

# **Pearson BTEC Level 2 Diploma in Professional Cookery**

## **Specification**

BTEC Specialist qualification

First teaching September 2015

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

This qualification was previously known as the  
Edexcel BTEC Level 2 Diploma in Professional Cookery (QCF)  
The QN remains unchanged.

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*All information in this specification is correct at time of publication.*

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## Summary of BTEC Level 2 Diploma in Professional Cookery specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/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
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

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, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) 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.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, 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 2 Diploma in Professional Cookery
Qualification Number (QN)	601/6948/5
Regulation start date	31/07/2015
Operational start date	01/09/2015
Approved age ranges	16–18 19+
TQT	660
Credit value	66
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	438
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> ).

## **Qualification Number and qualification title**

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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 2 Diploma in Professional Cookery is for learners who work in, or who want to work in, job roles such as Commis Chef or Chef de Partie.

It gives learners the opportunity to:

- develop the specific knowledge, as well as the wider sector-related knowledge related to professional cookery at this level. The key knowledge threads within the qualification are food safety in catering and healthier food and special diets.
- develop skills in professional cookery to support them in moving into job roles such as Commis Chef or Chef de Partie. The key skills threads within this qualification are health and safety in catering and hospitality, catering operations, costs and menu planning, prepare and cook stocks, soups and sauces, prepare and cook meat and offal, prepare and cook fruit and vegetables, prepare and cook fish and shellfish, prepare and cook poultry, prepare and cook rice, pasta, grains and egg dishes, produce biscuit, cake and sponge products, produce fermented dough products, produce hot and cold desserts and puddings and produce paste products.
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

## **Relationship with previous qualifications**

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

## **Progression opportunities through Pearson qualifications**

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Learners who have achieved the Pearson BTEC Level 2 Diploma in Professional Cookery can progress to employment with further development, in job roles such as Commis Chef or Chef de Partie. Learners can also progress onto relevant level 3 qualifications such as the Pearson BTEC Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder).

## **Industry support and recognition**

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

## **Relationship with National Occupational Standards**

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

### 3 Qualification structure

#### Pearson BTEC Level 2 Diploma in Professional Cookery

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

Minimum number of credits that must be achieved	66
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	H/502/0132	Food Safety in Catering	2	1	9
2	H/500/8935	Health and Safety in Catering and Hospitality	2	3	12
3	K/500/8936	Healthier Food and Special Diets	2	1	7
4	A/601/2130	Catering Operations, Costs and Menu Planning	2	6	40
5	M/601/2139	Prepare and Cook Stocks, Soups and Sauces	2	6	40
6	A/601/2144	Prepare and Cook Meat and Offal	2	8	60
7	M/601/2142	Prepare and Cook Fruit and Vegetables	2	6	40
8	F/601/2159	Prepare and Cook Fish and Shellfish	2	5	40
9	Y/601/2152	Prepare and Cook Poultry	2	5	40
10	J/601/2163	Prepare and Cook Rice, Pasta, Grains and Egg Dishes	2	6	20
11	A/601/6503	Produce Biscuit, Cake and Sponge Products	2	4	28
12	J/601/6505	Produce Fermented Dough Products	2	4	28
13	L/601/6506	Produce Hot and Cold Desserts and Puddings	2	3	24
14	Y/601/6508	Produce Paste Products	2	3	20
15	Y/507/4091	Developing Skills for Employment in the Catering and Hospitality Industry	2	5	30

## 4 Assessment

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

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

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

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

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

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

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

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

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

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

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

## Appeals

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

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

## Dealing with malpractice in assessment

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

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

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

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

### Internal assessment

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

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

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

## **External assessment**

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

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

## **Learner malpractice**

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

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

## **Teacher/centre malpractice**

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

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

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

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

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

## Sanctions and appeals

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

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

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

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

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

The centre will be notified if any of these apply.

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

## Reasonable adjustments to assessments

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

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

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

## Special consideration

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

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

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

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

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

## 5 Recognising prior learning and achievement

### **Recognition of Prior Learning**

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

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

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

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

## 6 Centre resource requirements

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

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

## 7 Centre recognition and approval centre recognition

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

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

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

### **Approvals agreement**

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

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

## 8 Quality assurance of centres

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

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

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

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

## 9 Programme delivery

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

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

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

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

## 10 Access and recruitment

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

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

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

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

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

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

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

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

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

We are committed to making sure that:

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

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

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

# 12 Units

Units have the following sections.

## **Unit title**

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

## **Unit reference number**

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

## **Level**

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined 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: 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 good 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			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 2: Health and Safety in Catering and Hospitality**

**Unit reference number:** H/500/8935

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 12

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### **Unit aim**

This unit stresses the importance of health and safety in the catering and hospitality industry. You will develop an awareness of key health and safety legislative requirements relating to working in catering.

It provides the opportunity to examine common causes of accidents and learn how to identify and control hazards in the workplace.

In particular, you will develop an understanding of how to maintain a healthy and safe workplace through safe working practices, incident reporting and an awareness of emergency procedures.

### **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 the importance of health and safety in the catering and hospitality industry	1.1	Identify the groups who have responsibilities in current legislation			
		1.2	Identify the legal responsibilities of employers and employees			
		1.3	Discuss the power of enforcement officers			
		1.4	Identify the action available to the enforcement officers in the event of non-compliance			
		1.5	State regulations covering specific safety issues			
		1.6	Identify common causes of ill health and accidents			
		1.7	List the potential costs of non-compliant health and safety practices			
		1.8	List the potential benefits of compliant health and safety practices			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to identify hazards in the catering and hospitality workplace	2.1	List causes of slips, trips and falls in the workplace			
		2.2	State the steps 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 procedure			
		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 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	Understand how to control hazards in the workplace	3.1	Define the term 'hazard'			
		3.2	Define the term 'risk'			
		3.3	List the steps in the risk assessment process			
		3.4	Identify the benefits of risk assessment			
		3.5	State the control measures to reduce risk			
		3.6	State the reasons for reporting accidents			
		3.7	Explain the legal requirement for accident reporting			
		3.8	Outline the information to be recorded in the Accident Book			
		3.9	State the functions of PPE			
		3.10	State the employers' and employees' responsibilities regarding provision use, care and maintenance of PPE			
		3.11	State how the main types of safety signs can be identified			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to maintain a healthy and safe workplace	4.1	Briefly describe the sources of information which can assist in developing health and safety systems in the workplace			
		4.2	Identify the features in the food preparation area which will affect safe working practices			
		4.3	Identify the welfare facilities required for the staff in catering and hospitality operations			
		4.4	Define incident reporting			
		4.5	Outline the procedure to be followed when an incident is reported			
		4.6	Identify situations where emergency procedures must be followed			
		4.7	State the emergency procedure in the event of a serious accident/incident			

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# **Unit 3: Healthier Food and Special Diets**

**Unit reference number:** K/500/8936

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 7

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## **Unit aim**

In this unit you will develop knowledge and understanding of the importance of good health and the principles of a balanced diet and to apply best practice in the preparation, cooking and serving of dishes, to ensure that changes in nutritional value are minimised.

There is also an emphasis in this unit on special diets and their causes and effects on individuals. Best practice in the preparation, cooking and serving of special diets is encouraged whilst developing an awareness of the responsibility of food providers to inform customers of the content of products or dishes.

## **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 the principle of balanced diets	1.1	Outline current government nutritional guidelines for a healthy diet			
		1.2	State the sources of essential nutrients			
		1.3	Describe the impact of diet on health			
		1.4	Describe catering practices that help maintain the nutritional value of food			
2	Understand how to plan and provide special diets	2.1	Outline the main features of special diets			
		2.2	Describe the impact of special diets on health			
		2.3	Describe catering practices to be considered when planning and providing meals for those on special diets			

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## **Unit 4: Catering Operations, Costs and Menu Planning**

**Unit reference number:** A/601/2130

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 40

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### **Unit aim**

In this unit you will develop your knowledge and understanding of kitchen organisation and the principles of menu planning. You will learn about staffing structures, roles and responsibilities within a kitchen hierarchy, and the reasons why teamwork is a vital element in food production and service.

You will examine the basic costs associated with the catering industry and the factors that must be monitored to control them. You will carry out basic calculations to determine the cost and the selling price of food dishes, and you will investigate how agreed net profit can be achieved.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the organisation of kitchens	1.1	Describe the structure of a 'partie system'			
		1.2	Identify current trends in food production operations			
		1.3	Explain the importance of kitchen layout to promote good work flow in relation to food production systems			
		1.4	Describe the importance of correct work flow in catering operations			
		1.5	Outline the staffing hierarchy in a traditional kitchen			
		1.6	Describe the responsibilities of specific job roles in a traditional kitchen organisation			
		1.7	State the reasons for good working relationships within the kitchen and food service department			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to plan and prepare menus for catering operations	2.1	Describe menus for different types of meal occasion			
		2.2	Interpret menus for food production			
		2.3	Explain the importance of the menu for food production and food service			
		2.4	Discuss the factors to be considered in the planning of menus			
		2.5	Identify the technical terminology used in menu planning			
3	Understand basic costs associated with the catering industry	3.1	Calculate costs and quantities relevant to simple activities in catering operations			
		3.2	Display basic numeracy skills using calculator and manual methods based on metric measurements			
		3.3	Calculate percentages to achieve a set gross profit			
		3.4	Explain the importance of food costs within catering operations			
		3.5	Describe the factors which must be monitored to control food costs and profit			
4	Be able to apply basic calculations used in catering operations	4.1	Calculate the food cost of dishes and determine the food cost per portion of dishes			
		4.2	Determine the selling price of different types of dish and menu at specific percentages of gross and net profit			
		4.3	Describe the elements of cost associated with catering operations			
		4.4	Explain the terms 'gross profit' and 'net profit'			
		4.5	Discuss factors to be considered to ensure that agreed net profit is achieved			

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## **Unit 5: Prepare and Cook Stocks, Soups and Sauces**

**Unit reference number:** M/601/2139

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 40

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### **Unit aim**

Stocks, soups and sauces are the key building blocks of many dishes and an understanding of them is essential for any chef. This unit will equip you with the knowledge and skills required to prepare, cook and store stocks, soups and sauces.

### **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 stocks	1.1	Demonstrate the correct use of equipment to prepare, cook and store stocks			
		1.2	Prepare ingredients for making stock			
		1.3	Cook different types of stocks (fresh)			
		1.4	Apply quality points to each stage of the process			
		1.5	Demonstrate safe and hygienic practices			
		1.6	Evaluate the finished product			
		1.7	Identify different types of stock			
		1.8	State the uses of stock			
		1.9	Explain the quality points in preparing and cooking stocks			
		1.10	Identify the preparation principles for stocks			
		1.11	Explain why different stocks require different cooking times			
		1.12	State the cooking times of different stocks			
		1.13	Identify the cooking and chilling principles for stocks			
		1.14	Identify correct storage procedures for stock			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare and cook soups	2.1	Demonstrate the correct use of equipment to prepare, cook and store soups			
		2.2	Prepare ingredients for making soup according to recipe or dish requirements			
		2.3	Cook different types of soup			
		2.4	Demonstrate finishing methods and present with appropriate accompaniments			
		2.5	Apply quality points to each stage of the process			
		2.6	Demonstrate safe and hygienic practices			
		2.7	Evaluate the finished product			
		2.8	Identify the different types of soup			
		2.9	Explain the quality points in preparing and cooking soups			
		2.10	Identify preparation and cooking principles for soups			
		2.11	Identify appropriate finishing methods and accompaniments for soup			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare and cook sauces	3.1	Demonstrate the correct use of equipment to prepare, cook and store sauces			
		3.2	Prepare ingredients for making sauces according to recipe and dish requirements			
		3.3	Produce different types of sauces			
		3.4	Demonstrate finishing methods			
		3.5	Apply quality points to each stage of the process			
		3.6	Demonstrate safe and hygienic practices			
		3.7	Evaluate the finished product			
		3.8	Identify different types of sauces			
		3.9	Identify sauce and dish combinations			
		3.10	Explain the purpose of sauces			
		3.11	Explain the quality points in preparing and cooking sauces			
		3.12	Identify the preparation/cooking principles for sauces			
		3.13	Describe the skills needed to check and finish sauces			
		3.14	Identify correct storage procedures for sauces			

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## **Unit 6: Prepare and Cook Meat and Offal**

**Unit reference number:** A/601/2144

**Level:** 2

**Credit value:** 8

**Guided learning hours:** 60

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### **Unit aim**

In this unit you will learn how to prepare and cook meat and offal dishes. You will learn how to recognise the quality points of meat and offal with emphasis placed on the development, practice and acquisition of practical skills in preparation and cooking. You will focus on the production of dishes, using suitable tools and equipment and the production of finished dishes using a range of commodities and ingredients.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare meat and offal	1.1	Demonstrate the correct use of tools and equipment to prepare meat and offal			
		1.2	Demonstrate preparation skills for meat and offal according to dish specification			
		1.3	Demonstrate portion control with cuts of meat and offal			
		1.4	Apply flavourings to joints/cuts of meat and offal			
		1.5	Line appropriate moulds/basins or shape pastes according to dish specifications			
		1.6	Apply coatings to cuts of meat and types of offal			
		1.7	Demonstrate safe and hygienic practices			
		1.8	Undertake correct storage procedures for meat and offal			
		1.9	Identify types of meat and offal			
		1.10	Explain the quality points of meat and offal			
		1.11	State the most commonly used joints and cuts of meat and offal			
		1.12	Describe methods used for preservation of meat and offal			
		1.13	Describe the advantages/disadvantages of preservation method			
		1.14	Explain portion sizes/weights of meat and offal			
		1.15	State the correct temperature for storing meat and offal			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to cook meat and offal	2.1	Select correct tools and equipment used in the cooking and/or use of fresh/preserved meat and offal			
		2.2	Apply appropriate cooking methods and principles to meat and offal			
		2.3	Make sauces, coulis, gravies and jus for meat and offal dishes			
		2.4	Prepare dressings for meat and offal dishes			
		2.5	Make appropriate flavoured butters/oils for meat and offal dishes			
		2.6	Prepare garnishes for meat and offal dishes			
		2.7	Apply finishing skills to meat and offal dishes			
		2.8	Assemble dishes according to dish specifications			
		2.9	Demonstrate safe and hygienic practices			
		2.10	Evaluate the finished dish/dishes			
		2.11	Identify tools and equipment used in the cooking of meat and offal			
		2.12	Explain suitable cooking methods for joints or cuts of meat and offal			
		2.13	Explain reasons for applying cooking principles to meat and offal			
		2.14	Explain how to determine when meat and offal are cooked			
		2.15	Describe the skills needed to check and finish the dish to specification			

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# **Unit 7: Prepare and Cook Fruit and Vegetables**

**Unit reference number:** M/601/2142

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 40

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## **Unit aim**

In this unit you will develop the necessary skills, knowledge and understanding of the principles involved in preparing and cooking fruit and vegetables to produce dishes at a professional level. Emphasis is placed on the development, practice and acquisition of practical skills and theoretical knowledge.

## **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 fruit and vegetables	1.1	Check that fruit, vegetables and accompanying ingredients are of the correct type, quantity and quality			
		1.2	Demonstrate the correct use of tools and equipment to prepare fruit and vegetables			
		1.3	Peel, wash or trim fruit and vegetables and prepare according to dish specifications			
		1.4	Store prepared fruit and vegetables appropriately prior to cooking if required			
		1.5	Assemble vegetables prior to cooking			
		1.6	Demonstrate safe and hygienic practices			
		1.7	Identify commonly used fruit and vegetables			
		1.8	Identify the seasons for commonly used fruit and vegetables			
		1.9	Group fruit and vegetables into classifications			
		1.10	Identify the quality points for fruit and vegetables			
		1.11	Identify correct storage procedures for fruit and vegetables to maintain quality, nutrients and the reduction of waste			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.12	State the most commonly used preparation methods for fruit and vegetables			
		1.13	Identify additions and coatings used when preparing vegetables for cooking			
		1.14	State the preservation methods for fruit and vegetables			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to cook fruit and vegetables	2.1	Demonstrate the correct use of tools and prepare equipment to cook fruit and vegetables			
		2.2	Cook and assemble fruit and vegetables to dish specifications using appropriate skills			
		2.3	Hold and serve cooked fruit and vegetables			
		2.4	Store vegetables safely after cooking if appropriate			
		2.5	Demonstrate safe and hygienic practices			
		2.6	Identify suitable tools and equipment to cook fruit and vegetables			
		2.7	Identify cooking methods for fruit and vegetables			
		2.8	Identify cooking liquids and sauces			
		2.9	Explain the cooking principles for fruit and vegetables			
		2.10	Explain the actions to be carried out to check the quality of fruit and vegetable dishes			
		2.11	Describe finishing and garnishing requirements for fruit and vegetable dishes			
		2.12	Explain how cooked fruit and vegetables should be held correctly for service			
		2.13	Explain how cooked fruit and vegetables should be stored correctly after cooking			

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## **Unit 8: Prepare and Cook Fish and Shellfish**

**Unit reference number:** F/601/2159

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 40

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### **Unit aim**

In this unit you will gain experience in preparing and cooking fish and shellfish dishes. You will learn to recognise the quality points of fish and shellfish with emphasis on safe and hygienic practices when preparing and cooking fish and shellfish. Emphasis is placed on the development, practice and acquisition of practical skills in preparation and cooking. You will focus on the production of dishes, using suitable tools and equipment, enabling you to demonstrate the process of preparing, cooking and producing finished dishes using a range of commodities and ingredients.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare fish and shellfish	1.1	Demonstrate the correct use of tools and equipment to prepare fish and shellfish			
		1.2	Demonstrate preparation skills for fish and shellfish according to dish specifications			
		1.3	Demonstrate portion control with cuts of fish			
		1.4	Apply flavourings to fish and shellfish			
		1.5	Line appropriate moulds, basins or shape pastes according to dish specifications			
		1.6	Apply coatings to fish and shellfish			
		1.7	Demonstrate safe and hygienic practices			
		1.8	Undertake correct storage procedures for fish and shellfish			
		1.9	Identify types of fish and shellfish			
		1.10	Explain the quality points of fish and shellfish			
		1.11	State the most commonly used cuts of fish			
		1.12	Describe methods used to preserve fish and shellfish			
		1.13	Describe the advantages and disadvantages of the preservation methods			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.14	Explain portion sizes/weights for cuts of fish and shellfish for dish requirements			
		1.15	State the correct storage procedures and temperatures for fish and shellfish			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to cook fish and shellfish	2.1	Demonstrate the correct use of tools and equipment in cooking or use of fresh or preserved fish and shellfish			
		2.2	Apply appropriate cooking methods and principles to fish and shellfish			
		2.3	Make appropriate sauces or coulis for fish and shellfish			
		2.4	Prepare dressings for fish and shellfish dishes			
		2.5	Make suitable flavoured butters/oils for fish and shellfish dishes			
		2.6	Prepare garnishes for fish and shellfish dishes			
		2.7	Apply Finishing Skills to fish and shellfish dishes			
		2.8	Assemble dishes according to dish specification			
		2.9	Evaluate the finished dish/dishes			
		2.10	Demonstrate safe and hygienic practices			
		2.11	Identify tools and equipment used in the cooking of fish and shellfish			
		2.12	Explain suitable cooking methods for fish and shellfish			
		2.13	Explain reasons for applying cooking principles to fish and shellfish			
		2.14	Explain how to determine when fish and shellfish are cooked			
		2.15	Describe the skills needed to check and finish the dish to specification			

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## **Unit 9: Prepare and Cook Poultry**

**Unit reference number:** Y/601/2152

**Level:** 2

**Credit value:** 5

**Guided learning hours:** 40

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### **Unit aim**

In this unit you will develop skills in preparing and cooking poultry dishes. You will learn to recognise the quality points of poultry and the most commonly used cuts with emphasis placed on the development, practice and acquisition of practical skills in preparation and cooking. You will focus on the production of dishes, using suitable tools and equipment, demonstrating the process of preparing, cooking and producing finished dishes using a range of commodities and ingredients.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare poultry	1.1	Demonstrate the correct use of tools and equipment to prepare poultry			
		1.2	Demonstrate preparation skills for poultry according to dish specification			
		1.3	Demonstrate portion control with cuts of poultry			
		1.4	Apply flavourings to cuts of poultry			
		1.5	Apply coatings to cuts of poultry			
		1.6	Demonstrate safe and hygienic practices			
		1.7	Undertake correct storage procedures for poultry			
		1.8	Identify different types of poultry			
		1.9	Explain the quality points of poultry			
		1.10	State the most commonly used cuts of poultry			
		1.11	Describe methods used for preservation of poultry			
		1.12	Describe the advantages/disadvantages of preservation methods			
		1.13	Explain portion sizes/weights of poultry			
		1.14	State the correct temperature for storing poultry			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to cook poultry	2.1	Demonstrate correct use of tools and equipment to cook poultry			
		2.2	Apply appropriate cooking methods and principles to poultry			
		2.3	Make sauces, coulis, gravies and jus for poultry dishes			
		2.4	Prepare dressings for poultry dishes			
		2.5	Make appropriately flavoured butters/oils for poultry dishes			
		2.6	Prepare garnishes for poultry dishes			
		2.7	Apply finishing skills to poultry dishes			
		2.8	Assemble dish according to dish specifications			
		2.9	Demonstrate safe and hygienic practices			
		2.10	Evaluate the finished dish			
		2.11	Identify tools and equipment used to cook different types of poultry			
		2.12	Identify suitable cooking methods for poultry			
		2.13	Explain reasons for applying cooking principles to poultry			
		2.14	Explain how to determine when poultry is cooked			
		2.15	Describe the skills needed to check and finish the dish to specification			

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# **Unit 10: Prepare and Cook Rice, Pasta, Grains and Egg Dishes**

**Unit reference number:** J/601/2163

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 20

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## **Unit aim**

In this unit you will develop the necessary skills, knowledge and understanding of the principles involved in preparing and cooking rice, pasta, grains and egg dishes at a professional level. Emphasis is placed on the development, practice and acquisition of practical skills and theoretical knowledge. Throughout this unit, you will demonstrate safe and hygienic working practices and emphasis will be placed on correct holding and storage procedures for these dishes.

## **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 rice	1.1	Use the correct type and amount of rice for the dish specification			
		1.2	Pick over and wash the rice			
		1.3	Demonstrate the correct use of tools and equipment to prepare rice dishes			
		1.4	Prepare and cook rice according to dish specifications			
		1.5	Demonstrate control of the cooking process to obtain the required quality			
		1.6	Assemble and finish the dish in line with dish/customer requirements			
		1.7	Evaluate finished rice dishes			
		1.8	Demonstrate safe and hygienic practices			
		1.9	Identify types of rice and the appropriate cooking method			
		1.10	Identify suitable equipment to prepare rice dishes			
		1.11	Describe preparation methods for rice			
		1.12	Describe the cooking process and adjustments necessary for rice dishes			
		1.13	Describe the skills needed to check and finish the dish to specification			
		1.14	State the correct holding and storage procedures for rice and rice dishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare and cook pasta	2.1	Use the correct type and amount of pasta for the dish specification			
		2.2	Demonstrate the correct use of tools and equipment to prepare and cook pasta dishes			
		2.3	Prepare and cook pasta according to dish specifications			
		2.4	Demonstrate control of the cooking process to obtain the required quality			
		2.5	Assemble and finish the dish in line with dish/customer requirements			
		2.6	Evaluate finished pasta dishes			
		2.7	Demonstrate safe and hygienic practices			
		2.8	Identify types of pasta and the appropriate cooking method			
		2.9	Identify sauces and additions used with pasta			
		2.10	Identify suitable equipment to prepare pasta dishes			
		2.11	Identify preparation and cooking methods for pasta			
		2.12	Describe the cooking process and adjustments necessary for pasta dishes			
		2.13	Describe the skills needed to check and finish to dish specification			
		2.14	State the correct holding and storage procedures for pasta and pasta dishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare and cook grains	3.1	Use the correct type and amount of grain for the dish specification			
		3.2	Demonstrate the correct use of tools and equipment to prepare grain dishes			
		3.3	Prepare and cook grain or products according to dish specifications			
		3.4	Demonstrate control of the cooking process to obtain the required quality			
		3.5	Assemble and finish the dish in line with dish/customer requirements			
		3.6	Evaluate finished grain dishes			
		3.7	Demonstrate safe and hygienic practices			
		3.8	Identify commonly used types of grain and their use			
		3.9	Identify sauces and additions			
		3.10	Identify the appropriate tools and equipment to prepare grain dishes			
		3.11	Identify preparation and cooking methods for grains			
		3.12	Describe the cooking process and adjustments necessary for grain dishes			
		3.13	Describe the skills needed to check and finish to specification			
		3.14	State the correct holding and storage procedures for grain dishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to prepare and cook eggs	4.1	Use the correct type and amount of eggs for the dish specification			
		4.2	Demonstrate the correct use of tools and equipment to prepare egg dishes			
		4.3	Prepare and cook eggs according to dish specifications			
		4.4	Demonstrate control of the cooking process to obtain the required quality			
		4.5	Assemble and finish the dish in line with dish/customer requirements			
		4.6	Evaluate finished egg dishes			
		4.7	Demonstrate safe and hygienic practices			
		4.8	Identify types of eggs and use			
		4.9	Identify sauces and additions for egg dishes			
		4.10	Identify the appropriate tools and equipment to prepare eggs dishes			
		4.11	Identify preparation and cooking methods for egg			
		4.12	Describe the cooking process and adjustments necessary for egg dishes			
		4.13	Describe the skills needed to check and finish to specification			
		4.14	State the correct holding, serving and storage procedures for eggs			

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# **Unit 11: Produce Biscuit, Cake and Sponge Products**

**Unit reference number:** A/601/6503

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 28

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## **Unit aim**

In this unit you will develop the necessary knowledge, understanding and skills in order to prepare, cook and finish biscuit, cake and sponge products for service.

You will develop knowledge of different types of biscuit, cake and sponge product, the quality points of main ingredients and finished products and how to adjust ingredient quantities in order to ensure the correct portion yield. You will develop skills in preparing, cooking and finishing biscuit, cake and sponge products, using the correct tools and equipment, whilst ensuring safe and hygienic working practices.

## **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	Prepare and cook biscuit, cake and sponge products	1.1	Identify different types of biscuit, cake and sponge product			
		1.2	Identify the quality points of the main ingredients for biscuit, cake and sponge products			
		1.3	Prepare biscuit products for baking			
		1.4	Prepare and cook cake and sponge mixtures for baking			
		1.5	Demonstrate use of the correct tools and equipment to prepare and cook biscuit, cake and sponge products			
		1.6	State the uses for biscuit, cake and sponge products			
		1.7	State how to adjust the quantity of ingredients to give the correct portion yield from biscuit, cake and sponge products			
		1.8	Demonstrate safe and hygienic practices			
		1.9	Describe the preparation and cooking methods for biscuit, cake and sponge products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Finish biscuit, cake and sponge products	2.1	Use tools and equipment in the finishing of biscuit, cake and sponge products			
		2.2	Describe the quality points when checking finished biscuit, cake and sponge products			
		2.3	Identify fillings, glazes, creams and icings that may be used to finish biscuit, cake and sponge products			
		2.4	Finish and present biscuit, cake and sponge products			
		2.5	Describe finishing and decorating techniques			
		2.6	Check the finished product meets dish requirements			
		2.7	State the storage procedures for finished products			
		2.8	Identify ingredients in biscuit, cake and sponge products that may cause allergic reactions			

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# **Unit 12: Produce Fermented Dough Products**

**Unit reference number:** J/601/6505

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 28

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## **Unit aim**

In this unit you will develop the necessary skills, knowledge and understanding in order to prepare, cook and finish fermented dough products.

You will develop skills in preparing, cooking and finishing fermented dough products, identifying quality points of ingredients and finished products, using the correct tools and equipment and ensuring that products meet dish requirements. Throughout you will demonstrate safe and hygienic working practices. You will develop knowledge of the different types of fermented dough products, what they are used for and storage procedures for both raw dough and finished 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	Prepare and cook fermented dough products	1.1	Identify different types of fermented dough product			
		1.2	Identify quality points of the main ingredients for fermented dough products			
		1.3	Prepare fermented dough products for baking			
		1.4	Use correct tools and equipment to prepare and cook fermented dough products			
		1.5	State the uses of fermented dough products			
		1.6	State how to adjust the quantity of ingredients to give the correct portion yield from fermented dough products			
		1.7	Demonstrate safe and hygienic practices			
		1.8	Describe preparation and cooking methods for fermented dough products			
		1.9	State storage procedures for raw dough			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Finish fermented dough products	2.1	Use correct tools and equipment in the finishing of fermented dough products			
		2.2	Describe the quality points when checking finished fermented dough products			
		2.3	Identify fillings, glazes, creams and icings that may be used for fermented dough products			
		2.4	Finish and present fermented dough products			
		2.5	Describe finishing and decorating techniques			
		2.6	Check the finished product meets dish requirements			
		2.7	State the storage procedures for finished fermented dough products			
		2.8	Identify ingredients in fermented dough products that may cause allergic reactions			

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# **Unit 13: Produce Hot and Cold Desserts and Puddings**

**Unit reference number:** L/601/6506

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 24

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## **Unit aim**

In this unit you will develop the knowledge, understanding and practical skills required for the preparation, cooking and finishing of hot and cold desserts and puddings for service in restaurants and to paying customers. You will learn how to prepare and cook both hot and cold desserts, identify the ingredients and equipment required, and how to check for quality.

You will learn about the accompanying sauces and creams, and how to finish and decorate desserts. You will be able to produce, prepare and cook desserts following food safety guidelines and legislation.

## **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	Prepare and cook cold desserts	1.1	Identify different types of cold dessert			
		1.2	Identify quality points of ingredients for cold desserts			
		1.3	Prepare and cook cold desserts using correct equipment			
		1.4	Apply quality points to each stage of the process			
		1.5	State how to adjust the quantity of ingredients to give the correct portion yield from cold desserts			
		1.6	Demonstrate safe and hygienic practices			
		1.7	Describe preparation and cooking methods for cold desserts			
2	Finish cold desserts	2.1	Finish and present cold desserts using correct equipment			
		2.2	Describe the quality points when finishing cold desserts			
		2.3	Describe finishing and decorating techniques			
		2.4	Identify sauces, creams and coulis that may be served with cold desserts			
		2.5	Check the finished product meets dish requirements			
		2.6	Identify correct holding and storage procedures for finished products			
		2.7	Identify ingredients in cold desserts that may cause allergic reactions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Prepare and cook hot desserts and puddings	3.1	Identify different types of hot desserts and puddings			
		3.2	Identify quality points of ingredients for hot desserts and puddings			
		3.3	Prepare and cook hot desserts and puddings using correct equipment			
		3.4	Apply quality points to each stage of the process			
		3.5	State how to adjust the quantity of ingredients to give the correct portion yield from hot desserts and puddings			
		3.6	Demonstrate safe and hygienic practices			
		3.7	Describe preparation and cooking methods for hot desserts and puddings			
4	Finish hot desserts and puddings	4.1	Finish and present hot desserts and puddings using correct equipment			
		4.2	Describe the quality points when finishing hot desserts and puddings			
		4.3	Describe finishing and decorating techniques			
		4.4	Identify sauces, creams and coulis that may be served with hot desserts and puddings			
		4.5	Check the finished product meets dish requirements			
		4.6	Identify correct holding and storage procedures for finished products			
		4.7	Identify ingredients in hot desserts and puddings that may cause allergic reactions			

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## **Unit 14: Produce Paste Products**

**Unit reference number:** Y/601/6508

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit aim**

In this unit you will develop the necessary knowledge and skills in order to prepare, cook and finish paste products for service in restaurants and to paying customers.

You will develop knowledge of different types of paste product, preparation and cooking methods and ingredients within paste products which may cause allergic reactions. You will develop skills in preparing and cooking paste products such as sweet, puff and choux using the correct tools and equipment, whilst following safe and hygienic working practices. You will also develop skills in finishing and presenting paste products, using different finishing and decorating techniques, ensuring that the finished product meets dish requirements.

### **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	Prepare and cook paste products	1.1	Identify different types of paste product			
		1.2	Identify the quality points of the main ingredients			
		1.3	Use correct tools and equipment to prepare and cook paste products, including <ul style="list-style-type: none"> <li>• Short</li> <li>• Sweet</li> <li>• Puff</li> <li>• Choux</li> </ul>			
		1.4	State the uses for paste products			
		1.5	State how to adjust the quantity of ingredients to give the correct portion yield from paste products			
		1.6	Demonstrate safe and hygienic practices			
		1.7	Describe the preparation and cooking methods for paste products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Finish paste products	2.1	Use tools and equipment in the finishing of paste products			
		2.2	Describe the quality points when checking finished paste products			
		2.3	Identify fillings, glazes, creams and icings that may be used to finish paste products			
		2.4	Finish and present paste products			
		2.5	Describe finishing and decorating techniques			
		2.6	Check the finished product meets dish requirements			
		2.7	State the storage procedures for finished products			
		2.8	Identify ingredients in paste products that may cause allergic reactions			

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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	Understand the catering and hospitality industry	1.1	Describe the key influences on the catering and hospitality industry			
		1.2	Describe scope and size of the catering and hospitality industry			
		1.3	Explain the importance of the industry to the national economy			
		1.4	Use sources of information about the catering and hospitality industry			
		1.5	Describe the functions of professional associations			
		1.6	Identify the legal requirements to work within the catering and hospitality industry			
2	Be able to maintain personal appearance and manage time	2.1	State the importance of maintaining personal hygiene and a professional appearance			
		2.2	Describe how to maintain personal hygiene and a professional appearance			
		2.3	Maintain personal hygiene and a professional appearance			
		2.4	State the importance of time management			
		2.5	Describe how to manage time			
		2.6	Manage time to meet deadlines and targets			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to produce a plan to develop skills	3.1	Describe the purpose of a personal development plan			
		3.2	Describe how development plans are produced			
		3.3	Evaluate current skills against job aims			
		3.4	Identify an opportunity to develop a skill			
		3.5	Set and work towards targets			
		3.6	Record skills developed and areas for further improvement			
		3.7	Explain the importance of feedback			
4	Be able to prepare for a job application	4.1	Produce a Curriculum Vitae and covering letter			
		4.2	Identify a variety of interview skills			
		4.3	State the purpose of a Curriculum Vitae and the information to be included			
		4.4	Explain the purpose of a covering letter and its importance			
		4.5	State the importance of professional presentation and quality of content			

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## 13 Further information and useful publications

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

- 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:  
[pearsonschoolsandcolleges.co.uk](http://pearsonschoolsandcolleges.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 2 Specialist qualifications in 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	Unit 14	Unit 15
1GEN1	Maintain a safe, hygienic and secure working environment		#													
1GEN4	Work effectively as part of a hospitality team				#											#
2GEN1	Give customers a positive impression of yourself and your organisation															#
2GEN2	Order stock				#											
2GEN3	Maintain food safety when storing, preparing and cooking food	#			#					#						
2GEN4	Maintain food safety when storing, holding and serving food	#			#					#						

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	Unit 14	Unit 15
2FC1	Cook and finish basic fish dishes								#							
2FC2	Cook and finish basic shellfish dishes								#							
2FC3	Cook and finish basic meat dishes						#									
2FC4	Cook and finish basic poultry dishes									#						
2FC6	Cook and finish basic offal dishes						#									
2FC7	Cook and finish basic vegetable dishes							#								
2FP1	Prepare fish for basic dishes								#							
2FP2	Prepare shellfish for basic dishes								#							
2FP3	Prepare meat for basic dishes						#									
2FP4	Prepare poultry for basic dishes									#						
2FP6	Prepare offal for basic dishes						#									
2FPC1	Prepare, cook and finish basic hot sauces					#			#							
2FPC2	Prepare, cook and finish basic soups					#			#							
2FPC3	Make basic stocks					#			#							
2FPC4	Prepare, cook and finish basic rice dishes										#					
2FPC5	Prepare, cook and finish basic pasta dishes										#					
2FPC6	Prepare, cook and finish basic pulse dishes							#								
2FPC8	Prepare, cook and finish basic egg dishes										#					

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	Unit 14	Unit 15
2FPC9	Prepare, cook and finish basic bread and dough products											#	#		#	
2FPC10	Prepare, cook and finish basic pastry products											#	#		#	
2FPC11	Prepare, cook and finish basic cakes, sponges, biscuits and scones											#	#		#	
2FPC12	Prepare, cook and finish basic grain dishes										#					
2FPC14	Prepare, cook and finish basic cold and hot desserts													#		
2FPC15	Prepare and present food for cold presentation						#		#	#	#					
2PR17	Produce healthier dishes			#					#							

June 2016

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