

Additional guidance materials

BTEC Nationals

Edexcel BTEC Level 3 Certificate, Edexcel BTEC Level 3
Subsidiary Diploma, Edexcel BTEC Level 3 Diploma and BTEC
Level 3 Extended Diploma in Hospitality (QCF)

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BTEC National qualification titles supported by these additional guidance materials

Edexcel BTEC Level 3 Certificate in Hospitality

Edexcel BTEC Level 3 Subsidiary Diploma in Hospitality

Edexcel BTEC Level 3 Diploma in Hospitality

Edexcel BTEC Level 3 Extended Diploma in Hospitality

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Children, Schools and Families (DCSF) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DCSF and the regularly updated website www.dcsf.gov.uk/. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on the learners' final certification documentation.

The QANs for the qualifications in this publication are:

Edexcel BTEC Level 3 Certificate in Hospitality (QCF)	500/8195/0
Edexcel BTEC Level 3 Subsidiary Diploma in Hospitality (QCF)	500/8197/4
Edexcel BTEC Level 3 Diploma in Hospitality (QCF)	500/8196/2
Edexcel BTEC Level 3 Extended Diploma in Hospitality (QCF)	500/8209/7

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Introduction

These Additional guidance materials supplement the delivery and assessment guidance in the units of the Qualifications and Credit Framework (QCF) specification and the Teaching BTEC in Hospitality publication produced for the specification pack.

These Additional guidance materials give tutors and learners advice and support for those selected units that are substantially different in unit content, learning outcomes and assessment criteria to other units in the specification or the previous National Qualifications Framework (NQF) version of the hospitality specification.

The guidance is intended to be informative and useful but is not prescriptive.

Introducing the new BTEC Nationals

Note: This section is repeated from the specification for the sake of clarity.

BTEC National qualifications are undertaken in further education and sixth-form colleges, schools and other training providers, and have been since they were introduced in 1983. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC National qualifications within this specification have been revised to fit the new Qualifications and Credit Framework (QCF). As such the revised titles are:

Edexcel BTEC Level 3 Certificate in Hospitality

Edexcel BTEC Level 3 Subsidiary Diploma in Hospitality

Edexcel BTEC Level 3 Diploma in Hospitality

Edexcel BTEC Level 3 Extended Diploma in Hospitality.

But for clarity and continuity they are referred to within this specification and generically as BTEC National qualifications, where appropriate. They maintain the same equivalences, benchmarks and other articulations (for example SCAAT points, UCAS Tariff points) as their predecessor qualifications. The following identifies the titling conventions and variations between the 'old' (NQF) and 'new' (QCF) specifications:

Predecessor BTEC Nationals (accredited 2007)	QCF BTEC Nationals (for delivery from September 2010)
Not applicable	Edexcel BTEC Level 3 Certificate
Edexcel Level 3 BTEC National Award	Edexcel BTEC Level 3 Subsidiary Diploma
Edexcel Level 3 BTEC National Certificate	Edexcel BTEC Level 3 Diploma
Edexcel Level 3 BTEC National Diploma	Edexcel BTEC Level 3 Extended Diploma

BTEC Nationals are QCF Level 3 qualifications designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work, and through articulation to higher education, degree and professional development programmes provide progression opportunities within the same cognate or related areas of study within universities and other institutions. BTEC Nationals accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training-provider organisations.

BTEC Nationals provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Sector Skills Councils (SSCs) and/or Standards Setting Bodies (SSBs). Certain BTEC Nationals are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract UCAS points that equate to similar-sized general qualifications within education institutions in the UK.

On successful completion of a BTEC National qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.

It should be noted that the titling conventions for the revised QCF versions of the BTEC Firsts have also changed; see within the relevant BTEC First specifications on the website (www.edexcel.com).

The QCF is a framework that awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 3 Certificate – 30 credits

The 30-credit BTEC Level 3 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 3 Certificate is a qualification that can extend a learner's programme of study and give vocational emphasis. The BTEC Level 3 Certificate is broadly equivalent to one GCE AS Level.

The BTEC Level 3 Certificate is also suitable for more mature learners who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment.

Edexcel BTEC Level 3 Subsidiary Diploma – 60 credits

The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus from the BTEC Level 3 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 3 Subsidiary Diploma offers greater flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one GCE A Level.

The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment they wish to enter. These learners may wish to extend their programme through the study of general qualifications such as GCE AS Levels, additional specialist learning (for example through another BTEC qualification) or a complementary NVQ. These learning programmes can be developed to allow learners to study related and complementary qualifications without duplication of content.

For adult learners the BTEC Level 3 Subsidiary Diploma can extend their experience of work in a particular sector. It may also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The predecessor qualification to the BTEC Level 3 Subsidiary Diploma is the Edexcel Level 3 BTEC National Award accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus as the revised QCF-accredited qualification.

Edexcel BTEC Level 3 Diploma – 120 credits

The 120-credit BTEC Level 3 Diploma broadens and expands the specialist work-related focus from the BTEC Level 3 Subsidiary Diploma. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector, and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to two GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a Level 3 programme. Other learners may want to extend the specialism they studied on the BTEC Level 3 Certificate or the BTEC Level 3 Subsidiary Diploma programme.

The predecessor qualification to the BTEC Level 3 Diploma is the Edexcel Level 3 BTEC National Certificate accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus as the revised QCF-accredited qualification.

Edexcel BTEC Level 3 Extended Diploma – 180 credits

The 180-credit BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus from the BTEC Level 3 Diploma. There is potential for the qualification to prepare learners for appropriate direct employment in the vocational sector and it is suitable for those who have decided that they clearly wish to enter a particular specialist area of work. It is broadly equivalent to three GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a higher education foundation degree, HND or other professional development programme. Other learners may want to extend the specialist nature of the subjects they studied on the BTEC Level 3 Diploma or another programme of study.

The predecessor qualification to the BTEC Level 3 Extended Diploma is the Edexcel Level 3 BTEC National Diploma accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus as the revised QCF-accredited qualification.

Rationale for the BTEC Nationals in Hospitality

Over the past few years, employment in the hospitality industry has increased faster than for the economy overall. But there remain significant skills gaps, particularly in the following areas: customer service; interpersonal skills; supervisory skills; finance; and employability skills. These BTEC Nationals seek to address these areas by encouraging the acquisition and development of these competencies before, or while in, employment in the hospitality industry. Customer service is the main focus of *Unit 2: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism* and *Unit 3: Providing Customer Service in Hospitality* and is also relevant to other units such as *Unit 6: Food and Drinks Service*, *Unit 21: Events Organisation in Hospitality* and *Unit 23: Accommodation Operations in Hospitality*. Interpersonal skills are dealt with in most of the units, but in particular *Unit 2: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism* and *Unit 3: Providing Customer Service in Hospitality* and *Unit 25: Personal and Professional Development in Hospitality*.

Supervisory skills are addressed in *Unit 5: Supervisory Skills in the Hospitality Industry*. Finance is covered in *Unit 4: Financial Control in Hospitality* and *Unit 16: Hospitality Business Enterprise*. Learners will also have the opportunity to develop their employability skills in *Unit 25: Personal and Professional Development in Hospitality*. The specification has been structured to allow learners maximum flexibility in selecting specialist units that reflect their own interests and career aspirations within hospitality. The Certificate, Subsidiary Diploma, Diploma and Extended Diploma contain mandatory units covering the skills that are considered to be essential for all learners. The optional units give learners the opportunity to acquire a range of skills from across the industry, or to focus on particular areas. For example, learners who are particularly interested in culinary skills may want to choose practical units such as

Unit 10: European Food and *Unit 11: Asian Food* alongside more theoretical units such as *Unit 15: Principles of Nutrition for Healthier Food and Special Diets*. Learners who are interested in event management could choose to take units such as *Unit 21: Events Organisation in Hospitality* and *Unit 22: Planning and Managing a Hospitality Event*. *Unit 17: E-business for Hospitality*, *Unit 23: Accommodation Operations in Hospitality* and *Unit 24: Front Office Operations in Hospitality* may be particularly suitable for those who are interested in hotel management.

As the BTEC Nationals are ‘mode-free’, those already employed in the hospitality industry may wish to study for the Certificate, Subsidiary Diploma, Diploma and Extended Diploma on a part-time basis, using their industry knowledge and expertise to develop evidence for the assessment criteria.

The Certificate is particularly suitable for traditional school leavers wanting to take a vocational equivalent of one A-level alongside traditional academic subjects. The Certificate would also be ideal for people with some experience of the hospitality industry but no formal qualifications who now wish to progress to supervisory positions. The Subsidiary Diploma, Diploma and Extended Diploma are designed for people who are considering progressing on to higher education or entering the hospitality industry with the potential to start management training.

The Subsidiary Diploma, Diploma and Extended Diploma feature *Unit 7: Alcoholic Beverage Service*, which has been included to reflect the changing needs of the industry in line with increasingly sophisticated customer tastes. *Unit 21: Events Organisation in Hospitality* and *Unit 22: Planning and Managing a Hospitality Event* give learners an insight into the skills and knowledge required to work in this fast-growing industry. *Unit 12: Contemporary World Food* introduces learners to a variety of innovative and contemporary styles of food from a broad spectrum of catering businesses.

The assessment approach of the BTEC Nationals in Hospitality allows for learners to receive feedback on their progress throughout the course as they provide evidence towards the grading criteria. Evidence for assessment may be generated through a range of diverse activities including role play and oral assessment. Delivery strategies should reflect the nature of employment within the hospitality industry by encouraging learners to research and carry out assessment in the workplace or in simulated working conditions. Learners should take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.

Rules of combination for Edexcel BTEC Level 3 National qualifications

The rules of combination specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level or above the level of the qualification
- mandatory unit credit
- optional unit credit
- maximum credit that can come from other QCF BTEC units.

When combining units for a BTEC National qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 3 Certificate

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 23 credits.
- 3 Mandatory unit credit: 10 credits.
- 4 Optional unit credit: 20 credits.
- 5 This qualification is not designed to include credit from other QCF BTEC units.

Edexcel BTEC Level 3 Subsidiary Diploma

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 45 credits.
- 3 Mandatory unit credit: 20 credits.
- 4 Optional unit credit: 40 credits.
- 5 A maximum of 5 optional credits can come from other QCF BTEC units to meet local needs.

Edexcel BTEC Level 3 Diploma

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 90 credits.
- 3 Mandatory unit credit: 30 credits.
- 4 Optional unit credit: 90 credits.
- 5 A maximum of 20 optional credits can come from other QCF BTEC units to meet local needs.

Edexcel BTEC Level 3 Extended Diploma

- 1 Qualification credit value: a minimum of 180 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 135 credits.
- 3 Mandatory unit credit: 30 credits.
- 4 Optional unit credit: 150 credits.
- 5 A maximum of 35 optional credits can come from other QCF BTEC units to meet local needs.

Qualification structures

Edexcel BTEC Level 3 Certificate in Hospitality

The Edexcel BTEC Level 3 Certificate in Hospitality is a 30-credit and 180-guided-learning-hour (GLH) qualification that consists of **one** mandatory unit **plus** optional units that provide for a combined total of 30 credits (where at least 23 credits must be at Level 3 or above).

The units for the BTEC Nationals in Hospitality are on the CD ROM in the specification pack.

Edexcel BTEC Level 3 Certificate in Hospitality			
Unit	Mandatory units	Credit	Level
1	The Hospitality Industry	10	3
Unit	Optional units		
2	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	2	3
3	Providing Customer Service in Hospitality	8	3
4	Financial Control in Hospitality	10	3
5	Supervisory Skills in the Hospitality Industry	8	3
6	Food and Drinks Service	10	3
7	Alcoholic Beverage Service	10	3
8	The Principles of Food Safety Supervision for Catering	3	3
9	Food Service Organisation	10	3
10	European Food	10	3
11	Asian Food	10	3
12	Contemporary World Food	10	3
13	Advanced Skills and Techniques In Producing Desserts and Petits Fours	13	3
14	Environment and Sustainability in Hospitality	10	3
15	Principles of Nutrition for Healthier Food and Special Diets	3	3
16	Hospitality Business Enterprise	10	3
17	E-business for Hospitality	10	3
18	Marketing for Hospitality	10	3
19	Personal Selling and Promotional Skills for Hospitality	10	3
20	Human Resources in Hospitality	10	3
21	Events Organisation in Hospitality	10	3
22	Planning and Managing a Hospitality Event	10	3
23	Accommodation Operations in Hospitality	10	3

Edexcel BTEC Level 3 Certificate in Hospitality			
24	Front Office Operations in Hospitality	10	3
25	Personal and Professional Development in Hospitality	10	3
26	Industry-related Project in Hospitality	10	3

Edexcel BTEC Level 3 Subsidiary Diploma in Hospitality

The Edexcel BTEC Level 3 Subsidiary Diploma in Hospitality is a 60-credit and 360-guided-learning-hour (GLH) qualification that consists of **three** mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at Level 3 or above).

The units for the BTEC Nationals in Hospitality are on the CD ROM in the specification pack.

Edexcel BTEC Level 3 Subsidiary Diploma in Hospitality			
Unit	Mandatory units	Credit	Level
1	The Hospitality Industry	10	3
2	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	2	3
3	Providing Customer Service in Hospitality	8	3
Unit	Optional units		
4	Financial Control in Hospitality	10	3
5	Supervisory Skills in the Hospitality Industry	8	3
6	Food and Drinks Service	10	3
7	Alcoholic Beverage Service	10	3
8	The Principles of Food Safety Supervision for Catering	3	3
9	Food Service Organisation	10	3
10	European Food	10	3
11	Asian Food	10	3
12	Contemporary World Food	10	3
13	Advanced Skills and Techniques In Producing Desserts and Petits Fours	13	3
14	Environment and Sustainability in Hospitality	10	3
15	Principles of Nutrition for Healthier Food and Special Diets	3	3
16	Hospitality Business Enterprise	10	3
17	E-business for Hospitality	10	3
18	Marketing for Hospitality	10	3
19	Personal Selling and Promotional Skills for Hospitality	10	3
20	Human Resources in Hospitality	10	3
21	Events Organisation in Hospitality	10	3
22	Planning and Managing a Hospitality Event	10	3
23	Accommodation Operations in Hospitality	10	3

Edexcel BTEC Level 3 Subsidiary Diploma in Hospitality			
24	Front Office Operations in Hospitality	10	3
25	Personal and Professional Development in Hospitality	10	3
26	Industry-related Project in Hospitality	10	3

Edexcel BTEC Level 3 Diploma in Hospitality

The Edexcel BTEC Level 3 Diploma in Hospitality is a 120-credit and 720-guided-learning-hour (GLH) qualification that consists of **four** mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at Level 3 or above).

The units for the BTEC Nationals in Hospitality are on the CD ROM in the specification pack.

Edexcel BTEC Level 3 Diploma in Hospitality			
Unit	Mandatory units	Credit	Level
1	The Hospitality Industry	10	3
2	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	2	3
3	Providing Customer Service in Hospitality	8	3
4	Financial Control in Hospitality	10	3
Unit	Optional units		
5	Supervisory Skills in the Hospitality Industry	8	3
6	Food and Drinks Service	10	3
7	Alcoholic Beverage Service	10	3
8	The Principles of Food Safety Supervision for Catering	3	3
9	Food Service Organisation	10	3
10	European Food	10	3
11	Asian Food	10	3
12	Contemporary World Food	10	3
13	Advanced Skills and Techniques In Producing Desserts and Petits Fours	13	3
14	Environment and Sustainability in Hospitality	10	3
15	Principles of Nutrition for Healthier Food and Special Diets	3	3
16	Hospitality Business Enterprise	10	3
17	E-business for Hospitality	10	3
18	Marketing for Hospitality	10	3
19	Personal Selling and Promotional Skills for Hospitality	10	3
20	Human Resources in Hospitality	10	3
21	Events Organisation in Hospitality	10	3
22	Planning and Managing a Hospitality Event	10	3
23	Accommodation Operations in Hospitality	10	3

Edexcel BTEC Level 3 Diploma in Hospitality			
24	Front Office Operations in Hospitality	10	3
25	Personal and Professional Development in Hospitality	10	3
26	Industry-related Project in Hospitality	10	3

Edexcel BTEC Level 3 Extended Diploma in Hospitality

The Edexcel BTEC Level 3 Extended Diploma in Hospitality is a 180-credit and 1080-guided-learning-hour (GLH) qualification that consists of **four** mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at Level 3 or above).

The units for the BTEC Nationals in Hospitality are on the CD ROM in the specification pack.

Edexcel BTEC Level 3 Extended Diploma in Hospitality			
Unit	Mandatory units	Credit	Level
1	The Hospitality Industry	10	3
2	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	2	3
3	Providing Customer Service in Hospitality	8	3
4	Financial Control in Hospitality	10	3
Unit	Optional units		
5	Supervisory Skills in the Hospitality Industry	8	3
6	Food and Drinks Service	10	3
7	Alcoholic Beverage Service	10	3
8	The Principles of Food Safety Supervision for Catering	3	3
9	Food Service Organisation	10	3
10	European Food	10	3
11	Asian Food	10	3
12	Contemporary World Food	10	3
13	Advanced Skills and Techniques In Producing Desserts and Petits Fours	13	3
14	Environment and Sustainability in Hospitality	10	3
15	Principles of Nutrition for Healthier Food and Special Diets	3	3
16	Hospitality Business Enterprise	10	3
17	E-business for Hospitality	10	3
18	Marketing for Hospitality	10	3
19	Personal Selling and Promotional Skills for Hospitality	10	3
20	Human Resources in Hospitality	10	3
21	Events Organisation in Hospitality	10	3
22	Planning and Managing a Hospitality Event	10	3
23	Accommodation Operations in Hospitality	10	3

Edexcel BTEC Level 3 Extended Diploma in Hospitality			
24	Front Office Operations in Hospitality	10	3
25	Personal and Professional Development in Hospitality	10	3
26	Industry-related Project in Hospitality	10	3

Delivery and assessment

Purpose of these additional guidance materials

This publication supports delivery of the Edexcel BTEC Level 3 Certificate, BTEC Level 3 Subsidiary Diploma, BTEC Level 3 Diploma and BTEC Level 3 Extended Diploma in Hospitality (QCF). It should be read in conjunction with the published specification (Publications code BN021891) and published CD ROM, which includes the units (Publications code BN022177), for the qualifications. The specification gives the content that must be covered in the unit, and the grading criteria against which learners must be assessed.

All BTEC National units on the published CD ROM, and on the website, include an *Essential guidance for tutors* section. This brings together the unit's introduction, learning outcomes, content, and assessment and grading grid, and gives an overview of how the unit can be delivered and assessed.

These additional guidance materials are designed to supplement the guidance given in the specification for five of the 26 units. They provide a suggested programme of learning where the unit content has been divided into a number of manageable teaching sessions.

The suggested programme of learning enables tutors to design assessment activities. All assignments are subject to the centre's normal quality-assurance procedures.

This guidance is not prescriptive. Tutors may feel that a unit can be delivered and assessed more effectively in a different way. This may be because of the way the qualification is organised within their centre or after taking into consideration their learners, their learning styles and their prior learning. These support materials give guidance and ideas to tutors who can then develop their own plans and ideas to engage their learners.

For further information please call BTEC and NVQ Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com/btec or Ask the Expert: www.edexcel.com/aboutus/contact-us/ask-expert).

Delivery guidance

Most BTEC National qualifications are accredited on the QCF for learners aged 16 years and over.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers. For example, people working in health, care or education are likely to be subject to police checks.

Edexcel BTEC Level 3 Nationals are listed on the DCSF funding lists Section 96 and Section 97 of the Learning and Skills Act 2000.

Opportunities for co-delivery

It is essential that learners know how the content covered by several units interrelates, as it would in the world of work. In the hospitality industry, unit delivery is best integrated, with assignment evidence mapped across two or more units. Integrated delivery is one of the distinct strengths of BTEC qualifications and can lead to a deeper practical and vocational understanding of the content.

Integrated unit delivery can be a very effective way of delivering parts of BTEC Hospitality programmes. For example, any of the food preparation units (*Unit 10: European Food*, *Unit 11: Asian Food* and *Unit 12: Contemporary World Food*) can be effectively combined with *Unit 8: The Principles of Food Safety Supervision for Catering*, because naturally occurring evidence can be used for the assessment of *Unit 8: The Principles of Food Safety Supervision for Catering* when preparing food. Learners need the knowledge and understanding contained in *Unit 8: The Principles of Food Safety Supervision for Catering* in order to work in a kitchen safely.

It is also possible to combine the practical assessment for *Unit 5: Supervisory Skills in the Hospitality Industry* with that for *Unit 22: Planning and Managing a Hospitality Event* and *Unit 3: Providing Customer Service in Hospitality*. Tutors should, where possible, plan cross-unit assessment as it eases the assessment burden for learners and encourages them to view their studies as a whole rather than as separate units.

Similarly, a number of units allow for co-teaching with units from other BTEC qualifications. For example, *Unit 18: Marketing for Hospitality* could be co-taught with BTEC Travel and Tourism marketing units. This can be particularly useful if class sizes are small.

It is important that learners look at some of the business-related units during their study so they can gain an appreciation of how the business of hospitality is based on the theory of business.

Unit 4: Financial Control in Hospitality, *Unit 16: Hospitality Business Enterprise*, *Unit 17: E-business for Hospitality* and *Unit 20: Human Resources in Hospitality* all give learners an insight into business-related skills and theory.

General assessment guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to meet the assessment and grading criteria and achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment and grading criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including written reports, graphs and posters, along with projects, performance observation and time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment and grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. The creation of fit-for-purpose assignments is vital to achievement, and their importance cannot be over-emphasised.

The assessment and grading criteria must be clearly indicated in the fit-for-purpose assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment and grading criteria.

When looking at the unit assessment and grading criteria grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learners' requirements so that they can demonstrate achievement.

Specific assessment guidance for the BTEC Nationals in Hospitality

When designing assignments it is possible to:

- have one assignment brief to assess all the grading criteria of a unit
- have two or more smaller assignment briefs for a unit
- allow assessment of criteria from one unit to be integrated with assessment of criteria from another unit.

When the criteria include the assessment of skills or knowledge and understanding that cannot always be evidenced in writing, the use of observation records or witness statements is advised – preferably with the unit criteria printed on them to help accurate judgements to be made against the criteria. Observation records and witness statements should be signed and dated to form an authentic audit trail within the learner's assessment profile.

An observation record is used to provide a formal record of an assessor's judgement of learner performance (for example during presentations, practical activity, performance or role play) against the targeted grading criteria. For an example observation record form see *Annexe D*.

A witness statement is used to provide a written record of learner performance (process evidence) against grading criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, a learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or assessment criteria as a whole but who is able to make a professional judgement about the performance of the learner in the given situation. For observation records and witness statements templates see *Annexe C*. For an example observation record form see *Annexe D*.

Each unit is set out in the following way:

Unit title

Unit code

QCF level

Credit value

Guided learning hours

Aim and purpose

Unit introduction

Learning outcomes

Introduction/scenario

How to deliver

Assessment criteria and its achievement

Units

Unit 2: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	21
Unit 5: Supervisory Skills in the Hospitality Industry	33
Unit 8: The Principles of Food Safety Supervision for Catering	47
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Unit 2: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

Unit code:	L/600/1066
QCF Level 3:	BTEC National
Credit value:	2
Guided learning hours:	20

Aim and purpose

This unit will provide in-depth knowledge of how to supervise customer service performance in the hospitality, leisure travel and tourism sector. The unit will be appropriate for supervisors and managers whose responsibilities include managing staff.

Unit introduction

Customer service is of vital importance to all organisations in the hospitality, leisure, travel and tourism sector. A reputation for excellent customer service performance will help organisations to attract and retain customers by differentiating them from their competitors. Supervisors are an important factor in ensuring the continuity of an effective and positive customer service culture within an organisation.

This unit looks at how a supervisor can help to develop customer service in their business, the relationship between customer service and selling and the impact that customer service can have on business performance.

Learners will also explore the role of the supervisor in providing customer service and their part in building teams that can deliver effective customer service. The importance of the part played by staff development, training, coaching and different methods of giving feedback in customer service are also explored. Finally, the unit allows learners to investigate the effectiveness of customer service by measuring it against customer service standards and to suggest improvements.

Through completion of this unit, learners will be able to appreciate the vital role they play, as supervisors or potential supervisors, in the hospitality, leisure, travel and tourism sector, in contributing to the quality of customer service.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand how to develop a customer service culture within their business
- 2 Understand how to build teams and motivate colleagues through techniques such as on-site coaching
- 3 Understand how to effectively monitor and communicate levels of customer service performance.

Introduction/scenario

The information below is not prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors should adapt the information below to suit individual settings, accommodating local needs. There are three separate learning outcomes (LOs) below. Each is first summarised with overall hours suggested. This information is then broken down further, suggesting possible delivery modes, related approaches to assessment and links to units in the previous National Qualifications Framework (NQF) version of the hospitality specification as well as suggested hours for delivery.

Although times are shown overall and individually for each assessment criterion, it is recommended that a holistic approach is taken to delivering this unit, allowing greater flexibility. Tutors may find this more beneficial not only in terms of maximising delivery time, but also in terms of stimulating learner engagement. *Unit 2: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism* can be delivered with, for example *Unit 3: Providing Customer Service in Hospitality, Unit 5: Supervisory Skills in the Hospitality Industry, Unit 6: Food and Drinks Service, Unit 7: Alcoholic Beverage Service* and *Unit 9: Food Service Organisation*.

If guest speakers are engaged to support delivery it may be more effective, in terms of time management, for learners to ask questions from guest speakers for a number of units at the same time, unless the speakers are prepared to make more than one visit to the centre. Therefore, where questions may be asked from more than one unit, planning is essential to maximise guest-speaker time as well as tutor/learner time.

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
LO1, LO2 and LO3	4–5 hours for LO1, 4–6 hours for LO2 and 6 hours for LO3	<p>The LOs can be delivered through tutor input, guest speakers, visits, practical exercises demonstrated in Realistic Work Environment (RWE), work experience and role play.</p> <p>Tutors need to be familiar with industry practices, so they can support learners in developing skills in supervising customer service performance in the hospitality, leisure travel and tourism sector.</p> <p>The LOs require preparation from tutors, providing a focus for learners. However, it can be seen from the information below that for each LO the assessment activities are closely linked and often build on one another.</p>	<p>Tutors should provide opportunities for learners to gain merit and distinction grades when drafting the assignment.</p> <p>Tutors should ensure the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>Learners must accurately meet assessment criteria. Tutors need to prepare carefully and ensure they are familiar with current industry practices.</p> <p>Local hospitality businesses are often willing to get involved and share their experiences, and getting support from them is vital to learners' development.</p>	Unit 2

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
		There may be opportunities, while undertaking visits to hospitality businesses, to collect evidence for other units and tutors need to plan carefully before a visit takes place. For example, some materials from <i>Unit 2: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism</i> can be collected on visits. A set of prepared questions can be given to learners, so that they can find out relevant information for this unit.		

A suggested breakdown of LO1 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF Unit 2
P1	1	4–5	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.	For P1, evidence can be in the form of a piece of written work, such as an information bulletin for staff, which shows knowledge of the role of the supervisor when delivering excellent customer service.	Part of P2
P2	2 Links closely with P1	Included in P1	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.	Evidence for P2 can be in the form of a report which shows knowledge of the impact of customer service on the performance of a hospitality business.	Part of P1

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF Unit 2
P3	3 Links closely with P1, P2	Included in P1	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.	For P3, learners must explain the relationship between delivering customer service and selling services. Evidence can be in the form of a presentation to peers.	Part of P1
P4	4 Links closely with P1, P2, P3	Included in P1	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. If learners give a verbal presentation, tutors must show clear evidence of attainment for each aspect of the assessment criterion. Observation records and witness statement templates are given in <i>Annexe C</i>. For an example observation record form see <i>Annexe D</i>.	For P4, learners must identify and apply at least three good practice techniques to monitor customer service against organisational standards. This can be evidenced through a piece of written work or a verbal presentation of guidelines to customer service providers.	Part of P4
M1 and D1			The requirements of M1 are built on the pass assessment criteria for LO1. If learners give a verbal presentation, tutors must show clear evidence of attainment for each aspect of the assessment criterion. This can involve an observation record, illustrating learner achievements. The response needs to be of a L3 merit standard and ensure that learners recognise the significance of training in communication, presentation and teamwork techniques, applied to hospitality appropriately. For D1, learners need to consider wider implications of assessing how and why customer expectations are changing when using hospitality products and services.	To achieve M1, learners can create a presentation or submit a written report explaining how customer service in a hospitality business can be improved if staff are trained to understand the importance of the various support processes. Learners should recognise the significance of training in communication, presentation and teamwork techniques. This should be in general terms, supported by examples from hospitality businesses where appropriate.	

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF Unit 2
				<p>To achieve DL, learners must assess how and why customer expectations are changing when using hospitality products and services. Learners must assess how these changing expectations are impacting on customer service delivery and the types of customer-service training programmes provided in the hospitality industry.</p> <p>For example, learners can assess the number of bars that are arranging for staff to have training in cocktail making due to an increase in demand for specialist drinks.</p>	
4–5 hours overall for LO1 delivery.					

A suggested breakdown of LO2 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF Unit 2
P5	9 Links with P10	1–2 hours	<p>Tutors need to plan P5 delivery and evidence collection carefully. P5 is about analysing how teams can be developed to deliver excellent customer service. Tutors must look carefully at the unit content. (<i>Develop effective teams</i>: recruitment; induction; motivation; training; team goals; team knowledge; retention of team members; threats to team development, eg high member turnover, weak or authoritarian leadership, poor definition of goals.)</p> <p>Tutors need to consider the various evidence collection options set out in the next column and, with each learner, decide the most suitable/appropriate method to adopt.</p>	<p>Evidence for P5 can come from a period of work experience, where teamwork has been integral to learners' work. Alternatively, evidence can come from research or from experience of excellent customer service from the point of view of being a customer in a hospitality business.</p>	Part of P2
P6	5	3–4 hours	<p>The unit content must be fully covered.</p> <p>If learners give a verbal presentation, tutors must show clear evidence of attainment for each aspect of the assessment criterion.</p> <p>Observation records and witness statement templates are given in <i>Annexe C</i>. For an example observation record form see <i>Annexe D</i>.</p>	<p>For P6, learners need to explain the importance of staff development in ensuring that excellent customer service is delivered. Evidence can be in the form of an assignment or a presentation to other learners.</p>	Part of P2
P7	6 Links with P5	Included in P6	<p>The unit content must be fully covered.</p> <p>Learning can take place through industry support, guest speakers, group discussion and tutor input, amongst other sources.</p>	<p>P7 evidence should show learners' knowledge of the role of the supervisor in developing teams.</p>	Part of P2

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF Unit 2
M2			M2 builds on P6.	<p>For M2, learners must analyse staff development training in at least two hospitality businesses. The analysis should be clearly linked to the hospitality industry, using examples to illustrate the analysis where appropriate.</p> <p>Learners need to identify separate factors, say how they are related and how each one contributes to the topic. In summary, learners need to identify separate factors related to staff development training in two hospitality businesses.</p>	
4–6 hours overall for LO2 delivery.					

A suggested breakdown of LO3 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF Unit 2
P11	10 Links with P12, P13, P14, P15	6	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. Analysis is required, which involves: identifying separate factors, saying how they are related and how each one contributes to the topic.	For P11, learners must analyse the importance of developing and implementing clear customer service standards in a hospitality business.	Part of P4
P12	11 Links with P11, P13, P14, P15	Included in P11	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. Learners can develop previously collected evidence and build on visits and industry experiences.	For P12, when describing appropriate ways in which supervisors can monitor and measure the performance of team members, learners can focus on methods used by the two businesses that they have previously investigated, or simply focus on general strategies adopted throughout the industry.	Part of P4
P13	12 Links with P11, P12, P14, P15	Included in P11	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.	For P13, learners need to describe appropriate corrective actions that can be taken to resolve failures in the delivery of customer service.	Part of P4
P14	13 Links with P11, P12 P13, P15	Included in P11	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.	Evidence for P14 can be in the form of a report which explains how performance against customer service standards can be recorded and communicated.	Part of P4

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 2
P15	14 Links with P11, P12, P13, P14	Included in P11	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. Learners can develop previously collected evidence and build on visits and industry experiences.	For P15, when identifying ways in which measurement of the effectiveness of customer service can be used to improve performance, learners can focus on practices used by the two businesses that they have investigated, or simply focus on general practices adopted throughout the industry.	Part of P4
M3			M3 builds on evidence collected for the unit and requires learners to compare customer service provision in two different hospitality businesses. Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. However, tutors need to ensure that opportunities for evidence collection are planned for learners at the start of the unit, for maximum use to be made of them.	For M3, learners need to compare the customer service provision in two different hospitality businesses. These businesses may be in different areas within the hospitality industry, and may be different in terms of size, location and the types of customers who use them. The focus of the evidence provided for this assessment criterion should be an explanation and analysis of why there are differences in the type and level of customer service provided. An example of an appropriate level of response can be: 'The five-star hotel has a porter service, whereas the three-star hotel does not. This is because customers at five-star hotels expect this service and they pay more money to stay there for these types of 'luxuries'. Customers at the three-star hotel are predominantly business travellers during the week who don't tend to have very much luggage. At weekends, most guests are leisure travellers on a budget who aren't usually interested in these types of additional service, and would rather pay less for their room and have basic services.'	

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 2
6 hours overall for LO3 delivery.					
Overall for LO1, LO2 and LO3: 17 hours allocated and 3 hours remaining for direct assessment support (20 hours overall).					

Unit 5: Supervisory Skills in the Hospitality Industry

Unit code:	J/600/9151
QCF Level 3:	BTEC National
Credit value	8
Guided learning hours:	30

Aim and purpose

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of how to supervise, lead, and train staff. This covers the legislative requirements including the supervisory responsibilities associated with ensuring that the organisation's working environment and staff are fully compliant with legal requirements.

Importance is also placed on identification, monitoring and recording risk assessments and the production and application of health and safety policies and procedures.

Unit introduction

The ability to lead and supervise teams is critical to the success of a hospitality business. However, teams can be ineffective and lack direction, with members that cannot work together. This unit introduces learners to the principles of team leadership and supervision in a hospitality context. It focuses on assisting learners to put theory into practice when leading teams, ensuring that their teams achieve the required objectives.

Learners, therefore, need to be aware of the different types of teams operating within hospitality businesses. This unit considers the role of teams and how working in teams benefits both individuals and businesses. Learners will also explore the necessary pre-conditions for teams to be effective and objective focused.

Understanding and applying team supervision and development skills is a key requirement of this unit. Learners will be introduced to the principles of team building, how teams can be managed effectively, and the factors that threaten team development within hospitality businesses.

The ability to measure the effectiveness of team performance and achievement is a requirement for any successful hospitality business. Learners will explore the key factors used to monitor work performance and team achievement. They will also be encouraged to review the role of the supervisor and manager in hospitality businesses, and their impact and influence on team achievement.

Learners will have the opportunity to explain and show team leadership skills. These skills can be developed and measured in practical situations where learners have to demonstrate personal organisation, flexibility and other interpersonal skills when leading a team towards achieving the desired objectives.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to apply and monitor good health and safety practices
- 2 Be able to explain how to apply staff supervisory skills within a small team.

Introduction/scenario

The information below is not prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors should adapt the information below to suit individual settings, accommodating local needs. There are two separate learning outcomes (LOs) below. Each is first summarised with overall hours suggested. This information is then broken down further, suggesting possible delivery modes, related approaches to assessment and links to units in the previous National Qualifications Framework (NQF) version of the hospitality specification as well as suggested hours for delivery.

Although times are shown overall and individually for each assessment criterion, it is recommended that a holistic approach is taken to delivering this unit, allowing greater flexibility. Tutors may find this more beneficial not only in terms of maximising delivery time, but also in terms of stimulating learner engagement. In the case of *Unit 5: Supervisory Skills in the Hospitality Industry* LO 1, P1–P12 and M1, evidence can be delivered and collected with *Unit 10: European Food*, *Unit 11: Asian Food* and *Unit 12: Contemporary World Food*.

Tutors can decide which units, *Unit 5: Supervisory Skills in the Hospitality Industry* assessment criteria P1–P12 and M1 can be successfully mapped, and ensure learners collect the evidence for *Unit 5: Supervisory Skills in the Hospitality Industry* LO1 discretely.

For *Unit 5: Supervisory Skills in the Hospitality Industry* LO2, P13–P21, M2 and D1 delivery may also take place holistically with *Unit 10: European Food*, *Unit 11: Asian Food* and *Unit 12: Contemporary World Food*. Mapping will require cohesive delivery and evidence collection. Learners should continue to collect the evidence for *Unit 5: Supervisory Skills in the Hospitality Industry* LO 2 discretely.

The timings illustrated below, for all assessment criteria, are suggested to help tutors estimate planning assumptions when adopting a holistic approach, rather than support the delivering of *Unit 5: Supervisory Skills in the Hospitality Industry* discretely. Therefore, the timings may vary when adopting the holistic approach. If guest speakers are engaged to support delivery it may be more effective, in terms of time management, for learners to ask questions from guest speakers for a number of units at the same time, unless the speakers are prepared to make more than one visit to the centre. Therefore, where questions may be asked from more than one unit, planning is essential to maximise guest-speaker time as well as tutor/learner time.

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
LO1 and LO2	4–5 hours for LO1 and 4–6 hours for LO2	The LOs can be delivered through tutor input, guest speakers, visits, practical exercises demonstrated in Realistic Work Environment (RWE), work experience and role play. Tutors need to be familiar with industry practices, so they can support learners in developing skills in supervising, leading and training staff in the hospitality industry.	Tutors should provide opportunities for learners to gain merit and distinction grades when drafting the assignment. Tutors should ensure the assessment criteria in the unit are accurately replicated in the assignment brief. Learners must accurately meet assessment criteria. Tutors need to prepare carefully and ensure they are familiar with current industry practices.	Unit 1, Unit 3, Unit 5

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
		<p>The LOs require preparation from tutors, providing a focus for learners. However, it can be seen from the information below that for each LO the assessment activities are closely linked and often build on one another.</p> <p>There may be opportunities, while undertaking visits to hospitality businesses, to collect evidence for other units and tutors need to plan carefully before a visit takes place. For example, some materials from <i>Unit 5: Supervisory Skills in the Hospitality Industry</i> can be collected on visits. A set of prepared questions can be given to learners, so that they can find out relevant information for this unit.</p>	<p>Local hospitality businesses are often willing to get involved and share their experiences, and getting support from them is vital to learners' development.</p>	

A suggested breakdown of LO1 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P1	1	8	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>It is important when discussing the material for P1 that the unit content is fully covered.</p>	To achieve P1, learners need to research the support available to meet health-and-safety legislation requirements within the hospitality industry.	Part of unit 3
P2	4–15 when delivered holistically with other practical units	3	<p>Tutors can undertake the assessment of the evidence holistically within other units, such as <i>Unit 10: European Food, Unit 11: Asian Food</i> and <i>Unit 12: Contemporary World Food</i>.</p> <p>Observation records and witness statement templates are given in <i>Annexe C</i>. For an example observation record form see <i>Annexe D</i>.</p> <p>Whichever way evidence is collection tutors need to ensure that learners fully cover the unit content.</p>	To achieve P2, learners need to demonstrate supervisory skills in a hospitality context to meet relevant health-and-safety requirements. Ideally, this should be achieved during a period of work experience or in the centre's training restaurant. Other units may also offer opportunities for demonstration of these skills. Observation sheets completed by the assessor are ideal evidence. If this is not possible, a series of simulated role-play exercises can be used to measure this assessment criterion. These exercises should be recorded using audio or audiovisual format so that learners can review their performance.	Part of units 10, 11, 12

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P3	2	Included in P1	<p>For P3, tutors must cover the unit content about the assessment of risks that might cause harm to people in a selected hospitality business and determine whether enough precautions were taken or more should be done to prevent harm.</p> <p>Tutors can discuss with the group, or undertake a group activity, about what risks are likely to arise in a hospitality environment.</p>	<p>P3 requires learners to assess risks that might cause harm to people in a selected hospitality business and determine whether enough precautions were taken or whether more should be done to prevent harm.</p>	Part of unit 3
P4	4–15 when delivered holistically with other practical units	Included in P2	<p>P4 can be recorded on an observation record sheet. However, it is important that learners ensure they meet a Level 3 standard in quality of record-keeping and detail.</p>	<p>For P4, learners are required to record and store relevant information using appropriate industry templates of documents.</p>	Part of unit 3
P5	4–15 when delivered holistically with other practical units		<p>P5 can be delivered holistically with, for example, either <i>Unit 10: European Food</i>, <i>Unit 11: Asian Food</i> or <i>Unit 12: Contemporary World Food</i>. Learners need to ensure they meet a Level 3 standard in quality of record-keeping.</p> <p>This requires tutor support/group discussion to help clarify requirements.</p>	<p>To achieve P5, learners need to produce a checklist of criteria that they would use to monitor health-and-safety policies and procedures. Each criterion on the checklist then needs to be described more fully to ensure that learners appreciate the complex cyclical process from objective setting through to performance evaluation.</p>	Part of unit 3

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P6	4–10	Included in P1	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>It is important when discussing the material for P6 that the unit content is fully covered.</p>	For P6, evidence can be in the form of a report which shows knowledge of the requirements of health-and-safety legislation in relation to the professional kitchen.	Part of unit 3
P7	4–10	Included in P1	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>It is important when discussing the material for P7 that the unit content is fully covered.</p>	P7 requires learners to explain how hospitality businesses ensure compliance with legislation.	
P8	4–10	Included in P1	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>It is important when discussing the material for P8 that the unit content is fully covered.</p>	For P8, evidence can be in the form of a piece of written work, for example an information bulletin for staff, which shows knowledge of the responsibilities of supervisors in relation to health and safety.	Part of units 1 and 3
P9	4–10	Included in P1	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>It is important when discussing the material for P9 that the unit content is fully covered.</p>	For P9, evidence can be produced in the form of a report identifying sources of support in meeting health-and-safety requirements.	Part of unit 3

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P10	4–10	Included in P1	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>It is important when discussing the material for P10 that the unit content is fully covered.</p>	Evidence for P10 can be in a written format and should give an explanation of the importance of carrying out risk assessments.	Part of unit 3
P11	4–10	Included in P1	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>It is important when discussing the material for P11 that the unit content is fully covered.</p>	<p>For P11, learners must describe the steps involved in carrying out a risk assessment. This should include:</p> <ul style="list-style-type: none"> – identifying the hazards – deciding who might be harmed and how – evaluating the risks and deciding on precautions – recording findings and implementing them – reviewing the assessment and updating if necessary. 	Part of unit 3
P12	4–10	Included in P1	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>It is important when discussing the material for P12 that the unit content is fully covered.</p>	To achieve P12, learners must explain the purpose of recording and reporting procedures, including injuries, diseases and dangerous occurrences, as well as ‘near-miss’ incidents.	Part of unit 3

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
M1			<p>M1 looks at team performance in terms of monitoring of health-and-safety policies. It may be helpful if learners address M1, basing it on P5, after discussing P19 and P20, to help their understanding of team performance.</p> <p>The comparison will lead learners to identify the main factors that apply and the similarities and/or differences between the businesses and then to explain how they would improve performance in the two businesses and why there may be differences in the approaches used.</p>	<p>Evidence for M1 develops and builds on the evidence provided for P5. Learners now need to compare team performance in two different hospitality businesses. These may be businesses in contrasting hospitality industries, or businesses, of different sizes, or in different geographical locations attracting different types of customers. Learners need to explain how they would improve team performance in these two businesses and why there may be differences in the approaches used.</p>	
11 hours overall for LO1 delivery.					

A suggested breakdown of LO2 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P13	11–19	15	<p>The staff-training needs analysis should focus on meeting health-and-safety requirements. The analysis should be clearly presented, acknowledging not only needs, but also realistic development proposals and timescales. If learners give a verbal presentation, tutors need to provide an observation record of it, ensuring that all valid points are recorded.</p> <p>Observation records and witness statement templates are given in <i>Annexe C</i>. For an example observation record form see <i>Annexe D</i>.</p>	<p>To achieve P13, learners must carry out a staff-training needs analysis to meet health-and-safety requirements. Learners should be critical when pointing out the strengths and weaknesses of ways of meeting health-and-safety requirements. It can be evidenced through a piece of written work, such as an article for the trade press or a training manual for a business. It can also be presented verbally, perhaps as a training session.</p>	
P14	11–19	Included in P13	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. Learners need explore the range of training materials currently on offer. The assessment criteria needs to be clearly explained to learners, so that evidence meets criterion P14. The unit requires learners to produce more than one set of materials.</p>	<p>For P14, learners must produce effective training materials to support staff in a selected hospitality business. The development and design of the training materials should give learners an opportunity to be innovative and creative while producing materials that meet the needs of the staff and the business they are producing the materials for. The materials should inspire and engage staff and help them transfer their newfound knowledge and skills to the workplace.</p>	

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P15	11–19		<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>Tutors need to build on materials acquired by learners in other units, making sure the tasks are supervisory and hospitality industry related.</p>	For P15, evidence can be in the form of a report describing supervisory tasks for two different jobs within the hospitality industry.	Part of unit 1, P1
P16	11–19	Included in P13	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>Tutors need to build on materials acquired by learners in other units, making sure the tasks are supervisory and hospitality industry related.</p>	P16 requires learners to describe the different functions of supervision. The evidence can take a written format, possibly after a group discussion.	Part of unit 1, P1 Part of unit 5
P17	11–19	Included in P13	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>The unit content must be fully covered.</p> <p>Tutors need to build on materials acquired by learners in other units, making sure that the tasks describe characteristics of leadership.</p>	For P17, learners must describe characteristics of leadership. Evidence can be in a written format.	Part of unit 5, P1

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P18	11–19	Included in P13	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>The unit content must be fully covered.</p> <p>Tutors need to build on materials acquired by learners in other units, making sure that the tasks identify leadership styles suitable for different situations.</p>	<p>For P18, learners need to make a presentation or submit a report identifying leadership styles suitable for different situations. Ideally this will be based on learners' experiences of working in the hospitality industry in a part-time job or during a period of work experience. Care must be taken not to identify the business or the manager. Where this is not possible, a research-driven, scenario-based assignment can be used.</p>	Part of unit 5, P1–5
P19	11–19	Included in P13	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>The unit content must be fully covered.</p> <p>Tutors need to build on materials acquired by learners in other units, making sure that the tasks describe the benefits of team development.</p>	<p>For P19, learners need to describe the benefits of team development. Evidence can take a written format, possibly after a group discussion.</p>	Part of unit 5, P1–5

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P20	11–19	Included in P13	<p>Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet.</p> <p>The unit content must be fully covered.</p> <p>Tutors need to build on materials acquired by learners in other units, making sure that the tasks identify the characteristics of an effective team in hospitality.</p>	<p>For P20, evidence can be in the form of a report identifying the characteristics of an effective team in hospitality.</p> <p>Learners should show that they appreciate what is required for a team to be successful.</p>	Part of unit 5, P1–5
P21	11–19	Included in P13	<p>Among other learning opportunities the following can be considered:</p> <ul style="list-style-type: none"> • visits, where sufficient planning has taken place in advance, can include observation opportunities • part-time work experience • tutor-led discussion, for example to help clarify/summarise • group discussions, for example to share experiences. <p>Assessment needs to explore different methods, so more than one is expected.</p>	<p>For P21, learners can visit a hospitality business to observe different methods of training and then explain their findings.</p> <p>The visit can be to a hotel, a town centre fast-food restaurant, the centre's refectory, or any other suitable hospitality business.</p>	

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
M2 and D1			<p>For M2, tutors need to make sure the unit content is fully covered.</p> <p>If learners give a verbal presentation, it should be supported with written evidence provided by the tutor, as well as an observation record.</p> <p>For D1, previous employment, current part-time work, and/or industrial work experience in the hospitality industry, will all give a foundation for building D1.</p> <p>For D1, learners are required to show self-reflection, which will involve considering various points, be they positive or negative, and then providing an evaluation, which will require reviewing information, then bringing it together to form a conclusion. Realistic and achievable recommendations for their development and improvement in providing team leadership and supervision are also required.</p>	<p>To achieve M2, learners can give a verbal presentation or submit a written report explaining the importance of team building and team management processes for a successful hospitality business. This exercise can be based on a real hospitality business, combining theory and practice, or learners can take a purely theoretical approach.</p> <p>Evidence for D1 is based on learners' ability to self-reflect and evaluate their effectiveness in providing team leadership. D1 can be based on previous employment, current part-time work or industrial work experience in the hospitality industry. A key component of D1 is learners' ability to make realistic and achievable recommendations for their development and improvement in providing team leadership and supervision.</p>	
15 hours overall for LO2 delivery.					
Overall for LO1 and LO2: 26 hours allocated and 4 hours remaining for direct assessment support (30 hours overall).					

Unit 8: The Principles of Food Safety Supervision for Catering

Unit code:	K/502/3775
QCF Level 3:	BTEC National
Credit value:	3
Guided learning hours:	25

Aim and purpose

The aim of the unit is to ensure that candidates are trained in accordance with regulation (EC) no 853/2004 of the European Parliament and of the Council of 29 April 2004. These regulations require food businesses to develop and implement food safety management systems that are based on HACCP principles. The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities.

Unit introduction

This unit introduces learners to kitchen organisation and food safety, two very important aspects of the catering industry. Appropriate kitchen organisation ensures effective workflow within a safe and hygienic environment, while the importance of correct food storage must be highlighted to ensure that learners are aware of both safety and legal compliance issues.

In this unit learners will look at the role that production systems play in kitchen organisation. This will include cook to order, cook-chill and cook-freeze, as well as centralised production and satellite systems. Staff organisation covers topics such as traditional brigades, modern-day brigades and the chef de partie system.

Learners will consider the ways in which correct food storage systems, procedures and appropriate record keeping and documentation contribute to kitchen organisation and food safety. The supervisory aspects of kitchen organisation and food safety are a significant part of the unit, and learners will explore the relevance of current food safety legislation and its importance for staff, customers and organisations.

Learners will learn to identify common workplace health, safety and security hazards in kitchen situations, relating to equipment, hazardous substances, fires, contamination and infestation. Learners will be required to determine realistic control measures to reduce or eliminate the risk of injury or illness arising from the hazards.

Learners will be taught how to identify potential safety hazards, and learn how to communicate essential information about food safety and kitchen organisation.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the role of the supervisor in ensuring compliance with food safety legislation
- 2 Understand the application and monitoring of good hygiene practice
- 3 Understand how to implement food safety management procedures
- 4 Understand the role of the supervisor in staff training.

Introduction/scenario

The Southlands Local Education Authority (LEA) is responsible for the effective and safe management of 38 schools in a semi-rural and rural area of the South of England. The take-up of meals provided for students and staff at lunchtime has seen a big increase in the last 36 months. All schools have their own kitchens and work independently in deciding what dishes are to be cooked and how and where food and commodities are purchased. Some guidance to school cooks and catering managers comes from the head office. The LEA employs a catering adviser who gives general advice and guidance on the catering, staffing and facilities management of the kitchens. With 38 schools to cover they are very busy.

Time has come for a radical re-think as budgets are being squeezed and demand is becoming difficult to meet with existing staffing structures. It has been decided to install/build/create a centralised meal service to provide for all the schools now and any increase in demand in the future. Of particular concern are the safety and hygiene requirements that will need to be implemented. One school recently had a food-poisoning scare when 68 pupils were ill for a week as a result of eating some yoghurt pudding.

Learners provide the advice and guidance to the LEA catering adviser and the LEA officials on the most appropriate meal production system for them to consider. Learners will be working as though they were consultants for the LEA.

The information below is not prescriptive, it gives examples of how the unit may be delivered and assessed. Tutors should adapt the information below to suit individual settings, accommodating local needs. There are four separate learning outcomes (LOs) below. Each is first summarised with overall hours suggested. This information is then broken down further, suggesting possible delivery modes, related approaches to assessment and links to units in the previous National Qualifications Framework (NQF) version of the hospitality specification as well as suggested hours for delivery.

Although times are shown overall and individually for each assessment criterion, it is recommended that a holistic approach is taken to delivering this unit, allowing greater flexibility. The timings illustrated below, for all assessment criteria, are suggested to help tutors estimate planning assumptions when adopting a holistic approach, rather than support the delivering of *Unit 8: The Principles of Food Safety Supervision for Catering* discretely. Therefore, the timings may vary when adopting the holistic approach.

If guest speakers are engaged to support delivery it may be more effective, in terms of time management, for learners to ask questions from guest speakers for a number of units at the same time, unless the speakers are prepared to make more than one visit to the centre. Therefore, where questions may be asked from more than one unit, planning is essential to maximise guest-speaker time as well as tutor/learner time.

This is a technical unit. Learners should have a basic understanding of the hospitality industry, methods of cooking, food hygiene and kitchen planning before studying it. In a two-year programme this should be a second-year unit.

Tutors need a background in kitchen procedures and/or food production to deliver this unit. A thorough understanding of food hygiene is also essential.

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
LO1, LO2, LO3 and LO4	6 hours for LO1, 8 hours for LO2, 6 hours for LO3 and 3 hours for LO4	<p>The LOs can be delivered through tutor input, guest speakers, visits, practical exercises demonstrated in Realistic Work Environment (RWE), work experience and role play.</p> <p>For tutors who have limited experience of the hospitality industry spending a short time 'shadowing' in a variety of hospitality settings would be advantageous, not only to gain practical first-hand knowledge, but also to understand how social, economic, political, technological and legal influences are impacting on the industry.</p> <p>The LOs require preparation from tutors, providing a focus for learners. However, it can be seen from the information below that for each LO the assessment activities are closely linked and often build on one another.</p> <p>There may be opportunities, while undertaking visits to hospitality businesses, to collect evidence for other units and tutors need to plan carefully before a visit takes place. For example, some materials from <i>Unit 8: The Principles of Food Safety Supervision for Catering</i> can be collected on visits. A set of prepared questions can be given to learners, so that they can find out relevant information for this unit.</p>	<p>Tutors should provide opportunities for learners to gain merit and distinction grades when drafting the assignment.</p> <p>Tutors should ensure the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>Learners must accurately meet assessment criteria. This does not usually require lengthy responses. However learners need to be sharply focused, meaning that tutors need to prepare carefully, making sure they are familiar with current industry practices.</p> <p>Local hospitality businesses are often willing to get involved and share their experiences, and getting support from them is vital to learners' development.</p>	Unit 8

A suggested breakdown of LO1 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P1	1	2	<p>P1, P2 and P3 interrelate and can be delivered holistically.</p> <p>Tutors should introduce learners to the different production systems and methods of staff organisation ensuring that the unit content is fully covered. Staff organisations should be matched to the different systems.</p> <p>Learners need to be able to understand each system, knowing the type of food/meals that can be prepared, cooked, preserved, distributed and regenerated by each system. As poor organisation and management can lead to serious deficiencies in hygiene and has the potential to cause severe food poisoning, learners will also need to become familiar with health and safety law, hygiene and handling requirements. The basic systems should be taught first. Handouts would support delivery of P1.</p> <p>A guest speaker (eg hospital/LEA catering manager/social services where care homes are supplied with meals through a central production system) can be invited to provide an overview of how a central production meal system is managed, highlighting the legal and hygiene requirements and how they are applied in practice to a work situation.</p>	<p>For P1, learners must summarise the importance of food-safety management procedures.</p>	<p>Part of P3</p>

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P2	2	4	<p>A guest speaker, for example a local environmental health officer can be asked to provide some of the professional guidance and technical input.</p> <p>Tutors should have the appropriate legislation to hand and to teach from.</p> <p>Learners need to be aware of the relevant law and its implications for the hospitality industry. They need to know how the requirements have to be implemented and managed at all levels of the operation.</p> <p>Learners should prepare some well-considered questions before the guest speaker visit to ensure that all aspects of the unit requirements are covered.</p>	<p>For P2, learners must explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance.</p> <p>This also can then link to the scenario above for a practical conveyance for the assessment requirements. Any reports should be done in a style and manner that the non-technical layperson would be able to understand. The report can be directed to the LEA officers who need to commission a new meal system to provide for the 38 schools.</p>	Part of P1 and P3
P3	3	Included in P2	<p>P3 links to P2.</p> <p>The unit content must be fully covered.</p> <p>Learners need to be aware of the law, its implications for the hospitality industry, and how the requirements have to be implemented and managed at all levels of the operation.</p>	<p>A report identifying the appropriate legislation, how the legislation is enforced and the penalties for non-compliance is required. Reports should be produced in a way that the non-technical layperson would be able to understand. P3 can be directed to the LEA officers who need to commission a new meal system to provide for the 38 schools.</p>	Part of P3

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
M1 and D1			<p>M1 links to the introduction scenario above. A suitable visit to a central meal production kitchen and storage and distribution centre would provide a valuable first-hand insight.</p> <p>D1 links to the introduction scenario and follows on from M1.</p>	<p>Learners need to explain, ie give a clear and detailed account the appropriate production system supported by appropriate staffing for particular catering operations. Learners can produce a report to identify and contrast three different types of operating, this can be traditional, cook-chill and cook-freeze.</p> <p>For D1, learners need to make some recommendations for improvements to the system. It is important that an analysis is undertaken giving the strengths and weaknesses of three different production systems such as traditional, cook-chill and cook-freeze. Learners might benefit from some guidance as to how arrive at identifying some improvements.</p>	M1 and D1
6 hours overall for LO1 delivery.					

A suggested breakdown of LO2 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P4	1	3	<p>P4 should cover the aspects of good practice in food hygiene. Learners will probably have studied food hygiene before undertaking this unit. If so, their knowledge can be built on. Tutors should reinforce the important of food hygiene regulations and the importance of temperature control needs to be reinforced.</p> <p>The unit content must be fully covered.</p> <p>Tutors need to explain Hazard Analysis Critical Control Point (HACCP) and how it links to risk assessment. Learners need to understand that HACCP is an internationally recognised and recommended system of food safety management. Its focus is on identifying the 'critical points' in a process where food safety problems (or 'hazards') could happen and putting steps in place to prevent things going wrong. This is sometimes referred to as 'controlling hazards'. Keeping records is also an important part of HACCP systems.</p> <p>Tutors can spend some of this delivery session going through a simple risk assessment to identify hazards and establish and audit safe food production practices with learners in a kitchen. P4 provides the technical background for M2.</p>	<p>P4 links to P5 and P7. Learners need to provide evidence to explain the importance of, and methods for, temperature control related to foods/dishes being produced, linked to the legal requirements.</p>	Part of P3

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P5	2	Included in P4	<p>Tutors can refer to the link below which shows how a Council in the UK uses risk assessment food safety: www.tendingdc.gov.uk/TendingDC/Business/Food+Safety/Risk_Assessment_Food_Safety. Tutors can provide a copy of the Safer Food, Better Business pack to learners by clicking on the link below: www.food.gov.uk/multimedia/pdfs/sfbfullpack0109.pdf. This pack helps hospitality businesses to manage food safety hazards. For health and safety hazards, tutors can refer to the Health and Safety Executive (HSE) five steps to risk assessment: www.hse.gov.uk/pubns/indg163.pdf or alternatively www.hse.gov.uk/contact/faqs/riskassess.htm.</p> <p>P5 should cover the aspects of good practice in food hygiene. Learners will probably have studied food hygiene before undertaking this unit. If so their knowledge can be built on. Tutors should reinforce the food hygiene regulations. Procedures to prevent contamination of food need to be reinforced. The unit content must be fully covered. Tutors can spend some of this delivery session going through a simple risk assessment to identify hazards and establish and audit safe food production practices with learners in a kitchen. P5 provides the technical background for M2.</p>	<p>P5 links to P4 and P7. Learners need to provide evidence of explanation of how to prevent cross-contamination and contamination in a food production system. This can be linked to P7, as cleaning, disinfection and waste disposal are all issues related to the control of germs and bacteria and therefore the main cause of contamination of food/food commodities.</p>	Part of P3

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P6	4	1	For P6, time can be given to reinforce personal hygiene requirements and links can be made to good practice in food hygiene. The practical application of legislation needs reinforcing from the perspective that the unit is about the supervision of food safety and learners should begin to consider how they would supervise food safety in a real food production situation. Learners need to state what they would be looking for to ensure their staff were in compliance with the law/regulations and how they would reduce risk of cross-contamination/food poisoning, by the actions of individuals.	P6 follows on from P4 and P5 with the content relating to the individual – staff members – rather than the environment, identified by where food is prepared, cooked and stored.	Part of P3
P7	3	Included in P4	P7 should cover the aspects of good practice in food hygiene. Learners will probably have studied food hygiene before undertaking this unit. If so their knowledge can be built on. Tutors should reinforce the food hygiene regulations. Procedures for cleaning, disinfection and waste disposal need to be reinforced. The unit content must be fully covered. Tutors can spend some of this delivery session going through a simple risk assessment to identify hazards and establish and audit safe food production and health and safety practices with learners in a kitchen. P7 provides the technical background for M2.	P7 links to P4 and P5. Learners need to provide evidence of explanation of the procedures for cleaning, disinfection and waste disposal in a food production system. This can be linked to P5, as cleaning, disinfection and waste disposal are all issues related to the control of germs and bacteria and therefore the main cause of contamination of food/food commodities.	Part of P3

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P8	5	2	P8 needs to be taught from the perspective that eventually learners will be supervisors/managers and that they need to know what should be in place from the point of view of kitchen/service/storage design requirements. Tutors should introduce some simple kitchen planning principles. The food hygiene regulations should be the basis for planning as well as the requirements for the effective prevention of pest infestation to food premises.	Evidence for P8 needs to be based on some simple kitchen design and planning input. The food hygiene regulations need to be referred to, as there is some legal compliance to consider. Evidence can continue in the report format giving kitchen advice to the LEA officers and/or premises requirements that need to be considered when planning the new production facilities. The report needs to highlight the simple design features required and the range of equipment needed.	Part of P1 and P3
P9	6	Included in P8	P9 needs to be taught from the perspective that eventually learners will be supervisors/managers and that they need to know what should be in place from a kitchen/service/storage design requirements. Tutors should introduce some simple kitchen planning principles. The food hygiene regulations should be the basis for planning as well as the requirements for the effective prevention of pest infestation to food premises.	For P9, learners must describe the importance of, and method for, pest control. The food hygiene regulations need to be referred to, as there is some legal compliance to consider. Pest control is well managed by good initial design of premises and the evidence needs to identify how pest control will be managed.	Part of P3

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
M2 and D2			<p>The successful completion of LO2 requires a visit to at least two separate businesses.</p> <p>Learners undertaking a practical/real risk assessment in two different hospitality businesses, to identify hazards and establish and audit safe food production and health and safety practices, can achieve M2 and D2. If this is not possible, tutors can ask learners to complete, compare and evaluate the food safety management system and health and safety risk assessments used in the centre's kitchens. Alternatively, they could carry out the activities required for M2 and D2 during work shadowing/work experience.</p> <p>Tutors could show learners the Food Standards Agency Safer Food, Better Business guide: www.sfbtraining.co.uk and the Health and Safety Executive example risk assessment for food preparation, cooking and service: www.hse.gov.uk/risk/casestudies/pdf/foodprep.pdf.</p> <p>Learners can use these guides to make their comparison and learn how these two government bodies can help hospitality businesses. Learners will need to gain understanding of what food safety means and how it differs from health and safety. They will also need to gain understanding of how the two are managed separately, how to comply with legal requirements and how to prepare for visits by environmental health officers (EHOs).</p>	<p>For M2, learners must compare the risk assessment process in different hospitality businesses.</p> <p>For D2, learners must analyse (ie breakdown into components and examine closely in order to discover essential features) the impact on a hospitality business of implementing changes recommended by risk assessment. These might include additional costs such as new equipment, staff training, additional staffing, or how to implement new working practices. Learners might also indicate some of the sensitivities surrounding supervising/managing changes in people's working practices.</p>	Part of M3 and D2
8 hours overall for LO2 delivery.					

A suggested breakdown of LO3 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P10	1	3	<p>For P10, tutors need to cover food storage and the correct and safe procedures for storage of food commodities. For some production systems, this will extend to the storage of uncooked, partially-cooked and fully-cooked meals that are to be stored for future use often some time away as in cook-freeze, for example in 12 months' time. Learners who have studied food purchasing and the purchasing cycle will have some basic knowledge to build on.</p> <p>The unit content must be fully covered.</p> <p>Input by a local environmental health officer would help learners' understanding.</p>	<p>P10 is quite technical and needs to be based on how a catering operation would need to manage and implement practical solutions.</p> <p>P10 is the microbial theory that lies behind the prevention of contamination, cross-contamination and, therefore food poisoning, when food production systems are not well managed.</p>	Part of P4
P11	2	Included in P10	<p>Tutors can lead a group discussion about the methods and procedures for controlling food safety. Learners who have studied food purchasing and the purchasing cycle will have some basic knowledge to build on.</p> <p>The unit content must be fully covered.</p> <p>Input by a local environmental health officer would help learners' understanding.</p>	<p>For P11, learners must describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions.</p> <p>Evidence can continue in the report format giving advice to the LEA officers on the methods and procedures for controlling food safety. The report needs to include critical control points, critical limits and corrective actions.</p>	Part of P4

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P12	3	3	<p>P12 naturally follows on from P10 and P11 and should be taught with this in mind. Learners need to understand the requirement for documentation and record-keeping contributing to ensuring safety in food storage and handling. P12 links to P4, P5 and P7 HACCP. The link needs to be made.</p> <p>P12 can be taught at the same time as P15. If this is done it needs to be from the perspective that learners will eventually be supervisors and it should be taught from that perspective, and that they need to know what should be in place from a supervisory perspective. What they should look for if they were supervising a production of say, cook-chill foods, and what their should staff be doing/complying with.</p>	Learners need to explain the practical management/supervision of a catering production and the monitoring and recording that needs to take place as part of the working routine. Learners need to describe the documents that are used to support the process.	Part of P5
P13	4	Included in P12	<p>P13 naturally follows on from P10, P11 and P12 and should be taught with this in mind. Learners need to understand the methods and importance of evaluating food safety controls and procedures. P13 links to P4, P5 and P7 HACCP. The link needs to be made.</p> <p>P13 can be taught at the same time as P15. It needs to be taught from the perspective that learners will eventually be supervisors, and that they need to know what should be in place from that perspective. Learners need to know what they should look for if they were supervising a production of say, cook-chill foods, and what their staff should be doing/complying with.</p>	Learners need to describe the practical management/supervision of a catering production and the methods for, and importance of, evaluating food safety controls and procedures that need to take place as part of the working routine. Learners need to describe the documents that are used to support the process.	Part of P5

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
M3			M3 follows on from P10. Input by a local environmental health officer would help learners' understanding.	For M3, learners need to explain (ie give a clear and detailed account of) how six different commodities should be stored. Learners need to refer to the unit content and the assessment guidance for the range that is required.	Part of M2
6 hours overall for LO3 delivery.					

A suggested breakdown of LO4 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO4 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit 8
P14	1	1 hour and 30 minutes	Tutors should introduce learners to the role of the supervisor in staff training and the methods of communication from a supervisory perspective. The unit content must be fully covered.	Learners can identify how they would supervise staff training and development. The requirements should be linked to the needs of the production operation, for staff to be effective.	Part of P5
P15	2	1 hour and 30 minutes	Tutors must explain communication methods for food safety procedures. The unit content must be fully covered.	Evidence for P15 should be based on how P14 can be implemented in a real kitchen production situation. Evidence must include temperature monitoring and recording, HACCP monitoring, risk assessment and/or hygiene compliance and monitoring. Tutors need to refer to the assessment guidance to ensure full compliance with the evidence requirements.	Part of P5
M4 and D3			For M4, learners can design some documentation for communicating food safety. Alternatively, if learners can do this as independent study, the time can be used at an earlier stage in the unit to support one of the industrial visits that need to take place. For D3, learners need to evaluate three different methods for communicating food safety and kitchen organisation information. Learners need to assess the positive and negative aspects of the various communication methods used (eg training sessions can be both active and passive, whereas staff newsletters are entirely passive).	Some documentation needs to be designed and can be linked to the responses for P11 and P12. For D3, learners must evaluate (ie give opinions or conclusions about) three different methods for communication about food safety and kitchen organisation. Learners need to assess the positive and the negative aspects of the three methods chosen.	Part of M3 and D2
3 hours overall for LO4 delivery.					
Overall for LO1, LO2, LO3 and LO4: 23 hours allocated and 2 hours remaining for direct assessment support (25 hours overall).					

Unit 13: Advanced Skills and Techniques in Producing Desserts and Petits Fours

Unit code:	J/600/9165
QCF Level 3:	BTEC National
Credit value:	13
Guided learning hours:	115

Aim and purpose

The aim of this unit is to enable the candidate to develop the necessary advanced skills knowledge and understanding of the principles in producing hot, cold and frozen desserts and petits fours and friandises. The emphasis in this unit is to develop precision, speed and control in existing skills and develop more refined and advanced techniques.

Unit introduction

Dessert and pastry chefs focus on preparing, baking and decorating cakes, breads, cookies and pastries. Also known as patisserie chefs, they work in restaurants, hotels, commercial bakeries, grocery store bakery departments, catering businesses, banquet halls or any other institutional settings where dessert foods are enjoyed. Dessert and pastry chefs plan food budgets, research and experiment with new flavours and techniques and ensure the quality of ingredients and cooking utensils. They also need a solid background in mathematics and science. This is because their work involves lots of calculation for ingredient measuring, weighing, and adjusting; science education is also useful because the way ingredients combine to produce a desired result is itself a study in chemistry.

In this unit learners will look at ingredients, equipment, storage, preparation, cooking and finishing methods used to produce dessert and petits fours.

Learners will develop their practical dessert and petits fours preparation, cooking and finishing skills, and learn to work in a professional, safe and hygienic manner. They should be encouraged to use healthy eating techniques and this should be reflected in the production methods and ingredients used.

Learners will also be introduced to the processes involved in evaluating their working methods. They are required to make recommendations for future improvements in the quality of their products and in the way in which they organise their practical work.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to produce hot, cold and frozen desserts
- 2 Be able to produce petits fours and friandises.

Introduction/scenario

The information below is not prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors should adapt the information below to suit individual settings, accommodating local needs. There are two separate learning outcomes (LOs) below. Each is first summarised with overall hours suggested. This information is then broken down further, suggesting possible delivery modes, related approaches to assessment and links to units in the previous National Qualifications Framework (NQF) version of the hospitality specification as well as suggested hours for delivery.

The timings illustrated below, for all assessment criteria, are suggested to help tutors estimate planning assumptions when adopting a holistic approach, rather than support the delivering of *Unit 13: Advanced Skills and Techniques in Producing Desserts and Petits Fours* discretely. Therefore, the timings may vary when adopting the holistic approach.

This is an advanced practical skills kitchen unit and should be taught accordingly. Centres that wish to consider delivering this unit will need to have a fully-equipped professional patisserie kitchen and bakery as well as sufficient small-scale and specialist equipment to accommodate the needs of learners at the time of each session. It is probable that tutors will require some technician support for the practical sessions where the group size exceeds 12 learners. Some elements of mise-en-place for learners will need to be undertaken by the centre, before learners start some of the more advanced practical sessions.

It is unlikely that sessions of less than three hours will be long enough to allow for the completion of tasks and finished products. Some centres might choose to deliver the programme in whole days of approximately 6 hours a week for 20 weeks. The theoretical aspects related to each assessment criterion can be delivered at the beginning of the day followed by associated practical sessions. A suggested format can be: 09:30–11:00, break 11:00–11:30, mise-en-place for afternoon session 11:30–12:30, lunch break 12:30–13:00, practical production 13:00–14:30, evaluation and feedback 14:30–17:00, confirmation of the following week's activities, any learners' self-directed study set.

It is unlikely that learners who do not hold a level 2 or level 3 award in cookery will be able to accomplish much of the content.

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
LO1 and LO2	70 hours for LO1 and 40 hours for LO2	<p>The LOs can be delivered through tutor input, guest speakers, visits, practical exercises demonstrated in Realistic Work Environment (RWE), work experience and role play.</p> <p>This is a highly technical unit in terms of practical content and will be successfully taught only by an experienced professional practitioner. Extensive experience of the industry will be needed for demonstration of commercial speed, economy of use of ingredients and finish to products.</p> <p>The LOs require preparation from tutors, providing a focus for learners. However, it can be seen from the information below that for each LO the assessment activities are closely linked and often build on one another.</p> <p>Tutors and learners are likely to work in partnership with each other with tutors acting as mentors, guides, coaches and facilitators towards the end of the delivery of the LOs, allowing learners some autonomy.</p> <p>There may be opportunities, while undertaking visits to hospitality businesses, to collect evidence for other units and tutors need to plan carefully before a visit takes place. For example, some materials from <i>Unit 13: Advanced Skills and Techniques in Producing Desserts and Petits Fours</i> can be collected on visits. A set of prepared questions can be given to learners, so that they can find out relevant information for this unit.</p>	<p>Tutors should provide opportunities for learners to gain merit and distinction grades when drafting the assignment. Tutors should ensure the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>These LOs are about learners developing advanced skills and knowledge to be able to specialise in this technical area of the industry for a career or specialist interest. Learners will need to meet the assessment criteria accurately by displaying skills and technical competence in a wide range of different skill sets.</p> <p>Tutors will need to prepare carefully and ensure they are familiar with current industry practices.</p> <p>Local hospitality businesses are often willing to get involved and share their experiences, and getting support from them is vital to learners' development.</p>	New unit

A suggested breakdown of LO1 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P1 and P13	1	6	<p>Tutors should explain clearly to learners what is expected of them, giving the theory background, scheme of work, introduction to kitchen, large-scale equipment and small specialist equipment.</p> <p>The assessment criteria by which learners are judged for professional practice will need to be discussed and explained to them at the beginning of the course and supported by an appropriate proforma. Learners will, over time, establish and build on their Continuing Professional Development (CPD).</p>	<p>Learners will need to demonstrate professional practices. Continuous assessment for these assessment criteria should take place, with tutors making a record on an appropriate proforma as required. Some formal feedback to learners on a regular structured basis such as a tutorial would be good practice.</p>	

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P7, P8, P9, P10, P11, P12	2	4	<p>Tutors need to ensure appropriate coverage of these assessment criteria. There is no specified order of delivery. The theoretic underpinning knowledge should form the foundation of the practical session, for example P9 can be linked to the preparation and cooking of pastries. Learners should be given the background information regarding the products they are using, for example flour and types of flour, eggs and eggs in pastry work, salt and use of salt, fats including butters, vegetable oils, margarines, compound fats and oils, sugars and sweeteners, milks and creams, chocolate, the regulations governing ice-cream making, stabilisers, etc.</p> <p>From a learning perspective it can be useful to be one week ahead on the theory delivery compared to related practical session. Learners can then be set self-directed study tasks for preparation so they come to the next session with some idea of what they have to achieve. This makes for effective use of time. Theory should not be seen in isolation from the practical work, but fully integrated to enable learners to understand the technical aspects of what they are doing and be able to effectively evaluate their performance and suggest improvements for the future.</p> <p>For the practical sessions below it is for tutors to decide on the actual products/dishes produced. As the course progresses, learners should be able to have an input as to what they would like to produce.</p>	<p>For P7, P8, P9, P10, P11 and P12, learners need to give details of the various preparation techniques for the production of desserts; considerations when balancing ingredients in recipes; the effect of preparation and/or cooking methods on the end product; fillings and refined sauces for desserts; quality points for a range of desserts and how to control time, temperature and environment to achieve the desired outcome when producing desserts.</p>	

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P2, P3, P4, P5 and P6	3	6	<p>Pastry: short, sweet Learners to make basic types of pastry and then convert into selected products. Learners to make, for example, short pastry into blind-baked flan cases both individual and large for mise-en-place. Learners to make, for example, sweet pastry into an eight-portion apple tart. These assessment criteria should enable a comparison of the quality of convenience alternative pastries to be made. The skills gained in these assessment criteria will be a foundation for LO2 assessment criteria: petits fours and friandises.</p>	These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.	

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P2, P3, P4, P5 and P6	4	6	<p>Pastry: quick puff pastry/flaky pastry, choux pastry</p> <p>Learners to make basic types of pastry and then convert into selected products.</p> <p>Learners to make, for example, flaky pastry into tartan of apple.</p> <p>Learners to make, for example, choux pastry, chocolate and coffee éclairs, profiteroles, hot fruit beignets with apricot sauce.</p> <p>These assessment criteria should enable a comparison of the quality of convenience alternative pastries and products to be made.</p> <p>The skills gained in these assessment criteria will be a foundation for LO2 assessment criteria: petits fours and friandises.</p>	<p>These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.</p>	

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P2, P3, P4, P5 and P6	5	6	<p>Pastry: filo/strudel, biscuits Learners to make basic types of pastry and then convert into selected products. Learners to make, for example, filo pastry into apple strudel/cherry strudel. Learners to make, for example, sables, florentines. These assessment criteria should enable a comparison of the quality of convenience alternative pastries and products to be made. The skills gained in these assessment criteria will be a foundation for LO2 assessment criteria: petits fours and friandises.</p>	These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.	
P2, P3, P4, P5 and P6	6	6	<p>Custards and sauces: crème caramel, crème brûlée, sauce anglaise, crème patissiere chocolate sauce, fruit coulis Learners to make examples of crème caramel, brûlée, sauce anglaise, chocolate sauce and a fruit coulis, etc. Learners to make crème patissiere. These assessment criteria form some of the basis for the ice-cream making to follow.</p>	These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.	
P2, P3, P4, P5 and P6	7	6	<p>Mousses: fruit, chocolate, bavarois: vanilla, fruit The setting of products using gelatine. Learners to make examples of each, and at least a four-portion size bavarois, not individual.</p>	These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.	P2, P3, P4, P5 and P6

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P2, P3, P4, P5 and P6	8	6	<p>Mousses and soufflés hot and cold: introduction to meringues Learners to make a hot soufflé such as Grand Marnier and a cold soufflé such as lemon (Milanese). Learners to make Italian meringue. Learners to make a pavlova base for mise-en-place. The skills gained in these assessment criteria will be a foundation for LO2 assessment criteria: petits fours and friandises.</p>	<p>These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.</p>	
P2, P3, P4, P5 and P6	9	6	<p>Sponges: basic-creamed, whisked Genoese, fatless Learners to make the sponges and then convert them into products of their choice. The skills gained in these assessment criteria will be a foundation for LO2 assessment criteria: petits fours and friandises.</p>	<p>These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.</p>	

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P2, P3, P4, P5 and P6	10	6	<p>Sponges: heavy, frangipane Learners to make the sponges and then convert them into products of choice.</p> <p>Basic frangipane can then be used to make a fruit and almond tart, such as a pear bordelaise. This would give learners another opportunity to line a flan ring and make sugar pastry. Reinforcement of two important skills.</p> <p>The skills gained in these assessment criteria will be a foundation for LO2 assessment criteria: petits fours and friandises.</p>	These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.	
P2, P3, P4, P5 and P6	11	6	<p>Ice creams and sorbets Learners will need to make a vanilla and a fruit-based ice-cream dessert.</p> <p>Tutors will have to consider ways of delivering this session based around the availability of specialist equipment.</p>	These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.	
P2, P3, P4, P5 and P6	12	6	<p>Ice creams and sorbets Learners will need to make a fruit-based sorbet.</p> <p>Tutors will have to consider ways of delivering this session based around the availability of specialist equipment.</p>	These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.	

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
M1 and M2			M1 and M2 build on all the pass assessment criteria.	Learners have to explain the type and quantity of ingredients needed for selected dessert products. Learners should identify commodities appropriate to the selected products. They should research where the identified commodities can be sourced in the quantities required, using the appropriate sizes and quantities for their requirements. M2 requires learners to explain reasons for specific equipment being used when carrying out selected preparation and cooking methods. Learners can build on the work done for P2.	
70 hours overall for LO1 delivery.					

A suggested breakdown of LO2 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P13, P14, P15, P16, P17, P18	1	1	Tutors should introduce learners to the LO and what is expected of them. The assessment criteria by which learners are being judged for professional practice will need to be discussed and explained to learners at the beginning of the course and supported by an appropriate proforma. This would be used for each session. Learners will, over time, establish and build on their Continuing Professional Development (CPD).	Learners will need to demonstrate professional practices. Continuous assessment for these assessment criteria should take place, with tutors making a record on an appropriate proforma as required. Some formal feedback to learners on a regular structured basis such as a tutorial would be good practice.	

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P19, P20, P21, P22, P23	2	3	<p>Tutors will need to ensure appropriate coverage of these assessment criteria in the theory sessions. Tutors can order the delivery to suit. The theoretic underpinning knowledge should form the foundation of the practical session, for example P20 can be linked to the preparation and cooking of petits fours.</p> <p>Learners should also be taught the background information regarding the products they are using for example flour and types of flour, eggs and eggs in pastry work, salt and use of salt, fats including butters, vegetable oils, margarines, compound fats and oils, sugars and sweeteners, milk and cream, chocolate, the regulations governing ice cream making, stabilisers, and so on.</p>	<p>For P19, P20, P21, P22 and P23, learners need to give details of the preparation techniques for the production of petits fours and friandises, how to adjust the quantity of ingredients to give the correct portion yield from petits fours, the effect of cooking methods on the end product, the quality points for a range of petits fours and friandises and how to control time, temperature and environment to achieve the desired outcome when producing petits fours.</p>	

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
			<p>With petits fours, time will need to be allocated to allow learners to develop some finishing skills for their work.</p> <p>From a learning perspective it can be useful to be one week ahead on the theory delivery compared to the related practical session. Learners can then be set self-directed study tasks for preparation so they come to the next session with some idea of what they have to achieve. This makes for effective use of time. Theory should not be seen in isolation from the practical work, but should be fully integrated to enable learners to understand the technical aspects of what they are doing and be able to effectively evaluate their performance and suggest improvements for the future.</p> <p>For the practical sessions it is for tutors to decide on the actual products/dishes produced. As the course progresses learners should be able to have an input into what they would like to produce.</p>		

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P13, P14, P15, P16, P17, P18	3	6	<p>Petits fours and basic sugar work including the dipping of fruits</p> <p>Use the session as a basis for introducing practical work and then introduce sugar work.</p> <p>Some centres may consider using this session to extend LO1 and spend a session on creams and sweet sauces as well as giving learners an opportunity to have a second go at something that might not have been totally successful first time round. There is a great deal to cover in the LOs and a recap session can be useful before moving on to new content.</p>	These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.	
P13, P14, P15, P16, P17, P18	4	6	<p>Petits fours and basic sugar work including the dipping of fruits</p> <p>Use session as a basis for introducing practical work and then introduce sugar work.</p> <p>Dipped fruits Spun sugar Pulled and blown sugar</p>	These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.	

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P13, P14, P15, P16, P17, P18	5	6	<p>Biscuits, marzipan and miscellaneous</p> <p>Learners should make a selection of biscuits. They can be presented for sale as a product. (Many good quality restaurants sell products to their customers, such as bottled fruits and vegetables, sweets and petits fours, cakes and biscuits. It can be very profitable.) Examples include English rout biscuits, sables, Viennese biscuits, shortbreads, brandy snaps and macaroons.</p> <p>The practical session can include making of marzipan fruits, mint creams, marshmallows, nougat Montelimar, fruit jellies and Turkish delight.</p>	<p>These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.</p>	
P13, P14, P15, P16, P17, P18	6	6	<p>Biscuits, marzipan and miscellaneous</p> <p>Learners should make a selection of biscuits. They can be presented for sale as a product. (Many good quality restaurants sell products to their customers, such as bottled fruits and vegetables, sweets and petits fours, cakes and biscuits. It can be very profitable.) Examples include English rout biscuits, sables, Viennese biscuits, shortbreads, brandy snaps and macaroons.</p> <p>The practical session can include making of marzipan fruits, mint creams, marshmallows, nougat Montelimar, fruit jellies and Turkish delight.</p>	<p>These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.</p>	

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P13, P14, P15, P16, P17, P18	7	6	Chocolate working and chocolate products The session should include preparing and using chocolate, melting, tempering, moulding, dipping chocolates, making truffles and other finishes.	These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.	
P13, P14, P15, P16, P17, P18	8	6	Chocolate working and chocolate products The session should include preparing and using chocolate, melting, tempering, moulding, dipping chocolates, making truffles and other finishes. For M3 and D1, tutors should help learners improve performance and gain a merit or distinction grade. For M4 and D2, learners would benefit from analysing and assessing each session where products are prepared, made and finished. Tutors can begin the process in a structured way at the beginning of the unit, giving detailed guidance on how a professional analysis should be undertaken. The criteria for making judgements should be agreed with the group.	These skills will be developed for all assessment criteria and should be assessed by tutors as part of learners' ongoing CPD.	
M3, M4, D1 and D2				For M3, learners will need to demonstrate high levels of professional, safe and hygienic work practices when preparing, cooking and finishing dessert and pastry products. Continuous assessment for this assessment criterion should take place, with tutors making a record on an appropriate proforma, as required. Some formal feedback to learners on a regular structured basis, for example a tutorial would be good practice. A judgement by tutors as to the level of performance reached will inform the decision on level of competence for M3.	

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
				<p>For D1, learners will need to demonstrate independence and high levels of professional, safe and hygienic work practices when preparing, cooking and finishing dessert and pastry products. Continuous assessment for this assessment criterion should take place with tutors making a record on an appropriate proforma, as required. Some formal feedback to learners on a regular structured basis, for example a tutorial would be good practice. A judgement by tutors as to the level of performance reached will inform the decision on level of competence for D1.</p> <p>For D2, learners will need to assess own performance using quality monitoring criteria and make realistic recommendations for developing their skills when preparing, cooking and finishing dessert and pastry products.</p>	
40 hours overall for LO2 delivery.					
Overall for LO1 and LO2: 110 hours allocated and 5 hours remaining for direct assessment support (115 hours overall).					

Unit 15: Principles of Nutrition for Healthier Food and Special Diets

Unit code:	H/600/7861
QCF Level 3:	BTEC National
Credit value:	3
Guided learning hours:	21

Aim and purpose

The purpose of this unit is to provide learners with knowledge of the principles of nutrition, healthier foods and special diets. Learners will develop their knowledge of the principles of balanced diets, nutritional information and their understanding of special dietary needs.

Unit introduction

Nutrition is about the study of food and how our bodies use food as fuel for growth and daily activities. The macronutrients include proteins, carbohydrates, and fats. The micronutrients include the vitamins and minerals that we need to be healthy.

The principles of nutrition are becoming more important in today's society, as scientists are finding many benefits to a balanced diet which include the supporting of a healthy and long life. There have been many initiatives, including at government level, to promote healthy eating. Many people who work in the hospitality industry need to be able to make proposals for balanced diets for their clients. Although this is especially true within certain groups of people, such as residents in retirement homes or boarding school children, many individuals are now demanding to know about the nutritional content of their foods. While supermarkets have taken this demand on board by offering nutritional information for ready meals, the hospitality industry is also expected to provide much more information to interested parties.

In this unit, learners will investigate the nutritional needs of human beings and the workings of the digestive system, in order to develop an understanding of a balanced diet. Learners will find out about the problems caused by a deficiency or excess of any of the important nutrients in the diet.

Learners will learn about the specific dietary needs of different groups of people, in order to advise which dishes are most appropriate for a balanced diet, and which may be recommended for customers who are suffering from a deficiency or excess of any nutrients.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the importance and principles of balanced diets
- 2 Understand food labelling and nutritional information
- 3 Understand special dietary needs
- 4 Understand how to plan and promote healthier food choices.

Introduction/scenario

The information below is not prescriptive, it gives examples of how the unit may be delivered and assessed. Tutors should adapt the information below to suit individual settings, accommodating local needs. There are four separate learning outcomes (LOs) below. Each is first summarised with overall hours suggested. This information is then broken down further, suggesting possible delivery modes, related approaches to assessment and links to units in the previous National Qualifications Framework (NQF) version of the hospitality specification as well as suggested hours for delivery.

Although times are shown overall and individually for each assessment criterion, it is recommended that a holistic approach is taken to delivering this unit, allowing greater flexibility. Tutors may find this more beneficial not only in terms of maximising delivery time, but also in terms of stimulating learner engagement. *Unit 15: Principles of Nutrition for Healthier Food and Special Diets* can be delivered with, for example *Unit 10: European Food, Unit 11: Asian Food* and *Unit 12: Contemporary World Food*.

If guest speakers are engaged to support delivery it may be more effective, in terms of time management, for learners to ask questions from guest speakers for a number of units at the same time, unless the speakers are prepared to make more than one visit to the centre. Therefore, where questions may be asked from more than one unit, planning is essential to maximise guest-speaker time as well as tutor/learner time.

LO	Hours overall	How to deliver overall	Overall assessment criteria and its achievement	Similar unit at NQF
LO1, LO2, LO3 and LO4	10 hours for LO1, 2–3 hours for LO2, 2–3 hours for LO3 and 4 hours for LO4	<p>The LOs can be delivered through tutor input, guest speakers, visits, group discussion and work experience.</p> <p>The LOs require preparation from tutors, providing a focus for learners. However, it can be seen from the information below that for each LO the assessment activities are closely linked and often build on one another.</p> <p>There may be opportunities, while undertaking visits to hospitality businesses, to collect evidence for other units and tutors need to plan carefully before a visit takes place. For example, some materials from <i>Unit 15: Principles of Nutrition for Healthier Food and Special Diets</i> can be collected on visits to a hospital. A set of prepared questions can be given to learners, so that they can find out relevant information for this unit.</p>	<p>Tutors should provide opportunities for learners to gain merit and distinction grades when drafting the assignment. Tutors should ensure the assessment criteria in the unit are accurately replicated in the assignment brief.</p> <p>Learners must accurately meet assessment criteria.</p> <p>Tutors will need to prepare carefully and ensure they are familiar with current industry practices.</p> <p>Local hospitality businesses are often willing to get involved and share their experiences, and getting support from them is vital to learners' development.</p>	Unit 13

A suggested breakdown of LO1 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO1 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P1	1 Links with all other assessment criteria in this LO	10	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. It is important when discussing the topic material that the unit content is fully covered. Tutors must ensure that the sources identified are reliable.	For P1, learners must show understanding of nutrition, eg what vitamins, minerals and carbohydrates are, what foods they are found in and the government guidelines relevant to nutrition. Learners should be aware of things such as recommended water and nutritional intake. This description needs to be at a general level rather than for a specific situation or age-group. Learners must make references clear in their work and identify sources used.	Part of P2
P2	2 Links with all other assessment criteria in this LO	Included in P1	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. It is important when discussing the topic material that the unit content is fully covered. Learners need to fully meet all parts of this assessment criterion.	For P2, learners need to identify the sources of nutrients in a balanced diet. Learners must show that they know what nutrients are needed and in which foods nutrients can be found in appropriate quantities. They need to show knowledge of why it is necessary to have a variety of foods to ensure a balanced diet.	Part of P2
P3	3 Links with all other assessment criteria in this LO	Included in P1	P3 builds on P2. Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. It is important when discussing the topic material that the unit content is fully covered.	To achieve P3, learners need to develop their understanding from P2 to evaluate the effects of consuming excess or insufficient quantities of nutrients. It is not enough to say that eating too much fat will cause obesity; learners must explain why this is the case, building on the knowledge shown in P1.	Part of P1

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P4	4-5 Links with all other assessment criteria in this LO	Included in P1	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. It is important when discussing the topic material that the unit content is fully covered.	For P4, evidence can be in the form of a piece of written work, such as an information bulletin for staff, which describes the implications of using food supplements.	Part of P3
P5	4-5 Links with all other assessment criteria in this LO	Included in P1	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. It is important when discussing the topic material that the unit content is fully covered.	Evidence for P5 can be in the form of a report which explains the implications of using food additives.	Part of P3
M1 and D1			M2 builds on P2. Learners need to compare (ie: identify the roles of) the various nutrients in a balanced diet and explain the similarities and differences. D1 requires learners to assess, ie: give careful consideration to all the factors that apply and identify which are the most important or relevant. It is important when discussing the topic material that the unit content is fully covered.	For M1, learners need to compare the roles of the various nutrients in a balanced diet. It should build on P2, where learners have identified the sources of nutrients. For M1, learners need to compare and explain the importance of each nutrient to a balanced diet. To achieve D1, learners need to assess the importance of each nutrient to the human digestive process. It is important that learners explain why some nutrients are needed on a daily basis, whereas others are stored by the body for future use.	
10 hours overall for LO1 delivery.					

A suggested breakdown of LO2 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P6	6–7 Links with all other assessment criteria in this LO	2–3 hours	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. It is important when discussing the topic material that the unit content is fully covered.	For P6, evidence can be in the form of a piece of written work, such as an information bulletin for staff, which shows knowledge of the meaning of nutritional information on food labels.	Overall general reference to unit 13
P7	6–7 Links with all other assessment criteria in this LO	Included in P6	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. It is important when discussing the topic material that the unit content is fully covered.	Evidence for P7 can be in the form of a report stating the guidelines which must be followed when making nutritional claims on food labels.	Overall general reference to unit 13
M2			M2 requires learners to explain and ensure that they meet the merit assessment criterion at a Level 3 standard. Learners will build on evidence given for other assessment criteria and show how foods chosen in a selected three course menu, including dishes with widely differing contents of fat, sugar, salt and fibre, have an effect on the nutritional content of the final dish.	For M2, learners need to explain how foods chosen in a selected three-course menu, including dishes with widely differing contents of fat, sugar, salt and fibre, have an effect on the nutritional content of the final dish. It is not sufficient, for example, to explain that lean cuts of meat contribute less fat to the dish, learners also need to consider the use of fresh, pre-prepared or preserved foods.	
2–3 hours overall for LO2 delivery.					

A suggested breakdown of LO3 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO3 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
P8	8-9 Links with all other assessment criteria in this LO	2-3	P8 builds on P2. Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. It is important when discussing the topic material that the unit content is fully covered.	For P8, learners can use the knowledge gained for P2 to explain the nutritional requirements for at least two different age-groups and situations, for example children in schools and adults in hospitals. It would be topical to discuss the changes to the school meal nutritional requirements and the decrease in fried foods and sugar. Learners also need to identify the requirements of groups with specific dietary needs, which can be achieved as part of the same activity, for example describing the nutritional requirements of a child in a school who is a coeliac or diabetic.	Part of P3
P9	8-9 Links with all other assessment criteria in this LO	Included in P8	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. It is important when discussing the topic material that the unit content is fully covered.	Evidence for P9 can be in the form of a report explaining how certain diets can affect health.	Part of P3
M3			M3 builds on the pass assessment criteria under LO3 and requires learners to use selected menus and assess the suitability of the menu to the situation and the given client. All aspects of the assessment criterion need to be fully addressed if the merit grade is to be awarded.	For M3, learners need to use selected menus and assess the suitability of the menu to the situation and the given client. Learners need to identify areas of the menu that can be improved, and they should also take into account, and comment on, the constraints such as time, skills available and costs.	
2-3 hours overall for LO3 delivery.					

A suggested breakdown of LO4 is given below along with the associated assessment criteria. This information should not be seen as prescriptive, it gives examples of how the unit can be delivered and assessed. Tutors can adapt the scenarios to suit the centre's needs.

LO4 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF Unit
P10	10–12 Links with all other assessment criteria in this LO	4	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. It is important when discussing the topic material that the unit content is fully covered.	To achieve P10, learners should source at least four menus or recipes for a range of customers and special dietary needs and explain how they provide meals to meet the dietary needs of individuals. These can be sourced from magazines, hospitals, schools, etc.	Part of P4
P11	10–12 Links with all other assessment criteria in this LO	Included in P10	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. It is important when discussing the topic material that the unit content is fully covered.	For P11, learners need to state the effects of different food preparation and cooking methods, for example marinating, cooking in fat, cooking in water, on different nutrients.	Part of P1 and P4
P12	10–12 Links with all other assessment criteria in this LO	Included in P10	Learning can take place through visits to businesses and/or from guest speakers from industry as well as tutor input, part-time work experience and the internet. It is important when discussing the topic material that the unit content is fully covered.	For P12, learners have to describe methods of promoting healthier food choices. Learners should identify what changes have taken place in customer demand, such as the increased popularity of organic and free-range foods, and the ways in which the media promote these trends. Learners should identify at least one government initiative, for example 'five a day', and explain its impact on healthy eating and recent changes to educational policy. Learners must also discuss the quality and range of manufactured food available to the caterer and examples of their place in the industry.	Part of P1

LO2 and linked criteria	Possible delivery order	Hours for criterion	How to deliver	Assessment criteria and its achievement	Similar topic and assessment criteria in NQF unit
M4			<p>M4 builds on the pass assessment criteria under LO4.</p> <p>Tutors need to emphasise to learners the importance of meeting the assessment criterion in full for the merit grade to be achieved.</p>	<p>To achieve M4, learners need to discuss in some detail how important the different factors and published advice are in raising public awareness and changing habits and how important this is for public health. Learners need to judge the evidence available and conclude how successful the changes and initiatives are in a broader health context. For example, they might consider how successful changes in school meals policy have been from a public health perspective and whether the current changes are having an impact on wider eating habits of children. Learners can also consider the controversy surrounding organic and free-range food: it may taste better, but is it really healthier?</p>	
4 hours overall for LO4 delivery.					
Overall for LO1, LO2, LO3 and LO4: 18–20 hours allocated and 1–3 hours remaining for direct assessment support (21 hours overall).					

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes (Edexcel, distributed to centres annually)*
- *Functional Skills publications – specifications, tutor support materials and question papers*
- *Regulatory Arrangements for the Qualification and Credit Framework (Ofqual, August 2008)*
- *the current Edexcel publications catalogue and update catalogue.*

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

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

Telephone: 0870 060 2550

Email: info@people1st.co.uk

Website: www.people1st.co.uk

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- is designed to be supportive and thought-provoking
- builds on best practice.

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Annexe A – Mapping of assessment criteria

Mapping of common knowledge and understanding assessment criteria

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26
Assessment criteria																										
U2 Describe the role of the supervisor in leading by example when delivering excellent customer service		P1			P1			P1																		
U2 Analyse how effective teams can be developed to deliver excellent customer service		P5			P5																					
U2 Explain the importance of staff development in ensuring that excellent customer service is delivered		P6			P6																					

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26
Assessment criteria																										
U2 Describe the role of the supervisor in developing teams		P7			P7																					
U2 Describe how training and coaching sessions can be implemented to improve the delivery of customer service		P8			P8			P8																		
U5 Source support to meet health and safety legislative requirements		P1			P1																					
U5 Identify the requirements of health and safety legislation in relation to the professional kitchen					P6			P6																		
U5 Explain how organisations ensure compliance with legislation					P7			P7																		

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26
Assessment criteria																										
U5 Explain the responsibilities of supervisors in relation to health and safety		P8			P8																					
U5 Identify sources of support in meeting health and safety requirements					P9																					
U5 Describe characteristics of leadership					P17																					
U5 Describe the benefits of team development					P19																					
U5 Identify the characteristics of a good team					P20																					
U5 Explain different methods of training					P21																					

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26
Assessment criteria																										
U8 Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance				P2	P2			P2																		
U8 Outline how the legislation is enforced					P3			P3																		
U8 Explain the importance of, and methods for, temperature control								P4					P4													
U8 Explain the requirements for induction and ongoing training of staff					P14			P14																		
U13 Demonstrate professional practices																										
U13 Present dishes to meet styles of service																										
U13 Evaluate finished dishes																										

Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20	Unit 21	Unit 22	Unit 23	Unit 24	Unit 25	Unit 26
Assessment criteria													P6													
U13 Implement correct storage procedures																										
U13 Describe how to control time, temperature and environment to achieve desired outcome when producing desserts							P12						P12													
U13 Demonstrate professional practices													P13													
U13 Present dishes to meet styles of service													P16													
U13 Evaluate finished dishes													P17													
U13 Implement correct storage procedures																										
U13 Describe how to control time, temperature and environment to achieve desired outcome when producing petits fours																										

Annexe B – Realistic Work Environment

Requirements for a Realistic Work Environment (RWE)

Learners should have access to environments for hotels, restaurants, pubs, bars and nightclubs, contract food service providers, hospitality services, membership clubs, events and realistic work environments to allow scenarios to be set for hospitality activities or role play.

Annexe C – Assignments and tracking template

Assignment front sheet

Learner name		Assessor name	
Date issued	Completion date	Submitted on	
Qualification		Unit number and title	

Assignment title	
<p>In this assessment you will have opportunities to provide evidence against the following criteria. Indicate the page numbers where the evidence can be found.</p>	

Criteria reference	To achieve the criteria the evidence must show that the student is able to:	Task no.	Evidence

Learner declaration
<p>I certify that the work submitted for this assignment is my own and research sources are fully acknowledged.</p> <p>Learner signature: _____ Date: _____</p>

Assignment brief

Qualification	
Unit number and title	
Start date	
Deadline	
Assessor name	

Assignment title	
The purpose of this assignment is to:	
Scenario	
Task 1	
Task 2	
Task 3	
Sources of information	

This brief has been verified as being fit for purpose			
Assessor			
Signature		Date	
Internal verifier			
Signature		Date	

Internal Verification - Assignment Briefs

Award	
--------------	--

Unit	
-------------	--

Assessor	
-----------------	--

Internal Verifier Checklist		Comments
Are accurate programme details shown?	Y/N*	
Are accurate unit details shown?	Y/N*	
Are clear deadlines for assessment given?	Y/N*	
Is this assignment for whole or part of a unit?	W/P	
Are learning outcomes and assessment criteria to be addressed listed?	Y/N*	
Does each task show which criteria are being addressed?	Y/N*	
Are these criteria actually addressed by the tasks?	Y/N*	
Is it clear what evidence the learner needs to generate?	Y/N*	
Are the activities appropriate?	Y/N*	
Is there a scenario or vocational context?	Y/N*	
Is the language and presentation appropriate?	Y/N*	
Is the timescale for the assignment appropriate?	Y/N*	
Overall, is the assignment fit for purpose?	Y/N*	

* If 'No' is recorded and the internal verifier recommends remedial action before the brief is issued, the assessor and the internal verifier should confirm that the action has been undertaken

Internal verifier		Date	
Lead internal verifier		Date	

Action required:

Action taken:

Assessor			
Signature		Date	
Internal Verifier			
Signature		Date	

Learner feedback			
Assessor feedback			
Action plan			
Assessor signature		Date	
Learner signature		Date	

Internal Verification - Assessment Decisions

Award		Assessor	
Unit(s)			
Assignment title:			
Learner's name:			
Learning outcomes listed			
Which criteria has the assessor awarded?	Pass	Merit	Distinction
Do the criteria awarded match those targeted by the assignment brief?	Y/N* Details		
Has the work been assessed accurately?	Y/N* Details		
Does the feedback to the learner: <ul style="list-style-type: none"> • Give constructive criticism • Link to relevant grading criteria • Identify opportunities for improved performance • Agree actions 	Y/N* Details		
Does the grading decision need amending?	Y/N* Details		
Remedial action taken:			
Internal verifier		Date	
Lead internal verifier			
Confirm action completed			
Assessor signature			
Internal verifier signature			

Observation record

Learner name	
Qualification	
Unit number and title	
Assignment	

Description of activity undertaken (please be as specific as possible)

Assessment and grading criteria

How the activity meets the requirements of the assessment and grading criteria

Assessor signature		Date	
---------------------------	--	-------------	--

Assessor name	
----------------------	--

Witness statement

Learner name	
Qualification	
Unit number and title	
Assignment	

Description of activity undertaken (please be as specific as possible)

Assessment and grading criteria

How the activity meets the requirements of the assessment and grading criteria, including how and where the activity took place

Witness name		Job role	
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Witness signature		Date	
--------------------------	--	-------------	--

Assessor name	
----------------------	--

Assessor signature		Date	
---------------------------	--	-------------	--

Annexe D – Example Observation Record

Observation record

Learner name	Julia Upton
Qualification	BTEC Level 3 National Diploma in Hospitality
Unit number and title	Unit 2: Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

Description of activity undertaken (please be as specific as possible)

Julia gave a confident presentation using a combination of PowerPoint slides and demonstration. Notes were handed in separately, together with a print-out of the presentation slides.

Assessment and grading criteria

You have achieved P5, P6, P7, P8, P9, P10.

A very good presentation, Julia, clear voice projection and confident with the pass criteria.

You resorted to reading from your notes and this meant you lost eye contact with your audience. Try to look up more often when reading.

A very good effort to meet the grades and a very good presentation – well done, Julia.

How the activity meets the requirements of the assessment and grading criteria

P5 I think you might have analysed your views on motivation better, but you did mention the motivation that you can get from delivering excellent customer service and working as a team.

P6 I feel you could have explained your views on team knowledge better, but you did cover awareness of team members' strengths that you identify while working as a team.

P7 You described the role of the supervisor in developing teams. You mentioned the skills and abilities required of supervisors.

P8 You covered the implementation of training and coaching in customer service, mentioning improvement of service, group or individual training, individual coaching.

P9 You described the importance of providing feedback to staff. You gave examples of the importance of feedback to staff motivation and maintaining team focus.

P10 You gave examples of methods of providing feedback with a demonstration of how to conduct a meeting, carrying out a staff appraisal, producing a staff newsletter and composing an email in a hospitality context. Your demonstration on the four appropriate methods to deliver feedback to staff was original and showed good research.

Assessor signature	<i>Anne Teacher</i>	Date	<i>2 February 2010</i>
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Assessor name	Anne Teacher
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