

**Pearson  
BTEC Level 3 Diploma  
in Advanced Professional  
Cookery (Kitchen and Larder)**

**Specification**

BTEC Specialist qualification

First teaching September 2015

Issue 2

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

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

This qualification was previously known as:

Pearson BTEC Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder) (QCF)

The QN remains the same

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# **Summary of Pearson BTEC Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder) specification Issue 2 changes**

<b>Summary of changes made between previous issue and this current issue</b>	<b>Section number</b>
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

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

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



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# Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.



# 1 Introducing BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

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

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

BTEC Specialist qualifications are available in the following sizes:

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

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder)
Qualification Number (QN)	601/6949/7
Regulation start date	31/07/2015
Operational start date	01/09/2015
Approved age ranges	16–18 19+
Credit value	74
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	740
Guided learning hours	555
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

## **Qualification Number and qualification title**

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners.

The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## **Qualification objective**

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The Pearson BTEC Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder) is for learners who work in, or who want to work in, job roles such as a full Chef de Partie.

It gives learners the opportunity to:

- develop the specific types of knowledge and wider sector-related knowledge for advanced professional cookery. The key knowledge threads within the qualification are gastronomy and food safety supervision for catering.
- develop skills which will enable them to progress into the job role stated above. The key skills threads within this qualification are supervisory skills in the hospitality industry, advanced skills and techniques in producing various dishes (vegetable and vegetarian, meat, poultry and game, fish and shellfish).
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

## **Relationship with previous qualifications**

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This is a new qualification and therefore does not replace any previous qualifications.

## **Progression opportunities through Pearson qualifications**

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Learners who have achieved the Pearson BTEC Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder) with further development can progress into employment in job roles such as a full Chef de Partie. Learners can also progress onto qualifications such as the Advanced Apprenticeship in Craft Cuisine or Professional Cookery.

## **Industry support and recognition**

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This qualification is supported by a professional body in the hospitality sector.

## **Relationship with National Occupational Standards**

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This qualification relates to the National Occupational Standards in hospitality. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

### 3 Qualification structure

#### **Pearson BTEC Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder)**

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Number of credits that must be achieved	74
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	F/507/4084	Supervisory Skills in the Hospitality Industry	3	8	30
2	A/507/4083	Exploring Gastronomy	3	11	60
3	D/507/4285	Advanced Skills and Techniques in Producing Vegetable and Vegetarian Dishes	3	9	90
4	K/507/4287	Advanced Skills and Techniques in Producing Meat Dishes	3	17	140
5	J/507/4474	Advanced Skills and Techniques in Producing Poultry and Game Dishes	3	14	110
6	A/507/4293	Advanced Skills and Techniques in Producing Fish and Shellfish Dishes	3	12	100
7	K/502/3775	The Principles of Food Safety Supervision for Catering	3	3	25

## 4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally-assessed unit, learners must:

- achieve **all** the specified learning outcomes
- meet the standard determined by the assessment criteria by providing sufficient and valid evidence
- prove that the evidence is their own.

Centres need to produce assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted. All assignment briefs created by centres should be fit for purpose and should be based on the unit assessment criteria.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Assessment tasks and activities must enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria within the context of the *Unit amplification*. When devising the assessments, centres need to look closely at the verb used for each assessment criterion to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, written tasks or reports, reflective journals) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence to satisfy the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

## Appeals

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Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Dealing with malpractice in assessment

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Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners please see *Pearson's Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

### Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

## **External assessment**

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of the document *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (available on the JCQ website, [www.jcq.org.uk](http://www.jcq.org.uk)).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

## **Learner malpractice**

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 ([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

## **Teacher/centre malpractice**

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## **Sanctions and appeals**

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our Enquiries and Appeals policy, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com)) who will inform you of the next steps.

## **Reasonable adjustments to assessments**

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Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## **Special consideration**

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Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only. A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to [www.legislation.gov.uk](http://www.legislation.gov.uk)

## 7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

### Approvals agreement

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 9 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

## 10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

## 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

# 12 Units

Units have the following sections.

## **Unit title**

This is the formal title of the unit that will appear on the learner's certificate.

## **Unit reference number**

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## **Level**

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

## **Credit value**

When a learner achieves a unit, they gain the specified number of credits.

## **Guided learning hours**

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## **Unit aim**

This gives a summary of what the unit aims to do.

## **Essential resources**

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

## **Learning outcomes**

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## **Assessment criteria**

Assessment criteria specify the standard required by the learner to achieve each learning outcome.



## **Unit 1:**

# **Supervisory Skills in the Hospitality Industry**

**Unit reference number:** **F/507/4084**

**Level:** **3**

**Credit value:** **8**

**Guided learning hours:** **30**

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## **Unit aim**

In this unit you will develop the knowledge and understanding required for the supervision of an area in the hospitality industry. It is especially important that supervisors in the hospitality industry take health and safety into account, for the safety of the staff and clientele.

You will learn how to produce evidence for carrying out risk assessments and progress by implementing and monitoring health and safety policies.

You will also learn the processes of recording and storing health and safety information. You will also study leadership skills, how to implement training for your team and the importance of team development.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

<b>Learning outcomes</b>		<b>Assessment criteria</b>		<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
1	Be able to apply and monitor good health and safety practices	1.1	Source support to meet health and safety legislative requirements			
		1.2	Conduct self in the workplace to meet relevant health and safety requirements			
		1.3	Carry out risk assessments			
		1.4	Record relevant information			
		1.5	Monitor health and safety policies and procedures			
		1.6	Carry out staff training needs analysis to meet health and safety requirements			
		1.7	Produce effective training materials			

<b>Learning outcomes</b>		<b>Assessment criteria</b>		<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
2	Know the health and safety requirements of a professional kitchen	2.1	Identify the requirements of health and safety legislation in relation to the professional kitchen			
		2.2	Explain how organisations ensure compliance with legislation			
		2.3	Explain the responsibilities of supervisors in relation to health and safety			
		2.4	Identify sources of support in meeting health and safety requirements			
		2.5	Explain the importance of carrying out risk assessments			
		2.6	Describe the process of carrying out a risk assessment			
		2.7	Explain the purpose of recording and reporting procedures			
		2.8	Identify training requirements common within the hospitality industry			
		2.9	Explain different methods of training			
3	Understand how to apply staff supervisory skills within a small team	3.1	Describe the range of supervisory tasks within the hospitality industry			
		3.2	Describe the purpose of supervision			
		3.3	Describe characteristics of leadership			
		3.4	Identify leadership styles suitable for different situations			
		3.5	Describe the benefits of team development			
		3.6	Identify the characteristics of a good team			

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## **Unit 2: Exploring Gastronomy**

**Unit reference number:** **A/507/4083**

**Level:** **3**

**Credit value:** **11**

**Guided learning hours:** **60**

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### **Unit aim**

In this unit you will develop the necessary knowledge and understanding of the principles of the dining experience. It covers the influences of the impact of gastronomy including cultural, religious, geographic location, transportation of commodities, science and technology.

You will also investigate suppliers of produce, and understand the benefits of sourcing food locally where possible. You will need to evaluate the factors that contribute to a dining experience and how customer needs differ.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

<b>Learning outcomes</b>		<b>Assessment criteria</b>		<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
1	Be able to understand the influences on eating and drinking culture	1.1	Evaluate dining experiences			
		1.2	Investigate the supply of commodities			
		1.3	Define the term gastronomy			
		1.4	Identify the factors that make a good dining experience			
		1.5	Identify different meal types and dining experiences			
		1.6	Explain the relationship between customer needs and different types of dining experience			
		1.7	Identify the types of beverages that complement different foods			
		1.8	Explain the influences of different cultures/religions on eating and drinking			
		1.9	Explain how science and technology have affected eating and drinking			
		1.10	Explain the influence changes in lifestyles have had on eating and drinking			
		1.11	Describe the influence of the media on eating and drinking			
		1.12	Describe the contributions of individuals who have made significant impact on professional cookery			
		1.13	Explain the considerations to take into account when choosing suppliers			

<b>Learning outcomes</b>		<b>Assessment criteria</b>		<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
		1.14	Describe the effect geography has on local produce			
		1.15	Explain the impact that the development of transport/ transportation has had on food			

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**Unit 3:****Advanced Skills and Techniques in Producing Vegetable and Vegetarian Dishes****Unit reference number:** **D/507/4285****Level:** **3****Credit value:** **9****Guided learning hours:** **90**

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**Unit aim**

In this unit you will develop the necessary advanced skills, knowledge and understanding of preparing and cooking vegetables to dish specifications. The emphasis will be on developing precision, speed and control in existing skills and developing more refined and advanced techniques.

**Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

<b>Learning outcomes</b>		<b>Assessment criteria</b>		<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
1	Be able to produce vegetable and vegetarian dishes	1.1	Apply professional standards of practices			
		1.2	Produce vegetable and vegetarian dishes to dish specifications using advanced skills and techniques			
		1.3	Finish vegetable and vegetarian dishes using advanced skills			
		1.4	Present dishes to meet styles of service			
		1.5	Evaluate finished dishes			
		1.6	Implement correct storage procedures			

<b>Learning outcomes</b>		<b>Assessment criteria</b>			<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
2	Understand how to produce vegetable and vegetarian dishes	2.1	Identify commodities suitable for vegetarian and vegan dishes				
		2.2	Describe advanced skills and techniques for preparing and cooking vegetables				
		2.3	State factors affecting the composition of vegetables				
		2.4	Describe how the composition of different vegetables influences the choice of cooking method				
		2.5	Explain the effect of cooking methods on vegetables				
		2.6	Describe the cooking requirements for different vegetables				
		2.7	Identify relevant sauces and dressings to serve with advanced vegetable products				
		2.8	Identify the quality points for a range of vegetable dishes				
		2.9	Describe how to control time, temperature and environment to achieve desired outcome in vegetable dishes				

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**Unit 4:****Advanced Skills and  
Techniques in  
Producing Meat Dishes****Unit reference number:** **K/507/4287****Level:** **3****Credit value:** **17****Guided learning hours:** **140**

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**Unit aim**

In this unit you will develop the necessary advanced skills, knowledge and understanding of preparing and cooking meat to dish specification. The emphasis is on developing precision, speed and control in existing skills and developing more refined and advanced techniques, as well as knowledge of a wide range of cuts of meat.

**Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare meat, cuts, joints and associated products	1.1	Apply professional standards of practices			
		1.2	Prepare meat, cuts, joints and meat products to dish specifications using advanced skills and techniques			
		1.3	Implement correct storage procedures			
2	Understand how to prepare meat, cuts, joints and associated products	2.1	State factors affecting the composition of meat			
		2.2	Describe how the composition of different meats influences the choice of processes and preparation methods			
		2.3	Describe the range of products available after dissection of a carcass			
		2.4	Describe the methods in producing fine and coarse forcemeats			
		2.5	Compare the effects of different preservation methods for meat			

<b>Learning outcomes</b>		<b>Assessment criteria</b>			<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
3	Be able to produce meat dishes and associated products	3.1	Apply professional standards of practices				
		3.2	Produce meat based dishes to dish specifications using advanced skills and techniques				
		3.3	Finish meat based dishes using advanced skills				
		3.4	Present dishes to meet styles of service				
		3.5	Evaluate finished dishes				
		3.6	Implement correct storage procedures				
4	Understand how to produce meat dishes and associated products	4.1	Describe how the composition of different meats influences the choice of cooking method				
		4.2	Explain the effects that cooking methods have on fats, proteins and connective tissues within meat				
		4.3	Describe the cooking requirements for different joints, cuts of meat and offal				
		4.4	Identify relevant sauces and dressings and finishes for advanced meat products				
		4.5	Describe the quality points for a range of meat dishes and offal				
		4.6	Describe how to control time, temperature and environment to achieve desired outcome in meat dishes				
		4.7	Describe the skills required to check and finish the dish to specification				

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**Unit 5:****Advanced Skills and Techniques in Producing Poultry and Game Dishes****Unit reference number:** **J/507/4474****Level:** **3****Credit value:** **14****Guided learning hours:** **110**

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**Unit aim**

In this unit you will develop the necessary advanced skills, knowledge and understanding of preparing and cooking poultry and game to dish specifications. The emphasis is on developing precision, speed and control in existing skills and developing more refined and advanced techniques.

**Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare poultry and game, cuts, joints and offal	1.1	Apply professional standards of practices			
		1.2	Prepare poultry and game to dish specifications using advanced skills and techniques			
		1.3	Implement correct storage procedures			
2	Understand how to prepare poultry, and game, cuts, joints and offal	2.1	Explain the difference between poultry and game			
		2.2	Identify different types of poultry and game			
		2.3	Identify the seasons for game			
		2.4	State factors affecting the composition of meat			
		2.5	Describe the quality points for poultry and game			
		2.6	Describe how the composition of meat influences the choice of processes and preparation methods			
		2.7	Identify cuts, joints and offal after dissection			
		2.8	Describe the methods in producing fine and coarse forcemeats			
		2.9	Compare the effects of different preservation methods for poultry and game			

<b>Learning outcomes</b>		<b>Assessment criteria</b>			<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
3	Be able to produce poultry, game dishes and offal	3.1	Apply professional standards of practices				
		3.2	Produce poultry and game dishes to dish specifications using advanced skills and techniques				
		3.3	Finish poultry and game dishes using advanced skills				
		3.4	Present dishes to meet styles of service				
		3.5	Evaluate finished dishes				
		3.6	Implement correct storage procedures				
4	Understand how to produce poultry, game dishes and offal	4.1	Describe how the composition of the meat affects the choice of cooking method				
		4.2	Explain the effect of cooking methods on poultry and game				
		4.3	Describe the cooking requirements for different joints, cuts of poultry, game and offal				
		4.4	Identify sauces and dressings to serve with advanced poultry and game products				
		4.5	Describe the quality points for a range of poultry and game dishes and offal				
		4.6	Describe how to control time, temperature and environment to achieve desired outcome in poultry and game dishes				

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**Unit 6:****Advanced Skills and Techniques in Producing Fish and Shellfish Dishes****Unit reference number:** **A/507/4293****Level:** **3****Credit value:** **12****Guided learning hours:** **100**

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**Unit aim**

In this unit you will develop the necessary advanced skills, knowledge and understanding of preparing and cooking fish and shellfish to dish specification. The emphasis is on developing precision, speed and control in existing skills and developing more refined and advanced techniques.

**Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare fish and shellfish dishes and fish and shellfish products	1.1	Apply professional standards of practices			
		1.2	Prepare fish and shellfish to dish specifications using advanced skills and techniques			
		1.3	Implement storage procedures			
		1.4	Explain the impacts of line caught, net caught and farmed fish			
2	Understand how to prepare fish and shellfish dishes and fish and shellfish products	2.1	Describe the range of products available after filleting			
		2.2	Describe the methods in producing fine and coarse forcemeats			
		2.3	Explain the uses of types of panadas			
		2.4	Compare the effects of different preservation methods for fish and shellfish			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Be able to produce fish, shellfish dishes and fish and shellfish products	3.1	Apply professional standards of practices				
		3.2	Produce fish and shellfish dishes to dish specification using advanced skills and techniques				
		3.3	Finish fish and shellfish dishes using advanced skills				
		3.4	Present dishes to meet styles of service				
		3.5	Evaluate finished dishes				
		3.6	Implement storage procedures				
4	Understand how to produce fish, shellfish dishes and fish and shellfish products	4.1	Describe how the composition of different fish and shellfish affects the choice of cooking method				
		4.2	Explain the effect of cooking methods on fish and shellfish				
		4.3	Describe the cooking requirements for different fish and shellfish				
		4.4	Identify sauces and dressings to serve with advanced fish and shellfish products				
		4.5	Describe the quality points for fish and shellfish dishes				
		4.6	Describe how to control time, temperature and environment to achieve desired outcome in fish and shellfish dishes				
		4.7	Describe the skills required to check and finish the dish to specification				

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## **Unit 7:**

# **The Principles of Food Safety Supervision for Catering**

**Unit reference number:** **K/502/3775**

**Level:** **3**

**Credit value:** **3**

**Guided learning hours:** **25**

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## **Unit aim**

In this unit you will develop your knowledge and understanding of the importance of kitchen organisation and food safety. You will investigate methods to prevent hazards, systems to maintain standards and monitoring procedures to ensure a consistent approach.

You will look at the role of different levels of staff in the implementation and management of food and kitchen safety and how the organisation must work together to ensure a safe environment is achieved.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

<b>Learning outcomes</b>		<b>Assessment criteria</b>		<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
1	Understand the role of the supervisor in ensuring compliance with food safety legislation	1.1	Summarise the importance of food safety management procedures			
		1.2	Explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance			
		1.3	Outline how the legislation is enforced			
2	Understand the application and monitoring of good hygiene practice	2.1	Explain the importance of, and methods for, temperature control			
		2.2	Explain procedures to control contamination and cross-contamination			
		2.3	Justify the importance of high standards of personal hygiene			
		2.4	Explain procedures for cleaning, disinfection and waste disposal			
		2.5	Outline requirements relating to the design of food premises and equipment			
		2.6	Describe the importance of, and methods for, pest control			

<b>Learning outcomes</b>		<b>Assessment criteria</b>			<b>Evidence type</b>	<b>Portfolio reference</b>	<b>Date</b>
3	Understand how to implement food safety management procedures	3.1	Describe the importance to food safety of microbial, chemical, physical and allergenic hazards				
		3.2	Describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions				
		3.3	Explain the requirements for monitoring and recording food safety procedures				
		3.4	Describe methods for, and the importance of, evaluating food safety controls and procedures				
4	Understand the role of the supervisor in staff training	4.1	Explain the requirements for induction and on-going training of staff				
		4.2	Explain the importance of effective communication of food safety procedures				

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# 13 Further information and useful publications

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

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

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))*
- *Equality Policy (Pearson)*
- *Recognition of Prior Learning Policy and Process (Pearson)*
- *UK Information Manual (Pearson)*
- *UK Quality Vocational Assurance Handbook (Pearson)*.

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at [qualifications.pearson.com](http://qualifications.pearson.com)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [qualifications.pearson.com](http://qualifications.pearson.com)

## Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

# 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website at: [qualifications.pearson.com](http://qualifications.pearson.com). You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## **BTEC training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit:  
[qualifications.pearson.com](http://qualifications.pearson.com)

## **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit, [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

## Annexe A

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### Mapping with National Occupational Standards

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The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualifications in Advanced Professional Cookery (Kitchen and Larder) against the underpinning knowledge of the National Occupational Standards in Hospitality. Centres can use this mapping when planning holistic delivery and assessment activities.

#### KEY

# indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

NOS		BTEC Specialist units						
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
HSL1	Provide leadership for your team	#						
HSL2	Develop productive working relationships with colleagues	#						
HSL3	Contribute to the control of resources		#					
HSL4	Maintain the health, hygiene, safety and security of the working environment	#		#	#	#	#	
HSL6	Contribute to promoting hospitality services and products		#					
HSL7	Supervise food production operation	#						
HSL8	Supervise functions	#						

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
NOS								
HSL9	Contribute to the development of recipes and menus		#					
HSL10	Supervise food services	#						
HSL11	Supervise drink services	#						
HSL17	Supervise housekeeping services	#						
HSL20	Supervise portering and concierge services	#						
HSL21	Supervise reception services	#						
HSL22	Supervise reservation and booking services	#						
HSL25	Supervise the use of technological equipment in hospitality services	#						
HSL27	Contribute to the development of a wine list		#					
HSL30	Ensure food safety practices are followed in the preparation and serving of food and drink			#	#	#	#	
2GEN3	Maintain food safety when storing, preparing and cooking food	#						#
3FC1	Cook and finish complex dish dishes						#	
3FC2	Cook and finish complex shellfish dishes						#	
3FC3	Cook and finish complex meat dishes				#			
3FC4	Cook and finish complex poultry dishes					#		

<b>BTEC Specialist units</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 7</b>
<b>NOS</b>								
3FC5	Cook and finish complex game dishes					#		
3FC6	Cook and finish complex vegetable dishes			#				
3FP1	Prepare fish for complex dishes						#	
3FP2	Prepare shellfish for complex dishes						#	
3FP3	Prepare meat for complex dishes			#				
3FP4	Prepare poultry for complex dishes				#			
3FP5	Prepare game for complex dishes				#			

**March 2017**

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[qualifications.pearson.com](http://qualifications.pearson.com)

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