

# **Pearson BTEC Level 1 Certificate in Introduction to Culinary Skills**

# **Pearson BTEC Level 1 Diploma in Introduction to Professional Cookery**

## **Specification**

BTEC Specialist qualification

First teaching September 2015

Issue 2

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

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at [qualifications.pearson.com](http://qualifications.pearson.com), [www.btec.co.uk](http://www.btec.co.uk) or [www.lcci.org.uk](http://www.lcci.org.uk). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

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

These qualifications were previously known as:

Pearson BTEC Level 1 Certificate in Introduction to Culinary Skills (QCF)

Pearson BTEC Level 1 Diploma in Introduction to Professional Cookery (QCF)

The QNs remain the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

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## Summary of Pearson BTEC Level 1 Certificate in Introduction to Culinary Skills and Pearson BTEC Level 1 Diploma in Introduction to Professional Cookery specification Issue 2 changes

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

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

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



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# Purpose of this specification

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

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





# 1 Introducing BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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

## Sizes of Specialist qualifications

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

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

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

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

BTEC Specialist qualifications are available in the following sizes:

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

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Certificate in Introduction to Culinary Skills
Qualification Number (QN)	601/6947/3
Regulation start date	31/07/2015
Operational start date	01/09/2015
Approved age ranges	14-16 16-18 19+
Credit value	30
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	300
Guided learning hours	160
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

<b>Qualification title</b>	<b>Pearson BTEC Level 1 Diploma in Introduction to Professional Cookery</b>
Qualification Number (QN)	601/6946/1
Accreditation start date	31/07/2015
Approved age ranges	16–18 19+
Credit value	61
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	610
Guided learning hours	440
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

## Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Qualification objective

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The Pearson BTEC Level 1 Certificate in Introduction to Culinary Skills is for learners who work in, or who want to work in, a kitchen environment as a Kitchen Assistant, Cook or Junior Chef.

It gives learners the opportunity to:

- develop the underpinning and wider sector-related knowledge for culinary skills. The key knowledge threads within the qualification are food safety in catering and an introduction to healthier foods and diets.
- develop their basic culinary skills, tailored to their requirements, to allow them to progress into the job roles listed above. The key skills threads within the qualification are health and safety awareness for catering and hospitality, kitchen equipment, preparing and cooking food using various methods (boiling, poaching, steaming, stewing, braising, baking, roasting, grilling, deep frying and shallow frying), regeneration of pre-prepared food and cold food preparation, basic food preparation and cooking.
- achieve a nationally-recognised Level 1 qualification.
- develop their own personal growth and engagement in learning.

The Pearson BTEC Level 1 Diploma in Introduction to Professional Cookery is for learners who work in, or who want to work in, a kitchen environment as a Kitchen Assistant, Cook or Junior Chef.

It gives learners the opportunity to:

- develop the specific types of knowledge, as well as the wider sector-related knowledge for professional cookery. The key knowledge threads within the qualification are food safety in catering and an introduction to healthier foods and special diets.
- develop their skills in professional cookery to allow them to progress into the job roles as stated above. The key skills threads within the qualification are health and safety awareness for catering and hospitality, kitchen equipment, preparing and cooking food using various methods (boiling, poaching, steaming, stewing, braising, baking, roasting, grilling, deep frying and shallow frying), regeneration of pre-prepared food and cold food preparation.
- achieve a nationally-recognised Level 1 qualification.
- develop their own personal growth and engagement in learning.

## **Relationship with previous qualifications**

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These are new qualifications and as such do not replace any previous qualifications.

## **Progression opportunities through Pearson qualifications**

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Learners who have achieved the Pearson BTEC Level 1 Certificate in Introduction to Culinary Skills can progress into job roles such as Junior Chef, Cook or Kitchen Assistant with further development, or onto the Pearson Edexcel Level 2 NVQ in Food Production and Cooking

Learners who have achieved the Pearson BTEC Level 1 Diploma in Introduction to Professional Cookery can progress into job roles such as Chef, Cook or Kitchen Assistant or onto the Pearson BTEC Level 2 Diploma in Professional Cookery.

## **Industry support and recognition**

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These qualifications are supported by a professional body in the hospitality sector.

## **Relationship with National Occupational Standards**

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These qualifications relate to the National Occupational Standards in Hospitality. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

### 3 Qualification structures

#### Pearson BTEC Level 1 Certificate in Introduction to Culinary Skills

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

Number of credits that must be achieved	30
Number of mandatory credits that must be achieved	10
Number of optional credits that must be achieved	20

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/502/5042	Basic Food Preparation and Cooking	1	3	30
2	T/601/2093	Introduction to Kitchen Equipment	1	5	31
3	L/500/9044	Health and Safety Awareness for Catering and Hospitality	1	2	10
		<b>Optional units – Learners must complete 20 credits from a minimum of three units</b>			
4	Y/507/3507	Introduction to Employability in the Catering and Hospitality Industry	1	5	30
5	D/601/2153	Prepare and Cook Food by Deep Frying and Shallow Frying	1	5	30
6	K/601/2107	Prepare and Cook Food by Boiling, Poaching and Steaming	1	10	100
7	L/601/2150	Prepare and Cook Food by Baking, Roasting and Grilling	1	12	120
8	M/601/2111	Prepare and Cook Food by Stewing and Braising	1	7	60
9	Y/507/4284	Introduction to Healthier Foods and Special Diets	1	5	10
10	T/601/2157	Regeneration of Pre-prepared Food	1	4	20
11	T/601/2160	Cold Food Preparation	1	5	20
12	H/502/0132	Food Safety in Catering	2	1	9
13	A/601/5433	Prepare Vegetables	1	3	25

## Pearson BTEC Level 1 Diploma in Introduction to Professional Cookery

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

Number of credits that must be achieved	61
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
2	T/601/2093	Introduction to Kitchen Equipment	1	5	31
3	L/500/9044	Health and Safety Awareness for Catering and Hospitality	1	2	10
4	Y/507/3507	Introduction to Employability in the Catering and Hospitality Industry	1	5	30
5	D/601/2153	Prepare and Cook Food by Deep Frying and Shallow Frying	1	5	30
6	K/601/2107	Prepare and Cook Food by Boiling, Poaching and Steaming	1	10	100
7	L/601/2150	Prepare and Cook Food by Baking, Roasting and Grilling	1	12	120
8	M/601/2111	Prepare and Cook Food by Stewing and Braising	1	7	60
9	Y/507/4284	Introduction to Healthier Foods and Special Diets	1	5	10
10	T/601/2157	Regeneration of Pre-prepared Food	1	4	20
11	T/601/2160	Cold Food Preparation	1	5	20
12	H/502/0132	Food Safety in Catering	2	1	9

Centres should be aware that within the Level 1 qualifications in this specification, learners will be required to meet the demands of unit(s) at Level 2. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher-level unit during delivery and assessment of the qualifications.

## 4 Assessment

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

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

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

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

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

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

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

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

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

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

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



## Appeals

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

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

## Dealing with malpractice in assessment

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

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

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

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

### Internal assessment

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

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

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

### External assessment

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

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

### **Learner malpractice**

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

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

### **Teacher/centre malpractice**

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

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

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

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

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

## Sanctions and appeals

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

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

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

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

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

The centre will be notified if any of these apply.

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

## Reasonable adjustments to assessments

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

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

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

## Special consideration

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

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

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

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

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

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

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

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

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

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

## 6 Centre resource requirements

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

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

## **7 Centre recognition and approval centre recognition**

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

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

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

### **Approvals agreement**

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

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

## 8 Quality assurance of centres

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

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

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

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



## 9 Programme delivery

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

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

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

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

## 10 Access and recruitment

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

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

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

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

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

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

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

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

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

We are committed to making sure that:

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

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

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

# 12 Units

Units have the following sections.

## **Unit title**

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

## **Unit reference number**

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

## **Level**

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

## **Credit value**

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

## **Guided learning hours**

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

## **Unit aim**

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

## **Essential resources**

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

## **Learning outcomes**

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

## **Assessment criteria**

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

# **Unit 1: Basic Food Preparation and Cooking**

**Unit reference number: K/502/5042**

**Level: 1**

**Credit value: 3**

**Guided learning hours: 30**

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## **Unit aim**

This unit provides you with an introduction to preparing and cooking food using wet and dry methods of cooking. You will develop basic knowledge of the most common methods of cookery and then use them in preparing and cooking some simple dishes. This will enable you to develop basic skills in practical cookery and use a range of food commodities with which you may not be familiar. You will learn how to prepare and cook food in a safe and hygienic manner, as well as working safely with large and small kitchen equipment. You will be able to review your own dishes and working methods, making suggestions to improvements.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the principal methods of cooking	1.1	State the principal methods of cooking			
		1.2	State typical cooking methods for different commodities			
2	Be able to prepare, cook and present simple dishes	2.1	Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods			
		2.2	Clean work areas and equipment safely and hygienically during and after preparing and cooking food			
		2.3	State safe working practices for different cooking methods			
		2.4	Review own performance and make suggestions for future improvements			

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 2: Introduction to Kitchen Equipment**

**Unit reference number: T/601/2093**

**Level: 1**

**Credit value: 5**

**Guided learning hours: 31**

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### **Unit aim**

The correct selection, use, maintenance and storage of equipment, utensils and knives are essential to safe working and the safety of all staff within a production kitchen. This also helps to ensure that an organisation achieves the best results in terms of final product and presentation.

This unit is a practical introduction to the safe and correct working practices and procedures that you must follow when selecting, using, maintaining and storing large and small equipment and knives within a kitchen environment.

In this unit, you will develop knowledge and understanding of the types of kitchen equipment, utensils and knives found within a production kitchen and when and how to use them safely and appropriately. You will also explore the correct and appropriate practices to follow when maintaining, cleaning and storing different types of equipment.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to use large and small items of equipment and utensils	1.1	Demonstrate the correct selection of equipment and utensils for use			
		1.2	Demonstrate the correct procedures when using, cleaning and maintaining equipment and utensils			
		1.3	Demonstrate safe and hygienic storage of equipment and utensils			
		1.4	State factors in selecting equipment and utensils for use			
		1.5	State how to use equipment and utensils correctly and safely			
		1.6	Identify associated hazards with using, cleaning and storing equipment and utensils			
		1.7	State how to carry out routine care and storage of equipment and utensils			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to use knives and cutting equipment	2.1	Select appropriate knife or cutting equipment for use			
		2.2	Demonstrate correct and safe sharpening technique			
		2.3	Demonstrate correct and safe use of knives and cutting equipment for a variety of tasks			
		2.4	Demonstrate maintenance and care of knives and cutting equipment			
		2.5	Demonstrate correct and safe storage of knives and cutting equipment			
		2.6	Identify the different types of knives and cutting equipment and uses			
		2.7	State the importance of correct and safe use of knives and cutting equipment			
		2.8	Describe how to clean, maintain and store knives and cutting equipment			
		2.9	Identify relevant age restrictions specific to the use of cutting equipment			

Learner name: \_\_\_\_\_

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*(if sampled)*

# **Unit 3: Health and Safety Awareness for Catering and Hospitality**

**Unit reference number: L/500/9044**

**Level: 1**

**Credit value: 2**

**Guided learning hours: 10**

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## **Unit aim**

The aim of this unit is to enable you to develop the basic knowledge and understanding of the principles of health and safety in the workplace and how they should be applied in a catering environment.

The unit will provide you with a basic awareness of health and safety practices including legal responsibilities and reasons for health and safety. The unit will also introduce you to common hazards and risks, the shapes, colours and meanings of health and safety signs and symbols and the immediate action to be taken to ensure a healthy and safe place to work.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to demonstrate awareness of health and safety practices in the catering and hospitality workplace	1.1	Define health and safety			
		1.2	State the factors which affect health and safety in the workplace			
		1.3	Identify the benefits of health and safety procedures			
		1.4	State the cost of poor health and safety standards			
		1.5	Define the most commonly used terms in health and safety			
		1.6	Identify the responsibilities of employers and employees under current legislation			
		1.7	List the consequences of non-compliance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to identify hazards in the workplace	2.1	List causes of slips, trips and falls in the workplace			
		2.2	State the ways to minimise the risk of slips, trips and falls			
		2.3	Identify the main injuries from manual handling			
		2.4	State ways to reduce the risk of injury from lifting, carrying and handling			
		2.5	Identify the correct lifting procedures			
		2.6	Identify ways machinery/equipment can cause injuries			
		2.7	List control measures to avoid accidents from machinery/equipment			
		2.8	State types of hazardous substances			
		2.9	List the control methods for hazardous substances to prevent exposure and protection of employees			
		2.10	Indicate the main causes of fire and explosions			
		2.11	State how elements of the fire triangle can be used to extinguish a fire			
		2.12	Identify dangers associated with electricity			
		2.13	Identify the measures to prevent electricity dangers			
		2.14	State methods to deal with electrical dangers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to follow health and safety procedures	3.1	List the primary reasons for working safely			
		3.2	State the functions of PPE			
		3.3	State the employers' and employees' responsibilities regarding provision use, care and maintenance of PPE			
		3.4	State how the main types of safety signs can be identified			
		3.5	Identify hazardous and incidents that require reporting			

Learner name: \_\_\_\_\_

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*(if sampled)*

# **Unit 4: Introduction to Employability in the Catering and Hospitality Industry**

**Unit reference number: Y/507/3507**

**Level: 1**

**Credit value: 5**

**Guided learning hours: 30**

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## **Unit aim**

This unit will give you an introduction to employability in the catering and hospitality industry.

You will know the different sectors of the catering and hospitality industry including the structure of the catering and hospitality industry, the services provided by different establishments and the staffing structure and job roles in the industry. You will also gain the knowledge of what is required to develop a career in the catering and hospitality industry, including the skills and personal qualities required to work in the industry, qualifications and training that is available and the different job opportunities in the catering and hospitality industry and the skills, experience and qualifications needed.

Finally, you will learn how to demonstrate employability skills, including maintaining personal hygiene and a professional appearance, managing time to meet deadlines and targets and working effectively as part of a team.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know the different sectors of the catering and hospitality industry	1.1	Describe the structure of the catering and hospitality industry			
		1.2	Identify the services provided by different establishments in the catering and hospitality industry			
		1.3	Describe the staffing structure and job roles in catering and hospitality establishments			
		1.4	Describe the working conditions in the catering and hospitality industry			
2	Know what is required to develop a career in the catering and hospitality industry	2.1	Identify the skills and personal qualities required to work in the catering and hospitality industry			
		2.2	Identify qualifications and training available in the hospitality and catering industry			
		2.3	Investigate different job opportunities in the catering and hospitality industry and the skills, experience and qualifications required			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to demonstrate employability skills	3.1	State the importance of maintaining personal hygiene and a professional appearance			
		3.2	Describe how to maintain personal hygiene and a professional appearance			
		3.3	Maintain personal hygiene and a professional appearance			
		3.4	State the importance of time management			
		3.5	Describe how to manage time			
		3.6	Manage time to meet deadlines and targets			
		3.7	State the importance of team work			
		3.8	Work effectively as part of a team			
		3.9	State the importance of communication skills			
		3.10	Describe how to communicate effectively with others			
		3.11	Communicate effectively with others			

Learner name: \_\_\_\_\_

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(if sampled)



# **Unit 5: Prepare and Cook Food by Deep Frying and Shallow Frying**

**Unit reference number: D/601/2153**

**Level: 1**

**Credit value: 5**

**Guided learning hours: 30**

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## **Unit aim**

In this unit, you will develop the skills and knowledge required to prepare and cook foods by the deep frying and shallow frying methods of cookery. Having been introduced to the principles and practiced both methods you are encouraged to identify factors common to them both. Handling, finishing and presentation are included, in which you will begin to appreciate the aesthetic aspects of food preparation.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare and cook food by deep frying	1.1	Check that food items and frying mediums for deep frying are of the correct type, quantity and quality			
		1.2	Select appropriate equipment for preparing and deep frying foods			
		1.3	Prepare and cook food items according to dish specifications monitoring quality at all stages			
		1.4	Demonstrate control of time and temperature throughout preparation, cooking and serving			
		1.5	Finish and present the product in line with dish/customer requirements			
		1.6	Work in a safe and hygienic manner			
		1.7	Describe the process of cooking food items by deep frying			
		1.8	Identify the purpose of deep frying			
		1.9	Identify the food items which may be deep fried			
		1.10	Identify the frying mediums which may be used when deep frying foods			
		1.11	State the importance of using associated techniques to achieve the finished dish requirements			
		1.12	Describe associated products for deep frying			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.13	State the points requiring consideration when deep frying			
		1.14	List the methods used when deep frying			
		1.15	Identify suitable equipment to deep fry food			
		1.16	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare and cook food by shallow frying	2.1	Check that food items and frying mediums for shallow frying are of the correct type, quantity and quality			
		2.2	Select appropriate equipment for preparing and shallow frying foods			
		2.3	Prepare and cook food items according to dish specifications monitoring quality at all stages			
		2.4	Demonstrate control of time and temperature throughout preparation, cooking and serving			
		2.5	Finish and present the product in line with dish/customer requirements			
		2.6	Work in a safe and hygienic manner			
		2.7	Describe the process of cooking food items by shallow frying			
		2.8	Identify the purpose of shallow frying			
		2.9	Identify the food items which may be shallow fried			
		2.10	Identify the frying mediums which may be used when shallow frying foods			
		2.11	State the importance of using the associated techniques to achieve the finished dish requirements			
		2.12	Describe associated products			
		2.13	State the points requiring consideration when shallow frying			
		2.14	Describe the methods of shallow frying			
		2.15	Identify suitable equipment to shallow fry food			
		2.16	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes			

Learner name: \_\_\_\_\_

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*(if sampled)*

# **Unit 6: Prepare and Cook Food by Boiling, Poaching and Steaming**

**Unit reference number: K/601/2107**

**Level: 1**

**Credit value: 10**

**Guided learning hours: 100**

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## **Unit aim**

In this unit, you will develop the skills and knowledge required to prepare and cook foods using the boiling, poaching and steaming methods of cookery. You will need to ensure that the commodities chosen are suitable and of good quality and the tools and equipment are suitable for the task in hand. You will need to be able to follow dish specifications and will begin to appreciate the aesthetic aspects of food preparation through the processes of finishing and presenting the products.

Having been introduced to the principles and practiced the three methods of cookery, you are encouraged to identify factors common to all, for example the need to maintain moisture levels throughout cooking and the main differences between the cooking processes.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare and cook food by boiling	1.1	Check that food items and cooking liquids for boiling are of the correct type, quantity and quality			
		1.2	Select appropriate equipment for preparing and cooking boiled foods			
		1.3	Prepare and cook food items according to dish specifications monitoring quality at all stages			
		1.4	Demonstrate control of time and temperature throughout preparation, cooking and serving			
		1.5	Finish and present the product in line with dish/customer requirements			
		1.6	Work in a safe and hygienic manner			
		1.7	Describe the process of cooking food items by boiling			
		1.8	Identify the purpose of boiling			
		1.9	Identify the food items which may be boiled			
		1.10	Identify the liquids which may be used when boiling			
		1.11	State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.12	State the importance of using associated techniques to achieve the finished dish requirements			
		1.13	Describe the methods used to produce associated products			
		1.14	List the methods used when boiling			
		1.15	Identify suitable equipment for boiling			
		1.16	Explain how time and the movement of liquids are determined by the item to be boiled			
		1.17	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare and cook food by poaching	2.1	Check that food items and cooking liquids for poaching are of the correct type, quantity and quality			
		2.2	Select appropriate equipment for preparing and cooking poached foods			
		2.3	Prepare and cook food items according to dish specifications monitoring quality at all stages			
		2.4	Demonstrate control of time and temperature throughout preparation, cooking and serving			
		2.5	Finish and present the product in line with dish/customer requirements			
		2.6	Work in a safe and hygienic manner			
		2.7	Describe the process of cooking food items by poaching			
		2.8	Identify the purpose of poaching			
		2.9	Identify the food items which may be poached			
		2.10	Identify the liquids which may be used when poaching			
		2.11	State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements			
		2.12	Describe the methods of poaching			
		2.13	Explain how time and the movement of liquids are determined by the item to be poached			
		2.14	State the importance of using the associated techniques to achieve the finished dish requirements			
		2.15	Describe the methods used to produce associated products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare and cook food by steaming	3.1	Check that food items and cooking liquids for steaming are of the correct type, quantity and quality			
		3.2	Select appropriate equipment for preparing and steaming foods			
		3.3	Prepare and cook food items according to dish specifications monitoring quality at all stages			
		3.4	Demonstrate control of time and temperature throughout preparation, cooking and serving			
		3.5	Finish and present the product in line with dish/customer requirements			
		3.6	Work in a safe and hygienic manner			
		3.7	Describe the process of cooking food items by steaming			
		3.8	Identify the purpose of steaming			
		3.9	Identify the food items which may be steamed			
		3.10	Identify the liquids which may be used when steaming foods			
		3.11	State the importance of using the associated techniques to achieve the finished dish requirements			
		3.12	Describe the methods of steaming			
		3.13	Identify suitable equipment for steaming food			
		3.14	Explain how time and temperature are determined by the food item to be steamed			
		3.15	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes			

Learner name: \_\_\_\_\_

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*(if sampled)*

# **Unit 7: Prepare and Cook Food by Baking, Roasting and Grilling**

**Unit reference number: L/601/2150**

**Level: 1**

**Credit value: 12**

**Guided learning hours: 120**

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## **Unit aim**

In this unit you will develop the skills and knowledge required to prepare and cook foods by the baking, roasting and grilling methods of cookery. You will need to ensure that the commodities chosen are suitable and of good quality and the tools and equipment are suitable for the task in hand. You will need to be able to follow dish specifications and will begin to appreciate the aesthetic aspects of food preparation through the processes of finishing and presenting the products.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare and cook food by baking	1.1	Check that food items for baking are of the correct type, quantity and quality			
		1.2	Select appropriate equipment for preparing and baking foods			
		1.3	Prepare and cook food items according to dish specifications monitoring quality at all stages			
		1.4	Demonstrate control of time and temperature throughout preparation, cooking and serving			
		1.5	Finish and present the product in line with dish/customer requirements			
		1.6	Work in a safe and hygienic manner			
		1.7	Describe the process of cooking food items by baking			
		1.8	Identify the purpose of baking			
		1.9	Identify the food items which may be baked			
		1.10	State the importance of using associated techniques to achieve the finished dish requirements			
		1.11	State the points requiring consideration when baking foods			
		1.12	Describe the methods used when baking			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.13	Identify suitable equipment for baking			
		1.14	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare and cook food by roasting	2.1	Check that food items for roasting are of the correct type, quantity and quality			
		2.2	Select appropriate equipment for preparing and roasting foods			
		2.3	Prepare and cook food items according to dish specifications monitoring quality at all stages			
		2.4	Demonstrate control of time and temperature throughout preparation, cooking and serving			
		2.5	Finish and present the product in line with dish/customer requirements			
		2.6	Work in a safe and hygienic manner			
		2.7	Describe the process of cooking food items by roasting			
		2.8	Identify the purpose of roasting			
		2.9	Identify the food items which may be roasted			
		2.10	State the importance of using associated techniques to achieve the finished dish requirements			
		2.11	Describe associated products			
		2.12	State the points requiring consideration when roasting foods			
		2.13	Describe the methods of roasting			
		2.14	Identify suitable equipment to roast food			
		2.15	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare and cook food by grilling	3.1	Check that food items for grilling are of the correct type, quantity and quality			
		3.2	Select appropriate equipment for preparing and grilling foods			
		3.3	Prepare and cook food items according to dish specifications monitoring quality at all stages			
		3.4	Demonstrate control of time and temperature throughout preparation, cooking and serving			
		3.5	Finish and present the product in line with dish/customer requirements			
		3.6	Work in a safe and hygienic manner			
		3.7	Describe the process of cooking food items by grilling			
		3.8	Identify the purpose of grilling			
		3.9	Identify the food items which may be grilled			
		3.10	State the importance of using associated techniques to achieve the finished dish requirements			
		3.11	Describe associated products			
		3.12	State the points requiring consideration when grilling foods			
		3.13	Describe the methods of grilling			
		3.14	Identify suitable equipment to grill food			
		3.15	List the quality points during selection of food items, preparation, cooking and finishing of dishes			



Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

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*(if sampled)*

# **Unit 8: Prepare and Cook Food by Stewing and Braising**

**Unit reference number: M/601/2111**

**Level: 1**

**Credit value: 7**

**Guided learning hours: 60**

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## **Unit aim**

In this unit you will develop the skills and knowledge required to prepare and cook foods by the stewing and braising methods of cookery. You will need to ensure that the commodities chosen are suitable and of good quality and the tools and equipment are suitable for the task in hand. You need to be able to follow dish specifications and will begin to appreciate the aesthetic aspects of food preparation through the processes of finishing and presenting the products.

Having been introduced to the principles and practiced the two methods, you are encouraged to identify factors common to both (for example: long slow moist methods of cookery suitable for cheaper cuts of meat) and the main differences (for example: size of food items prepared, quantity of cooking liquid).

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare and cook food by stewing	1.1	Check that food items and cooking liquids for stewing are of the correct type, quantity and quality			
		1.2	Select appropriate equipment for preparing and cooking stewed foods			
		1.3	Prepare and cook food items according to dish specifications monitoring quality at all stages			
		1.4	Demonstrate control of time and temperature throughout preparation, cooking and serving			
		1.5	Finish and present the product in line with dish/customer requirements			
		1.6	Work in a safe and hygienic manner			
		1.7	Describe the process of cooking food items by stewing			
		1.8	Identify the purpose of stewing			
		1.9	Identify the food items which may be stewed			
		1.10	Identify the liquids which may be used when stewing foods			
		1.11	State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements			
		1.12	Explain how time and temperature are determined by the item to be stewed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.13	List the methods used when stewing			
		1.14	State the importance of using associated techniques to achieve the finished dish requirements			
		1.15	Identify suitable equipment for stewing			
		1.16	List the quality points to look for during selection of food items, preparation, cooking and finishing of details			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare and cook food by braising	2.1	Check that food items and cooking liquids for braising are of the correct type, quantity and quality			
		2.2	Select appropriate equipment for preparation and cooking of braised foods			
		2.3	Prepare and cook food items according to dish specifications monitoring quality at all stages			
		2.4	Demonstrate control of temperature throughout preparation, cooking and serving			
		2.5	Finish and present the product in line with dish/customer requirements			
		2.6	Work in a safe and hygienic manner			
		2.7	Describe the process of cooking food items by braising			
		2.8	Identify the purpose of braising			
		2.9	Identify the food items which may be braised			
		2.10	Identify the liquids which may be used when braising foods			
		2.11	State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements			
		2.12	Explain how time and temperature are determined by the item to be braised			
		2.13	List the methods used when braising			
		2.14	State the importance of associated techniques to achieve the finished dish requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.15	Identify suitable equipment for braising			
		2.16	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes			

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# **Unit 9: Introduction to Healthier Foods and Special Diets**

**Unit reference number: Y/507/4284**

**Level: 1**

**Credit value: 5**

**Guided learning hours: 10**

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## **Unit aim**

In this unit you will develop knowledge and understanding of the importance of the nutritional content of food, its relation to food groups and how this may be preserved when preparing and cooking.

The important area of special diets, their causes and effects is also covered in this unit and will enable you to develop an awareness of the most vulnerable groups within the community.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to demonstrate awareness of healthier diets	1.1	State the benefits of healthier ingredients			
		1.2	Identify the types of ingredients that contribute to a healthier diet			
		1.3	Describe the consequences of not having healthier ingredients			
		1.4	Describe why it is important for catering establishments to offer healthier choices			
		1.5	Identify sources of current government nutritional guidelines			
		1.6	Outline current nutritional guidelines			
		1.7	Describe the changes that can be made to dishes to make them healthier choices according to current nutritional guidelines			



Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the need for special diets	2.1	Identify groups of people who have special dietary needs			
		2.2	Identify the dietary/nutritional requirements of vulnerable groups			
		2.3	Identify the dietary/nutritional requirements of those who need special diets			

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## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify pre-prepared foods that can be regenerated	1.1	List different types of regenerated pre-prepared foods			
		1.2	State the quality points in pre-prepared foods for regeneration			
		1.3	Describe the differences between regenerated pre-prepared foods from other food types			
		1.4	Explain the purpose of regenerated pre-prepared foods in the food industry			
		1.5	State the possible limitations of using regenerated pre-prepared foods			
		1.6	Explain the potential healthy eating implications and nutritional value and content if consuming excessive amounts of regenerated pre-prepared foods			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to regenerate pre-prepared food	2.1	Select food types of suitable quality for regeneration			
		2.2	Select and use suitable tools and equipment to regenerate different food types			
		2.3	Demonstrate the correct methods to regenerate pre-prepared foods			
		2.4	Prepare, cook or re-generate foods to meet dish specifications monitoring quality at all stages			
		2.5	Demonstrate control of time and temperature throughout the regeneration process			
		2.6	Finish and present regenerated products in line with dish/customer requirements			
		2.7	Work in a safe and hygienic manner			
		2.8	State the correct methods for regenerating different pre-prepared foods			
		2.9	Identify the purpose of regenerating pre-prepared foods			
		2.10	Identify different food types that may be regenerated			
		2.11	State the suitable tools and equipment and their use when regenerating foods			
		2.12	List quality points relevant to selection, preparation and regeneration of pre-prepared foods			
		2.13	Explain the use of any associated products when re-generating pre-prepared foods			

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# **Unit 11: Cold Food Preparation**

**Unit reference number: T/601/2160**

**Level: 1**

**Credit value: 5**

**Guided learning hours: 20**

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## **Unit aim**

In this unit you will develop the necessary knowledge, understanding and skills required in preparing and presenting cold foods.

The skills required to prepare and present cold food are required in all sectors of the industry. You will be introduced to the techniques of preparing and presenting a range of cold food items ranging from simple sandwiches to complex cold buffets. There is an emphasis on the use of the correct tools and equipment, in particular the equipment required for presentation of cold foods and a focus on the art of presentation and how this can be crucial to business success.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare cold food	1.1	Prepare a range of Hors D'oeuvres			
		1.2	Prepare a range of salads			
		1.3	Prepare a range of sandwiches			
		1.4	Work in a safe and hygienic manner			
		1.5	State the meal occasions when cold food may be presented			
		1.6	List the types of food used in cold food preparation			
		1.7	State the quality points when preparing cold food			
		1.8	Explain the term Hors D'oeuvre			
		1.9	State examples of salads for cold food preparation			
		1.10	State types of sandwiches for cold food preparation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to present cold food	2.1	Present a range of Hors D'oeuvres			
		2.2	Present a range of salads			
		2.3	Present a range of sandwiches			
		2.4	Work in a safe and hygienic manner			
		2.5	Explain why the presentation of cold foods is important			
		2.6	Explain how the different styles of service will affect the presentation of cold food			
		2.7	Identify suitable equipment to present cold food			
		2.8	List the techniques used to present cold food			
		2.9	State the quality points when presenting cold food			
		2.10	State the amount of time cold products can be left ambient			

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## **Unit 12: Food Safety in Catering**

**Unit reference number: H/502/0132**

**Level: 2**

**Credit value: 1**

**Guided learning hours: 9**

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### **Unit aim**

This unit will introduce you to the knowledge you will need to enable you to take personal responsibility for food safety as well as understand the basic principles of food safety necessary for working in the hospitality and catering industry preparing food. The unit identifies some of the necessary good practice including the legal requirements that must be applied to food, its storage and cooking, as well as the basic principles of good practice needed to keep and maintain food areas/kitchens clean and safe.

You will also gain an understanding of the importance of personal hygiene, which helps to reduce the risks of food-related illnesses and food poisoning. You will also be taught the most common types of food hazards and how to avoid them.

You will identify common workplace health and safety and security hazards in kitchen situations, relating to equipment, hazardous substances, fires, contamination and infestation by pests. You will also know some simple control measures to reduce and to eliminate the risk of injury or illness arising from the hazards.

This unit provides an essential background for those who wish to study food preparation and cooking and work with food.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how individuals can take personal responsibility for food safety	1.1	Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour			
		1.2	Describe how to report food safety hazards			
		1.3	Outline the legal responsibilities of food handlers and food business operators			
2	Understand the importance of keeping him/herself clean and hygienic	2.1	Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination			
		2.2	Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of keeping the work areas clean and hygienic	3.1	Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal			
		3.2	State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning			
		3.3	Outline the importance of pest control			
4	Understand the importance of keeping food safe	4.1	State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards			
		4.2	Explain how to deal with food spoilage including recognition, reporting and disposal			
		4.3	Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food			
		4.4	Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food			
		4.5	Describe stock control procedures including deliveries, storage, date marking and stock rotation			

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# **Unit 13: Prepare Vegetables**

**Unit reference number: A/601/5433**

**Level: 1**

**Credit value: 3**

**Guided learning hours: 25**

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## **Unit aim**

In this unit you will develop the necessary knowledge, skills and understanding in order to prepare vegetables.

You will develop basic knowledge of how to store vegetables, both frozen and unfrozen, before preparation and prepared vegetables which are not for immediate use. You will gain an understanding of how to prepare vegetables, including the use of the correct tools and equipment, different preparation methods and the importance of avoiding cross contamination when preparing vegetables. This will enable you to develop skills in preparing and storing vegetables to meet requirements, whilst working in a safe and hygienic manner.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare vegetables	1.1	Check the vegetables are fit to be prepared			
		1.2	Choose and use the correct tools and equipment			
		1.3	Prepare the vegetables to meet the requirements			
2	Understand how to prepare vegetables	2.2	State what to look for to ensure each type of vegetable is fit to be prepared			
		2.2	Describe what to do if there are problems with the vegetables			
		2.3	State the correct tools and equipment to use to prepare vegetables			
		2.4	State the importance of using the correct tools and equipment			
		2.5	Describe how to carry out different preparation methods			
		2.6	State the importance of avoiding cross contamination with meat and fish products			
		2.7	Describe how to avoid cross contamination with meat and fish products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to store vegetables	3.1	Safely store any prepared vegetables not for immediate use			
4	Know how to store vegetables	4.1	State how to store frozen and unfrozen vegetables before preparation			
		4.2	State how to store prepared vegetables not for immediate use			

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## 13 Further information and useful publications

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

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

Key publications:

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

All of these publications are available on our website.

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

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

### **Additional resources**

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

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



# 14 Professional development and training

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

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

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

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

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

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

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

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

## Your Pearson support team

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

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

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

## Annexe A

### Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Level 1 Specialist qualifications in Introduction to Culinary Skills and Introduction to Professional Cookery against the underpinning knowledge of the National Occupational Standards in Hospitality. Centres can use this mapping when planning holistic delivery and assessment activities.

#### KEY

# indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

BTEC Specialist units		NOS												
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13
2GEN3	Maintain food safety when storing, preparing and cooking food		#		#		#		#		#		#	
2GEN4	Maintain food safety when storing, holding and serving food				#		#		#		#		#	
1GEN4	Work effectively as part of a hospitality team				#		#		#		#		#	
1GEN1	Health and safety awareness for catering and hospitality			#	#		#		#		#		#	
2PR17	Produce healthier dishes						#		#		#		#	
1FP1	Prepare vegetables		#		#		#		#		#		#	
1FP2	Prepare and finish simple salad and fruit dishes		#		#		#		#		#		#	

NOS		BTEC Specialist units												
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13
1FC1	Cook vegetables		#				#				#			
1FPC1- 1FPC9	Prepare and cook fish, Prepare and cook meat and poultry, Prepare and cook pasta, Prepare and cook rice, Prepare and cook eggs, Prepare and cook vegetable protein, Prepare and cook pulses, Cook and finish simple bread and dough products, Prepare and cook grain		#				#				#	#		
2FP1- 2FP7	Prepare fish for basic dishes, Prepare shellfish for basic dishes, Prepare meat for basic dishes, Prepare poultry for basic dishes, Prepare game for basic dishes, Prepare offal for basic dishes, Prepare vegetables for basic dishes		#			#		#	#		#			
2FC1- 2FC7	Cook and finish basic fish dishes, Cook and finish basic shellfish dishes, Cook and finish basic meat dishes, Cook and finish basic poultry dishes, Cook and finish basic game dishes, Cook and finish basic offal dishes, Cook and finish basic vegetable dishes		#			#	#	#	#					
2FPC1- 2FPC5, 2FPC8, 2FPC12, 2FPC15	Prepare, cook and finish basic hot sauces, Prepare, cook and finish basic soups, Make basic stocks, Prepare, cook and finish basic rice dishes, Prepare, cook and finish basic pasta dishes, Prepare, cook and finish basic egg dishes, Prepare, cook and finish basic grain dishes, Prepare and present food for cold presentation						#					#		
2PR17	Produce healthier dishes						#					#		



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