

BTEC Level 3 Technical Level in

Professional cookery for professional chefs

Kitchen and larder

Specification

First teaching: September 2017

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ISSUE 2



Pearson
BTEC Level 3
Technical Level in
Professional Cookery
for Professional Chefs
(Kitchen and Larder)
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Edexcel, BTEC and LCCI qualifications

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

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Welcome

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

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 3 Technicals, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship. When creating the BTEC Level 3 Technicals, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The BTEC Level 3 Technicals meet these requirements through:

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

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

A word to learners...

BTEC Level 3 Technicals will demand a lot of practical work from you. You will need to:

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

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC Level 3 Technical qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC Level 3 Technicals will be aiming to go on to employment or to an Apprenticeship. It was essential, therefore, that we developed these qualifications in close collaboration with experts from industry, and with the providers who will be delivering the qualifications. We are grateful to all the industry representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Pearson has worked with the *Professional Association of Catering Education (PACE)* in developing this qualification.

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

Summary of Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Kitchen and Larder) specification Issue 2 changes

Summary of changes made between previous issues and this current issue	Page number
Addition of guidance concerning legislation, policies, regulations and organisations outside of England	Page 4
Change to date of first assessment available for externally assessed units	Pages 25, 43, 55 and 140

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Pearson BTEC Level 3 Technicals

Introduction

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

Developed in close conjunction with leading employers, BTEC Level 3 Technicals develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

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

BTEC Level 3 Technicals are designed to be used flexibly, depending on their size and scope:

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

Pearson has developed the BTEC Level 3 Technicals suite to meet the Department for Education (DfE) requirements for qualifications to be offered as Tech Levels for 16–19-year-olds.

This specification contains the information you need to deliver the Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Kitchen and Larder) (QN 603/1207/5). The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is a part of the BTEC Level 3 Technicals suite for the hospitality sector. Other BTEC Level 3 Technicals available for this sector include:

- Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Chef de Partie) (QN 603/1208/7)
- Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Patisserie and Confectionery) (QN 603/1209/9)
- Pearson BTEC Level 3 Technical Level in Food and Beverage Service Supervision (QN 603/1206/3).

Learners must not register on any of the other three qualifications listed above at the same time as the Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Kitchen and Larder), due to the overlap of content and assessment.

1 Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Kitchen and Larder)

Purpose

Who is the qualification for?

This qualification is for learners who want to progress further in a career in food production and catering, particularly in senior roles within a kitchen environment. It is designed for post-16 learners as part of a wider study programme. It is an ideal qualification for learners intending to progress directly to employment within hospitality and catering services, or to more specialised training in different cuisines.

What does the qualification cover?

This qualification has been developed in consultation with employers within the hospitality sector to ensure learners develop the skills and behaviours that will give them the best opportunity to be successful when applying for work.

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

- supervising the cooking and finishing of various elements of food from meat and poultry to fish and vegetable dishes
- investigating job roles and employment opportunities in the hospitality industry
- supervising the planning, completion and review of a kitchen service
- complying with current and relevant legislation and following appropriate procedures.

Learners will also enhance their broader skills in literacy and numeracy, which will be invaluable in supporting progression in other areas. In addition, learners will develop transferable technical and practical skills in communication (working with colleagues, customers and clients), and research and project work (providing an opportunity to demonstrate reflective practice by suggesting alternative approaches to a problem).

What could this qualification lead to?

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

- chef de partie
- line chef
- specialist chef de partie (for example bouchier, poissonnier, grillardin).

When studied as part of a full study programme, alongside other qualifications including maths or English, this qualification also gives learners a sound basis to progress to higher education.

About the hospitality sector

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

In 2013, the sector contributed £43.2 billion in Gross Value Added (GVA) to the UK economy, an increase of almost 7 per cent from 2012, representing 4.6 per cent of the country's total GVA. This increase was largely driven by the growth in the restaurant industry.

2 Structure

Total Qualification Time (TQT)

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

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

The Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Kitchen and Larder) is a qualification that has:

- Total Qualification Time: 690 hours
- Guided Learning: 375 hours.

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

Qualification structure

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

Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Kitchen and Larder)				
Unit number	Unit title	GLH	Type	How assessed
1	Exploring Gastronomy	30	Mandatory	Internal
2	Supervision of Safety in Hospitality	60	Mandatory	External
3	Leadership and Supervision in Hospitality	60	Mandatory	External
4	Sustainability in a Professional Kitchen	60	Mandatory	External
5	Advanced Skills and Techniques in Meat Dishes	30	Mandatory	Internal
6	Advanced Skills and Techniques in Vegetable and Vegetarian Dishes	30	Mandatory	Internal
7	Advanced Skills and Techniques in Poultry and Game Dishes	30	Mandatory	Internal
8	Advanced Skills and Techniques in Fish and Shellfish Dishes	30	Mandatory	Internal
9	Kitchen and Larder Professional Cookery Operations	45	Mandatory	Internal Synoptic

This qualification has 100% mandatory content and 48% external assessment.

Qualification and unit content

Pearson has developed the content of this qualification in collaboration with representatives from industry and further education providers. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

All units in this qualification are mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then given the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery, and that they will have opportunities to engage meaningfully with employers.

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

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

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

Assessment

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

External assessment

In this qualification, there are three external assessments, which assess units that contribute to 48% of the total qualification GLH. The external assessments for this qualification take the form of an onscreen test that includes a variety of onscreen question types and allows learners to apply their knowledge to several work-related contexts. The external assessments are linked to *Unit 2: Supervision of Safety in Hospitality*, *Unit 3: Leadership and Supervision in Hospitality* and *Unit 4: Sustainability in a Professional Kitchen*, as indicated in the qualification structure on the previous page.

This method has been used to externally assess the units because it is best suited to draw out the evidence to exemplify the expectations of the units. The use of this method of assessment allows for learners to demonstrate the range of abilities represented in the assessment outcomes of the units to provide sufficient evidence that they have achieved the unit purpose. As the assessments are designed to measure the full range of thinking skills in the assessment outcomes, they will differentiate learners' performance across the full grade range.

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

For further information on external assessment see *Section 7 External assessment*.

Internal assessment

Units 1, 5, 6, 7, 8 and 9 are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

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

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

Synoptic internal assessment

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

The synoptic assessment for this qualification is based on *Unit 9* and takes the form of a vocational activity in which learners have to plan, prepare and provide the provision of kitchen and larder items for an event such as a celebration or an evening meal, in either their work experience context or in a realistic working environment. In completing this activity, learners will apply the underpinning knowledge and understanding developed in *Units 1, 2, 3 and 4* and will also select and apply in an integrated way the knowledge and skills developed in *Units 5, 6, 7 and 8* that are appropriate for the activities in planning, organising and reviewing the provision of kitchen and larder items.

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

Language of assessment

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

Grading of the qualification

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

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

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

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

Employer involvement

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

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

Examples of 'meaningful activity' include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' who contribute to the assessment of a learner's work of practice, operating within a specified assessment framework; this may be a specific project(s), exercise(s) or all assessments for a qualification.

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

For this qualification, *Unit 9: Kitchen and Larder Professional Cookery Operations* has specified requirements for employer involvement in delivery and/or assessment.

This unit must be completed with involvement of employers. It is strongly recommended that learners take part in work experience as the best way of enabling them to complete the unit and facilitate assessment. A scenario set in a realistic work environment may be used as an alternative to work experience, in which case centres must involve employers, for example through observing learners' performance and providing feedback to inform assessment.

Work experience is expected to take place in a work environment that meets relevant industry standards and that provides learners with sufficient resources to meet the stated assessment requirements.

In other units we have also provided suggestions on how employers could become involved in the delivery and/or assessment of this qualification.

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

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

3 Units

Understanding your units

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

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

- internal units
- external units.

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

Internal units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the unit and appears on certificates.
Level	All units are at Level 3 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
GLH	Units have a GLH value of 30 or 45. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
Unit summary	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

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

External units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the unit and appears on certificates.
Level	All units are at Level 3 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
GLH	Units have a GLH value of 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
Summary of assessment	This sets out the type of external assessment used and the way in which it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours assessed. For tested units, they include information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
Essential content	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
Grade descriptors	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
Key terms typically used in assessment	These definitions will help you to analyse requirements and to prepare learners for assessment.
Links to other units	This section shows the main relationships of units to other units. This section can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally. External assessments will also cover the most recent legislation.

Units

This section contains all the units developed for this qualification.

Unit 1: Exploring Gastronomy	13
Unit 2: Supervision of Safety in Hospitality	25
Unit 3: Leadership and Supervision in Hospitality	43
Unit 4: Sustainability in a Professional Kitchen	55
Unit 5: Advanced Skills and Techniques in Meat Dishes	67
Unit 6: Advanced Skills and Techniques in Vegetable and Vegetarian Dishes	77
Unit 7: Advanced Skills and Techniques in Poultry and Game Dishes	87
Unit 8: Advanced Skills and Techniques in Fish and Shellfish Dishes	99
Unit 9: Kitchen and Larder Professional Cookery Operations	111

Unit 1: Exploring Gastronomy

Level: **3**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners study historical and modern trends in gastronomy such as dish development, influences on customer requirements and the ways in which technology have transformed the art of cuisine.

Unit introduction

Gastronomy can be considered as both an art form and a science and it encompasses the very nature of the entire dining experience. While the culinary team may concentrate mainly on the flavour combinations, the service team will be responsible for ensuring that the rest of the customer experience gives sensory satisfaction.

This unit comprises both historical and modern styles of dish development and creation, as well as the overall dining experience. You will study the first creators of gastronomy as well as the latest forerunners of fine dining, learning how they balance blends of flavours, styles of preparation and cooking and presentation.

The unit will give you well-rounded knowledge of dish development and drinks pairing.

This means that you will have the knowledge you need to develop your own dishes in a kitchen, for a front-of-house position in an independent hotel or restaurant, or to progress to employment in a menu-development team in a chain company.

Learning aims

In this unit you will:

- A** Investigate the contributing factors that affect the overall dining experience
- B** Explore the historical, cultural and technological influences on trends of dining
- C** Explore major contributors to the development of gastronomy.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate the contributing factors that affect the overall dining experience	A1 Origins of gastronomy A2 The dining experience A3 Relationship between gastronomy and the dining experience A4 Variations of traditional dining experience styles A5 Styles of beverage and food pairings	Evidence may be in the form of assignments, giving written comprehensive answers to questions, presentations, professional discussions.
B Explore the historical, cultural and technological influences on trends of dining	B1 The historical development of the dining experience B2 Factors affecting customer needs and expectations B3 How science and technology have affected dining styles B4 Impact of different cultural and religious needs on the dining experience B5 How current trends affect dining styles B6 Factors affecting how food and beverage suppliers are selected	
C Explore major contributors to the development of gastronomy	C1 Major contributors to the development of gastronomy C2 Impact of individuals who have affected the development of gastronomy	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> Rationalising decisions made with respect to menu design and service styles Food and beverage pairing Evaluation of the customer experience 	<ul style="list-style-type: none"> Well-rounded knowledge of the history of the dining experience Development of the art of gastronomy 	<ul style="list-style-type: none"> Communication Thinking skills/adaptability Problem solving Self-management and development Managing information

Unit content

Knowledge and sector skills

Learning aim A: Investigate the contributing factors that affect the overall dining experience

A1 Origins of gastronomy

- Definitions of the term 'gastronomy'.
- Explanations of associated terms such as 'the dining experience'.

A2 The dining experience

- The complex nature of hospitality – combining both products and service along with the tangible and intangible aspects of the experience:
 - food
 - beverage
 - service
 - atmosphere.
- Use of a range of data regarding meal experiences, i.e. from guest-, staff- and supervisor perspectives.

A3 Relationship between gastronomy and the dining experience

- The relationship between food and beverage styles and service styles, and how they combine to create the overall guest experience.

A4 Variations of traditional dining experience styles

- A range of dining styles, e.g. self-service, takeaway, fine dining, casual dining, themed dinners, special occasions.
- Service styles, to include:
 - table service – plated service, family service, silver service, butler service
 - buffet service – assisted and self-service
 - single point service
 - in situ
 - gueridon service.

A5 Styles of beverage and food pairings

- The rationale behind complementing a meal with its beverage accompaniment.
- Range of beverage types, to include:
 - alcoholic – beers, wines, spirits, liqueurs
 - non-alcoholic – still, sparkling, juices
 - hot beverages – teas, coffees, hot chocolate, and their appropriate accompaniments.
- Guidelines for food and beverage pairing, e.g. acidity balance, sweetness, bitterness, temperature.

Learning aim B: Explore the historical, cultural and technological influences on trends of dining

B1 The historical development of the dining experience

- The history of hospitality from inns and the table d'hôte menu style to the more modern à la carte alternative.

B2 Factors affecting customer needs and expectations

- Age, lifestyle, family life cycle, employment, demographic, psychographic, time of day, day of the week, leisure or business dining, special occasions.
- Modern customer needs and expectations.

B3 How science and technology have affected dining styles

- Preparation and cooking methods influenced by science and technology, e.g. *sous-vide*, molecular gastronomy, hot jellies, foams, gels.
- Service methods using science and technology, e.g. smoked cocktails, use of dry ice, hot-food vending machines.
- Customer experience affected by science and technology, e.g. booking engines, online ordering, apps, review sites.

B4 Impact of different cultural and religious needs on the dining experience

- Dietary restrictions and how this may affect choice of menu items and traceability of suppliers.
- Religious calendar dates for specific celebrations or for limitations of food and drink intake such as fasting.

B5 How current trends affect dining styles

- Trends such as superfoods (foods especially beneficial to health and wellbeing), low-carbohydrate options, British produce.
- Pop-up restaurants, supper clubs.

B6 Factors affecting how food and beverage suppliers are selected

- Legislative, operational and ethical factors.
- Traceability of suppliers: farm to fork, food miles, local produce, reliability, quality, value/price, corporate social responsibility, green policy.

Learning aim C: Explore major contributors to the development of gastronomy

C1 Major contributors to the development of gastronomy

- To include Escoffier, Larousse.
- Modern contributors, e.g. Heston Blumenthal, Marco Pierre White, Raymond Blanc or the Roux brothers.

C2 Impact of individuals who have affected the development of gastronomy

- Introduction of the chef de partie system by Escoffier.
- Blumenthal's contribution of science to the traditional idea of gastronomy as an art form.
- Other contributors in the chosen areas of specialism, e.g. chocolatier, pâtissier, sommelier etc.

Transferable skills

Communication

- Written and spoken communication during classwork and assessment.

Thinking skills/adaptability

- Logical reasoning to understand and meet customer requirements.
- Ability to adapt menus and services to suit customer choices and needs.

Problem solving

- Positive attitude towards solving potential issues relating to customer demands.

Self-management and development

- Time management and self-discipline to meet deadlines.

Managing information

- Using knowledge to make informed decisions resulting in an improved guest experience.
- Rationalising decisions made with respect to menu design and service styles.
- Food and beverage pairing.
- Evaluation of the customer experience. Gathering of information from various sources and presenting it as a finished piece.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate the contributing factors that affect the overall dining experience		
A.P1 Describe the main factors that contribute to the overall dining experience.	A.M1 Explain why the dining experience is so diverse, giving examples of how it can vary so widely, dependent on the various factors that contribute to the overall dining experience.	A.D1 Analyse the effectiveness of different dining experiences, detailing the main contributing factors to a successful service, and suggest further ways in which these may be enhanced.
A.P2 Outline different dining experiences and how they vary regarding food, beverage and service style.		
Learning aim B: Explore the historical, cultural and technological influences on trends of dining		
B.P3 Outline the historical development of dining trends with reference to technological advances and modern customer needs.	B.M2 Assess how technological advances and modern customer needs have affected the development of dining trends, detailing how cultural and religious influences have also contributed to these changes.	B.D2 Evaluate how the historical development of the industry has been steered by technological and cultural advances, detailing the differences now found in modern customer needs, and explain how this in turn affects accountability when selecting suppliers.
B.P4 Describe how cultural and religious influences may alter customer needs.		
B.P5 List factors to be considered when selecting suppliers.		
Learning aim C: Explore major contributors to the development of gastronomy		
C.P6 List major contributors to the development of gastronomy and describe the impact of their influence.	C.M4 Explain the impact that major contributors to gastronomy have had on the industry, using examples to show how these changes have been implemented.	C.D3 Evaluate the impact of key contributors to the development of gastronomy, explaining how other more recent practitioners have continued with their work.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- produce a detailed piece of work that shows a thorough understanding of the complexity and intricacies involved in providing an exceptional dining experience
- give examples to illustrate the diversity of both product and service offerings as well as evaluating how they combine successfully for a positive customer outcome
- explain a wide range of dining styles and how these should be matched to the customer needs and expectations for the occasion, ranging from examples such as fast food or takeaways to the exquisite dining expected in a Michelin-starred restaurant or five-star hotel.

For merit standard, learners will:

- give a thorough explanation of how the contributing factors of the dining experience can be designed to complement each other in order to meet varying customer needs
- show some appreciation of the diversity of differing dining experiences and the varying factors that contribute to each
- discuss the most commonly known dining styles such as fast-food and casual dining but not fully show an appreciation of the upper end of the scale such as fine dining and exclusive events.

For pass standard, learners will:

- produce a basic description of the contributing factors affecting the dining experience such as food and beverage offerings, service styles and ambience
- give broad explanations of the different styles of dining experience that may be offered
- discuss how a small range of dining styles differ but may not link these effectively to differing customer needs or developments of the industry.

Learning aim B

For distinction standard, learners will:

- give a detailed overview of the development of the hospitality industry from early dining styles and how these have developed into current trends, noting the similarities and differences that have emerged between traditional and modern styles
- analyse effectively how current dining trends have been moulded by both technological advances and cultural and religious influences. They will link these current trends to the ever-evolving customer needs, showing an understanding of the continuous development of the industry
- use suitable examples of how these trends and customer needs also influence the choice of suppliers, using examples of factors based on legislative, operational and ethical issues.

For merit standard, learners will:

- give an overview of the historical development of the dining experience from the early introduction of the table d'hôte menu to present-day dining styles, explaining reasons for some of the developments or linking some of the modern styles with their traditional origin
- provide an assessment of how modern customer needs have altered in response to emerging technological advances and current trends. They may not cover all influences, e.g. they may concentrate on technological advances and modern consumer lifestyles but neglect to assess the changes affected by cultural influences
- explain the most important factors to be considered when selecting suppliers. This should include legal, operational and ethical considerations.

UNIT 1: EXPLORING GASTRONOMY

For pass standard, learners will:

- give a brief overview of the development of dining styles through history
- provide an adequate description of some modern customer needs and how dining trends have developed in order to meet them. They will describe how technological advances, as well as some cultural and religious influences, may have influenced the changes in trend
- discuss some factors which should be considered when selecting suppliers. They may not cover all of the main legal, operational and ethical considerations.

Learning aim C

For distinction standard, learners will:

- produce a thorough evaluation of the contributions of a variety of major contributors to the development of gastronomy, using examples effectively to illustrate both contributions to the science of gastronomy as well as new processes and artistic styles
- provide further research into the development of gastronomy in their preferred area of specialism by discussing in detail other, perhaps lesser-known, practitioners who may be developing new artistic styles of presentation and service or inventing new systems of production.

For merit standard, learners will:

- give a detailed explanation of the contributions of a variety of contributors to the development of gastronomy, giving examples of the development of new processes or styles
- provide some research into the development of gastronomy in their chosen field of specialism by discussing a current practitioner or style of production or service which is of particular interest.

For pass standard, learners will:

- give a basic description of some of the more obvious contributors to the development of gastronomy and their impact on the industry
- show some awareness of further developments in their area of specialism by mentioning a current style of production or service.

Assessment activity

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

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

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

Suggested scenario

You are working in a supervisory position in a fine dining restaurant that is applying for Michelin recognition. You are asked to produce a leaflet to accompany the application form to explain how your establishment strives to develop their dining experience and to justify why they deserve to be successful in their application for the award.

You need to introduce the concept of gastronomy by explaining the history of early dining experiences and how these developed through the years in response to changing trends and customer needs.

You will detail the main factors of consideration when selecting suppliers for food and beverage stock and conclude the leaflet by giving an evaluation of major contributors to the development of gastronomy, using both historical and modern influences.

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

You are working as a supervisor at a hotel conference centre and the head chef wishes to launch a new menu to the team. In order to justify the menu development to the team, he wishes you to give a presentation explaining the development of the dining experience through history to the present day, explaining emerging current trends and how they have developed in response to the evolution of customer needs.

You should cover specific influences on the development of gastronomy, from technological, cultural and religious influences to the impact of particular individuals on the changing of the dining experience.

Further information for tutors and assessors

Delivery guidance

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

Introduction to unit

Exploration of the term gastronomy – the tutor facilitates paired or group research into the meaning of gastronomy and associated terminology.

In groups, learners feed back to the class and create a glossary of terms commonly used, such as: the dining experience, ambience, customer needs, customer expectations, customer satisfaction.

Suggested time: about 3 hours.

Activity: Trip to a fine dining establishment

Learners are introduced to the upper end of the dining experience with, ideally, a visit to a Michelin-starred restaurant or five-star hotel, enabling them to ask questions and explore the concepts of the dining experience from their area of interest.

Learners take part in a guided tour followed by a question and answer session. Learners should be encouraged to question and seek clarification whenever necessary. To maximise the learning experience, the tutor provides a worksheet to fill in during or after the tour to encourage learners to engage with the trip and the guided tour leader.

Suggested time: about 3 hours.

Activity: Feedback from trip

The tutor groups students into areas of their chosen specialism (i.e. kitchen or front of house) to discuss the elements of the trip that they found informative and to identify areas they may be clarifying. The tutor encourages learners to discuss and explore the differences and similarities between the establishments they are familiar with and the establishment visited.

Learners explore, using role play, the relationship between the physical or practical elements of the dining experience and the atmosphere and human interaction elements.

Suggested time: about 1.5 hours.

Activity: Practical experiment – service styles – front of house

Session to be held in a simulated restaurant environment.

The tutor starts with a recap of service styles and selects those to be covered practically in the session, e.g. plated table service, silver service, buffet self-service and assisted service, gueridon service.

Learners experiment with different table layouts and service styles to gain an appreciation of the labour intensity involved in silver service and the importance of room layout to facilitate customer and staff movement. Learners attempt to serve the whole restaurant (use baking beans to simulate food) by silver service, plated service and buffet service. They time each experiment and note how many service staff are required for each.

If facilities allow, the tutor demonstrates service for a dish such as crêpes Suzette so the skills, risk and labour intensity can be fully realised.

The tutor runs a plenary to review the styles covered and to support the learners in rationalising which are more suited to particular events or occasions, according to the session's findings.

Suggested time: about 2 hours.

Activity: Practical experiment – service styles – kitchen

Session to be held in a simulated kitchen environment.

The tutor starts with a recap of the outcomes of the service styles experiment from the previous session then allows learners to experiment with the impact that different service styles have on the kitchen brigade. This aims to lead to an appreciation of how some styles (such as fully-plated) may be simpler for the front-of-house team but then impacts on the workload of the kitchen brigade.

Learners experiment with fully-plated presentations, family service styles and discuss options of à la carte versus table d'hôte and the impact they have on the kitchen team.

If preferred, these two practical experiment sessions could be combined, with the kitchen team running the presentation styles experiment alongside the restaurant team service styles experiment before feeding back to the whole class in the following session.

Suggested time: about 2 hours.

Activity: Theory of food and beverage pairings

Learners take part in a starter activity, to include tasting bitter, sweet and salty items in order to identify the sensitivity of the palate to each.

Learners explore taste sensations so that they can understand the flavourings which complement each other. This could be a practical tasting experiment or a discussion, led by the tutor, of common food accompaniments, e.g. pork and apple, beef and mustard, brie and cranberry.

The tutor explains the art of food and beverage pairings and the factors to consider, e.g. sweetness, acidity, bitterness. Learners are given sample menus which can be used as a basis for the next activity.

Learners list and discuss beverage classifications (hot, alcoholic, non-alcoholic) and carry out research in order to link each to the type of food commonly recommended to accompany the beverage.

The tutor concludes the session with a tasting of boutique-style soft drinks to encourage learners' appreciation for the wider range of non-alcoholic beverages currently available.

Suggested time: about 1.5 hours.

Links to other units

This unit has strong links to *Unit 9: Kitchen and Larder Professional Cookery Operations*.

Employer involvement

This unit would benefit from employer involvement in the form of a masterclass by a sommelier from a local restaurant on beverage pairing.

Unit 2: Supervision of Safety in Hospitality

Level: **3**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

Unit in brief

Learners examine the working practices and procedures that promote food safety and health and safety, improving their understanding of their role in a healthy and safe working environment.

Unit introduction

All businesses are bound by law to operate in a safe manner and to provide a safe working environment for their employees. In addition to this, the storage, preparation, cooking and service of food must be carried out in such a manner as to prevent its contamination by pathogenic bacteria or other harmful substances.

In this introductory unit, you will gain an understanding of how legislation works to protect the health and safety of employees and customers, and how it contrives to keep food safe. You will examine food safety and health and safety management systems, learning how to apply the procedures needed in order to ensure compliance with the legislation. Your knowledge will allow you to process information relating to safe practices to identify issues of non-compliance that could result in an outbreak of food poisoning, an accident or the ill health of an employee or customer.

Businesses need employees who are conversant with risk assessment and safe working procedures, and who are able to work effectively in applying, monitoring and recording all aspects of safety management systems to help contribute to business growth and success. This unit has been selected as an externally-assessed unit for this reason.

Summary of assessment

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

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

Assessment outcomes

AO1 Demonstrate knowledge and understanding of the principles, processes and procedures for food safety and health and safety in the workplace

Command words: comment on, compare, complete, define, describe, explain, give, identify, label, match, name, state, which

Marks: ranges from 1 to 8 marks

AO2 Apply knowledge and understanding of the principles, processes and procedures used in food safety and health and safety in a range of hospitality contexts

Command words: comment on, compare, complete, define, describe, explain, give, identify, label, match, name, state, which

Marks: ranges from 2 to 8 marks

AO3 Analyse, interpret and evaluate food safety and health and safety information to predict probable consequences and provide reasonable alternatives and solutions to food safety and health and safety issues in the workplace

Command words: assess, comment on, compare, complete, define, describe, discuss, evaluate, explain, give

Marks: ranges from 2 to 8 marks

AO4 Make connections, use and integrate different principles, processes and procedures for food safety and health and safety in the workplace in order to justify and support judgements being made

Command words: assess, comment on, compare, complete, define, describe, discuss, evaluate, explain, give

Marks: ranges from 2 to 8 marks

Essential content

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

A The role of the legislation in ensuring food safety in the workplace

A1 Food safety legislation

Food safety legislation, its purpose and aims, and the role of the supervisor in its application.

- The main legal frameworks, laws and offences relating to food safety and health and safety in the workplace:
 - the Food Hygiene Regulations 2006, Regulation (EC) No. 852/2004 on the hygiene of foodstuffs, the Food Safety Act 1990, Food Premises (Registration) Regulations 1991.

A2 The role of government in the maintenance of food safety

The roles and responsibilities of government in their oversight of food legislation and support to hospitality businesses in the maintenance of food safety.

- Food standards agencies
 - best practice advice and guidance
 - food hygiene rating schemes
 - food safety management guides.
- Local authorities/the environmental health practitioner (EHP):
 - giving advice on food safety
 - investigating complaints
 - examining food in food premises
 - taking samples of food for analysis
 - educating owners of businesses
 - taking enforcement action.

A3 The responsibilities of employers and employees in respect of food safety legislation

The scope of employer and employee responsibilities under food safety legislation and how individuals must understand the importance of their contribution to the maintenance of food safety.

- Employer: ensuring staff have the relevant skills, knowledge and resources required to carry out their work, implementing procedures to meet control points following relevant legislation and organisational policy.
- Employees: allocating and supervising food safety responsibilities, protecting own and others' work against negative impacts, being vigilant for possible hazards, agreeing what is expected of others and holding them to account, knowing relevant legislation and other industry-specific regulations and codes of practice.

A4 The importance of the organisation complying with legislation and the need for food safety systems

The purpose of food safety systems and how they can contribute to compliance with legislation and facilitate the introduction of the safe working practices required to maintain food safety. The role of food safety systems in the success of a hospitality business and the benefits and consequences of failure to introduce a system.

- Food safety systems:
 - Hazard Analysis and Critical Control Point (HACCP)
 - safer food, better business (SFBB)/CookSafe/Safe Catering
 - enable hospitality and catering organisations to comply with the requirement for a documented food safety management system and to comply with legislation
 - assist an organisation to implement systems and methods to keep food safe
 - help an organisation to train staff
 - help to protect an organisation's reputation
 - help to improve an organisation's food hygiene rating score.
- Methods and procedures for controlling food safety:
 - ensuring that proper safe working and food handling practices are in place and applied
 - monitoring and recording of safe working and food handling practices
 - the identification of critical control points and critical limits
 - ensuring the effectiveness of control measures for different hazards
 - knowing how different conditions impact on the effectiveness of control measures
 - taking corrective actions and introducing measures for improvement.
- The methods for, and the importance of, evaluating food safety controls and procedures:
 - the need for adjustment to food safety management procedures when a review indicates that control methods are ineffective, or if enforcement officers recommend or require changes
 - factors or events that may require an immediate review and evaluation of the food safety procedures
 - the importance of communicating to relevant staff any changes to the procedures and of monitoring and verifying new procedures.
- The benefits of high standards of food safety and health and safety to the organisation.
- The consequences and costs associated with food poisoning outbreaks, accidents and ill health.

B The identification of potential food safety hazards, the application of good hygiene practice and the safety management procedures required to control these hazards

B1 The causes and sources of contamination

The main sources and causes of contamination in food preparation and service areas, how these can cause the contamination and cross-contamination of food, and the supervisor's role in the identification of them.

- Types of contaminate:
 - microbial
 - physical
 - chemical contaminants
 - the transference of allergens.
- Sources of contamination:
 - raw food
 - people
 - equipment
 - packaging
 - air, dust and soil
 - pests
 - water.

B2 The types of food poisoning bacteria and conditions required for multiplication

The different types of bacteria, their characteristics, the conditions for their growth and the groups most susceptible to food poisoning.

- Spoilage bacteria:
 - the bacteria that cause food spoilage, not food poisoning – yeasts, moulds, fungi or bacteria.
- Pathogenic bacteria:
 - the bacteria that cause ill health when present in large numbers in food.
- Characteristics of bacteria:
 - binary fission reproduction
 - spores
 - toxins.
- Conditions required for growth and how these can be reduced or removed:
 - nutrients
 - warmth
 - time
 - moisture
 - pH.
- High-risk groups, the reasons why and ways to manage risk:
 - pregnant women
 - the elderly
 - young children
 - people with chronic illness.

B3 Bacterial food poisoning and food-borne disease

The main food-poisoning bacteria, sources of and foods commonly involved in outbreaks, cause of and type of illness, typical onset times, carrier status and control measures.

- *Salmonella*:
 - o sources – present in human and animal intestines
 - o foods commonly involved – meat, poultry, milk, eggs, raw fruits and vegetables
 - o cause of and illness – large number of bacteria on food, onset period of 12–72 hours with diarrhoea, fever, headache, abdominal cramps, vomiting lasting 1–7 days
 - o carrier status – common
 - o control measures – separation of raw and cooked foods, thorough cooking of meat and poultry, good personal hygiene, effective pest control, effective cleaning and disinfection.
- *Clostridium perfringens*:
 - o sources – present in human and animal intestines, soil, dust
 - o foods commonly involved – meat products such as stews, casseroles and gravy
 - o cause of and illness – toxins produced by bacteria multiplying quickly in meats that are slowly cooked, cooled slowly or cooked meat stored at ambient temperatures. Toxins produced when bacteria reach the intestines, causing a person to become sick. Onset period 8–22 hours, with abdominal pain and diarrhoea lasting 1–2 days
 - o carrier status – not common
 - o control measures – effective temperature controls when storing and cooking meat, separation of raw and cooked foods, effective cleaning and disinfection.
- *Staphylococcus aureus*:
 - o sources – skin, ear, nose and throat of food handlers, raw milk
 - o foods commonly involved – cooked meats, salads, cream
 - o cause of and illness – toxins produced by the bacteria as they multiply on food. Onset period of 2–4 hours, with nausea, vomiting, diarrhoea, loss of appetite, severe abdominal cramps, mild fever lasting 24 hours
 - o carrier status – common
 - o control measures – good personal hygiene, temperature controls, effective cleaning and disinfection.
- *Bacillus cereus*:
 - o sources – cereals, soil, dust
 - o foods commonly involved – rice and rice dishes
 - o cause of and illness – heat-resistant toxin caused by bacteria as they multiply in food. Onset period 1–5 hours, with nausea, vomiting, abdominal pain and some diarrhoea, lasting 12–24 hours
 - o carrier status – none
 - o control measures – thorough cooking and cooling of food, safe storage, effective cleaning and disinfection.
- *Escherichia coli*:
 - o sources – present in human and animal intestines, soil and sewage
 - o foods commonly involved – raw meat, undercooked beefburgers, gravy, raw milk
 - o cause of and illness – a toxin produced in the intestines. Onset period of 12–24 hours, with nausea
 - o carrier status – common
 - o control measures – separation of raw and cooked foods, good personal hygiene, effective temperature controls, effective cleaning and disinfection.

- Food-borne disease:
 - definition
 - onset times
 - symptoms
 - common micro-organisms: *Campylobacter jejuni*, *E.coli* O157, *Listeria monocytogenes*.

B4 Procedures for storage and temperature control

The importance of, and the procedures and processes for, the safe and effective storage and temperature control of ingredients for customers' consumption. The role of the supervisor in the application, checking, monitoring and compliance of these controls. The corrective actions required to maintain controls and the consequences of inadequate control.

- High- and low-risk foods.
- Preventing cross-contamination:
 - raw food
 - high-risk foods.
- Stock rotation:
 - the importance of stock rotation
 - use-by dates
 - best-before dates
 - stock rotation systems: first in, first out (FIFO)/last in, last out (LILO)
 - foods exempt from date marking
 - receiving deliveries and checking for damage
 - product traceability.
- Dry food storage:
 - cool and dry
 - dark but with adequate artificial lighting
 - adequate ventilation
 - storage off the floor and away from walls
 - storage in lidded containers.
- Refrigerated storage:
 - siting
 - access
 - prevention of cross-contamination
 - maintenance and cleaning.
- Freezers:
 - siting
 - access
 - prevention of cross-contamination
 - maintenance and cleaning
 - defrosting.
- Thawing frozen food:
 - defrost in a fridge or thawing cabinet
 - protect thawing food against contamination
 - cook immediately following thawing.

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- Transporting food:
 - use of vehicles and/or containers
 - transporting different types of food at the same time
 - effective cleaning between loads
 - keeping food at appropriate temperatures and allowing those temperatures to be monitored.
- Cooking safely:
 - follow the manufacturer's cooking instructions for food products (where applicable)
 - preheat equipment before cooking
 - never use the same utensils, plates or containers for raw and cooked or ready-to-eat food
 - use of whole cuts or joints and cuts and joints of appropriate size
 - ensure liquid dishes, gravy, soups, sauces and stews are simmering and stir them frequently
 - ensure one of the following temperatures has been reached: 80 °C for at least 6 seconds, 75 °C for at least 30 seconds, 70 °C for at least 2 minutes, 65 °C for at least 10 minutes, 60 °C for at least 45 minutes.
- Importance of temperature control:
 - to prevent the growth of food poisoning bacteria
 - complying with legislation
 - maintaining safe standards
 - maintaining the reputation of the business.
- Legal temperature requirements:
 - below 8 °C and above 63 °C
 - reheated food 82 °C (Scotland)
 - exceptions to temperature controls and regional variations.
- Methods for measuring temperature:
 - in-place devices
 - air temperature monitoring systems
 - electronic probe thermometers
 - methods of calibration.
- Taking and recording temperature readings:
 - taking fridge and freezer temperature daily
 - taking product temperatures as required
 - cleaning and disinfecting probe
 - inserting probe between packs for fridge and freezer temperatures
 - inserting into thickest part of products if undertaking product sampling
 - recording all routine and product sampling temperatures
 - reporting temperatures out of acceptable range.

B5 Procedures for maintaining high standards of personal hygiene

The importance of, and the procedures and processes for, achieving and maintaining high standards of personal hygiene across all areas of a hospitality business. The role of the supervisor in the application, monitoring and correction of standards and the consequences of inadequate control.

- Hygiene of hands:
 - when to wash hands
 - how to wash hands – the six-step handwashing technique.
- Cuts and grazes, skin infections, spots and boils:
 - cover with waterproof dressing.
- Personal grooming:
 - hair
 - jewellery
 - perfume
 - makeup.
- Clothing:
 - washable or disposable
 - light coloured
 - no external pockets
 - no outside clothing in food areas.
- Exclusion of food handlers:
 - if suffering from sickness or diarrhoea
 - with serious skin infections.

B6 Procedures for cleaning, disinfection and waste disposal

The importance of, and the procedures and processes for, the effective cleaning and disinfection of food production and service, areas, equipment and machinery, and the role of the supervisor in the application, checking and monitoring of cleanliness, and professional waste disposal in hospitality organisations.

- Cleanliness and good hygiene:
 - food preparation areas
 - work surfaces
 - equipment
 - utensils.
- Methods of cleaning and use of cleaning materials:
 - detergents
 - disinfecting
 - sanitising
 - disposable cloths
 - colour-coded equipment – cloths, brushes, mops
 - correct use and storage of cleaning chemicals
 - use of dishwashing machines.
- Six-stage cleaning process:
 - pre-clean
 - main clean
 - intermediate rinse
 - disinfection
 - final rinse
 - dry.

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- Cleaning and disinfecting schedules:
 - breaking the contamination chain
 - what needs to be cleaned
 - how the cleaning will be carried out
 - when cleaning needs to be done – daily, weekly, monthly, as required
 - who will carry out the cleaning.
- Disposal of waste:
 - use of suitable containers
 - disposal of food
 - recycling
 - hazardous waste
 - external collection and general waste.

B7 Pests and pest control

The importance of, and the processes and procedures for, the prevention of infestation by common pests in different hospitality situations, how to spot the signs of infestation and the role of the supervisor in implementing the necessary controls for eradication.

- Importance of pest control and the impacts of infestation:
 - reducing spread of bacteria and cross-contamination (chemical, physical)
 - complying with current food safety legislation
 - maintaining food safety (food storage, food handling)
 - maintaining a healthy environment
 - creating a good first impression.
- Common pests, signs of pests and specific hazards from pests:
 - rodents, birds, flies and flying insects, cockroaches, ants, beetles and weevils.
- Supervisor's role in controlling and eradicating pests:
 - good housekeeping
 - taking action to reduce harm
 - checking for problems and infestation
 - investigating reports of pest sightings
 - reporting problems
 - physical and chemical controls
 - use of private contractors.

C The maintenance, control and supervision of health and safety in the workplace

C1 Health and safety legislation

Health and safety legislation, its purpose, requirements, main aims and role.

- Health and Safety at Work etc. Act 1974.
- Management of Health and Safety at Work Regulations 1999.
- Workplace (Health, Safety and Welfare) Regulations 1992.
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.
- Control of Substances Hazardous to Health (COSHH) Regulations 2002.
- Electricity at Work Regulations 1989.
- Manual Handling Operations Regulations (MHOR) 1992.
- Health and Safety (First Aid) Regulations 1981.
- Health and Safety Executive (HSE):
 - best practice advice and guidance
 - codes of practice.

C2 The supervisor's role in health, safety and welfare in the workplace

The common facilities and provisions required by law to ensure the provision of a safe and healthy working environment, the supervisor's role in providing and maintaining them and the consequences of failure to provide.

- The terms 'incident', 'accident' and 'occupational ill health':
 - definition of incident
 - definition of accident
 - definition of occupational ill health.
- Welfare provisions that should be made by the employer:
 - toilets and handbasins, with soap and towels or a hand dryer
 - drinking water
 - a place to store clothing (and somewhere to change if special clothing is worn for work)
 - somewhere to rest and eat meals.
- Process of providing a healthy working environment:
 - good ventilation
 - a reasonable working temperature
 - lighting suitable for the work being carried out
 - enough room space, suitable workstations and seating
 - a clean workplace with appropriate waste containers.
- Process of providing a safe workplace:
 - properly maintain premises and work equipment
 - keep floors and traffic routes free from obstruction
 - have windows that can be opened and also cleaned safely
 - provide safety glass if applicable.

C3 The risks and control methods for common workplace hazards

Purpose and procedures for conducting risk assessments and the use of information and data from previous incidents to implement health and safety control procedures that will reduce accidents in a range of hospitality situations.

- The main causes of injuries and ill health at work:
 - faulty machinery, slippery/uneven surfaces, hazardous substances, equipment, activities, gas leaks, fires, flooding, electrical equipment, overexposure to substances/fumes/bright lights, untrained staff, lack of supervision, poor lighting, lack of signage, cables, volatile customers, trips, falls.
- How the risks from different hazards may be affected by occupational, environmental, human and organisational factors:
 - risks associated with the hospitality industry – safe use of cleaning chemicals, controlling cooking fumes, gas safety, ventilation of kitchens, safe emptying and cleaning of deep fat fryers, safe use of knives in the kitchen, lifting and moving.
- Purpose, principles and process of risk management and suitable risk control measures using the principles of the hierarchy of control:
 - HSE five steps to risk assessment – identify the hazards, decide who might be harmed and how, evaluate the risks and decide on precautions, record your findings and implement them, review your risk assessment and update if necessary
 - the hierarchy of controls – elimination of the hazard, substitution, engineering controls, administrative controls, personal protective equipment (PPE).

C4 How to manage accidents and incidents

How the supervisor can contribute to the investigation and management of accidents and incidents in the workplace and the impacts accidents and incidents can have on the business.

- How simple accident investigation techniques can reveal immediate and root causes:
 - provide a true snapshot of what really happens and how work is really done
 - improve the management of risk in the future
 - help other parts of the organisation learn
 - demonstrate commitment to effective health and safety and improving employee morale and thinking towards health and safety.
- Purpose and process of reporting incidents:
 - duties under RIDDOR 2013 – work-related injuries, cases of ill health and dangerous occurrences.

D1 The role of the supervisor in the monitoring of food safety systems and in providing guidance and staff training

How the supervisor can contribute to the observance of workplace safety systems and procedures by effective monitoring, communication and delivery of a range of training initiatives and the impacts this can have on the business.

- Purpose and process of monitoring and control techniques:
 - carrying out inspections and audits
 - completing and supervising the completion of monitoring documentation
 - checking the work of others to ensure compliance.
- Purpose, process and importance of effective communication of food safety and health and safety procedures:
 - communication methods – training sessions, training materials, staff meetings, appraisal, noticeboards, staff newsletters, signs and notices
 - training methods – induction, on-the-job training, internal, external, bespoke, qualification driven
 - importance of communicating health and safety procedures and information – reducing mistakes, gaining clarification, ensuring understanding, maintaining standards.
- Purpose, process and importance of providing training of staff:
 - legal and regulatory requirements
 - providing new staff with the information they need
 - ensuring new staff are fully trained
 - providing food safety refresher training as required
 - consequences to the business of providing adequate or inadequate training.

Grade descriptors

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

Level 3 Pass

Learners will be able to demonstrate knowledge and understanding of the principles, procedures and processes for the supervision of safety in hospitality. They will recognise the benefits and challenges of creating a safe working environment and the impact of the promotion of safety on business success in different hospitality contexts. Learners will have an understanding of the importance of identifying potential safety hazards and recognising the main sources of contamination, and they will be able to understand and apply the practices adopted by hospitality businesses to maintain safety. Learners will be able to interpret and analyse information in order to make valid judgements.

Level 3 Distinction

Learners will be able to integrate relevant principles, procedures and processes for supervising safety to demonstrate a deeper understanding of how these are applied in the hospitality industry. Learners will be able to apply their knowledge and understanding of the benefits and challenges of creating a safe environment to a range of hospitality contexts. They will have an understanding of the importance of identifying potential safety hazards and recognising the main sources of contamination, and they will be able to make effective judgements on the application of these in a hospitality context. Learners will be able to interpret and analyse information in order to make valid judgements that are supported by evidence, with awareness of limitations.

Key words typically used in assessment

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

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

Command or term	Definition
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Comment on	Requires the synthesis of a number of variables from data/information to form a judgement.
Compare	Identify the main factors relating to two or more items, situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.
Complete	Place a word, words or numbers in a sentence, paragraph, table or graph to give the correct answer/sense.
Define	State or describe the nature, scope or meaning of a subject as objective facts.
Describe	Give an account in words (of someone or something), including all of the relevant characteristics, qualities or events.
Discuss	Consider different aspects of a topic, how they interrelate and the extent to which they are important.
Evaluate	Draw on varied information, themes or concepts to consider aspects such as: strengths or weaknesses, advantages or disadvantages, alternative actions, relevance or significance. Come to a supported judgement of a subject's qualities, and relation to its context. This will often be in a conclusion.
Explain	Requires a justification/exemplification of a point. The answer must contain some linked reasoning. For example, the format of the response may be 'fact... because... therefore...'
Give	Provide one or more piece(s) of information.

UNIT 2: SUPERVISION OF SAFETY IN HOSPITALITY

Command or term	Definition
Identify	Establish or indicate the origin, nature or definitive character of something.
Label	Something is named or likened to the correct name.
Match	Sets of information, categories or examples are linked together.
Name	Give the correct term for something.
State	Name or list something.
Which	Mainly used in multiple-choice questions where a selection from a set of options is required, for example 'Which one of the following...'

Links to other units

This unit assesses the underpinning knowledge in:

- Unit 1: Exploring Gastronomy
- Unit 3: Leadership and Supervision in Hospitality
- Unit 4: Sustainability in a Professional Kitchen
- Unit 5: Advanced Skills and Techniques in Meat Dishes
- Unit 6: Advanced Skills and Techniques in Vegetable and Vegetarian Dishes
- Unit 7: Advanced Skills and Techniques in Poultry and Game Dishes
- Unit 8: Advanced Skills and Techniques in Fish and Shellfish Dishes
- Unit 9: Kitchen and Larder Professional Cookery Operations.

Employer involvement

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

- guest lecturers from the spectrum of hospitality businesses to deliver sessions about the systems and procedures employed within their organisations to promote safety
- structured work experience to develop learners' understanding of the required skills and knowledge to support the maintenance of safety.

Unit 3: Leadership and Supervision in Hospitality

Level: **3**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

Unit in brief

Learners examine the theories of leadership and supervision to inform their role and better understand their responsibilities as supervisors in a hospitality context.

Unit introduction

In order to ensure that objectives are met, hospitality businesses need effective managers and supervisors. These individuals need to understand what motivates others to build successful working relationships and shape strong teams that are able to meet the objectives of the business.

In this unit, you will gain an understanding of how individuals are motivated and how your role as the supervisor is crucial in forging relationships with co-workers. You will gain the knowledge that will allow you to create a culture of mutual understanding and respect, which you will use to meet the business objectives you will set.

You will also gain an understanding of the costs and controls involved in the running of a hospitality business and will know how to carry out the costing of basic and complex products. You will use financial data to determine the success or otherwise of a business.

Summary of assessment

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

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

Assessment outcomes

AO1 Demonstrate knowledge and understanding of team leadership and finance principles, concepts, key terms and theories

Command words: calculate, comment on, compare, complete, define, describe, explain, give, identify, label, match, name, state, which

Marks: ranges from 1 to 8 marks

AO2 Apply knowledge and understanding of team leadership concepts, theories and financial principles in a range of hospitality contexts

Command words: calculate, comment on, compare, complete, define, describe, explain, give, identify, label, match, name, state, which

Marks: ranges from 2 to 8 marks

AO3 Analyse, interpret and evaluate hospitality business information and data, to predict probable consequences and provide reasonable alternatives and solutions

Command words: assess, calculate, comment on, compare, complete, define, describe, discuss, evaluate, explain, give

Marks: ranges from 2 to 8 marks

AO4 Make connections, use and integrate different team leadership concepts and theories in order to justify and support judgements being made

Command words: assess, comment on, compare, complete, define, describe, discuss, evaluate, explain, give

Marks: ranges from 2 to 8 marks

Essential content

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

A The theory of leadership, management and motivation

How motivational theories and different leadership styles, personal skills and attributes can be applied to a range of situations to enable the team leader to motivate and incentivise team members to perform to the benefit of the organisation, and how individual leadership and personal styles impact the cohesion and performance of a team.

A1 Leadership styles and their application

Different leadership styles:

- autocratic
- democratic
- laissez-faire.

A2 Key theories of motivation

- Types of motivation:
 - extrinsic (external)
 - intrinsic (internal).
- Key theories:
 - Maslow's Hierarchy of Needs
 - McClelland's Motivational Needs theory
 - McGregor's XY theory
 - Herzberg's Two-factor theory.
- Incentives and rewards:
 - what they are
 - how and when to use them.

A3 Leadership and personal skills required in hospitality

Leadership and supervisory skills and attributes in hospitality:

- setting objectives
- motivating
- decision making
- team building
- leading by example
- taking initiative
- ability to envision
- encouraging and building morale and confidence
- consulting
- building positive interpersonal relationships
- managing conflict
- using emotional intelligence
- communicating
- giving feedback
- valuing and supporting others
- willingness to be held accountable and take responsibility
- flexibility to respond to the unexpected and problem solving.

B The theory of teams and team development

The different types of team in hospitality organisations and the strengths and weaknesses of them. How teams are made up of individuals, the evolutionary stages of teams, and the positive and negative impact of teams on an organisation. The role of the supervisor in the development of teams.

B1 Teams and team development

- The types of team in hospitality:
 - formal
 - informal
 - temporary
 - project/task based.
- Tuckman's stages of team development:
 - forming
 - storming
 - norming
 - performing
 - adjourning.
- Belbin's team role theory:
 - identification of individual team roles
 - identification of people's behavioural strengths and weaknesses in the workplace to provide a balanced team, and to identify the contributions and allowable weaknesses of each role
 - using Belbin's team role theory to build an effective team.

B2 Team requirements and impacts of teams on the organisation

- Requirements of an effective hospitality team:
 - appropriate size
 - task-relevant experience
 - clear definitions of responsibility within and between teams
 - interdependence
 - involvement of all participants
 - peer respect and support
 - cohesion
 - responsibility for individual development
 - opportunities to take responsibility and ownership of tasks
 - willingness to adapt to meet changing needs.
- Threats to team development:
 - poor definition of team goals
 - high team-member turnover
 - lack of opportunities for career progression
 - weak or authoritarian team leadership
 - persistent reliance on crisis management techniques
 - internal challenges to team leadership
 - lack of capacity of team to self-manage in absence of team leader
 - actual and potential conflict between individuals
 - personal problems and conflicting personal agendas.

- The benefits of teams to the hospitality organisation:
 - contribution to departmental and organisational productivity and effectiveness
 - coordination of individual activities towards a common bigger goal
 - fostering of innovation and generating new ideas
 - helping people to learn from each other and developing a sharing of expertise
 - solving complex problems that take more than one mind and applying a mix of skills that go beyond the scope of any one individual
 - implementing change and providing support and help to team members
 - giving people a sense of belonging and generating commitment
 - enhancing communication.

C Roles and responsibilities as a supervisor

The importance of the role of the supervisor in the building and development of teams, how team leader interventions in the planning, supervision and monitoring the work of teams can impact on the productivity and profitability of a hospitality organisation.

C1 Planning and supervising the work of hospitality teams

- Purpose of and process of planning techniques:
 - skills audit
 - needs/aspirations of individual team members
 - allocation of work roles
 - establishing SMART (specific, measurable, achievable, realistic, time-bound) objectives
 - establishing/using standards
 - daily and weekly work rotas.
- Types, purpose and setting of objectives:
 - organisational
 - departmental
 - section
 - short-/medium-term
 - financial
 - social
 - performance
 - personal
 - clear articulation of performance expectations.
- Threats to the planning and objective setting processes:
 - external – PESTLE (political, economic, social, technological, legal, environmental)
 - internal – levels of business, skills of staff, available staff, appropriate productivity mix
 - non-recurrent
 - recurrent.

C2 Monitoring, supporting and developing team performance

- Purpose and process of monitoring and reviewing team performance and achievement:
 - use of performance indicators
 - regular review of performance against targets
 - reviewing and evaluating work performance
 - review of work allocation
 - possible adaption or reallocation of tasks
 - conducting appraisal interviews.

UNIT 3: LEADERSHIP AND SUPERVISION IN HOSPITALITY

- Purpose and process of support and development of team members performing below target:
 - capacity to support all team members
 - possible revision of individual and team responsibilities
 - reviewing and evaluating individual and team working arrangements
 - application of corrective measures to remedy individual and team underachievement
 - maintaining individual and team focus.
- Purpose and process of supervisory responsibilities:
 - briefing and debriefing team members
 - communication
 - direction of team members
 - supporting team members
 - coaching
 - mentoring
 - planned team member development
 - maintaining and developing effective working relationships
 - maintaining quality.

D Finance for supervisors

Essential financial skills for the supervisor to assist in the profitable management of a range of hospitality businesses, the importance of and how to apply them, and the consequences of improper financial control on the profitability and sustainability of hospitality organisations.

D1 Costing and pricing in hospitality

- Categories of costs:
 - materials/ingredients
 - labour
 - overheads
 - fixed costs
 - variable costs.
- Costing of products and services:
 - dish costing
 - staffing rotas and wage costs
 - costing of events
 - pricing methods – cost-plus mark-up, gross profit margin, market rate, discounts, service charges, Value Added Tax (VAT).
- Relationship between costs, sales and selling price:
 - the effect of costing on profit and loss
 - comparing budgets and forecasts with actual costs and income.

D2 Application of control and accounting methods for resources in hospitality

- Use and analysis of performance indicators to improve business performance:
 - sales mix
 - average spend
 - net profit
 - gross profit margins
 - product yields
 - food and beverage cost reports.
- The purpose of different accounting systems:
 - stock checks/valuation
 - costed issue sheets
 - calculating stock value: first in, first out (FIFO)/last in, first out (LIFO)
 - costed recipes
 - portion control.
- Different types of records and documentation and their purpose and importance to the business:
 - specification
 - purchase order
 - delivery note
 - invoice
 - goods received note
 - credit note
 - goods returned note
 - requisitions.

Grade descriptors

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

Level 3 Pass

Learners will demonstrate knowledge and understanding of the different types of team in the hospitality industry and will apply theories of leadership and motivation to a range of straightforward business scenarios. They will demonstrate knowledge of how teams are structured and recognise the importance of building cohesive functioning units that will contribute to the success of the business. They will demonstrate knowledge and understanding of the skills and personal attributes required of the supervisor to enable the building of effective and cohesive teams, and will recognise the importance of these teams to business success. They will apply a range of financial controls in a range of straightforward business scenarios.

Level 3 Distinction

Learners will demonstrate a thorough knowledge and understanding of the different types of team in the hospitality industry and will apply theories of leadership and motivation to a range of complex business scenarios. They will demonstrate knowledge of how teams are structured and will recognise the complex stages of team development, and the importance of building cohesive functioning units that will contribute to the success of the business. They will demonstrate knowledge and understanding of the skills and personal attributes required of the supervisor to enable the building of effective and cohesive teams, and will evaluate the importance of these teams to business success. They will apply a range of complex financial controls in a range of business scenarios.

Key words typically used in assessment

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

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

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Calculate	Obtain a numerical answer, showing relevant working.
Comment on	Requires the synthesis of a number of variables from data/information to form a judgement.
Compare	Identify the main factors relating to two or more items, situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.
Complete	Place a word, words or numbers in a sentence, paragraph, table or graph to give the correct answer/sense.
Define	State or describe the nature, scope or meaning of a subject as objective facts.
Describe	Give an account in words (of someone or something), including all of the relevant characteristics, qualities or events.
Discuss	Consider different aspects of a topic, how they interrelate and the extent to which they are important.
Evaluate	Draw on varied information, themes or concepts to consider aspects such as: strengths or weaknesses, advantages or disadvantages, alternative actions, relevance or significance. Come to a supported judgement of a subject's qualities, and relation to its context. This will often be in a conclusion.
Explain	Requires a justification/exemplification of a point. The answer must contain some linked reasoning. For example, the format of the response may be 'fact... because... therefore...'
Give	Provide one or more piece(s) of information.

UNIT 3: LEADERSHIP AND SUPERVISION IN HOSPITALITY

Command or term	Definition
Identify	Establish or indicate the origin, nature or definitive character of something.
Label	Something is named or likened to the correct name.
Match	Sets of information, categories or examples are linked together.
Name	Give the correct term for something.
State	Name or list something.
Which	Mainly used in multiple-choice questions where a selection from a set of options is required, for example 'Which one of the following...'

Links to other units

This unit assesses the underpinning knowledge in:

- Unit 1: Exploring Gastronomy
- Unit 2: Supervision of Safety in Hospitality
- Unit 4: Sustainability in a Professional Kitchen
- Unit 5: Advanced Skills and Techniques in Meat Dishes
- Unit 6: Advanced Skills and Techniques in Vegetable and Vegetarian Dishes
- Unit 7: Advanced Skills and Techniques in Poultry and Game Dishes
- Unit 8: Advanced Skills and Techniques in Fish and Shellfish Dishes
- Unit 9: Kitchen and Larder Professional Cookery Operations.

Employer involvement

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

- guest lecturers from the spectrum of hospitality businesses to deliver sessions about supervising and leading a team in a hospitality context, and the motivational techniques they use in the workplace
- structured work experience that will help learners develop the required knowledge and skills to supervise and lead a team.

Unit 4: Sustainability in a Professional Kitchen

Level: **3**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

Unit in brief

Learners examine the impact of a professional kitchen on food sustainability, the conflicting needs of different hospitality stakeholders and the measures taken in the industry to ensure sustainability.

Unit introduction

As food prices continue to rise and the incidences of food poverty increase, the waste of food remains a controversial issue. In this unit, you will look at the importance of food sustainability in professional kitchens in the hospitality industry.

By exploring what sustainability means in general terms and, more specifically, for food, you will be able to describe both positive and negative environmental impacts of the food industry, how these are measured and the opportunities that exist to reduce the negative aspects.

You will also develop an understanding of the costs and benefits of environmentally friendly practices to different parties, such as waste disposal and use of energy, the conflicting needs of customers, businesses and governments, and the role of government in ensuring food sustainability.

Summary of assessment

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

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

UNIT 4: SUSTAINABILITY IN A PROFESSIONAL KITCHEN

Assessment outcomes

AO1 Demonstrate knowledge and understanding of key terms, principles, procedures and processes for sustainable food practice

Command words: comment on, compare, complete, define describe, explain, give, identify, label, match, name, state, which

Marks: ranges from 1 to 8 marks

AO2 Apply knowledge and understanding of the principles, procedures and processes for sustainable food practice in a range of hospitality contexts

Command words: comment on, compare, complete, define, describe, explain, give, identify, label, match, name, state, which

Marks: ranges from 2 to 8 marks

AO3 Analyse, interpret and evaluate sustainable food practice information to predict probable consequences and provide reasonable alternatives and solutions

Command words: assess, comment on, compare, complete, define, describe, discuss, evaluate, explain, give

Marks: ranges from 2 to 8 marks

AO4 Make connections, use and integrate different principles, procedures and processes for sustainable food practice in the workplace in order to justify and support judgements being made

Command words: assess, comment on, compare, complete, define, describe, discuss, evaluate, explain, give

Marks: ranges from 2 to 8 marks

Essential content

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

A Principles of sustainable food practice

A1 Key terms

Understand key terms and how they apply to sustainable practice in professional kitchens.

- Carbon footprint.
- Climate change.
- Food footprint.
- Food miles.
- Food security.
- Greenwashing.
- Genetically modified (GM) or genetically engineered (GE) foods.
- Intensive farming.
- Local food.
- Regional food.
- Sustainability.
- Sustainable food.

A2 Sustainable food criteria and the main reasons for sustainable food production

Recognise the criteria by which food will be judged as sustainable and understand the reasons for its existence in the hospitality industry.

- Sustainable food criteria:
 - originating from the closest possible source or minimising energy use in food transport
 - healthy and not containing harmful biological or chemical contaminants
 - fairly or cooperatively traded between producers, processors, retailers, and consumers
 - does not exploit employees in the food sector in terms of pay and conditions
 - environmentally beneficial or harmless in its production (organic, biodynamic)
 - accessible both in terms of geographic access and affordability
 - produced using high animal welfare standards in production and transport
 - socially inclusive of all people in society.
- Reasons for the growth in sustainable food production:
 - greater awareness of the impact of growing population, resource shortages, climate change, global warming and the desire to reduce operating costs
 - changing attitude of investors towards the environment
 - increased regulation
 - growing number of sustainability programmes and initiatives
 - increased social conscience
 - increased importance of corporate social responsibility (CSR).

UNIT 4: SUSTAINABILITY IN A PROFESSIONAL KITCHEN

A3 Environmental benefits of operating a sustainable food operation

Recognise the impact that operating a sustainable food operation can have on the wider environment, surrounding communities and local economies.

- Stimulates the local economy: environmentally sustainable jobs and training in a range of sectors, including food production, processing, retailing and catering.
- Reduced energy associated with transporting food.
- Reduced air and water pollution.
- Reduced food miles and greenhouse gas emissions.
- Lower pesticide and antibiotic residue in food.
- Promotion of healthier diets: higher vitamin, mineral and essential fatty acid content.
- Fairer international trade by choosing Fairtrade-certified products.
- Improved animal welfare standards are met for all meat and poultry.

A4 Sources of support and sustainability accreditation schemes

Know the purpose and the benefits of food accreditation schemes and sources of support.

- Support initiatives:
 - Waste and Resources Action Programme (WRAP): Hospitality and Food Service
 - Sustainable Restaurant Association (SRA)
- Accreditation schemes: SRA.
- Food certification and assurance schemes:
 - fish – Pisces, Marine Stewardship Council (MSC)
 - dairy and meat – Red Tractor, Freedom Food
 - fruit and vegetables – Linking Environment and Farming (LEAF), Soil Association, Red Tractor
 - ethical – fair trade, welfare, trading schemes, Fairtrade, Rainforest Alliance, Assured Food Standards, Red Tractor, LEAF (Linking Environment And Farming), Marque Freedom Food
 - purpose – to provide consumers and businesses with guarantees that food has been produced to particular standards.

B Benefits and challenges of operating a sustainable food environment

Recognise the benefits and challenges to stakeholders of providing a sustainable food environment and understand the nature of the practice of greenwashing.

B1 Benefits and drawbacks of sustainable food production to the business

Understand how operating a sustainable professional kitchen will potentially affect profit, reputation and customer satisfaction.

- CSR: associated with impact on quality of the environment, the local environment, operating ethically.
- Commercial: associated with impact on costs, staff motivation, customers' perception of the business, brand value, investment opportunities, perceptions of local, free-range and organic food.

B2 Challenges involved in meeting the responsibilities of a business to its stakeholders

Understand the responsibilities of businesses to their stakeholders in maintaining a sustainable food policy, how the interests of stakeholder groups can conflict given their aspirations, needs and expectations, and the challenges facing businesses due to the availability, support and cost of sustainable practices.

- Stakeholders:
 - shareholders
 - customers
 - employees
 - suppliers
 - local community
 - government
 - environment.
- Challenges:
 - customer and staff commitment
 - availability of resources
 - cost
 - impact on profit
 - lack of information
 - risk of greenwashing.

B3 Understand the need to educate and train staff to gain their support of the sustainable food policy, and how the supervisor can monitor and support the implementation of this

Ensure staff understand the difference their work practices can make to the environment and to the farmers who grow the products, and the benefits of staff being involved.

- Building responsibility for sustainable issues into the roles of all catering staff and support this with appropriate training.
- Educating staff in the benefits, challenges and purpose of sustainability.

UNIT 4: SUSTAINABILITY IN A PROFESSIONAL KITCHEN

B4 Know how to promote a policy of sustainable food options to customers

Ensure customers understand the purpose and scope of sustainable food.

- Raising visibility of seasonal and local foods in retailers through better signposting on the menu.
- Highlighting foods that are in season on the menu.
- Actively promote the benefits of a diet that is healthy, and environmentally and socially sustainable.
- Promoting meatless options.
- Publishing information about food provenance.

C Measures to achieve sustainable food production in a professional kitchen

Understand the key features that contribute to effective sustainable food production.

C1 Policies and procedures

The importance and purpose of the policies and procedures that need to be put in place to support sustainable food practice and the supervisor's responsibility to ensure adherence.

- Setting an environmental food policy.
- Setting an action plan.
- Incorporating the environmental programme into employee training.
- Monitoring compliance and achievement of targets.

C2 Sustainable sourcing and production

Understand the considerations for planning menus and sourcing food to minimise waste in order to ensure sustainable food production.

- Planning menus to reflect sustainable practice:
 - planning menus to limit waste
 - understanding of what is in season and when
 - reflecting the trend/need for a healthier diet
 - considering the impact of portion size on waste
 - more thoughtful meat use – nose-to-tail cookery, whole animal butchery, natural meat without supplemental growth hormones or antibiotics
 - more vegetarian options
 - considering marine biodiversity/MSC certified fish
 - gluten-free and vegetarian options
 - organic produce
 - reduced sodium, additives and sugar
 - removing palm oil from products or, where this is not possible, using only certified sources
 - understanding the need to balance customer expectations with food offer.

- Sourcing food that has a lesser or reduced effect on human health, the environment and society when compared to competing items that serve the same purpose:
 - implementing a purchasing policy that reduces food miles, minimises waste and reflects the seasonality of food
 - understanding the principles and purpose of accreditation schemes
 - buying food that is ethically sourced
 - considering packaging
 - implementing 'grow your own' and foraging schemes
 - choosing healthier options: consuming from all the different food groups in the right quantities
 - that contains no trans fat and other undesirable additives
 - understanding the factors affecting sourcing of ethical products – cost, peaks and troughs in trade, customer tastes.
- Understanding the impact of storage processes on sourcing: considering the implications, such as frequency of delivery (carbon footprint), storage requirements, stock availability, quality control.

C3 Maintaining sustainable food practice through a waste management and recycling process

Understand waste management objectives and how methods selected to manage waste and to recycle can prevent or reduce waste in professional kitchens, and how the supervisor can monitor and support the implementation of this.

- Legislation, regulation and government initiatives:
 - the purpose of waste management legislation relevant to professional kitchens
 - role of the government – Department for Environment, Food & Rural Affairs (Defra): purpose, priorities and theme.
- The impact of waste: major contributor to climate change, waste of the energy, water and packaging used in its production, transportation and storage.
- Know how to implement and monitor a waste management system to prevent waste:
 - using waste hierarchy to set priorities – eliminate, reduce, reuse, recycle, dispose
 - recognising types and causes of waste
 - measuring and setting targets for reduction of waste
 - developing an action plan to reduce food waste that considers:
 - reducing food spoilage
 - purchasing and menu planning
 - engagement of customers
 - staff training
 - reducing packaging
 - reviewing progress.
- Implement a system for the disposal of waste:
 - segregation of waste
 - composting.
- Optimise the food recycling programme through:
 - correct use of bins
 - segregation of waste
 - setting up of regular collections
 - considering the location of recycling bins to increase capture and minimise contamination
 - providing staff training to encourage staff involvement.

D Measures to achieve a sustainable environment through the management of energy consumption and the implementation of an efficient cleaning programme

D1 Understand energy efficiency and monitor energy usage

Understand how professional kitchen practice affects the use of gas, electricity and water, how sustainable practice controls the use of energy, and how the supervisor can monitor and support the implementation of this.

- Understand the purpose and practice of sustainability in relation to the use of gas, electricity, water, chemicals and equipment in a professional kitchen:
 - purchasing energy-efficient kitchen equipment
 - upgrading existing equipment:
 - timers for cooking
 - smart meters
 - thermostats
 - renewable energy
 - planning kitchen layout to maximise efficiency
 - monitoring energy use on a regular basis and setting targets for reduction:
 - turn it off and turn it down
 - maintaining and cleaning equipment to maximise efficiency:
 - keeping equipment clean to improve efficiency
 - checking seals on oven, fridge and freezer doors to ensure that they are performing efficiently
 - ensuring all equipment is switched on only when in use.
- Implement a cleaning programme that is energy efficient and uses environmentally friendly cleaning products.

D2 Minimise water wastage

Understand the importance of minimising the wastage of water and the means by which it can be minimised, and how the supervisor can monitor and support the implementation of this.

- Importance of conserving water.
- Monitoring water consumption through the installation of water meters and the periodic measurement of water consumption and its cost.
- Minimising wastage of water through efficient preparation, cooking and cleaning processes.
- Educating staff and customers.

Grade descriptors

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

Level 3 Pass

Learners will be able to demonstrate knowledge and understanding of the principles, procedures and processes for sustainable food practice. They will recognise the benefits and challenges of creating a sustainable food environment and the impact of a sustainable food policy on business success in different hospitality contexts. Learners will have an understanding of the importance of conserving energy and water, and controlling waste, and they will recognise the practices adopted by hospitality businesses to do so. Learners will be able to interpret and analyse information in order to make valid judgements.

Level 3 Distinction

Learners will be able to integrate relevant principles, procedures and processes for sustainable food practice to demonstrate a deeper understanding of how these apply in the hospitality industry. Learners will be able to apply their knowledge and understanding of the benefits and challenges of creating a sustainable food environment to a range of hospitality contexts. They will have an understanding of the importance of conserving energy and water, and controlling waste, and they will be able to make effective judgements about the application of these in a hospitality context. Learners will be able to interpret and analyse information in order to make valid judgements that are supported by evidence, with awareness of limitations.

Key words typically used in assessment

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

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

Command or term	Definition
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Comment on	Requires the synthesis of a number of variables from data/information to form a judgement.
Compare	Identify the main factors relating to two or more items, situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.
Complete	Place a word, words or numbers in a sentence, paragraph, table or graph to give the correct answer/sense.
Define	State or describe the nature, scope or meaning of a subject as objective facts.
Describe	Give an account in words (of someone or something), including all of the relevant characteristics, qualities or events.
Discuss	Consider different aspects of a topic, how they interrelate and the extent to which they are important.
Evaluate	Draw on varied information, themes or concepts to consider aspects such as: strengths or weaknesses, advantages or disadvantages, alternative actions, relevance or significance. Come to a supported judgement of a subject's qualities, and relation to its context. This will often be in a conclusion.
Explain	Requires a justification/exemplification of a point. The answer must contain some linked reasoning. For example, the format of the response may be 'fact... because... therefore....'
Give	Provide one or more piece(s) of information.
Identify	Establish or indicate the origin, nature or definitive character of something.

Command or term	Definition
Label	Something is named or likened to the correct name.
Match	Sets of information, categories or examples are linked together.
Name	Give the correct term for something.
State	Name or list something.
Which	Mainly used in multiple-choice questions where a selection from a set of options is required, for example 'Which one of the following...'

UNIT 4: SUSTAINABILITY IN A PROFESSIONAL KITCHEN

Links to other units

This unit assesses the underpinning knowledge in: *Unit 9: Kitchen and Larder Professional Cookery Operations*.

Employer involvement

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

- guest lecturers from industry chefs who operate a sustainable food policy, focusing on what they do, the challenges and the benefits of the policy
- masterclasses in cookery and fish preparation demonstrations, presentations on sustainability from seafood specialists, plus tastings.

Unit 5: Advanced Skills and Techniques in Meat Dishes

Level: **3**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

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

Unit introduction

For many customers, the highlights of an excellent meal are the meat items available on the menu, items such as beef Wellington and pot-roasted shoulder of lamb. These can be prepared, cooked and finished using a variety of advanced skills and techniques to meet the increasing demands and preferences of today's customers.

In this unit, you will work with a wide range of meats and their associated products, learning how to select the most suitable types and cuts. You will learn how to prepare, cook and finish dishes to given requirements and specifications, using and monitoring safe and hygienic working practices. You will develop, practise and acquire advanced skills and techniques while using kitchen tools and equipment correctly. You will explore and develop flavours and finishing methods, producing dishes found on restaurant menus and investigate the ways in which technology is being used increasingly to support the production of meat dishes.

This unit will give you the knowledge, personal and advanced vocational skills and behaviours to progress to supervisory roles such as a chef de partie or kitchen/catering supervisor.

Learning aims

In this unit you will:

- A** Prepare meat dishes using advanced skills and techniques to meet specified requirements
- B** Cook and finish meat dishes using advanced skills and techniques to meet specified requirements.

Unit summary

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

Unit content

Knowledge and sector skills

Learning aim A: Prepare meat dishes using advanced skills and techniques to meet specified requirements

A1 Types, cuts and advanced preparation techniques of meat for selected dishes

- Types of meat, e.g. beef, lamb, pork, veal, offal.
- Cuts of meat, portions, joints, processed, minced.
- Meat dishes, e.g. osso buco gremolata, beef Wellington, pot-roasted shoulder of lamb, braised pork cheeks.
- Selecting the type, quantity and portion size/weight of meat and other ingredients required for preparation, e.g. beef, vegetables, offal, dairy.
- Checking that meat and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing meat for making selected dishes according to recipes and to meet given requirements, e.g. slicing/dicing, seasoning/marinating, trimming, open and tunnel boning, rolling, tying, tenderising, larding/barding, stuffing, smoking.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure, monitoring of health and safety and food safety legislation.

A2 Selecting and using correct equipment for preparing meat dishes

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

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

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

Learning aim B: Cook and finish meat dishes using advanced skills and techniques to meet specified requirements

B1 Selecting and using correct equipment for cooking meat

- Choosing the correct tools and equipment needed to cook meat, e.g. ovens, grills, trays, saucepans, fryers, water bath.
- Using available technology in line with business procedures and guidelines to achieve the best result.

B2 Using correct methods for cooking meat dishes in line with food safety legislation

- Methods for cooking meat, e.g. grilling (over and under heat), frying (shallow/stir), braising, stewing, steaming, boiling, sous vide, pot roasting, combining cooking methods.
- Monitoring and following food safety legislation throughout the cooking process.
- Following recipes, e.g. combining meat with other ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring meat is at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

B3 Using correct methods for finishing meat dishes

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

B4 Demonstrating and monitoring safe and hygienic working practices at each stage of the process

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

Transferable skills

Preparing for work

- Undertaking ingredient preparation and cooking activities.

Managing information

- Using information from recipes to make meat dishes.

Developing practical and technical skills

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

Assessment criteria

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

Essential information for assessment decisions

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

Learning aims A and B

For distinction standard, learners will:

- demonstrate advanced skills and techniques independently, maintaining a professional demeanour even under pressure when preparing, measuring and weighing ingredients accurately to meet the specific requirements of the dishes in terms of quality and quantity
- show confidence and control over techniques to efficiently follow the preparation, cooking and finishing methods given for the dishes, showing control over the use of the appropriate tools and equipment, as required by the recipes used
- make realistic and appropriate decisions in prioritising activities that help to meet required timings, showing organisation and speed when working under pressure to produce correct portion sizes that are perfectly cooked and to an excellent standard in terms of appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, e.g. they are tasty, enjoyable and the garnishes complete the visual picture
- produce two meat dishes, using safe and hygienic working practices.

For merit standard, learners will:

- demonstrate some advanced skills with minimal guidance, even under pressure, when preparing, measuring and weighing ingredients accurately to meet the specific requirements of the dishes in terms of quality and quantity
- use good skills in advanced preparation, cooking and finishing methods given for the dishes, showing the necessary skills to use appropriate tools and equipment, following the instructions in the recipes
- make appropriate decisions in prioritising activities that help to meet most of the required timings, producing correct portion sizes that are well cooked in terms of appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, e.g. they taste good and are visually appealing
- produce two meat dishes, using safe and hygienic working practices.

For pass standard, learners will:

- follow specification instructions when preparing, measuring and weighing ingredients to meet specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, using suitable tools and equipment, and following basic instructions in the specification, e.g. some of the tools and equipment used might not be the most effective to achieve the activity in the set time and recipe instructions require careful following, with some lack of confidence shown
- make straightforward decisions in prioritising activities to help meet required timings, producing dishes that meet the required portion size and an acceptable appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, but may lack imagination in flavour or presentation techniques
- produce two meat dishes, using safe and hygienic working practices.

Assessment activity

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

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

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

Suggested scenario

You are working in a local restaurant as a chef and your head chef has asked you to get involved with the planning for next season's à la carte menu. You will need to plan, prepare, cook and finish two meat dishes for the menu. You need to use your skills to demonstrate safe and hygienic working practices when preparing, cooking and finishing two meat dishes. You will be observed demonstrating your skills to meet given requirements and specifications when producing meat dishes, including selecting and using the correct methods and equipment to prepare, cook and finish the ingredients needed. This will be supported by a statement on the suitability of the meat dishes in meeting given requirements and specifications in terms of, for example, appearance, texture and flavour. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

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

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

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

Further information for tutors and assessors

Delivery guidance

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

Introduction to unit

The tutor leads a discussion on types and examples of meat dishes. Learners complete worksheets to match methods of cooking with particular types of meat.

Learners visit a professional kitchen, or college production kitchen, to observe working practices in hospitality and to have the opportunity to ask questions. Learners use their visit to see at first hand the use of available technology, in line with business procedures and guidelines, to achieve the best result when producing meat dishes.

Suggested time: about 5 hours.

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

The tutor leads demonstrations focused on getting the preparation area clean and ready for use according to given standards.

The tutor guides learners on what types of meat dish to prepare and cook. Learners identify, select and order the ingredients needed to produce two different meat products.

Learners practise their skills in preparing, cooking and finishing different meat dishes in a set time specified by tutors. The main ingredients used must not be repeated in the two meat dishes. For example, learners must not produce a beef Wellington and a beef carbonnade, as the main ingredient for both meat dishes must not be beef. Instead, one dish could be pork as long as it is significantly different in type and requires different preparation, cooking and finishing methods. Learners should consider how their meat dishes will meet the appearance, colour, texture and taste requirements set by the tutor.

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

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

Suggested time: about 20 hours.

Activity: Review and tasting of meat dishes

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

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

For peer review, learners taste each other's meat dishes and give feedback.

Suggested time: about 5 hours.

Essential resources

For this unit, learners will need access to:

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

Links to other units

This unit has strong links to *Unit 9: Kitchen and Larder Professional Cookery Operations*.

Employer involvement

This unit would benefit from employer involvement in the form of work experience or a masterclass by a professional chef from a local restaurant on how to use modern technology in the production of meat dishes.

Unit 6: Advanced Skills and Techniques in Vegetable and Vegetarian Dishes

Level: **3**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

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

Unit introduction

The importance of vegetables in cooking should never be underestimated. They contribute to a healthy diet and can make up to over 60 per cent of a meal, providing the colour, texture and flavours we can often take for granted. Over 1.2 million people in Britain are vegetarians for religious, health and ethical reasons, with numbers rising annually as many more people start to enjoy vegetarian dishes as part of their diet. This has fuelled an increasing demand for more innovative vegetarian dishes on restaurant menus.

In this unit, you will work with a variety of vegetables and vegetable proteins. You will gain the skills to use vegetables to produce attractive, well-flavoured and nutritious dishes while gaining an appreciation of the range of items available today. You will further develop your skills in the preparation, cooking and finishing methods required to produce more advanced vegetable and vegetarian dishes.

This unit will give you the knowledge, personal and vocational skills and behaviours to progress towards service-based roles such as a chef de partie in charge of the vegetable station in a hotel, a chef in a gastropub, school or care home, or as a sous chef in a vegetarian restaurant.

Learning aims

In this unit you will:

- A** Prepare vegetable and vegetarian dishes using advanced skills and techniques to meet specified requirements
- B** Cook and finish vegetable and vegetarian dishes using advanced skills and techniques to meet specified requirements.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Prepare vegetable and vegetarian dishes using advanced skills and techniques to meet specified requirements</p>	<p>A1 Types, specific cuts and preparation of vegetables and other ingredients for selected vegetable and vegetarian dishes</p> <p>A2 Selecting and using correct equipment for preparing vegetable and vegetarian dishes</p> <p>A3 Complying with legal requirements and maintaining safety</p>	<p>Recipes, planning notes, learner reflection. Photographic/video evidence of learners preparing, cooking and finishing vegetable and vegetarian dishes, which can be supported by observation records.</p>
<p>B Cook and finish vegetable and vegetarian dishes using advanced skills and techniques to meet specified requirements</p>	<p>B1 Using correct methods for cooking vegetable and vegetarian dishes in line with food safety legislation</p> <p>B2 Using correct methods for finishing vegetable and vegetarian dishes</p>	
<p>Key teaching areas in this unit include:</p>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Food preparation • Cooking skills • Food finishing skills 	<ul style="list-style-type: none"> • Health, safety and hygiene 	<ul style="list-style-type: none"> • Communication • Working with others • Thinking skills/adaptability • Problem solving • Managing information • Self-management and development • Preparing for work

Unit content

Knowledge and sector skills

Learning aim A: Prepare vegetable and vegetarian dishes using advanced skills and techniques to meet specified requirements

A1 Types, specific cuts and preparation of vegetables and other ingredients for selected vegetable and vegetarian dishes

- Types of vegetable, e.g. roots, bulbs, flower heads, vegetable fruits, fungi, seeds, leaves.
- Other ingredients, e.g. nuts, rice, pulses, pasta, mycoprotein, vegetable protein, dairy, pastry.
- Vegetable format, e.g. fresh whole vegetables, frozen, pre-prepared.
- Traditional French vegetable cuts, e.g. julienne, brunoise, macédoine, paysanne.
- Vegetable dishes, e.g. vegetable terrine, mousseline, vegetable cannelloni, biryani, crêpes.
- Selecting the type, quantity and portion size/weight of vegetables and other ingredients required for preparation.
- Checking that vegetables and other ingredients meet quality, food safety and other business requirements, e.g. quality, storage, yield, cost.
- Meeting specific dietary requirements, e.g. religious, ethical, vegetarian, vegan and allergen requirements.
- Using correct methods for preparing vegetables to make selected dishes according to recipes and to meet given specifications, e.g. portion control, yield, washing, peeling, chopping, and grating.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure.

A2 Selecting and using correct equipment for preparing vegetable and vegetarian dishes

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

A3 Complying with legal requirements and maintaining safety

- Knowing and demonstrating personal responsibilities under the Health and Safety at Work etc. Act 1974.
- Ensuring the cleanliness and hygiene of the kitchen environment.
- Ensuring the equipment (including waste containers) is clean, appropriate for the task, undamaged, where it should be, and separate for different foods to prevent cross-contamination.
- Ensuring safe storage of vegetables not for immediate use, e.g. temperature control, freezing, vacuum packing, labelling, stock rotation.
- Ensuring relevant documentation and records are maintained, e.g. temperature recording, cleaning schedules, safer food, better business (SFBB), allergen information.

Learning aim B: Cook and finish vegetable and vegetarian dishes using advanced skills and techniques to meet specified requirements

B1 Using correct methods for cooking vegetable and vegetarian dishes in line with food safety legislation

- Methods for cooking vegetables, e.g. blanching, boiling, steaming, grilling, griddling, roasting, combining cooking methods.
- Cooking vegetables correctly so that they are safe to eat.
- Following and developing recipes, combining vegetables with other ingredients, using traditional, modern and classical techniques.
- Weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring vegetables and vegetarian dishes are at the correct temperature for holding and serving, preserving nutritional value.
- Using the most appropriate methods for maintaining yield and minimising waste.
- Using modern technology where available, e.g. smoking cabinet, Thermomix®.

B2 Using correct methods for finishing vegetable and vegetarian dishes

- Methods for finishing vegetable dishes, e.g. garnishing, producing and using fillings, refined sauces and dressings, presenting, adding accompaniments, meeting given requirements and specifications.
- Assembling dishes according to given specifications, appearance, quantity/portion size, correct temperature, seasoning, colour, texture, consistency, flavour.
- Using traditional, modern and classical presentation styles.

Transferable skills

Communication

- Writing plans and recipes so they are clear for others to read.
- Discussions in class and workplace.
- Passing on information verbally and in written format, e.g. completing temperature logs.

Working with others

- Working in pairs and groups in the classroom.
- Working with supervisor/tutor and peers in the kitchen.

Thinking skills/adaptability

- Selecting and adapting appropriate recipes.

Problem solving

- Planning, organising and reviewing plans to meet unexpected situations.

Managing information

- Using information from recipes to meet specifications.

Self-management and development

- Developing and practising skills in producing vegetable and vegetarian dishes, preparing for assessment, reflecting on assessment and using feedback to identify development opportunities.

Preparing for work

- Preparing and cooking dishes within a realistic working environment.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Prepare vegetable and vegetarian dishes using advanced skills and techniques to meet specified requirements		
A.P1 Select and follow recipes to prepare ingredients to a satisfactory standard for vegetable and vegetarian dishes.	A.M1 Prepare vegetable and vegetarian dishes to a good standard, selecting and using appropriate preparation methods, tools and equipment, prioritising key activities to meet set timings and requirements.	A.D1 Produce vegetable and vegetarian dishes to an excellent standard, confidently selecting and using correct preparation methods, tools and equipment, prioritising activities on own initiative to effectively meet tight timescales and specific requirements.
Learning aim B: Cook and finish vegetable and vegetarian dishes using advanced skills and techniques to meet specified requirements		
B.P2 Cook and finish vegetable and vegetarian dishes to a satisfactory standard, using given methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.	B.M2 Cook and finish vegetable and vegetarian dishes to a good standard, selecting and using appropriate cooking skills, methods, tools and equipment, prioritising key activities to meet set timings and requirements.	B.D2 Cook and finish vegetable and vegetarian dishes to an excellent standard, confidently selecting and using correct cooking skills, methods, tools and equipment, prioritising activities on own initiative to meet tight timescales and specific requirements.

Essential information for assessment decisions

Learners will investigate and select recipes (to be agreed with tutors) for the production of one complete vegetable accompaniment dish and one vegetarian main course dish. The dishes must use at least four different ingredients for each and a range of different preparation and cooking methods. The main vegetables used in the two dishes should not be repeated. For example, if a vegetable timbale containing fungi and spinach is selected for one dish, a vegetable palak containing mushrooms and spinach would not be a suitable choice for the second dish.

Learning aims A and B

For distinction standard, learners will:

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

For merit standard, learners will:

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

For pass standard, learners will:

- follow specification instructions when preparing, measuring and weighing ingredients to meet specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, using suitable tools and equipment, and following basic instructions in the specification, e.g. some of the tools and equipment used might not be the most effective to achieve the activity in the set time and recipe instructions require careful following, with some lack of confidence shown
- make straightforward decisions in prioritising activities to help meet required timings, producing dishes that meet the required portion size and an acceptable appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, but may lack imagination in flavour or presentation techniques
- produce one vegetable dish and one vegetarian dish, using safe and hygienic working practices.

Assessment activity

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

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

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

Suggested scenario

The local vegetarian society is planning to host its annual dinner at your restaurant. The society has asked for suggestions for suitable dishes for this prestigious event. As a sous chef, you have been asked to research, prepare, cook and finish two dishes for the chairman and a committee member to sample, one vegetable dish and one vegetarian main course dish. You need to demonstrate safe and hygienic working practices when preparing, cooking and finishing the vegetable dishes. You will be observed demonstrating your skills to meet given requirements and specifications when producing vegetable and vegetarian dishes, including selecting and using the correct methods and equipment to prepare, cook and finish the ingredients needed. This will be supported by a statement on the suitability of vegetable and vegetarian dishes in meeting given requirements and specifications in terms of, for example, appearance, texture and flavour. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

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

Your head chef is planning ahead and wants to include some more imaginative vegetarian dishes on his Christmas menu. As the chef de partie, he has asked you to research, prepare and cook the vegetable dishes that you feel are suitable. You need to produce one vegetable dish and one vegetarian main course dish. You will be observed demonstrating your skills to meet given requirements and specifications. Your performance will be observed by the head chef or your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

Vegetable and vegetarian dishes prepared, cooked and finished for the retake assessment activity must be different from those for the first assessment activity.

Further information for tutors and assessors

Delivery guidance

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

Introduction to unit

The tutor leads a discussion on types and examples of vegetable accompaniments and vegetarian dishes and their importance in contributing to a healthy diet. This includes meeting specific dietary requirements in providing colour, taste and texture to dishes.

Learners work in small groups on an interactive presentation on vegetable classification, e.g. roots, tubers, vegetable fruits, fungi. They produce a short presentation to their tutor and peers on a particular dietary requirement, e.g. vegetarian, vegan, religious, suggesting suitable dishes.

Learners visit a vegetarian restaurant/kitchen as an introduction to working practices in hospitality and to have the opportunity to ask questions.

Learners use their visit to the restaurant/kitchen to see at first hand the use of available technology, in line with business procedures and guidelines, to achieve the best result when producing vegetable and vegetarian dishes.

Suggested time: about 4 hours.

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

The tutor provides a series of practical sessions allowing learners to develop skills in producing a range of different styles of dishes while exploring different ingredients and cooking methods.

In session one, the tutor leads a demonstration and discussion on getting the preparation area clean and ready for use according to given standards.

In following sessions, learners demonstrate setting up their work areas, with the tutor/peers monitoring and providing feedback.

The tutor guides learners on researching vegetable and vegetarian dishes for given requirements. Learners identify, select and order the ingredients they need to produce the dishes agreed.

Learners practise their skills in preparing, cooking and finishing the chosen vegetable and vegetarian dishes in a set time specified by the tutor. These must contain fresh vegetables that may be combined with other, ready-prepared ingredients and the dishes must not repeat the main ingredients used. For example, if learners are cooking a vegetable terrine containing spinach and peppers, the main ingredients for the vegetarian main course dish should not be a vegetable Wellington containing spinach and peppers. Learners should consider how their vegetable and vegetarian dishes will meet dietary, appearance, colour, texture and taste requirements set by the tutor.

Learners are encouraged to choose independently the correct tools and equipment needed to prepare and cook the types of vegetable and vegetarian dishes they have selected.

Learners are expected to understand how to plan and manage their time independently. They should develop and improve their use of time as they practise their kitchen skills for preparing, cooking and finishing vegetable and vegetarian dishes, prioritising activities to meet timings and deadlines. Learners should maintain a safe, clean and hygienic working area and record temperatures, ensuring all equipment and any unused ingredients are stored correctly after use or suitably disposed of.

Suggested time: about 16 hours

Activity: Review and tasting of vegetable and vegetarian dishes

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

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

For peer review, learners taste each other's vegetable dishes and give feedback.

Suggested time: about 4 hours.

Activity: Summative assessment activity

Working from a given brief, learners should independently:

- research and plan the production of one vegetable and one vegetarian dish
- prepare, cook and present the vegetable and vegetarian dishes
- review the vegetable and vegetarian dishes produced in terms of own performance and finished product quality.

Suggested time: about 6 hours.

Essential resources

For this unit, learners will need access to:

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

Links to other units

This unit has strong links to *Unit 9: Kitchen and Larder Professional Cookery Operations*.

Employer involvement

This unit would benefit from employer involvement in the form of work experience or a masterclass by a professional chef from a local restaurant to develop learners' advance skills and techniques in preparing, cooking and finishing vegetable and vegetarian dishes.

Unit 7: Advanced Skills and Techniques in Poultry and Game Dishes

Level: **3**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

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

Unit introduction

For many customers, the highlights of an excellent meal are the poultry and game items available on the menu such as a guinea fowl roulade or jugged hare. They can be prepared, cooked and finished using a variety of advanced skills and techniques to meet the increasing demands and preferences of today's customers.

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

This unit will give you the knowledge, personal and advanced vocational skills and behaviours to progress towards supervisory roles, such as a chef de partie or kitchen/catering supervisor.

Learning aims

In this unit you will:

- A** Prepare, cook and finish poultry dishes using advanced skills and techniques to meet specified requirements
- B** Prepare, cook and finish game dishes using advanced skills and techniques to meet specified requirements.

Unit summary

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

Unit content

Knowledge and sector skills

Learning aim A: Prepare, cook and finish poultry dishes using advanced skills and techniques to meet specified requirements

A1 Types, cuts and advanced preparation of poultry for selected dishes

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

A2 Selecting and using correct equipment for preparing and cooking poultry

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

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

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

A4 Using correct advanced methods for cooking poultry dishes in line with food safety legislation

- Methods for cooking poultry, e.g. griddling, roasting, poaching, frying (deep/sauté), steaming, confit, baking, sous vide, microwaving.
- Monitoring and following food safety legislation throughout the cooking process.
- Following recipes, e.g. combining poultry with other ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring poultry is at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

A5 Using correct methods for finishing poultry dishes

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

Learning aim B: Prepare, cook and finish game dishes using advanced skills and techniques to meet specified requirements**B1 Types, cuts and advanced preparation of game for selected dishes**

- Types of game, feathered or furred, e.g. venison, pigeon, pheasant.
- Cuts of game, feathered or furred, e.g. joints, ballotine, portions or whole birds.
- Game dishes, e.g. pithivier of game, jugged hare, roast pheasant, venison Wellington.
- Selecting the type, quantity and portion size/weight of game and other ingredients required for preparation, e.g. rabbit, vegetables, dairy, offal.
- Checking that game and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using correct methods for preparing game for making selected dishes according to recipes and to meet given requirements, e.g. cleaning, skinning, portioning/cutting for sauté, stuffing, plucking, coating, trussing, batting out.
- Professional working practices, e.g. dress, attitude, appearance, food preparation methods, managing time, working under pressure, monitoring of health and safety and food safety legislation.

B2 Selecting and using correct equipment for preparing and cooking game

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

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

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

B4 Using correct advanced methods for cooking game dishes in line with food safety legislation

- Methods for cooking game, e.g. griddling, roasting, poaching, frying (deep/sauté), steaming, stewing, pot roasting, confit, baking, sous vide.
- Monitoring and following of food safety legislation throughout the cooking process.
- Following recipes, e.g. combining game with other ingredients, weights and measures, temperatures, timings.
- Correct temperatures, e.g. ensuring game is at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

B5 Using correct methods for finishing game dishes

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

Transferable skills

Preparing for work

- Undertaking ingredient preparation, cooking and finishing activities.

Managing information

- Using information from recipes to produce poultry and game dishes.

Developing practical and technical skills

- Demonstrating advanced methods and techniques of ingredient preparation, cooking and finishing, and using equipment safely and hygienically to produce poultry and game dishes.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Prepare, cook and finish poultry dishes using advanced skills and techniques to meet specified requirements		
A.P1 Follow a recipe to prepare ingredients for a poultry dish.	A.M1 Produce a poultry dish to a good standard, selecting and using appropriate advanced preparation and cooking skills, methods, tools and equipment, prioritising key activities on own initiative to meet most timings and most of the specific requirements.	A.D1 Produce a poultry dish to an excellent standard, confidently selecting and using appropriate advanced preparation and cooking skills, methods, tools and equipment, prioritising activities on own initiative to effectively meet set timings and specific requirements.
A.P2 Produce a poultry dish to a satisfactory standard, using advanced methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		
Learning aim B: Prepare, cook and finish game dishes using advanced skills and techniques to meet specified requirements		
B.P3 Follow a recipe to prepare ingredients for a game dish.	B.M2 Produce a game dish to a good standard, selecting and using appropriate advanced preparation and cooking skills, methods, tools and equipment, prioritising key activities on own initiative to meet most timings and most of the specific requirements.	B.D2 Produce a game dish to an excellent standard, confidently selecting and using appropriate advanced preparation and cooking skills, methods, tools and equipment, prioritising activities on own initiative to effectively meet set timings and specific requirements.
B.P4 Produce a game dish to a satisfactory standard, using advanced methods, tools and equipment, prioritising some activities and timings, and using safe and hygienic practices.		

Essential information for assessment decisions

Learners will follow their own recipes, or those given to them by tutors, but this must be agreed with tutors. The dish must contain a minimum of six fresh ingredients that may be combined with other ingredients. Each group of main ingredients must be used as well as different advanced cooking methods.

Learning aims A and B

For distinction standard, learners will:

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

For merit standard, learners will:

- demonstrate some advanced skills and techniques with minimal guidance, even under pressure, when preparing, measuring and weighing ingredients accurately to meet specific requirements of the dishes in terms of quality and quantity
- use good preparation, cooking and finishing methods given for the dishes, showing the necessary skills to use appropriate tools and equipment, following the instructions in the recipes
- make appropriate decisions in prioritising activities that help to meet most of the required timings, producing correct portion sizes that are well cooked in terms of appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, e.g. they taste good and are visually appealing
- produce one poultry dish and one game dish, using safe and hygienic working practices.

For pass standard, learners will:

- follow specification instructions when preparing, measuring and weighing ingredients to meet specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, using suitable tools and equipment, and following basic instructions in the specification, e.g. some of the tools and equipment used might not be the most effective to achieve the activity in the set time and recipe instructions require careful following, with some lack of confidence shown
- make straightforward decisions in prioritising activities to help meet required timings, producing dishes that meet the required portion size and an acceptable appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, but may lack imagination in flavour or presentation techniques
- produce one poultry dish and one game dish, using safe and hygienic working practices.

Assessment activity

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

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

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

Suggested scenario

You are working in a local restaurant as a chef and your head chef has asked you to get involved with the planning for next season's à la carte menu. You will need to plan, prepare, cook and finish one poultry and one game dish for the menu. You need to use your advanced skills to demonstrate safe and hygienic working practices when preparing, cooking and finishing one poultry and one game dish. You will be observed demonstrating your skills to meet given requirements and specifications when producing poultry and game dishes, including selecting and using the correct methods and equipment to prepare, cook and finish the ingredients needed. This will be supported by a statement on the suitability of the poultry and game dishes in meeting given requirements and specifications in terms of, for example, appearance, texture and flavour. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

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

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

Poultry and game dishes prepared, cooked and finished for the retake assessment activity must be different from those for the first assessment activity.

Further information for tutors and assessors

Delivery guidance

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

Introduction to unit

The tutor leads a discussion on types and examples of poultry and game dishes. Learners complete worksheets to match methods of cooking with particular types of poultry and game. Learners visit a professional kitchen, or college production kitchen, to observe working practices in hospitality and to have the opportunity to ask questions. Learners use their visit to see at first hand the use of available technology, in line with business procedures and guidelines, to achieve the best result when producing poultry and game dishes.

Suggested time: about 5 hours.

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

The tutor leads demonstrations focused on getting the preparation area clean and ready for use according to given standards.

The tutor guides learners on what type of poultry dish to cook. Learners identify, select and order the accompanying ingredients needed to produce the dish.

Learners practise their skills in preparing, cooking and finishing poultry dishes in a set time specified by tutors. These must contain fresh ingredients that may be combined with other ingredients but the dish must not repeat the main accompanying ingredients used in the game dish. For example, if learners are cooking a guinea fowl roulade with risotto, the main accompanying ingredient for the game dish should not be rice. Learners should consider how their poultry dish will meet the appearance, colour, texture and taste requirements set by tutors. Learners are instructed on choosing the correct tools and equipment needed to prepare and cook the type of poultry dish they have selected.

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

Suggested time: about 11 hours.

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

The tutor leads demonstrations focused on getting the preparation area clean and ready for use according to given standards.

The tutor guides learners on what type of game dish to cook. Learners identify, select and order the accompanying ingredients needed to produce the dish.

Learners practise their skills in preparing, cooking and finishing game dishes in a set time specified by tutors. These must contain fresh ingredients that may be combined with other ingredients but the dish must not repeat the main accompanying ingredients used in the poultry dish. For example, if learners are cooking a pithivier of game, the main accompanying ingredient for the poultry dish should not be puff pastry. Learners should consider how their game dish will meet appearance, colour, texture and taste requirements set by tutors.

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

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

Suggested time: about 11 hours.

Activity: Review and tasting of poultry and game dishes

The tutor completes reviews on learners' poultry and game dishes, identifying ingredients that were prepared and cooked and making suggestions for how their personal organisation, as well as the poultry and game dishes, could be improved.

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

For peer review, learners taste each other's poultry and game dishes and give feedback.

Suggested time: about 3 hours.

Essential resources

For this unit, learners will need access to:

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

Links to other units

This unit has strong links to *Unit 9: Kitchen and Larder Professional Cookery Operations*.

Employer involvement

This unit would benefit from employer involvement in the form of work experience or a masterclass by a professional chef from a local restaurant on how to use modern technology in the production of poultry and game dishes.

Unit 8: Advanced Skills and Techniques in Fish and Shellfish Dishes

Level: **3**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

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

Unit introduction

For many customers, the highlight of an excellent meal lies not in the meat options but in the fish and shellfish items available on the menu, items such as dressed salmon and lobster thermidor.

Fish and shellfish can be prepared, cooked and finished using a variety of advanced skills and techniques to meet the increasing demands and preferences of today's customers.

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

This unit will give you the knowledge, personal and advanced vocational skills and behaviours to progress towards supervisor roles, such as chef de partie or kitchen/catering supervisor.

Learning aims

In this unit you will:

- A** Prepare, cook and finish fish dishes using advanced skills and techniques to meet specified requirements
- B** Prepare, cook and finish shellfish dishes using advanced skills and techniques to meet specified requirements.

Unit summary

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

Unit content

Knowledge and sector skills

Learning aim A: Prepare, cook and finish fish dishes using advanced skills and techniques to meet specified requirements

A1 Types, cuts and advanced preparation techniques of fish for selected dishes

- Types of fish, e.g. round/flat white fish, oily fish.
- Cuts of fish, e.g. darne, goujon, supreme, tronçon, délice, paupiette, butterfly, plait, colbert.
- Fish dishes, e.g. paupiette of sole, mousselines, dressed salmon, fish roulade.
- Selecting the type, quantity and portion size/weight of fish and other ingredients required for preparation, e.g. turbot, vegetables, dairy.
- Checking the fish and other ingredients meet quality, food safety and other business requirements, e.g. taste, allergens, diet, nutrition.
- Using the correct methods for preparing fish to make selected dishes according to recipes and to meet given requirements, e.g. filleting, cutting, trimming, skinning, marinating, coating, topping, preserving, smoking.
- Professional working practices, e.g. dress, attitude, advanced food preparation methods, managing time, working under pressure, monitoring of health and safety and food safety legislation.

A2 Selecting and using correct equipment for preparing and cooking fish

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

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

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

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

- Methods of cooking fish, e.g. deep/shallow frying, grilling, poaching, baking, steaming, stewing, en papillote, sous vide, cold/hot smoking, combining cooking methods.
- Monitoring and following food safety legislation throughout the cooking process.
- Following recipes, e.g. combining fish with other ingredients, weights and measures, temperatures, timings.
- Correct temperature, e.g. ensuring fish is at the correct temperature for holding and serving, preserving nutritional value.
- Minimising food waste.

UNIT 8: ADVANCED SKILLS AND TECHNIQUES IN FISH AND SHELLFISH DISHES

A5 Using correct methods for finishing fish dishes

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

Learning aim B: Prepare, cook and finish shellfish dishes using advanced skills and techniques to meet specified requirements

B1 Types and advanced preparation of shellfish for selected dishes

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

B2 Selecting and using correct equipment for preparing and cooking shellfish

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

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

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

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

- Methods of cooking shellfish, e.g. boiling, deep/shallow frying, grilling, steaming, poaching, combining cooking methods.
- Monitoring and following food safety legislation throughout the cooking process.
- Following recipes, e.g. combining shellfish with other ingredients, weights and measures, temperatures, timings.
- Correct temperature, e.g. ensuring shellfish is at the correct temperature for holding and serving, preserving the nutritional value.
- Minimising food waste.

B5 Using correct methods for finishing shellfish dishes

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

Transferable skills

Preparing for work

- Undertaking ingredient preparation, cooking and finishing activities.

Managing information

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

Developing practical and technical skills

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

Assessment criteria

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

Essential information for assessment decisions

Learners will follow their own recipes, or those given to them by tutors, but this must be agreed with tutors. The dish must contain a minimum of six fresh ingredients that may be combined with other ingredients. Each group of main ingredients must be used as well as different advanced cooking methods.

Learning aims A and B

For distinction standard, learners will:

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

For merit standard, learners will:

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

For pass standard, learners will:

- follow specification instructions when preparing, measuring and weighing ingredients to meet specific requirements of the dishes in terms of quality and quantity
- use the correct preparation, cooking and finishing methods given for the dishes, using suitable tools and equipment, and following basic instructions in the specification, e.g. some of the tools and equipment used might not be the most effective to achieve the activity in the set time and recipe instructions require careful following, with some lack of confidence shown
- make straightforward decisions in prioritising activities to help meet required timings, producing dishes that meet the required portion size and an acceptable appearance, temperature, seasoning, colour, texture, consistency, flavour and finish, but may lack imagination in flavour or presentation techniques
- produce one fish dish and one shellfish dish, using safe and hygienic working practices.

Assessment activity

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

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

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

Suggested scenario

You are working in a local restaurant as a chef and your head chef has asked you to get involved with the planning for next season's à la carte menu. You will need to plan, prepare, cook and finish one fish and one shellfish dish for the menu. You need to use your advanced skills to demonstrate safe and hygienic working practices when preparing, cooking and finishing one fish and one shellfish dish. You will be observed demonstrating your skills to meet given requirements and specifications when producing fish and shellfish dishes, including selecting and using the correct methods and equipment to prepare, cook and finish the ingredients needed. This will be supported by a statement on the suitability of the fish and shellfish dishes in meeting given requirements and specifications in terms of, for example, appearance, texture and flavour. When demonstrating your skills, your performance will be observed by either your tutor, who will take on the role of your supervisor/manager, or an employer from the hospitality industry.

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

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

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

Further information for tutors and assessors

Delivery guidance

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

Introduction to unit

The tutor leads a discussion on types and examples of fish and shellfish dishes. Learners complete worksheets to match methods of cooking with particular types of fish and shellfish.

Learners visit a professional kitchen, or college production kitchen, to observe working practices in hospitality and to have the opportunity to ask questions. Learners use their visit to see at first hand the use of available technology, in line with business procedures and guidelines, to achieve the best result when producing fish and shellfish dishes.

Suggested time: about 5 hours.

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

The tutor leads demonstrations focused on getting the preparation area clean and ready for use according to given standards.

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

Learners practise their skills in preparing, cooking and finishing fish dishes in a set time specified by tutors. These must contain fresh ingredients that may be combined with other ingredients.

The dish must not repeat the main accompanying ingredients used in the shellfish dish.

For example, if learners are cooking a paupiette of sole with risotto, the main accompanying ingredient for the shellfish dish should not be rice.

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

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

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

Suggested time: about 11 hours.

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

The tutor leads demonstrations focused on getting the preparation area clean and ready for use according to given standards.

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

Learners practise their skills in preparing, cooking and finishing shellfish dishes in a set time specified by tutors. These must contain fresh ingredients that may be combined with other ingredients. The dish must not repeat the main accompanying ingredients used in the fish dish. For example, if learners are preparing and cooking a crab ravioli, the main accompanying ingredient for the fish dish should not be pasta. Learners should consider how their shellfish dish will meet the appearance, colour, texture and taste requirements set by tutors.

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

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

Suggested time: about 11 hours.

Activity: Review and tasting of fish and shellfish dishes

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

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

For peer review, learners taste each other's fish and shellfish dishes and give feedback.

Suggested time: about 3 hours.

Essential resources

For this unit, learners will need access to:

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

Links to other units

This unit has strong links to *Unit 9: Kitchen and Larder Professional Cookery Operations*.

Employer involvement

This unit would benefit from employer involvement in the form of work experience or a masterclass by a professional chef from a local restaurant on how to use modern technology in the production of fish and shellfish dishes.

Unit 9: Kitchen and Larder Professional Cookery Operations

Level: 3

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **45**

Unit in brief

Learners develop the skills and behaviours needed to undertake professional cookery operations as a kitchen and larder chef, working within a team, and supervising the delivery of the kitchen and larder items for a hospitality event to ensure that the supplied items meet client requirements.

Unit introduction

In a busy kitchen, a large part of the day-to-day work of a professional kitchen and larder chef's work involves supporting event management operations. Hospitality industry events are wide ranging and, if the business wants to thrive and grow, involve satisfying and exceeding the needs of internal and external clients. These events, which include weddings, banquets and corporate activities, for example conferences, require the provision of a range of specific food items. Being involved in the planning, organisation and support of an event can be exciting, challenging and rewarding.

In this unit, you will work within a team to provide kitchen and larder food items for a hospitality event, selecting and using the advanced skills and techniques developed in the other units to prepare, produce and deliver these items to meet the specified requirements of the client. You will be involved in the planning, organisation and review of the servicing of the event. By anticipating the overall event activities, the planning, preparing and organisation will be developed as a co-ordinated activity. You will consider and implement health, safety and hygiene practices and apply technology in your practice. You will supervise the work of others, drawing on your knowledge of leadership and supervision developed in other units. You will review the success of the hospitality event, and your own personal performance, using the feedback collected from those involved in the event, including the team members and your tutor.

This unit can help you to progress to a service-based role managing the activities of a brigade of staff, including kitchen and larder chef, when working in a professional hospitality setting such as a restaurant, hotel or conference centre.

Learning aims

In this unit you will:

- A** Plan the provision of kitchen and larder items for a hospitality event to meet client requirements
- B** Organise and lead kitchen operations to service a hospitality event with kitchen and larder items in line with the agreed schedule
- C** Review the success of the provision of kitchen and larder items for a hospitality event against client requirements.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan the provision of kitchen and larder items for a hospitality event to meet client requirements	A1 Planning the provision of kitchen and larder items for a hospitality event A2 Developing a schedule to meet client requirements A3 Planning sustainability and safe and hygienic working practices at each stage of the kitchen and larder task	Assessor observation records with other supporting evidence, to include peer review, self-evaluation, witness testimony and photographic/ video evidence. Relevant documentation associated with the activities carried out. A folder or presentation on event planning and the review of hospitality service provision.
B Organise and lead kitchen operations to service a hospitality event with kitchen and larder items in line with the agreed schedule	B1 Organising and leading the work of a team B2 Preparation of kitchen and larder items for an event B3 Servicing an event with kitchen and larder items	
C Review the success of the provision of kitchen and larder items for a hospitality event against client requirements	C1 Reviewing the provision of kitchen and larder items against set criteria C2 Reviewing own performance and the performance of others	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Planning • Budgeting • Food preparation • Cooking skills • Finishing skills • Professional behaviours • Teamwork 	<ul style="list-style-type: none"> • Menu items • Work schedules • Health, safety and hygiene • Team support • Application of technology 	<ul style="list-style-type: none"> • Communication • Working with others • Thinking skills/adaptability • Problem solving • Managing information • Developing practical and technical skills • Self-management and development • Preparing for work

Unit content

Knowledge and sector skills

Learning aim A: Plan the provision of kitchen and larder items for a hospitality event to meet client requirements

A1 Planning the provision of kitchen and larder items for a hospitality event

- Types of hospitality event, to include:
 - o conferences
 - o weddings
 - o banquets
 - o celebrations
 - o themed events
 - o product launch
 - o fundraising.
- Exploring the use of advanced skills and techniques for kitchen and larder items, to include:
 - o meat, poultry and game dishes
 - o fish and shellfish dishes
 - o vegetables and vegetarian dishes
 - o allergen-free dishes
 - o gastronomy
 - o contemporary styles of presentation and display.
- Exploring the logistics for events, e.g. event needs, specialist requirements, preparation requirements, storage requirements, transportation of items.
- Working within a budget set by the contractor or client.
- Exploring work-scheduling tools, including:
 - o plans
 - o Gantt charts
 - o timetables
 - o worksheets.
- Using planning pro forma and worksheets for the required resources, including:
 - o staff
 - o equipment
 - o food stock items
 - o storage facilities.
- Developing menus and costings that reduce waste through the efficient use of commodities, equipment, energy and staffing, e.g. the seasonality of food items, the type of equipment to be used, the application of technology.
- Using time sheets to schedule work activities and meet specific deadlines.
- Meeting legislative requirements, to include:
 - o food hygiene standards
 - o allergens
 - o health and safety
 - o fire regulations.
- Sourcing and storage of items, including food commodities, stock control, e.g. temperature, humidity, use of specialist equipment.

UNIT 9: KITCHEN AND LARDER PROFESSIONAL COOKERY OPERATIONS

- Meeting client service requirements, to include:
 - timing
 - menu items
 - budget
 - size and location of the event
 - number and age of guests
 - food preparation to meet the food service style, e.g. self-service, waiter/waitress service
 - food service plan, to include:
 - food presentation and display arrangements
 - seating arrangements of guests
 - dietary requirements
 - number and type of staff required at the event, staff rostering.
- Setting criteria for determining the success of the event for the client and for the team.
- Planning to gather feedback after the event.

A2 Developing a schedule to meet client requirements

- Communicating with the client or contractor, including initial meeting, agreeing outcomes, planning communication with the client or contractor, e.g. travel, parking and access arrangements for the food items before, during and after the event.
- Establishing the objectives to be achieved, to include:
 - managing time
 - working within budget
 - roles and responsibilities
 - meeting and exceeding the client's needs.
- Establishing the roles and responsibilities of team members when organising the event, e.g. as supervisor, co-ordinator, team member, to include:
 - menu planning
 - costings
 - health and safety considerations.
- Scheduling work for individual team members.
- Agreeing monitoring points and protocols for changes in methodology or food items.
- Training and briefing team members before the event, e.g. timings, the menu, specific requests from clients, disposal of waste.
- Specific event roles, e.g. event monitoring, risk assessment, quality assurance.
- Applying the internal and external client requirements to the schedule.

A3 Planning sustainability and safe and hygienic working practices at each stage of the kitchen and larder task

- Consideration of sustainable event management, to include:
 - environmental factors
 - economic issues
 - social issues
 - use of technology.
- Establishing safe working practices in preparing, cooking and finishing kitchen and larder items, to include:
 - tools
 - equipment
 - monitoring techniques
 - timing.

- Establishing healthy and hygienic working practices in preparing, cooking and finishing kitchen and larder items, to include:
 - personal presentation and team appearance
 - working methodologies
 - disposal of waste.

Learning aim B: Organise and lead kitchen operations to service a hospitality event with kitchen and larder items in line with the agreed schedule

B1 Organising and leading the work of a team

- Exploring teamwork roles and responsibilities in servicing an event, e.g. operative, leader, supervisor, manager.
- Supporting professional behaviours in an organisational setting, e.g. personal appearance, preparation for work, including clean tools and equipment, clearing up as the work progresses, communicating with others.
- Implementing work schedules.
- Monitoring the work of others.
- Responding to requests in a coherent and professional manner.
- Supporting and motivating team members and others when the need arises.
- Anticipating team member needs.
- Awareness of the challenges that affect teams working in a time-bound environment, e.g. unexpected events, lack of, or loss of, an item of equipment, undercooking or overcooking an item, team member's illness.
- Working sustainably in a team setting.
- Gathering feedback.
- Responding to feedback.
- Effecting changes.

B2 Preparation of kitchen and larder items for an event

- Implementing a work schedule to produce kitchen and larder items by using advanced skills and techniques.
- Recognising the importance of checking food stocks and keeping the food storage areas in good order.
- Recognising the importance of safe and hygienic working practices in relation to equipment and the storage and transportation of food items.
- Knowing the procedures to carry out stock control and how to deal with identified shortages and food close to expiry date.
- Knowing how to set up, prepare and clean down the work environment to a specified standard, e.g. Health and Safety at Work etc. Act 1974, food hygiene regulations.

B3 Servicing an event with kitchen and larder items

- Working with others in a timely, safe and hygienic manner, including supervising the provision of the kitchen and larder menu items and tidying away as the items are progressed.
- Meeting required standards for health, hygiene and safety.
- Using skills to display dishes and serve food items as required.
- Providing assistance and information, including advising on dish content and finishing.

UNIT 9: KITCHEN AND LARDER PROFESSIONAL COOKERY OPERATIONS

- Reviewing the behaviours and the types and the level of skills used by team members during the event.
- Using verbal and non-verbal communication skills, including open questions, personal appearance and supportive body language to support the event as a whole, e.g. solving problems and issues that may arise with the development of kitchen and larder items.
- Supervising hygienic cleaning, correct and safe storage of food items and waste disposal at the end of the event.

Learning aim C: Review the success of the provision of kitchen and larder items for a hospitality event against client requirements

C1 Reviewing the provision of kitchen and larder items against set criteria

- Personal skills and tools used to review food items, e.g. appearance, taste, texture, smell, comment cards, digital records, surveys.
- Tools used to review an event, e.g. set standards, team comments, client comments, group surveys, questioning.
- Gathering feedback from team members and tutor regarding the success of the event, to include:
 - working safely and sustainably
 - kitchen and larder item preparation
 - providing kitchen and larder items, using advanced skills for the event
 - tidying up after the event.
- Determining the success of the event, to include:
 - event preparation
 - monitoring of the work schedule, objectives and budget
 - deviation from plans
 - review of the menu items
 - timing of activities
 - supporting the team
 - client satisfaction
 - team satisfaction.
- Making recommendations for future events, to include:
 - menu items
 - costings and budget control
 - teamwork and roles.

C2 Reviewing own performance and the performance of others

- Reviewing client requirements, to include:
 - menu
 - budget
 - teamwork
 - own performance.
- Reviewing the behaviours and the types and the level of skills used by team members during the event.
- Reviewing own role and responsibilities in meeting client requirements, to include:
 - item and event preparation
 - servicing the event
 - tidying up after the event.

- Reviewing overall contribution to the success of the event as a whole, e.g. kitchen and larder items, team roles.
- Reviewing how the team dealt with unexpected situations, e.g. lack of food items, equipment breakdown, staff illness.
- Identifying own and team strengths and areas for improvement, e.g. skills, knowledge, behaviour when preparing kitchen and larder items for similar events.

Transferable skills

Communication

- Selecting and using written, verbal and non-verbal communication skills and techniques appropriately in carrying out preparation and cooking activities for kitchen and larder items.

Working with others

- Taking responsibility for the allocated tasks and working collaboratively with others in a respectful and considerate manner.

Thinking skills/adaptability

- Using reflection to review the allocated tasks and collaborative working practices to establish what tasks need to be undertaken, what was undertaken and what went well.

Problem solving

- Asking relevant questions to clarify the requirements for ingredient preparation, cooking and finishing activities while managing time and workload to complete tasks. Resolving any potential barriers to completing kitchen and larder tasks.

Managing information

- Using information from recipes to prepare, cook and finish kitchen and larder items.

Developing practical and technical skills

- Demonstrating appropriate methods of ingredient preparation, cooking and finishing, and using equipment safely and hygienically for kitchen and larder items.

Self-management and development

- Taking responsibility for personal skills, knowledge and behaviour in the hospitality context and recognising the need for continuous improvement which is based on self-reflection.

Preparing for work

- Applying relevant knowledge, skills and behaviours in carrying out preparation, cooking and finishing techniques for kitchen and larder items when using catering equipment.

Assessment criteria

Pass	Merit	Distinction
<p>Learning aim A: Plan the provision of kitchen and larder items for a hospitality event to meet client requirements</p>		
<p>A.P1 Produce a basic schedule with supporting information for the provision of kitchen and larder items for an event to meet client requirements.</p>	<p>A.M1 Produce a detailed schedule with supporting information for the provision of kitchen and larder items for an event, making reasoned contributions to the planning and scheduling for the event in line with client requirements.</p>	<p>A.D1 Produce a comprehensive schedule with supporting information for the provision of kitchen and larder items for an event, making evidence-based contributions to the effective planning and scheduling for the event in line with client requirements.</p>
<p>A.P2 Make contributions to the planning and scheduling for the event in line with client requirements.</p>		
<p>Learning aim B: Organise and lead kitchen operations to service a hospitality event with kitchen and larder items in line with the agreed schedule</p>		
<p>B.P3 Demonstrate appropriate personal and advanced technical skills and techniques that adequately support the implementation of the schedule when servicing a hospitality event with kitchen and larder items.</p>	<p>B.M2 Provide effective leadership for a team servicing a hospitality event with kitchen and larder items to meet client requirements, demonstrating appropriate personal and advanced technical skills and techniques that support the effective implementation of the schedule.</p>	<p>B.D2 Provide leadership to professional standards for a team servicing a hospitality event with kitchen and larder items, demonstrating exemplary personal and advanced skills and techniques that promote the effective and efficient implementation of the schedule.</p>
<p>B.P4 Demonstrate appropriate organisational and leadership skills to adequately lead a team to service a hospitality event with kitchen and larder items.</p>		

Learning aim C: Review the success of the provision of kitchen and larder items for a hospitality event against client requirements		
C.P5 Describe the success in the provision of kitchen and larder items for an event, considering own and team's performance by using feedback.	C.M3 Review aspects of success in the provision of kitchen and larder items for an event, considering own and team's performance by analysing the feedback gathered.	C.D3 Evaluate the success of the provision of kitchen and larder items for an event, considering own and team's performance by selecting and using feedback to develop evidence-based plans for improvement.
C.P6 Identify strengths and areas for improvement of own and team's performance to inform future items and events.	C.M6 Describe strengths and areas for improvement of own and team's performance to inform future items and events.	

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- produce a comprehensive schedule for the provision of kitchen and larder items for an event. The schedule will include the provision of the full range of resources, equipment and staffing and appropriate contingency arrangements that would enable the kitchen operations to run effectively and meet the client requirements. The schedule will be supported by complete and fit-for-purpose information on menu planning, cost control mechanisms, sourcing of the resources and equipment, team roles and responsibilities, and considerations and provisions for health, safety and food hygiene. This information will enable the effective and efficient implementation of the schedule to meet required standards. Information will also be provided on the planned review and evaluation process, to include the tools to gather feedback and the criteria to be used to measure success. The feedback tools and success criteria will be suitable for the context and the success criteria will be sufficient and fully developed to measure effectively the success of the event
- provide evidence of their contributions to the planning and scheduling of the event. Contributions will show proactivity and influence in the planning and scheduling activity, will be appropriate to meet the requirements of the client and will support effective planning for the smooth operation of the event. Contributions will be supported by valid evidence that indicates that they have been well researched and have a proven feasibility record.

For merit standard, learners will:

- produce a detailed schedule for the provision of kitchen and larder items for an event. The schedule will include the provision of the full range of resources, equipment and staffing that would enable the kitchen operations to run smoothly and meet the client requirements. The schedule will be supported by detailed and suitable information on menu planning, cost control mechanisms, sourcing of the resources and equipment, team roles and responsibilities and considerations and provisions for health, safety and food hygiene. There may be minor gaps in the information but it will still enable the effective implementation of the schedule to meet required standards. Information will also be provided on the planned review and evaluation process, to include the tools to gather feedback and the criteria to be used to measure success. The feedback tools and success criteria will be suitable to the context and the success criteria will be sufficient and fully developed to measure effectively the success of the event
- provide evidence of their contributions to the planning and scheduling of the event. Contributions will show commitment to the planning and scheduling activity, will mostly be appropriate to meet the requirements of the client and will support effective planning for the smooth operation of the event. Contributions will be supported by valid reasons to show their relevance and appropriateness.

For pass standard, learners will:

- produce a basic schedule for the provision of kitchen and larder items for an event. The schedule will include the provision of the basic range of resources, equipment and staffing that would enable the kitchen operations to run to an acceptable standard and meet the client requirements. The schedule will be supported by simple but relevant information on menu planning, cost control mechanisms, sourcing of the resources and equipment, team roles and responsibilities and considerations and provisions for health, safety and food hygiene to enable the implementation of the schedule. Some of this information may be incomplete or limited but will still allow the schedule to be implemented to an acceptable standard. Information will also be provided on the planned review and evaluation process to include the tools to gather feedback and the criteria to be used to measure success. The feedback tools and success criteria will be suitable for the context, but the success criteria may be limited or not fully developed
- provide evidence of their contributions to the planning and scheduling of the event. Contributions will be adequate but may not always be appropriate or valid to meet the requirements of the client or support effective planning for the smooth operation of the event.

Learning aim B

For distinction standard, learners will:

- demonstrate exemplary personal skills in team working, personal presentation and communication that promote the effective and efficient servicing of the event. They will dress appropriately for the role, carry out their allocated activities to the expected industry standards and required timings, showing resourcefulness and proactively taking ownership to resolve any issues that may affect completion. Learners will be proactive in helping and offering feedback and support to others. They will consistently use positive verbal and non-verbal communication skills and demonstrate respect and courtesy to others during the service session
- demonstrate a selected range of advanced skills and techniques effectively in the preparation, cooking and finishing of the planned kitchen and larder items for the event. They will demonstrate a high level of mastery and experience in selecting and using these advanced skills and techniques to prepare, cook and finish the items. The application of these selected skills and techniques will ensure that items will be finished to an excellent standard and will meet all relevant requirements for health, hygiene and food safety
- demonstrate organisational and leadership skills at a professional level that actively promote the effective and efficient implementation of the schedule. The organisation of resources and activities will ensure the effective and efficient implementation of the schedule and will consider, as necessary, relevant aspects of safe and hygienic working practices in relation to equipment, storage and transportation of food, waste disposal and the cleaning of the work environment. If necessary, the contingency plan will be used effectively to avoid any potential delays in implementation. Learners will manage and support the work of team members effectively, to meet the timings in the schedule, and will monitor work to ensure compliance with regulations and organisational requirements. They will demonstrate appropriate techniques in motivating and coaching team members in completing activities and will demonstrate skills in defusing and resolving conflict between team members where necessary. Learners will be proactive and resourceful in dealing with any anticipated problems or unexpected events, taking ownership and showing resilience.

UNIT 9: KITCHEN AND LARDER PROFESSIONAL COOKERY OPERATIONS

For merit standard, learners will:

- demonstrate appropriate personal skills in team working, personal presentation and communication to support the effective servicing of the event. They will dress appropriately for the role and carry out their allocated activities to the expected industry standards and required timings, showing commitment and resourcefulness. They will offer help to others without prompting. Learners will usually use positive verbal and non-verbal communication skills and demonstrate respect and courtesy to others during the service session
- demonstrate a selected range of advanced skills and techniques effectively in the preparation, cooking and finishing of the planned kitchen and larder items for the event. They will demonstrate a high level of independence and familiarity in selecting and using these advanced skills and techniques to prepare, cook and finish the dishes. The application of these selected skills and techniques will ensure that dishes will be finished to a good standard and will meet all relevant requirements for health, hygiene and food safety
- demonstrate organisational and leadership skills that are appropriate to the working context and the team, and that manage and influence the team's activities to effectively implement the schedule. The organisation of resources and activities will ensure the effective implementation of the schedule and will consider, as necessary, relevant aspects of safe and hygienic working practices in relation to equipment, storage and transportation of food, waste disposal and the cleaning of the work environment. Learners will manage and support the work of team members effectively, to meet the timings in the schedule, and will monitor work to ensure compliance with regulations and organisational requirements. They will demonstrate techniques in motivating and coaching team members in completing their activities. Learners will usually make appropriate decisions and will be flexible and resourceful in dealing with any problems or unexpected events.

For pass standard, learners will:

- demonstrate personal skills in team working, personal presentation and communication that are appropriate for the working context and that adequately support the smooth servicing of the event. They will dress appropriately for the role, carry out their allocated activities satisfactorily and in a safe and timely manner, and support team members when requested. Learners will use positive verbal and non-verbal communication skills in some instances during the service session and will usually demonstrate respect and courtesy to others
- demonstrate a selected range of advanced skills and techniques appropriate for the preparation, cooking and finishing of the planned kitchen and larder items for the event. They will need guidance and support in selecting and applying these advanced skills and techniques effectively. The application of these selected skills and techniques will ensure that dishes will be finished to a satisfactory standard and will meet all relevant requirements for health, hygiene and food safety
- demonstrate organisational and leadership skills that are appropriate to the working context and the team and that direct the team's activities to a satisfactory implementation of the schedule. The organisation of resources and activities will be appropriate to support the implementation of the schedule and will consider, as necessary, relevant aspects of safe and hygienic working practices in relation to equipment, storage and transportation of food, waste disposal and the cleaning of the work environment. Learners will direct and guide the work of team members satisfactorily, to meet the timings in the schedule, and will monitor work to ensure compliance with regulations and organisational requirements. They will make appropriate decisions in some instances and will demonstrate skills in problem solving but may not apply these in an effective way and are likely to need support to deal with any unexpected events.

Learning aim C

For distinction standard, learners will:

- evaluate the success of the provision of kitchen and larder items for an event against a schedule. By inspecting the material which has been used to gather feedback from the tutor, the client, peers and team members, learners will use valid and appropriate techniques to collate and analyse the data. They will use a range of data gathering tools, including measurements against set criteria, team comments and suggestions for improvement, client comments and group surveys. Oral and written material will be scrutinised. They will need to consider aspects of food and resource preparation, the development, production and finishing of food items and supervision and leadership activities as well as the servicing the event as a whole and tidying up after the event. The use of technology could be encouraged
- consider their own and the team's performance by selecting and using feedback. Learners will measure their own practice and that of their peers through the collated feedback, analysing, evaluating and confirming roles and responsibilities. They will take steps to identify how improvements could be made to items such as the menu, the kitchen and larder items, the budget, the team working and the supervision. Emphasis should be placed on what went well and how unexpected events were dealt with
- develop-evidenced based plans for improvement in their own and the team's performance, including references to role and behaviours and skills and techniques. The plans should be linked to skills, knowledge and behaviours to enhance food items, and supervision and leadership, for future events.

For merit standard, learners will:

- review the success of the provision of kitchen and larder items for an event against a schedule. By inspecting the material which has been used to gather feedback from the tutor, the client, peers and team members, the learner will use valid and appropriate techniques to collate and analyse the data. A range of data-gathering tools will have been used including measurements against set criteria, team comments and suggestions for improvement, client comments and group surveys. Oral and written material could be scrutinised. Aspects of food and resource preparation, the development, production and finishing of food items and supervision and leadership activities should be considered. Servicing the event as a whole and tidying up after the event would need due consideration. The use of technology could be encouraged
- consider some aspects of their own and the team's performance by selecting and using feedback. From the collated feedback the learner would measure their own practice and that of their peers. The role and responsibilities would be analysed, evaluated and confirmed. Steps would be taken to identify how improvements could be made. The items under consideration would include the menu, the kitchen and larder items, the budget, the team working and the supervision. Emphasis should be placed on what went well and how unexpected events were dealt with
- describe strengths and areas for improvement in their own and the team's performance, including references to roles and behaviours and skills and techniques. The plans would be linked to skills, knowledge and behaviours to enhance food items for future events.

UNIT 9: KITCHEN AND LARDER PROFESSIONAL COOKERY OPERATIONS

For pass standard, learners will:

- describe the success in the provision of kitchen and larder items for an event against a schedule. By inspecting the material which has been used to gather feedback from the tutor, the client, peers and team members, the learner will use valid and appropriate but limited techniques to collate and analyse the data. A limited but appropriate range of data gathering tools will have been used which could have included measurements against set criteria, team comments and suggestions for improvement, client comments and group surveys. Oral and written material could be scrutinised. Aspects of food and resource preparation, the development, production and finishing of food items and supervision and leadership activities would be considered. Servicing the event as a whole and tidying up after the event would need due consideration. The use of technology could be encouraged
- consider some aspects of their own and the team's performance by selecting and using feedback. From the collated feedback the learner would measure their own practice and that of their peers. The role and responsibilities would be analysed, evaluated and confirmed. Limited but appropriate steps would be taken to identify how improvements could be made. The items under consideration could include the menu, the kitchen and larder items, the budget, the team working and the supervision. Emphasis should be placed on what went well and how unexpected events were dealt with
- identify strengths and areas for improvement in their own and the team's performance which would include references to role and behaviours and skills and techniques and would be linked to skills, knowledge and behaviours to enhance food items for future events.

Assessment activity

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

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

Learners need to carry out the assessment for this unit either in a real work environment (e.g. work experience context) or a realistic working environment where they have the opportunity to carry out the activities to plan, organise and service a real hospitality event with kitchen and larder food items. Learners will show that they have planned, produced and finished kitchen and larder items, using advanced skills and techniques, for a recommended number of at least 30 people. Learners should be given a minimum of six weeks to plan the items and budget for their work. The items produced will depend on the type of the event, its duration and location, however at least six items should be produced and finished for service showing a variety of advanced skills and techniques.

The following scenario could be used to produce the required evidence for this unit where the assessment is to be carried out in a realistic working environment. Centres are free to use comparable scenarios or other forms of evidence provided, that they meet the assessment requirements of the unit.

Suggested scenario

You are working in the hospitality industry in the kitchen and larder section of a large commercial kitchen. You have been approached to provide items for a celebratory event for adults, with contemporary dishes as the focus for the event. You need to develop your skills in leading a team and the chef has asked you to support the provision of items for the event. You will be able to demonstrate your ability to control costs and manage safe and hygienic working practices in the provision of the items. Sustainability will be another consideration when planning the work activities. These interests will be reflected in your planning activities.

You will agree the items and the specifications required by the client and develop a schedule for the team's work. The planning and implementation of the schedule will include the selection and use of the correct advanced skills, techniques and methods to prepare, cook and finish the chosen items, as required. The team will service the event and review the working practices and the outcomes through feedback. The feedback will be used to review the preparation, methods, skills, attitudes and behaviours shown by yourself and the team members. The quality, appearance and details of the food items will be explored.

You will work within a group of no more than three people, each of you taking responsibility for some aspects of the kitchen and larder item provision but each also having overall responsibility for leading and supervising the team, for approximately one-third of the duration of the time, to ensure the provision of the items to plan.

You will be observed by your tutor throughout, who will complete a detailed observation report on your performance, primarily during the servicing of the event, where you will be organising and working with the team to produce the food items and taking your turn to lead and supervise the team's activities. Additionally, you will collect documentation such as minutes of meetings, briefing notes, menu plans and evaluation data and will maintain a diary or blog of your performance throughout all stages of the activity.

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For learning aim A, learners will be expected to work in a group to produce the schedule and supporting information but need to also provide individual evidence of their own contribution. This evidence should be supported by observation evidence from the tutor.

For learning aim B, learners are expected to work within their team, taking responsibility for providing the agreed kitchen and larder items but also taking a turn in leading and supervising the team and activities for at least one-third of its duration. Evidence to support the criteria must be individually produced. A detailed observation record will be provided for each individual learner, supported by individual learner evidence.

Independent work will be required for learning aim C. Evidence to support the criteria must be individually produced.

If a retake is necessary, an alternative scenario must be used. The following is an alternative scenario for this assessment. The same assessment approach and requirements apply.

Learners are planning to support the running of an event for parents/guardians and tutors to celebrate the success of BTEC Professional Cookery programmes at their Centre. Your tutor has asked you and your colleagues to take charge of providing kitchen and larder items for a luncheon in preparation for the event.

Further information for tutors and assessors

Delivery guidance

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

Introduction to unit

The tutor leads a discussion on the types and format of hospitality events and the range of kitchen and larder items which could be required. The purpose of the events, themes, budgets and resources that are required to meet, and exceed, clients' needs will be described.

The scheduling of work activities will be discussed. The roles within a team and an organisation should be described.

The tutor encourages learners to talk about the events which they have attended, such as celebratory events, and to refer to the dishes which were served. Learners discuss the aspects of the food and the service styles that were well received and those aspects which could have been improved.

Activity: Visiting event venues

Learners visit a hospitality event venue as a useful introduction to the roles and responsibilities of those involved with events, and follow up with the personnel involved. The tutor/hospitality staff explain and explore the supervision of the work of others using practical examples. Oral or written questions could be used to explore how events were serviced and how the food items were chosen.

Learners use their visit to a hospitality event kitchen to see at first hand the use of the available space, resources, equipment and facilities. Discussion with staff could be used to help define what was needed to achieve great client service and practical supervision with a team.

Suggested time: about 4 hours.

Activity: Planning to service an event

In groups, learners discuss the development of menus, time sheets and schedules for different events, which form part of the event planning process. The preparation phase will be linked to the resources required and the timings involved.

The tutor leads a discussion on the use of templates and checklists for planning and producing kitchen and larder items to set criteria. Staff rostering will be explained to ensure that nothing is forgotten and the client's needs are met and exceeded. The exploration of exemplar menus from hospitality events past and present could be used to stimulate discussion and to elicit common themes and practices.

Learners practise filling in templates, checklists and schedules for given event scenarios in role-play situations. Attention will focus on the detail of the tasks involved in providing timely, well-developed kitchen and larder items. The roles and responsibilities of the team will be discussed with regard to supporting staff in the provision of commodities, equipment and aspects of sustainability, while complying with current legislation which impacts on hospitality provision.

Learners are expected to use the knowledge and skills that have been gained from all the other units, which have been undertaken during their course of study, when planning the items for the events. They must show due regard for the principles behind working in the hospitality industry and demonstrate advanced skills and techniques when developing the kitchen and larder items.

Working in a team will be explored as a tool to satisfy and exceed client needs and expectations. The provision of kitchen and larder items, and the servicing of an event, will form part of the personal skill and behaviour development of each group member. The use of technology to enhance the planning activity and to record the outcomes should be explored and encouraged.

Suggested time: about 8 hours.

Activity: The provision of kitchen and larder items against client requirements

The tutor asks learners to use an area of the kitchen for the development of kitchen and larder items for an evening event where food and drinks will be served. The event venue could be defined or based on a given work context. Learners implement a schedule for what tasks they need to undertake, what resources they will need to source and then, as a team, provide the kitchen and larder items. The team gathers feedback on their skills and behaviours and reflects on the usefulness of this activity, including what went well and what they would change.

The tutor splits learners into small teams and assigns each team with preparing and presenting some traditional and contemporary kitchen and larder items, using advanced skills and techniques, for their peers. One person in each group acts as team leader. The team prepares and presents kitchen and larder items for an event of their choosing. The team leader facilitates self-assessment activities for the food items and the teamwork. The teams present the findings to their peers. Some of the other group members role play the part of the client or contractor.

Once each team member has completed their duties as team leader, the whole group reviews the planning activities, the items which were produced and the team support as a whole.

Further items may need to be produced and the roles, skills and behaviours may need further development before an external brief being managed and serviced by the group members.

Suggested time: about 24 hours.

Activity: Reviewing kitchen and larder items and teamwork for a hospitality event

The tutor asks learners to develop and set standards for the formal review of kitchen and larder item provision, e.g. team comment cards, tutor feedback reports, group surveys, monitoring techniques for a set schedule, plan or checklist.

Half the group looks at the strengths of the kitchen and larder items and dishes, and the other half looks at teamwork. Both groups make recommendations relating to the areas for improvement, highlighting three strengths and three areas for improvement in the specific areas of planning activities, budget control, timings, the use of support skills, the application of advanced skills, techniques and methods, the quality and appearance of kitchen and larder items, aspects of teamwork, how client service requirements were met, and the implementation of safe, hygienic and sustainable working practices. Specifications could be developed for the further checking of other items and of practice, as necessary.

In small groups, learners develop recommendations for improvement, which are based on their views and the views of others, e.g. tutors, professionals from the hospitality industry, internal clients, and the work supervisor or team leader. A chart or a list could be used to record the findings.

The success of the kitchen and larder items, together with the support provided by the team leader, could be highlighted via a visual display, e.g. photographs or a poster.

The recommendations for improvement could be developed as written communication, e.g. an email, a letter or a PowerPoint® presentation. A debrief of the event could be undertaken by the team leader, the client or a participant on a group or one-to-one basis.

Suggested time: about 6 hours.

Activity: Improving practice

In small groups, learners discuss the kitchen and larder items and how they met and exceeded the client's needs. (NB Learners will have worked in a team and responded to a brief in the provision of kitchen and larder items for a specific event. Tutors or supervisors will have been assigned to review the skills and behaviours of the individual group members and the group as a whole.)

The tutor splits learners into groups and asks them to discuss the team's strengths and areas for improvement with regard to the menu, the budget, teamwork and their own performance. Learners show the team's strengths on a mind map and explore the areas for improvement using the feedback that has been collected.

The tutor guides learners in exploring three areas for improvement, developing ideas under the headings of skills, knowledge and behaviours, with learners using sticky notes, photographs, a video, notes or a flip chart. Learners discuss the interventions that could be used to enhance their own and the group's future practice in these three areas. Each learner receives an acknowledgement from another person of the skills, knowledge and behaviours in which they excelled at the event.

Groups come together to celebrate and share the success of their synoptic assessment with others.

Suggested time: about 3 hours.

UNIT 9: KITCHEN AND LARDER PROFESSIONAL COOKERY OPERATIONS**Essential resources**

For this unit, learners will need access to:

- recipes for kitchen and larder items
- exemplars of plans, worksheets and work schedules
- commercial hospitality equipment and environments that are fit for purpose
- templates for gathering feedback
- templates for supporting self-assessment
- staff who have the relevant expertise and occupational experience to support current kitchen and larder practices
- resources for large-scale kitchen and larder item production and storage to industry standard.

Links to other units

This unit draws on the knowledge and skills taught in:

- Unit 1: Exploring Gastronomy
- Unit 2: Supervision of Safety in Hospitality
- Unit 3: Leadership and Supervision in Hospitality
- Unit 4: Sustainability in a Professional Kitchen
- Unit 5: Advanced Skills and Techniques in Meat Dishes
- Unit 6: Advanced Skills and Techniques in Vegetable and Vegetarian Dishes
- Unit 7: Advanced Skills and Techniques in Poultry and Game Dishes
- Unit 8: Advanced Skills and Techniques in Fish and Shellfish Dishes.

Employer involvement

This unit must be completed with involvement of employers. It is strongly recommended that learners take part in work experience as the best way of enabling them to complete the unit and facilitate assessment. A scenario set in a realistic work environment may be used as an alternative to work experience, in which case centres must involve employers, for example acting as expert witnesses in assessing the learners' kitchen operations and supervision skills.

This unit would benefit from the use of guest speakers from the hospitality industry to discuss event management practices.

4 Planning your programme

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme.

Learners are required to have either work experience in the hospitality sector, or have achieved a relevant qualification before enrolling on this programme.

In addition, we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

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

What is involved in becoming an approved centre?

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

What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will draw in naturally the kind of broader attributes valued in the sector, for example personal hygiene and appearance, organisation of own work, good communication skills, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

What are the requirements for meaningful employer involvement?

This qualification has been designed as a Technical Level qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* and *Section 9 Quality Assurance* for the requirements for employer involvement.

Support for employer involvement

It is important that you give learners opportunities that are of high quality and that are directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice. See *Section 11 Resources and support* for details of the support available, including the Work Experience Toolkit.

What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, additional papers for external assessments and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 11 Resources and support*.

How will my learners become more employable through this qualification?

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamworking and communication, and completing realistic tasks have been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure

The BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Kitchen and Larder) is assessed using a combination of *internal assessments*, which are set and marked by tutors, and *external assessments*, which are set and marked by Pearson.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and is in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

One internally-assessed unit in the qualification is defined as synoptic (see *Section 2 Structure*). A synoptic assessment is one that a learner should take later in a programme and in which they will be expected to apply learning from a range of units. As such, you must plan the assignments so that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 8 Administration arrangements*.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Guide to Quality Assurance* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 8 Administrative arrangements*.

Operating internal assessment

The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the *Pearson Guide to Quality Assurance*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally-assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Guide to Quality Assurance*.

Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 11 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualification. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning, and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific, observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be spilt into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activity
- oral or written presentations with assessor questioning
- work logbooks and reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must document clearly the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where, in satisfying the M criteria, a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria)); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 8 Administrative arrangements*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assignments by your planned deadline or an authorised extension deadline, if one was given for specific circumstances, may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment* available on our website. We provide information on writing assignments for retakes on our website (please go to www.btec.co.uk/keydocuments).

7 External assessment

A summary of the type and availability of external assessment for this qualification is given below. These external assessments assess units that are 48% of the total qualification GLH and are weighted to contribute the same proportion of the overall qualification grade.

See the units and sample assessment materials for more information.

Unit	Type	Availability
Unit 2: Supervision of Safety in Hospitality	<ul style="list-style-type: none"> • Onscreen test set and marked by Pearson. • 75 minutes. • 60 marks. 	On demand First assessment April 2018
Unit 3: Leadership and Supervision in Hospitality	<ul style="list-style-type: none"> • Onscreen test set and marked by Pearson. • 75 minutes. • 60 marks. 	On demand First assessment April 2018
Unit 4: Sustainability in a Professional Kitchen	<ul style="list-style-type: none"> • Onscreen test set and marked by Pearson. • 75 minutes. • 60 marks. 	On demand First assessment April 2018

For *Units 2, 3 and 4*, onscreen tests are available on demand starting from April 2018. These tests use a range of question types, including examiner marked. As tests have a full marking process, results for individual learners will be released once the process is complete and the time to issue results will vary.

We will provide annually, in our *Information Manual*, a detailed timetable for entries, assessment and results. Resits cannot be scheduled until a learner's result has been issued.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment, you will want to take account of required learning time, the relationship with any other external assessments and opportunities for resits. Learners who take an external assessment and who do not perform as expected may have one further opportunity using a later external assessment. Learners who attempt an external assessment twice will have the better of the grades achieved used in the final grade calculation for the qualification.

Units

The externally-assessed units have a specific format, which we explain in *Section 3 Units*.

The content of the units will be sampled across external assessments over time through appropriate papers. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies the specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website.

Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. You need to ensure that learners are aware that they need to work independently and that they are aware of the requirements for any external assessment.

Each external assessment has a defined degree of control under which it must take place. We define degrees of control as follows.

High control

This is the completion of assessment in formal invigilated examination conditions. It applies to onscreen tests.

8 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certificates are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

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

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

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. Records must be maintained as specified as we may ask to audit them.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson Vocational Qualifications*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include the:

- needs of the learner with the disability
- effectiveness of the adjustment
- cost of the adjustment; and
- likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

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

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

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

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

Internally-assessed units

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

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

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

Externally-assessed units

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

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

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at 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

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

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

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 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 and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld.

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 external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

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

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

The centre will be notified if any of these apply.

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

Certification and results

Once a learner has completed all the required units for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Results for external assessment will be issued once marking is complete.

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. Our *Information Manual* gives further information.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You must decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments*: explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- Regulatory policies: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

9 Quality assurance

Centre and qualification approval

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

- Centres must have appropriate physical resources (for example, the appropriate realistic working environment (RWE), equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Technical Level qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Technical Level qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

10 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

The awarding and certification of these qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in all units. See *Section 2 Structure* for full details.

To achieve the qualification grade, learners must:

- achieve and **report a grade** (D, M or P) for all units within a valid combination
- achieve the **minimum number of points** at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not passed the required external units or who have not taken enough units will not achieve that qualification even if they have enough points.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at grade ranges PP to DD.

The *Calculation of qualification grade* table, which appears later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full details.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	45 GLH
U	0	0
Pass	8	12
Merit	12	18
Distinction	16	24

Points available for the external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The points scores available for each external unit at grade boundaries are as follows.

	Unit size
	60 GLH
U	0
Pass	16
Merit	24
Distinction	32

We will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of qualification grade table

Grade	Points threshold
PP	100
MP	116
MM	132
DM	157
DD	182

The table is subject to review over the lifetime of the qualification.
The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2017

Example 1: Achievement of a Technical Level with a PP grade

Unit	GLH	Type	Grade	Points
1	30	Internal	Pass	8
2	60	External	Pass	16
3	60	External	Pass	16
4	60	External	Pass	16
5	30	Internal	Pass	8
6	30	Internal	Merit	12
7	30	Internal	Pass	8
8	30	Internal	Pass	8
9	45	Internal	Pass	12
	375		PP	104

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a PP grade.

Example 2: Achievement of a Technical Level with a DD grade

Unit	GLH	Type	Grade	Points
1	30	Internal	Merit	12
2	60	External	Merit	24
3	60	External	Distinction	32
4	60	External	Distinction	32
5	30	Internal	Distinction	16
6	30	Internal	Distinction	16
7	30	Internal	Distinction	16
8	30	Internal	Merit	12
9	45	Internal	Distinction	24
	375		DD	184

The learner has sufficient points for a DD grade.

Claiming the qualification grade

Example 3: Achievement of a Technical Level with an Unclassified result

Unit	GLH	Type	Grade	Points
1	30	Internal	Merit	12
2	60	External	Merit	24
3	60	External	Unclassified	0
4	60	External	Pass	16
5	30	Internal	Pass	8
6	30	Internal	Pass	8
7	30	Internal	Distinction	16
8	30	Internal	Merit	12
9	45	Internal	Distinction	24
	375		U	120

The learner has a U in Unit 3.

The learner has sufficient points for an MP but has not met the requirement for a Pass, or above, in all units.

11 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 3 Technicals with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Learning

Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

Delivery planner

High-level models showing how the course can be delivered over different timescales, for example six months, one year, two years.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

Support for teaching and learning

Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications.

Teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and of all endorsed resources are on our website.

Support for assessment

Sample assessment materials for externally-assessed units

Sample assessment materials (SAMs) are available for externally-assessed units and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for externally-assessed units will also be available, giving your learners further opportunities for practice.

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We provide assignment briefs approved by Pearson Standards Verifiers.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 3 Technicals. They include the following.

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 3 Technicals.

These sector-specific events, developed and delivered by specialists, are available both face to face and online.

BTEC Level 3 Technical Level in

Professional cookery for professional chefs

Kitchen and larder



First teaching from September 2017

First certification from 2018

For more information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com