Week 16</b>	<b>Week 17</b>	<b>Week 18</b>
<b>Unit 5</b>	LA B	LA B	LA C	LA C	LA C	LA C	LA C	SA	SA
<b>Units 8 &amp; 9</b>	Unit 9 LA	Unit 9 LA	Unit 9 LA	Unit 9 LA	Unit 9 LB	Unit 9 LB	Unit 9 LB	Unit 9 LB	SA
<b>Unit 2</b>	LA D	LA D	LA D	LA D	LA E	LA E	LA E	LA E	SA
<b>Unit 10</b>	LA B	LA B	LA B	LA C	LA C	LA C	SA	SA	SA

## Sample 12-month plan – rationale

### Suggestions for which units to teach in Semester 1

It is assumed that semesters are 18 weeks, allowing for 16–17 weeks of teaching and a 1-week induction in the first semester.

Unit 1 provides an introduction to the hospitality industry and its employment opportunities. This will help to contextualise the activities undertaken in all other units within the programme. In addition to this, learners will gain valuable knowledge of the importance of maintaining personal and workplace standards and their role in ensuring business success.

Some of the knowledge gained in Unit 1, especially in Learning aim C1, is crucial to maintaining safe working practices in the practical environment. With this in mind, it is recommended the content of C1 (personal hygiene) is taught prior to commencing delivery of other units. This is shown in the week-by-week delivery breakdown or it may form part of the induction process.

It is appreciated that individual centre structures will dictate the delivery of units and that many of the units in the programme will not be taught in isolation. Those centres with food service requirements may follow this model.

Stocks, soups and sauces are the basic starting point of many dishes. *Unit 3: Prepare and Cook Stocks, Soups and Sauces* will enable learners to gain the knowledge and skills required to prepare stocks, soups and sauces.

*Unit 4: Prepare and Cook Fruit and Vegetable Dishes* and *Unit 7: Prepare and Cook Rice, Pasta, Grain and Egg Dishes* contribute to a healthy diet and can make up over 60% of a meal, providing the colour, texture and flavours we can often take for granted. 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. These units will enable learners to gain the basic skills required to progress with this programme.

Fish and shellfish 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. *Unit 6: Prepare and Cook Fish and Shellfish Dishes* will allow learners to practise the skills required to prepare, cook and finish fish and shellfish dishes, and combine these skills with those already acquired from previous units in order to be able to produce a meal. This meal can be used as a practice for the synoptically assessed Unit 10.

The practical sessions should allow learners to prepare each of the items listed above and form the basis of the tutor's formative feedback to the learners. Sufficient time has been allowed for the summative assessment activities; depending on the facilities in the centre, some of these weeks could be used for exam practice.

### Suggestions for which units to teach in Semester 2

Units 5, 2 and 10 are shown to run across the semester.

Unit 5 will allow learners to continue developing their skills to produce a range of meat, poultry and offal dishes. These skills can be combined with those gained from the units studied in Semester 1 and can be useful practice for the synoptically assessed Unit 10.

Units 8 and 9 will introduce learners to the production, cooking and finishing of hot and cold desserts and pastry products. These dishes and products are often the delicious highlight of a meal, or can even be the significant feature of a meal, such as afternoon tea. Learners



will gain the skills required to produce hot and cold desserts and pastry products, and could draw together all the skills gained from the programme to produce a meal that can be used as practice towards the synoptically assessed Unit 10.

Unit 2 is an externally assessed unit, bringing together the knowledge the learners have gained throughout their programme. Learners will be required to develop and adapt a menu plan that meets customer needs, with appropriate justification relating to costs, sustainability and wastage associated with the hospitality industry.

In Unit 10, learners will plan, organise and review the production of a meal service for a hospitality event, where they will work effectively with colleagues to ensure that the required preparations are made, and that the service runs smoothly in order to meet service-level agreements. This unit will allow learners to showcase and build on the knowledge and skills developed in Units 1, 2, 3, 4, 5, 6, 7, 8 and 9.