Edexcel Level 3 Diploma in Craft Cuisine (QCF)

Specification

Edexcel competence-based qualifications

For first registration August 2011

Issue 4

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This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Contents

Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 Diploma in Craft Cuisine (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 3 Diploma in Craft Cuisine (QCF)	600/2003/9	01/08/2011

This qualification has been approved within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website.

You should use the QCF Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Key features of the Edexcel Level 3 Diploma in Craft Cuisine (QCF)

This qualification:

- is nationally recognised

- is based on the Hospitality National Occupational Standards (NOS) for Professional Cookery. The NOS, assessment requirements/strategy and qualification structures are owned by People 1st.

- has two routes

Route 1: 'Craft Cuisine Endorsed by AAA' is supported by People 1st in conjunction with the Applied Ability Awards (AAA) National Committee, the governing body for the AAA. It includes the competency component of the Craft Cuisine Advanced Apprenticeship as well as an integrated route to meeting the requirements of the AAA Chef certificate – please see AAA website for more details and associated fees www.aaawards.org.uk.

Route 2: 'Craft Cuisine' is also supported by People 1st and equally includes the competency component of the Craft Cuisine Advanced Apprenticeship.

There are different features, resources and fees associated with each of the two routes. Please see page 3 for details.

What is the purpose of this qualification?

This qualification is designed for learners employed in hospitality roles such as Sous Chef or Senior Chef/Cook who need to develop or consolidate their skills. Learners are required to take mandatory units which cover aspects of maintaining a safe, hygienic and secure working environment, developing productive working relationships with colleagues, working effectively as part of a hospitality team, maintaining food safety in a hospitality environment, and preparing, cooking and finishing a wide range of basic and advanced dishes using different ingredients, methods and techniques.

Two further mandatory units, to be taken at the end of the programme (Units 33 and 34), bring together the skills developed in the preceding units and the combination of these are assessed through an independent assessment.

Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression

- ensure equality of opportunity for all wishing to access the qualifications.

At level 3 learners are expected to be in an operational role in the workplace.

This qualification is applicable for people working in a wide range of hospitality and catering businesses, for example:

- restaurants

- gastro-pubs

- hotels

- cafés

- contract caterers.

What are the benefits of this qualification (Route1 and Route 2) to the learner and employer?

This is a work-based qualification which will allow learners to develop the wider range of craft cuisine skills that are essential for working as a chef without supervision in a professional kitchen. It will also independently assess the learner's ability to demonstrate a combination of these skills in a professional kitchen environment as well as assessing a number of employability skills such as organisational skills, problem solving, communication skills and taking an interest in their own career development. This will provide evidence for both learners and employers as to the suitability for working in a professional kitchen without supervision.

Both routes 1 and 2 for the qualification provide the full range of skills and underpinning knowledge to meet the competency component of the BTEC Advanced Apprenticeship in Craft Cuisine.

Both routes will require independent assessment of the Units 33 and 34. 'Practical Skills for a Craft Chef' and 'Preparing for Career Progression as a Craft Chef'. The assessment guidance linked to both QCF units on the Register for Regulated Qualifications stipulates that assessors must:

- have current or previous experience as a senior, professional chef;

- have had no involvement in the learner's training programme;

- have had no known contact with the learner prior to the assessment;

- operate independently of the learning provider.

Practical Skills for a Craft Chef (Unit 33), will require learners to demonstrate their knowledge of cooking skills requiring a combination of skills through a practical cooking assessment, at a set time, and within given timescales.

Unit 34, Preparing for Career Progression as a Craft Chef, will require learners to demonstrate their commitment to working with food and cooking and to demonstrate their aptitude and ability for working without supervision in a professional kitchen including how to organise their own work and solve problems.

Please note, assessments should take place in a professional kitchen. Where assessments cannot take place in a professional Kitchen, then a Realistic Working Environments (RWE) is also acceptable, in line with People 1st Assessment Strategy.

Additional Features/Benefits for Route 1: Craft Cuisine endorsed by AAA

- Route 1 provides a joined up approach for aspiring chefs that wish to gain a BTEC Apprenticeship and the AAA approval and certificate. (This negates the need for learners to do the apprenticeship and then go to AAA independently which reduces duplication of presenting evidence and assessment).

- Route 1 includes supporting materials that can be used by the learner, provider, employer and mentor to help create a smoother delivery throughout the apprenticeship.

- Learners will have access to the AAA online resources which may be used to develop knowledge associated with professional cookery and craft cuisine skills as well as comprehensive, generic support materials to assist centres delivering competence qualifications available from the Edexcel website http://www.edexcel.com/

- Providers will be provided with a comprehensive syllabus of recipes that demonstrate a combination of the skills developed throughout units 1-32 to help prepare learners for the independent assessment.

- Providers will be supported in assigning an in-house mentor for the aspiring chef to support the learners' skills and knowledge acquisition throughout their Apprenticeship programme, including Skills Scan documents to assess learner's progress at the beginning and during their journey.

- Learners will have their performance in a work-based situation in a specified time period assessed independently by two Chef Examiners appointed by the AAA National Committee.

- Providers will have the convenience of the independent assessment of the two units being arranged for them.

- Upon successful completion of the BTEC Apprenticeship in Craft Cuisine Route 1, learners will achieve the Apprenticeship Certificate* AND the Applied Ability Award (AAA) Certificate for Chef (Level 3). Learners will also have the option to be listed on the AAA website as successful completers of the AAA Award.

- **The cost of Route 1 will cover standard Edexcel registration fees for the competence based qualification plus fees for the AAA assessment – please see the link in the Key Features section for more details on AAA.**

Route 2: Craft Cuisine

- Route 2 provides the competency component of the Craft Cuisine Advanced Apprenticeship.

- Learners will have access to comprehensive, generic support materials to assist centres delivering competence qualifications available from the Edexcel website http://www.edexcel.com/

- Upon successful completion of the BTEC Apprenticeship in Craft Cuisine Route 2, learners will be eligible for the Apprenticeship Certificate.*
- **The cost of Route 2 will cover standard Edexcel registration fees for the competence based qualification.**
- Providers will be responsible for ensuring the assessment of units 33 and 34 meet the assessment requirements linked to both QCF units on the Register for Regulated Qualifications. Please note, providers will be expected to meet the costs associated with independent assessment.

* For claims against the SASE frameworks (those that include Functional Skills), centres will need to apply via the ACE Online Apprenticeship Certification System for the overarching Apprenticeship Certificates for their learners at ace.apprenticeships.org.uk. For claims against other frameworks, such as the Welsh Frameworks that include Essential Skills Wales, centres should apply direct to the SSC, People 1st.

What are the potential Job roles

The qualification is designed for learners working or intending to work as Sous Chef or Senior Chef/Cook.

What progression opportunities are available to learners who achieve these qualifications?

Learners will be able to progress to the Edexcel Level 3 qualifications in the Hospitality suite and the Edexcel Level 4 HNC Diploma and Level 5 HND Diploma in Hospitality Management.

Further information on progression pathways is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 3 Diploma in Craft Cuisine (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given below.

To achieve the full Edexcel Level 3 Diploma in Craft Cuisine (QCF), learners must attain all 34 mandatory units, a total of 128 credits.

	Units	Level	Credit	GLH
Unit 1	M/501/0428 – Develop Productive Working Relationships with Colleagues	2	9	27
Unit 2	Y/502/9569 – Maintain the Health, Hygiene, Safety and Security of the Working Environment	3	4	27
Unit 3	D/601/6980 – Maintain Food Safety When Storing, Preparing and Cooking Food	2	4	32
Unit 4	F/601/5479 – Prepare Fish for Complex Dishes	3	3	21
Unit 5	R/601/5485 – Prepare Shellfish for Complex Dishes	3	4	28
Unit 6	H/601/5488 – Prepare Meat for Complex Dishes	3	4	28
Unit 7	A/601/5495 – Prepare Poultry for Complex Dishes	3	3	23
Unit 8	R/601/5499 – Prepare Game for Complex Dishes	3	4	28
Unit 9	H/601/5507 – Cook and Finish Complex Fish Dishes	3	4	38
Unit 10	K/601/5556 – Cook and Finish Complex Shellfish Dishes	3	4	31
Unit 11	M/601/5557 – Cook and Finish Complex Meat Dishes	3	4	31
Unit 12	M/601/5560 – Cook and Finish Complex Poultry Dishes	3	4	31
Unit 13	A/601/5562 – Cook and Finish Complex Game Dishes	3	4	36
Unit 14	M/601/5591 – Cook and Finish Complex Vegetable Dishes	3	4	30
Unit 15	A/601/5657 – Prepare, Cook and Finish Complex Hot Sauces	3	4	25

	Units	Level	Credit	GLH
Unit 16	F/601/5661 – Prepare, Cook and Finish Complex Soups	3	4	29
Unit 17	R/601/5664 – Prepare, Cook and Finish Fresh Pasta Dishes	3	4	29
Unit 18	D/601/5666 – Prepare, Cook and Finish Complex Bread and Dough Products	3	4	27
Unit 19	H/601/5670 – Prepare, Cook and Finish Complex Cakes, Sponges, Biscuits and Scones	3	5	35
Unit 20	M/601/5672 – Prepare, Cook and Finish Complex Pastry Products	3	3	29
Unit 21	J/601/5676 – Prepare, Process and Finish Marzipan, Pastillage and Sugar Products	3	5	42
Unit 22	L/601/5677 – Prepare, Cook and Present Complex Cold Products	3	5	38
Unit 23	Y/601/5682 – Prepare, Finish and Present Canapés and Cocktail Products	3	4	32
Unit 24	K/601/5704 – Prepare, Cook and Finish Dressings and Cold Sauces	3	3	20
Unit 25	L/601/5694 – Prepare, Cook and Finish Complex Hot Desserts	3	3	26
Unit 26	R/601/5700 – Prepare, Cook and Finish Complex Cold Desserts	3	3	30
Unit 27	D/601/5702 – Produce Sauces, Fillings and Coatings for Complex Desserts	3	4	33
Unit 28	T/502/9532 – Contribute to the Control of Resources	3	4	30
Unit 29	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16
Unit 30	L/601/5680 – Prepare, Cook and Finish Basic Rice Dishes	2	4	33
Unit 31	A/601/5724 – Prepare, Cook and Finish Basic Egg Dishes	2	3	27
Unit 32	A/601/5674 – Make Basic Stock	2	3	26
Unit 33	M/503/3174 – Practical Skills for a Craft Chef	3	1	8
Unit 34	A/503/3176 – Preparing for Career Progression as a Craft Chef	3	1	8

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. Learners must achieve all the required units within the specified qualification structure.

To pass a unit learners must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment for Units 1 - 32

Assessment requirements/strategy

The assessment requirements/strategy for Units 1-32 have been included in *Annexe D*. They have been developed by People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where learners can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persists at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, where permitted by the assessment strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EPW)

- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Assessment for Units 33 and 34

Both routes 1 and 2 will require independent assessment of the Units 33 and 34. 'Practical Skills for a Craft Chef' and 'Preparing for Career Progression as a Craft Chef'. The assessment guidance linked to both QCF units on the Register for Regulated Qualifications stipulates that assessors must:

- have current or previous experience as a senior, professional chef;

- have had no involvement in the learner's training programme;

- have had no known contact with the learner prior to the assessment;

- operate independently of the learning provider.

Unit 33: Practical Skills for a Craft Chef, will require learners to demonstrate their knowledge of cooking skills requiring a combination of skills through a practical cooking assessment, at a set time, and within given timescales.

Unit 34: Preparing for Career Progression as a Craft Chef, will require learners to demonstrate their commitment to working with food and cooking and to demonstrate their aptitude and ability for working without supervision in a professional kitchen including how to organise their own work and solve problems.

Please note, assessments can take place in a professional kitchen or in Realistic Working Environments (RWE) in line with People 1st Assessment Strategy

What do you need to offer this qualification?

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel Online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations.

Edexcel 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.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

For Route 1, centres will need to arrange for independent assessment of units 33 and 34 by AAA Chef Examiners/assessors who meet the requirements linked to each of the QCF units. The qualification will be externally quality assured by the Standards Verification process.

For Route 2, centres will need to arrange for independent assessment by assessors who meet the requirements linked to each of the QCF units. The qualification will be externally quality assured by the Standards Verification process.

What resources are required to deliver this qualification?

This qualification is designed to support learners working in the hospitality industry. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment requirements/strategy*.

Unit format

Each unit in this specification contains the following sections.

Unit title:

> The unit title is approved on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code:

> This is the unit owner's reference number for the specified unit.

Unit reference number:

> This code is a unique reference number for the unit.

QCF level:

> All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.

Credit value:

> All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours:

> A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.

Unit summary:

> This provides a summary of the purpose of the unit.

Assessment requirements/evidence requirements:

> The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Assessment methodology:

> This provides a summary of the assessment methodology to be used for the unit.

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:

> **Portfolio reference:** The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.

> **Date:** The learner should give the date when the evidence has been provided.

> **Learning outcomes:** Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

> **Assessment criteria:** The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

> **Evidence type:** Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1:   Develop Productive Working Relationships with Colleagues

Unit code: HSL2

Unit reference number: M/501/0428

QCF level: 2

Credit value: 9

Guided learning hours: 27

Unit summary

This unit is about developing working relationships with colleagues, within your own organisation and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Develop productive working relationships with colleagues	1.1	Establish working relationships with all colleagues who are relevant to the work being carried out			
		1.2	Recognise, agree and respect the roles and responsibilities of colleagues			
		1.3	Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions			
		1.4	Fulfil agreements made with colleagues and let them know			
		1.5	Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements			
		1.6	Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out			
		1.7	Exchange information and resources with colleagues to make sure that all parties can work effectively			
		1.8	Provide feedback to colleagues on their performance and seek feedback from colleagues on their own performance in order to identify areas for improvement			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Use appropriate behaviours for developing productive working relationships with colleagues	2.1	Present information clearly, concisely, accurately and in ways that promote understanding			
		2.2	Demonstrate that they seek to understand people's needs and motivations			
		2.3	Demonstrate that they make time available to support others			
		2.4	Demonstrate that they clearly agree what is expected of others and hold them to account			
		2.5	Demonstrate that they know how to work to develop an atmosphere of professionalism and mutual support			
		2.6	Demonstrate model behaviour that shows respect, helpfulness and co-operation			
		2.7	Demonstrate that they keep promises and honour commitments			
		2.8	Consider the impact of their own actions on others			
		2.9	Say no to unreasonable requests			
		2.10	Demonstrate that they show respect for the views and actions of others			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know and understand how to develop productive working relationships with colleagues using general knowledge	3.1	Demonstrate the benefits of developing productive working relationships with colleagues			
		3.2	Demonstrate the principles of effective communication and how to apply them in order to communicate effectively with colleagues			
		3.3	Demonstrate how to identify disagreements with colleagues and the techniques for sorting them out			
		3.4	Demonstrate how to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them			
		3.5	Demonstrate how to take account of diversity issues when developing working relationships with colleagues			
		3.6	Demonstrate the importance of exchanging information and resources with colleagues			
		3.7	Demonstrate how to get and make use of feedback on their performance from colleagues			
		3.8	Demonstrate how to provide colleagues with useful feedback on their performance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know and understand how to develop productive working relationships with colleagues using industry and sector specific knowledge	4.1	Demonstrate they know about regulations and codes of practice that apply in the industry or sector			
		4.2	Demonstrate they know about standards of behaviour and performance in the industry or sector			
		4.3	Demonstrate they know about the working culture of the industry or sector			
5	Know and understand how to develop productive working relationships with colleagues using context specific knowledge	5.1	Identify current and future work being carried out			
		5.2	Identify colleagues who are relevant to the work being carried out, their work roles and responsibilities			
		5.3	Identify processes within the organisation for making decisions			
		5.4	Identify line management responsibilities and relationships within the organisation			
		5.5	Practice the organisation's values and culture			
		5.6	Identify power, influence and politics within the organisation			
		5.7	Adhere to standards of behaviour and performance expected in the organisation			
		5.8	Identify information and resources that different colleagues might need			
		5.9	Reach agreements with colleagues			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 2: Maintain the Health, Hygiene, Safety and Security of the Working Environment

Unit code: U1107

Unit reference number: Y/502/9569

QCF level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit covers the competence that hospitality supervisors require to maintain the health, hygiene, safety and security of their area of responsibility.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to maintain the health, hygiene, safety and security of the working environment	1.1	Obtain information on the health, hygiene, safety and security procedures in own area of responsibility			
		1.2	Ensure colleagues have relevant information on the health, hygiene, safety and security issues within own area of responsibility			
		1.3	Inform colleagues about the importance of following health, hygiene, safety and security procedures			
		1.4	Check that colleagues follow the health, hygiene, safety and security procedures in own area of responsibility			
		1.5	Monitor own area of responsibility for risks to health, hygiene, safety and security			
		1.6	Deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff			
		1.7	Follow organisational procedures when recording or reporting risks and any health, hygiene, safety or security action taken			
		1.8	Pass on information about how health, hygiene, safety or security procedures are working			
		1.9	Recommend improvements for health, hygiene, safety or security procedures			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Understand the importance of maintaining the health, hygiene, safety and security of the working environment	2.1	Identify the statutory authorities that enforce the health, hygiene and safety laws and regulations			
	2.2	Explain the implications of breaking the law on health, hygiene and safety for – individuals – organisation			
	2.3	Describe the main areas of health, hygiene and safety laws and regulations for own area of responsibility			
	2.4	Describe the organisation's health, hygiene, safety and security procedures for own area of responsibility			
	2.5	Describe own responsibilities for health, hygiene, safety and security			
	2.6	Explain the importance of making sure permanent and temporary staff are aware of relevant procedures			
	2.7	Explain how to communicate with colleagues on issues relating to health, hygiene, safety, and security			
	2.8	Identify the person responsible in the organisation for first aid, health, hygiene, safety and security and their responsibilities			
	2.9	Explain the organisation's emergency procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 Describe the evacuation procedures that relate to own area of responsibility			
	2.11 Describe the procedures that should be followed when recording and storing information about health, hygiene, safety and security			
	2.12 Describe the procedures that should be followed when making recommendations about health, hygiene, safety and security			
	2.13 Identify who to make recommendations to regarding health, hygiene, safety and security			
3 Understand how to maintain the health, hygiene, safety and security of the working environment	3.1 Identify information about health, hygiene, safety and security that should be recorded and stored			
	3.2 Identify other people and organisations who need to have access to information about health, hygiene, safety and security			
	3.3 Identify the information on health, hygiene, safety and security that external authorities may need to access			
	3.4 Identify the potential health, hygiene, safety and security hazards that exist, or may exist, in own area of responsibility			
	3.5 Explain how to monitor own area of responsibility to ensure maintenance of health, hygiene, safety and security of employees, customers and other members of the public			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.6	Identify how frequently health, hygiene, safety and security inspections should be carried out			
	3.7	Explain how to assess the potential risks associated with the typical health, hygiene, safety and security hazards in own area of responsibility			
	3.8	Explain how to eliminate or minimise the risk associated with typical health, hygiene, safety and security hazards			
	3.9	Explain the limits of own authority when dealing with risks and hazards			
	3.10	Explain the procedures to deal with faults of equipment in own area of responsibility			
	3.11	Explain how to develop contingency plans to reduce the impact of any health, hygiene, safety and security problems that occur			
	3.12	Explain the procedure to follow in the event of an emergency, including – bomb alert – fire			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 3: Maintain Food Safety When Storing, Preparing and Cooking Food

Unit code:	2GEN3/09
Unit reference number:	D/601/6980
QCF level:	2
Credit value:	4
Guided learning hours:	32

Unit summary

This unit covers the main competencies needed for preparing and cooking food safely, and focuses on the four main areas of control – cooking, cleaning, chilling and preventing cross-contamination, in addition to supplies being satisfactory. It provides staff with a broad understanding of reviewing hazards and hazard procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff that directly prepare and cook food.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to keep yourself clean and hygienic	1.1	Wear clean and hygienic clothes appropriate to the jobs being undertaken			
		1.2	Tie hair back and/or wear appropriate hair covering			
		1.3	Only wear jewellery and other accessories that do not cause food safety hazards			
		1.4	Change clothes when necessary			
		1.5	Wash hands thoroughly at appropriate times			
		1.6	Avoid unsafe behaviour that could contaminate the food working with			
		1.7	Report any cuts, boils, grazes, illness and infections promptly to the appropriate person			
		1.8	Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing			
2	Know how to keep yourself clean and hygienic	2.1	State why clean and hygienic clothes must be worn			
		2.2	State why hair must be tied back or an appropriate hair covering be worn			
		2.3	State the different types of protective clothes appropriate for different jobs in storage, preparation and cooking food			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 Describe the food safety hazards that jewellery and accessories can cause			
	2.5 State when clothing should be changed			
	2.6 State the importance of changing clothes			
	2.7 State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food			
	2.8 Describe how to wash hands safely			
	2.9 State the importance of not handling food when open cuts are present			
	2.10 Describe what to do if anyone has an open cut			
	2.11 State the importance of reporting illnesses and infections promptly			
	2.12 State why stomach illnesses are particularly important to report			
	2.13 State the importance of avoiding touching face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to keep working area clean and hygienic	3.1	Make sure surfaces and equipment are clean and in good condition			
		3.2	Use clean and suitable cloths and equipment for wiping and cleaning between tasks			
		3.3	Remove from use any surfaces and equipment that are damaged or have loose parts			
		3.4	Report damaged surfaces, equipment to the person responsible for food safety			
		3.5	Dispose of waste promptly, hygienically and appropriately			
		3.6	Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings			
		3.7	Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person			
		3.8	Identify, take appropriate action on any signs of pests			
		3.9	Report any signs of pests to the appropriate person			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Know how to keep working area clean and hygienic	4.1	State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task			
	4.2	Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task			
	4.3	State the importance of only using clean and suitable cloths when cleaning before tasks			
	4.4	State how to ensure that clean and suitable cloths are used before tasks			
	4.5	Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety			
	4.6	List the types of damaged surfaces or equipment that can cause food safety hazards			
	4.7	Describe how to deal with damaged surfaces and equipment			
	4.8	State the importance of clearing and disposing of waste promptly and safely			
	4.9	Describe how to safely dispose of waste			
	4.10	Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.11	State the types of damage that should be looked out for			
		4.12	State the types of pests that could be found in catering operations			
		4.13	State how to recognise the signs that pests may be present			
5	Be able to store food safely	5.1	Check that food is undamaged, at appropriate temperature and within 'use-by date' on delivery			
		5.2	Look at and retain any important labelling information			
		5.3	Prepare food for storage			
		5.4	Place food in storage as quickly as necessary to maintain its safety			
		5.5	Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food			
		5.6	Store food so that cross-contamination is prevented			
		5.7	Follow stock rotation procedures			
		5.8	Safely dispose of food that is beyond 'use-by date'			
		5.9	Keep necessary records up-to-date			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to store food safely	6.1	State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by date			
		6.2	State the importance of preparing food for storage			
		6.3	State why food must be put in the correct storage area			
		6.4	State the temperature food should be stored at			
		6.5	State the importance of keeping storage areas clean and tidy			
		6.6	Describe what to do if storage areas are not clean and tidy			
		6.7	State the importance of storing food at the correct temperature			
		6.8	Describe how to store food at the correct temperature			
		6.9	State what types of food are raw			
		6.10	State why types of food are ready-to-eat			
		6.11	State why stock rotation procedures are important			
		6.12	State why food beyond its 'use-by date' must be disposed of			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to prepare, cook and hold food safely	7.1	Check food before and during operations for any hazards			
		7.2	Follow correct procedures for dealing with food hazards			
		7.3	Follow organisational procedures for items that may cause allergic reactions			
		7.4	Prevent cross-contamination between different types of food			
		7.5	Use methods, times, temperatures and checks to make sure food is safe following operations			
		7.6	Keep necessary records up to date			
8	Know how to maintain food safety	8.1	Describe how to operate a food safety management system			
		8.2	Explain the concept of hazards to food safety in a catering operation			
		8.3	State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level			
		8.4	Describe what may happen if hazards are not controlled			
		8.5	State the types of hazards that may occur in a catering operation			
		8.6	Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	8.7	State why monitoring is important			
	8.8	State the key stages in the monitoring process			
	8.9	State the importance of knowing what to do when things go wrong			
	8.10	State why some hazards are more important than others in terms of food safety			
	8.11	State who to report to if there are food safety hazards			
9 Know how to prepare, cook and hold food safely	9.1	State why it is necessary to defrost foods before cooking			
	9.2	State when it is necessary to defrost foods before cooking			
	9.3	Describe how to safely and thoroughly defrost food before cooking			
	9.4	Describe how to recognise conditions leading to safety hazards			
	9.5	State what to do if any food safety hazards are discovered			
	9.6	State the importance of knowing that certain foods cause allergic reactions			
	9.7	Describe organisational procedures to deal with foods capable of causing allergic reactions			
	9.8	State what to do if a customer asks if a particular dish is free from certain food allergen			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	9.9 Describe how cross-contamination can happen between different food types			
	9.10 Describe how to avoid cross-contamination between different food types			
	9.11 Explain why thorough cooking and reheating methods should be used			
	9.12 State cooking, reheating, temperatures and times to use for food being worked with			
	9.13 Describe how to check that food is thoroughly cooked or safely reheated			
	9.14 State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer			
	9.15 State the types of foods that may need to be chilled or frozen because they are not for immediate consumption			
	9.16 Describe how to safely store food not for immediate consumption			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)   Date: _____

Assessment requirements/evidence requirements

Keep yourself clean and hygienic

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work.

The assessor may assess assessment criteria 1.4, 1.6, 1.7 and 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **four** from **clothes**
    - a trousers
    - b tops/jackets
    - c coats
    - d disposable gloves
    - e shoes
    - f headgear
    - g aprons

- at least **five** from appropriate **times to wash your hands**
    - a after going to the toilet or in contact with faeces
    - b when going into food preparation and cooking areas including after any work breaks
    - c after touching raw food and waste
    - d before handling raw food
    - e after disposing of waste
    - f after cleaning
    - g changing dressings or touching open wounds

- **none** from **unsafe behaviour**
    - a failure to wash hands thoroughly when necessary
    - b touching your face, nose of mouth, blowing your nose
    - c chewing gum
    - d eating
    - e smoking
    - f scratching

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Keep your working area clean and hygienic
The assessor **must** assess assessment criteria 3.1, 3.2, 3.5 and 3.6 by directly observing the learner's work. The assessor may assess assessment criteria 3.3, 3.4, 3.5, 3.8 and 3.9 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:
 	
• at least two from surfaces and equipment
 	
    a   surfaces and utensils for preparing, cooking and holding food
 	
    b   surfaces and utensils used for displaying and serving food
 	
    c   appropriate cleaning equipment
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Store food safely
The assessor **must** assess assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7 by directly observing the learner's work. The assessor may assess assessment criteria 5.8 and 5.9 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:
 	
• at least **two** from **storage areas**
 	
    a   ambient temperature
 	
    b   refrigerator
 	
    c   freezer
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, cook and hold food safely
The assessor **must** assess assessment criteria 7.4, 7.5 and 7.5 by directly observing the learner's work.   The assessor may assess assessment criteria 7.1, 7.2, 7.3 and 7.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:
 	
 • at least **four** from **operations**
    a   defrosting food
    b   preparing food, including washing and peeling
    c   cooking food
    d   reheating food
    e   holding food before serving
    f   cooling cooked food not for immediate consumption
    g   freezing cooked food not for immediate consumption
 	
 • **none** from **hazards**
    a   bacteria and other organisms
    b   chemical
    c   physical
    d   allergenic
 	
 Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 4: Prepare Fish for Complex Dishes

Unit code:	3FP1/10
Unit reference number:	F/601/5479
QCF level:	3
Credit value:	3
Guided learning hours:	21

Unit summary

This unit is about preparing fresh, unprepared fish for complex dishes. The unit is for staff who have complex preparation skills and are capable of working with no supervision.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare fish for complex dishes	1.1	Select the type and quantity of fish needed for the dish			
		1.2	Check the fish to make sure it meets quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the fish to maintain its quality and meet the requirements of the dish			
		1.5	Safely store any prepared fish not for immediate use			
2	Understand how to prepare fish for complex dishes	2.1	State the approximate yields of prepared fish			
		2.2	Explain how to control portions to minimise waste			
		2.3	Describe the suitable cuts for each type of fish			
		2.4	Describe the main characteristics of each type of fish			
		2.5	State nutritional values for each type of fish			
		2.6	Explain preparation methods for different complex fish dishes			
		2.7	Explain how to select the correct type, quality and quantity of fish to meet dish requirements			
		2.8	Describe what quality points to look for in fresh fish			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.9	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
	2.10	Describe what to do if there are any problems with the fish or other ingredients			
	2.11	Describe how to carry out different preparation methods			
	2.12	Describe how to store prepared fish			
	2.13	State healthy eating options when preparing fish for complex dishes			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) _____ Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- all from fish

    a   white fish – round

    b   white fish – flat

    c   oily

- at least **seven** from **prepare by**, which must include at least **four** from **cutting**

    a   gutting

    b   filleting

    c   cutting

      - darne

      - goujons

      - plait

      - paupiette

      - supreme

      - tronçon

    d   trimming

    e   skinning

    f   marinading

    g   coating

    h   topping (for example with herb crust)

    i   covering (for example, en croûte)

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 5: Prepare Shellfish for Complex Dishes

Unit code:	3FP2/10
Unit reference number:	R/601/5485
QCF level:	3
Credit value:	4
Guided learning hours:	28

Unit summary

This unit is about preparing a broad range of fresh shellfish for complex dishes. The unit also covers a range of preparation methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare shellfish for complex dishes	1.1	Select the type and quantity of shellfish needed for the dish			
		1.2	Check the shellfish to make sure it meets quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the shellfish to maintain its quality and meet the requirements of the dish			
		1.5	Safely store any prepared shellfish not for immediate use			
2	Understand how to prepare shellfish for complex dishes	2.1	Explain how to select the correct type, quality and quantity of shellfish to meet dish requirements			
		2.2	Describe what quality points to look for in fresh shellfish			
		2.3	Describe how to detect live shellfish			
		2.4	Describe what to do if there are any problems with the shellfish			
		2.5	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.6	Explain how to carry out different preparation methods			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 Explain how to control portions and minimise waste			
	2.8 State the approximate yields of prepared shellfish			
	2.9 Explain the most suitable preparation methods for each type of shellfish			
	2.10 Explain how to store prepared shellfish			
	2.11 State healthy eating options when preparing shellfish for complex dishes			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **five** from **shellfish**

    a   oysters

    b   crabs

    c   prawns/shrimps

    d   langoustines

    e   lobsters/crawfish

    f   crayfish

    g   scampi/Dublin Bay prawns

    h   mussels

    i   scallops

    j   cockles/clams

- at least **four** from **prepare by**

    a   trimming

    b   shelling

    c   washing

    d   marinading

    e   coating

    f   blending

    g   cutting

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 6: Prepare Meat for Complex Dishes

Unit code: 3FP3/10

Unit reference number: H/601/5488

QCF level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is about preparing red and white meat for complex dishes. The unit covers a range of preparation methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare meat for complex dishes	1.1	Select the type, cut and quantity of meat needed for the dish			
		1.2	Check the meat to make sure it meets quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the meat to maintain its quality and meet the requirements of the dish			
		1.5	Safely store any prepared meat not for immediate use			
2	Understand how to prepare meat for complex dishes	2.1	Explain how to select the correct type, cut, quality and quantity of meat to meet dish requirements			
		2.2	Describe what quality points to look for in fresh meat			
		2.3	Describe what to do if there are any problems with the meat or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain how to carry out different preparation methods			
		2.6	Explain how to control portions and minimise waste			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.7	Describe the approximate yields of prepared meat and how to make use of by-products			
	2.8	Describe the main characteristics of the different types of meat dishes			
	2.9	Describe the current trends in relation to preparing meat dishes for cooking			
	2.10	State the nutritional value of meat			
	2.11	Describe how to store prepared meat			
	2.12	State healthy eating options when preparing meat for complex dishes			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- **bot**h from **meat**
    a   red meat
    b   white meat
- at least **six** from **prepare by**
    a   boning
    b   trimming
    c   rolling
    d   tenderising
    e   chining
    f   tying
    g   larding/barding
    h   portioning by weight
    i   portioning for dish
    j   slicing
    k   mincing
    l   seasoning/marinading

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 7: Prepare Poultry for Complex Dishes

Unit code: 3FP4/10

Unit reference number: A/601/5495

QCF level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

This unit is about preparing poultry for complex dishes. The unit covers a range of preparation methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare poultry for complex dishes	1.1	Select the type and quantity of poultry needed for the dish			
		1.2	Check the poultry to make sure it meets quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the poultry to maintain its quality and meet the requirements of the dish			
		1.5	Safely store any prepared poultry not for immediate use			
2	Understand how to prepare poultry for complex dishes	2.1	Explain how to select the correct type, quality and quantity of poultry to meet dish requirements			
		2.2	Describe what quality points to look for in fresh poultry			
		2.3	Describe what to do if there are any problems with the poultry or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain how to carry out different preparation methods			
		2.6	Explain how to control portions and minimise waste			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 State the approximate yields of prepared poultry			
	2.8 Describe the main characteristics of the different types of poultry dishes			
	2.9 State the nutritional value of poultry			
	2.10 Explain how to store prepared poultry			
	2.11 State healthy eating options when preparing poultry for complex dishes			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three** from **poultry**

  a duck

  b guinea fowl

  c goose

  d chicken

  e turkey

- at least s**even** from **prepare by**

  a checking and preparing the cavity

  b boning

  c seasoning

  d marinading

  e trimming

  f cutting

  g ballottine

  h blending

  i sieving

  j stuffing/filling

  k tying/trussing

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 8: Prepare Game for Complex Dishes

Unit code: 3FP5/10

Unit reference number: R/601/5499

QCF level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is about preparing game for complex dishes using a broad range of preparation methods. The game covered by the unit are in fur and in feather.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare game for complex dishes	1.1	Select the type and quantity of game needed for the dish			
		1.2	Check the game to make sure it meets quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the game to maintain its quality and meet the requirements of the dish			
		1.5	Safely store any prepared game not for immediate use			
2	Understand how to prepare game for complex dishes	2.1	Explain how to select the correct type, quality and quantity of game to meet dish requirements			
		2.2	Describe what quality points to look for in fresh game			
		2.3	Describe what to do if there are any problems with the game or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain how to carry out different preparation methods			
		2.6	Explain how to control portions and minimise waste			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 State the approximate yields of prepared game			
	2.8 Describe the main characteristics of the different types of game dishes			
	2.9 Describe the current trends in relation to preparing complex game dishes			
	2.10 Explain how to store prepared game			
	2.11 State healthy eating options when preparing game for complex dishes			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- **both** from **game**

  a in fur

  b in feather

- at least **six** from **prepare by**

  a skinning

  b plucking

  c checking for and removing shot

  d washing

  e seasoning

  f marinading

  g trimming

  h cutting

  - portion

  - dice

  - stuffing/filling

  j tunnelling (bones)

  k chining

  l ballottine

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 9: Cook and Finish Complex Fish Dishes

Unit code: 3FC1/10

Unit reference number: H/601/5507

QCF level: 3

Credit value: 4

Guided learning hours: 38

Unit summary

This unit is about cooking and finishing complex fish dishes using a broad range of cooking and finishing methods. This unit is for staff who have complex cooking and finishing skills and are capable of working with no supervision.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to cook complex fish dishes	1.1	Select type and quantity of fish needed for dish			
		1.2	Check the fish meets quality standards			
		1.3	Choose and use tools and equipment correctly			
		1.4	Combine fish with other ingredients			
		1.5	Cook fish to meet requirements of the dish			
		1.6	Make sure the dish has the correct flavour, colour, consistency and quantity			
2	Understand how to cook complex fish dishes	2.1	Explain how to select the correct type, quality and quantity of fish to meet dish requirements			
		2.2	State what quality points you should look for in fish			
		2.3	Describe what to do if there are any problems with the fish or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods			
		2.5	Explain how to combine fish with other ingredients to create a complex and balanced dish			
		2.6	Explain how to carry out different cooking methods according to dish requirements			
		2.7	State the correct temperature for cooking fish			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.8	Describe the current trends and methodologies in relation to cooking complex fish dishes			
	2.9	State healthy eating options when cooking and finishing complex fish dishes			
3 Be able to finish complex fish dishes	3.1	Garnish and present the dish to meet requirements			
	3.2	Make sure the dish is at the correct temperature for holding and serving			
	3.3	Safely store any cooked fish not for immediate use			
4 Understand how to finish complex fish dishes	4.1	Describe appropriate garnishes, dressings, sauces and glazes for a range of complex fish dishes			
	4.2	Explain how to minimise and correct common faults in complex fish dishes			
	4.3	Explain how to adjust the flavour, consistency and colour of complex fish dishes			
	4.4	Describe the current trends and methodologies in relation to finishing complex fish dishes			
	4.5	State the correct temperature for holding and serving complex fish dishes			
	4.6	Describe how to store complex fish dishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work.

For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **fish**

    a   white fish – round

    b   white fish – flat

    c   oily

- at least **five** from **cooking** by

    a   frying

    • deep

    • shallow

    b   grilling

    c   en papillotte

    d   baking

    e   steaming

    f   poaching

    • deep

    • shallow

    g   combining cooking methods

- at least **two** from **finishing** by

    a   coating with a sauce

    b   dressing

    c   garnishing

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 10: Cook and Finish Complex Shellfish Dishes

Unit code:	3FC2/10
Unit reference number:	K/601/5556
QCF level:	3
Credit value:	4
Guided learning hours:	31

Unit summary

This unit is about cooking and finishing complex shellfish dishes using a broad range of shellfish. The unit also involves a range of cooking techniques and finishing methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to cook complex shellfish dishes	1.1	Select type and quantity of shellfish needed for dish			
		1.2	Check the shellfish meets quality standards			
		1.3	Choose and use tools and equipment correctly			
		1.4	Combine shellfish with other ingredients			
		1.5	Cook shellfish to meet requirements of the dish			
		1.6	Make sure the dish has the correct flavour, colour, consistency and quantity			
2	Understand how to cook complex shellfish dishes	2.1	Explain how to select the correct type, quality and quantity of shellfish to meet dish requirements			
		2.2	State what quality points to look for in shellfish			
		2.3	Describe what to do if there are any problems with the shellfish or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods			
		2.5	Explain how to combine shellfish with other ingredients to create a complex and balanced dish			
		2.6	Explain how to carry out different cooking methods according to dish requirements			
		2.7	State the correct temperature for cooking shellfish			
		2.8	State healthy eating options when cooking and finishing complex shellfish dishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to finish complex shellfish dishes	3.1	Garnish and present dish to meet requirements			
		3.2	Make sure the dish is at correct temperature for holding and serving			
		3.3	Safely store cooked shellfish not for immediate use			
4	Understand how to finish complex shellfish dishes	4.1	Explain how to adjust the flavour, consistency and colour of complex shellfish dishes			
		4.2	Explain how to minimise and correct common faults in complex shellfish dishes			
		4.3	Describe appropriate garnishes, dressings, sauces and glazes for a range of complex shellfish dishes			
		4.4	State the correct temperature for holding and serving complex shellfish dishes			
		4.5	Describe how to store complex shellfish dishes			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work.

For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **five** from **shellfish**

    a oysters

    b prawns/shrimps

    c langoustines

    d lobster/crawfish

    e crayfish

    f scampi/Dublin Bay prawns

    g mussels

    h scallops

    i crabs

    j cockles (fresh)/clams

- at least **five** from **cooking by**

    a boiling

    b steaming

    c sautéing

    d grilling

    e baking

    f frying

    - deep

    - shallow

    g stewing

    h en papillotte

    i combining cooking methods

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 11:   Cook and Finish Complex Meat Dishes

Unit code: 3FC3/10

Unit reference number: M/601/5557

QCF level: 3

Credit value: 4

Guided learning hours: 31

Unit summary

This unit is about cooking and finishing complex red and white meat dishes. The unit covers a range of cooking techniques and finishing methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to cook complex meat dishes	1.1	Select type, cut and quantity of meat and other ingredients needed for dish			
		1.2	Check the meat meets quality standards			
		1.3	Choose and use tools and equipment correctly			
		1.4	Combine meat with other ingredients			
		1.5	Cook meat to meet requirements of the dish			
		1.6	Make sure the dish has the correct flavour, colour, consistency and quantity			
2	Understand how to cook complex meat dishes	2.1	Explain how to select the correct type, quality and quantity of meat to meet dish requirements			
		2.2	State what quality points to look for in red meat			
		2.3	State what quality points to look for in white meat			
		2.4	Describe what to do if there are any problems with the meat or other ingredients			
		2.5	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods			
		2.6	Explain how to combine meat with other ingredients to create a complex and balanced dish			
		2.7	Explain how to carry out different cooking methods according to dish requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.8	State the correct temperature for cooking red and white meat			
		2.9	Explain how to check that the meat is cooked correctly			
		2.10	State healthy eating options when cooking and finishing meat dishes			
3	Be able to finish complex meat dishes	3.1	Garnish and present dish to meet requirements			
		3.2	Make sure the dish is at correct temperature for holding and serving			
		3.3	Safely store cooked meat not for immediate use			
4	Understand how to finish complex meat dishes	4.1	Explain how to adjust the flavour, consistency and colour of complex meat dishes			
		4.2	Explain how to minimise and correct common faults in complex dishes			
		4.3	Describe appropriate garnishes, dressings, sauces and glazes for a range of complex meat dishes			
		4.4	State the correct temperature for holding and serving complex meat dishes			
		4.5	Describe how to store complex meat dishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work.

For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- **both** from **meat**

  a red

  b white

- at least **four** from **cooking** by

  a grilling (over fire and under fire)

  b frying

  - deep

  - shallow

  - stir

  c boiling

  d braising

  e steaming

  f stewing

  g roasting

  h pot roasting

  i sous vide

  j combining cooking methods

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 12: Cook and Finish Complex Poultry Dishes

Unit code:	3FC4/10
Unit reference number:	M/601/5560
QCF level:	3
Credit value:	4
Guided learning hours:	31

Unit summary

This unit is about cooking and finishing complex poultry dishes using a range of techniques and finishing methods. The poultry covered by the unit are: duck, guinea fowl, goose, chicken, turkey.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to cook complex poultry dishes	1.1	Select type and quantity of poultry needed for the dish			
		1.2	Check the poultry meets quality standards			
		1.3	Choose and use tools and equipment correctly			
		1.4	Combine poultry with other ingredients			
		1.5	Cook poultry to meet requirements of the dish			
		1.6	Make sure the dish has the correct flavour, colour, consistency and quantity			
2	Understand how to cook complex poultry dishes	2.1	Explain how to select the correct type, quality and quantity of poultry to meet dish requirements			
		2.2	State what quality points to look for in poultry			
		2.3	Describe what to do if there are any problems with the poultry or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods			
		2.5	Explain how to combine poultry with other ingredients to create a complex and balanced dish			
		2.6	Explain how to carry out different cooking methods appropriate to each type of poultry			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.7	State the correct temperature for cooking poultry			
		2.8	Explain how to check that the poultry is cooked to the correct extent			
		2.9	State healthy eating options when cooking and finishing complex poultry dishes			
3	Be able to finish complex poultry dishes	3.1	Garnish and present dish to meet requirements			
		3.2	Make sure the dish is at correct temperature for holding and serving			
		3.3	Safely store any cooked poultry not for immediate use			
4	Understand how to finish complex poultry dishes	4.1	Explain how to adjust the flavour, consistency and colour of complex poultry dishes			
		4.2	Explain how to minimise and correct common faults in complex poultry dishes			
		4.3	Describe appropriate garnishes, dressings, sauces and glazes for a range of complex poultry dishes			
		4.4	State the correct temperature for holding and serving complex poultry dishes			
		4.5	Describe how to store complex poultry dishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work.

For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three** from **poultry**

  a duck

  b guinea fowl

  c goose

  d chicken

  e turkey

- at least **five** from **cooking by**

  a grilling/griddling

  b sautéing

  c roasting

  d combination

  e poaching

  f pot roasting

  g frying

  - stir

  - deep

  - shallow

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 13: Cook and Finish Complex Game Dishes

Unit code:	3FC5/10
Unit reference number:	A/601/5562
QCF level:	3
Credit value:	4
Guided learning hours:	36

Unit summary

This unit is about cooking and finishing complex game dishes covering a broad range of techniques and finishing methods. The game covered by this unit are furred and feathered.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to cook complex game dishes	1.1	Select type and quantity of game needed for the dish			
		1.2	Check the game meets quality standards			
		1.3	Choose and use tools and equipment correctly			
		1.4	Combine game with other ingredients			
		1.5	Cook game to meet requirements of the dish			
		1.6	Make sure the dish has the correct flavour, colour, consistency and quantity			
2	Understand how to cook complex game dishes	2.1	Explain how to select the correct type, quality and quantity of game to meet dish requirements			
		2.2	State what quality points you should look for in game			
		2.3	Describe what to do if there are any problems with the game or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods			
		2.5	Explain how to combine game with other ingredients to create a complex and balanced dish			
		2.6	Explain how to carry out different cooking methods appropriate to each type of game			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.7 State the correct temperature for cooking game			
		2.8 Describe current trends in relation to game dishes			
		2.9 Describe which cooking methods are appropriate to each type of game			
		2.10 State the appropriate degree of cooking required for each type of complex game dish			
		2.11 State healthy eating options when cooking and finishing complex game dishes			
3	Be able to finish complex game dishes	3.1 Garnish and present dish to meet requirements			
		3.2 Make sure the dish is at correct temperature for holding and serving			
		3.3 Safely store any cooked game not for immediate use			
4	Understand how to finish complex game dishes	4.1 Explain how to adjust the flavour, consistency and colour of complex game dishes			
		4.2 Explain how to minimise and correct common faults in complex game dishes			
		4.3 Describe appropriate garnishes, dressings, sauces and glazes for a range of complex game dishes			
		4.4 State the correct temperature for holding and serving complex game dishes			
		4.5 Describe how to store complex game dishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work.

For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- **both** from **game**
    a   furred
    b   feathered
- at least **thre**e from **cooking by**
    a   sautéing
    b   roasting
    c   pot roasting
    d   braising
    e   stewing
    f   combining cooking methods

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 14: Cook and Finish Complex Vegetable Dishes

Unit code: 3FC6/10

Unit reference number: M/601/5591

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about cooking and finishing complex vegetable dishes including a broad range of vegetables. The unit uses a range of cooking techniques and finishing methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to cook complex vegetables dishes	1.1	Select type and quantity of vegetables needed for dish			
		1.2	Check the vegetables meet quality standards			
		1.3	Choose and use tools and equipment correctly			
		1.4	Combine vegetables with other ingredients			
		1.5	Cook vegetables and other ingredients to meet requirements of the dish			
		1.6	Make sure the dish has the correct flavour, colour, consistency and quantity			
2	Understand how to cook complex vegetables dishes	2.1	Explain how to select the correct type, quality and quantity of vegetables to meet dish requirements			
		2.2	Describe what quality points to look for in vegetables			
		2.3	Describe what to do if there are any problems with the vegetables or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods			
		2.5	Explain how to combine vegetables with other ingredients to create a complex and balanced dish			
		2.6	Explain how to carry out different cooking methods according to dish requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.7	State the correct temperature for cooking vegetables			
		2.8	Describe what cooking methods are appropriate to each type of complex vegetable dish			
		2.9	Describe how to maximise and retain nutritional content of complex vegetable dishes during cooking			
		2.10	Describe how to minimise and correct common faults in complex vegetable dishes			
		2.11	State healthy eating options when cooking and finishing complex vegetable dishes			
3	Be able to finish complex vegetables dishes	3.1	Finish the dish to meet requirements			
		3.2	Make sure the dish is at correct temperature for holding and serving			
		3.3	Safely store any cooked items not for immediate use			
4	Understand how to finish complex vegetables dishes	4.1	Explain how to carry out different finishing methods			
		4.2	Explain how to adjust the flavour, consistency and colour of complex vegetables dishes			
		4.3	State the correct temperature for holding and serving complex vegetables dishes			
		4.4	Describe how to store complex vegetables dishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work. For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other. The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **eight** from **vegetables**

  a roots

  b bulbs

  c flower heads

  d fungi

  e seeds and pods

  f tubers

  g leaves

  h stems

  i vegetable fruits

- at least **seven** from **cooking by**

  a blanching

  b boiling

  c roasting

  d baking

  e grilling

  f braising

  g frying – shallow

  h frying – deep

- at least **four** from **other ingredients**

  a nuts

  b meat substitutes

  c pulses

  d pastry

  e rice

  f pasta

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 15: Prepare, Cook and Finish Complex Hot Sauces

Unit code: 3FPC1/10

Unit reference number: A/601/5657

QCF level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is about preparing, cooking and finishing a broad range of complex sauces using a range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare complex hot sauces	1.1	Select the type and quantity of ingredients needed for the sauce			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the sauce to meet requirements			
2	Understand how to prepare complex hot sauces	2.1	Explain how to select correct type, quality and quantity of ingredients to meet sauce requirements			
		2.2	Describe what quality points to look for in sauce ingredients			
		2.3	Explain what to do if there is a problem with the ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cook complex hot sauces	3.1	Combine the ingredients according to dish requirements			
		3.2	Cook the sauce to meet requirements			
		3.3	Make sure the sauce has the correct flavour, colour, consistency and quantity			
4	Understand how to cook complex hot sauces	4.1	Describe how to carry out different cooking methods according to sauce requirements			
		4.2	State the correct temperature for cooking sauces			
		4.3	Explain how to identify when sauces have the correct colour, flavour, consistency and quantity			
		4.4	State healthy eating options when preparing, cooking and finishing complex hot sauces			
5	Be able to finish complex hot sauces	5.1	Present the sauce to meet requirements			
		5.2	Make sure the dish is at correct temperature for holding and serving			
		5.3	Safely store any cooked sauce not for immediate use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to finish complex hot sauces	6.1	Describe how to finish and present complex sauces			
		6.2	Explain how to minimise and correct common faults in complex sauces, stocks, gravies and glazes			
		6.3	Describe how to adjust the taste and flavour of complex sauces, stocks, gravies and glazes			
		6.4	Describe how to balance the flavour, texture, colour, consistency and quality of the final dish with sauce			
		6.5	State the appropriate accompaniments and garnishes for different complex sauces			
		6.6	Describe the quality points relating to complex sauces			
		6.7	State the correct temperature for holding and serving sauces			
		6.8	Describe how to store cooked sauces			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3 and 5.1 by directly observing the learner's work.

For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- **all** from **preparation** and **cooking methods**
    - a   weighing/measuring
    - b   chopping
    - c   simmering
    - d   reducing
    - e   boiling
    - f   make roux
    - g   passing/straining/blending
    - h   skimming
    - i   whisking

Learners must demonstrate through performance that they can make the following sauces:

- compound butter sauce
- derivatives of white and brown sauce
- emulsified sauces
- cream-thickened sauce

Unit 16: Prepare, Cook and Finish Complex Soups

Unit code: 3FPC2/10

Unit reference number: F/601/5661

QCF level: 3

Credit value: 4

Guided learning hours: 29

Unit summary

This unit is about preparing, cooking and finishing a range of complex soups, for example: consommé, bisque, chowder, velouté, cold soups. The unit involves using a range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare complex soups	1.1	Select the type and quantity of ingredients needed for the soup			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Combine the ingredients ready for cooking			
		1.5	Prepare the soup to meet requirements			
2	Understand how to prepare complex soups	2.1	Explain how to select correct type, quality and quantity of ingredients to meet dish requirements			
		2.2	Describe quality points to look for in soup ingredients			
		2.3	Describe what to do if there is a problem with the ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain how to carry out different preparation methods according to dish requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cook complex soups	3.1	Cook the soup to meet requirements			
		3.2	Make sure the soup has the correct flavour, colour, consistency and quantity			
4	Understand how to cook complex soups	4.1	Describe how to carry out different cooking methods			
		4.2	State the correct temperature for cooking soups			
		4.3	Explain how to identify when soups have the correct colour, flavour, consistency and quantity			
		4.4	Describe how to cook different complex soups			
		4.5	State healthy eating options when preparing, cooking and finishing complex soups			
5	Be able to finish complex soups	5.1	Finish and present the soup to meet requirements			
		5.2	Make sure the dish is at correct temperature for holding and serving			
		5.3	Safely store any cooked soup not for immediate use			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
6 Understand how to finish complex soups	6.1	Describe how to follow different finishing methods			
	6.2	Explain how to minimise and correct common faults in complex soups			
	6.3	Describe how to adjust the taste and flavour of complex soups			
	6.4	State the correct temperature for holding and serving complex soups			
	6.5	Describe how to store soups			
	6.6	Explain how to finish different complex soups			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Assessment requirements/evidence requirements

The assessor **must** assess statement/assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 3.1 and 3.2 by directly observing the learner's work.

For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- **all** from **preparation, cooking and finishing methods**
    - a weighing/measuring
    - b chopping
    - c simmering
    - d clarifying
    - e boiling
    - f whisking
    - g passing/straining
    - h skimming
    - i liaison with garnish

Learners must demonstrate through performance that they can make the following soups:

- consommé
- bisque
- cold soup
- velouté

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 17: Prepare, Cook And Finish Fresh Pasta Dishes

Unit code:	3FPC3/10
Unit reference number:	R/601/5664
QCF level:	3
Credit value:	4
Guided learning hours:	29

Unit summary

This unit is about preparing, cooking and finishing fresh pasta dishes. The types of pasta covered are fresh pasta and filled pasta. The unit also covers a range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare fresh pasta dishes	1.1	Select the type and quantity of pasta needed for the dish			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the fresh pasta and other ingredients to meet dish requirements			
2	Understand how to prepare fresh pasta dishes	2.1	Explain how to select correct type, quality and quantity of pasta to meet dish requirements			
		2.2	Describe what quality points to look for in pasta and other ingredients			
		2.3	Describe what to do if there is a problem with the pasta and other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain how to carry out different preparation methods according to dish requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cook fresh pasta dishes	3.1	Cook the pasta and other ingredients to meet dish requirements			
		3.2	Make sure the dish has the correct flavour, colour, consistency and quantity			
		3.3	State healthy eating options when preparing, cooking and finishing complex pasta dishes			
4	Understand how to cook fresh pasta dishes	4.1	Describe how to carry out different cooking methods			
		4.2	Explain how to identify when freshly made pasta has the correct qualities			
		4.3	State the correct temperature for cooking complex pasta dishes			
		4.4	Explain how to identify when fresh pasta has the correct qualities			
5	Be able to finish fresh pasta dishes	5.1	Present the dish to meet requirements			
		5.2	Make sure the dish is at correct temperature for holding and serving			
		5.3	Safely store any cooked pasta not for immediate use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to finish fresh pasta dishes	6.1	Describe how to follow different finishing methods			
		6.2	Explain how to minimise and correct common faults with fresh pasta dishes			
		6.3	Explain how to identify when fresh pasta dishes have the correct flavour, texture and quantity			
		6.4	State the correct temperature for holding and serving complex pasta dishes			
		6.5	Describe how to store complex pasta dishes			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3 and 5.1 by directly observing the learner's work.

For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- **both** from **pasta**
  - a filled pasta
  - b unfilled pasta
- **all** from **preparation and cooking methods**
  - a weighing/measuring
  - b sieving
  - c pulling/kneading
  - d resting
  - e rolling
  - f portioning
  - g boiling
  - h baking
  - i combining cooking methods

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 18: Prepare, Cook and Finish Complex Bread and Dough Products

Unit code: 3FPC4/10

Unit reference number: D/601/5666

QCF level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is about preparing, cooking and finishing complex bread and dough products. The unit covers a range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare bread and dough products	1.1	Select the type and quantity of ingredients needed for the product			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet dish requirements			
2	Understand how to prepare bread and dough products	2.1	Explain how to select correct type, quality and quantity of ingredients to meet product requirements			
		2.2	Describe what to do if there is a problem with the ingredients			
		2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.4	Describe how to carry out different preparation methods according to product requirements			
		2.5	Describe the quality points relating to prepared fermented dough products			
		2.6	Explain how to control portion and minimise waste			
		2.7	State the effects of different temperatures and humidity on the ingredients used			
		2.8	Explain the processing methods appropriate to each type of fermented dough products			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Be able to cook bread and dough products	3.1	Cook the ingredients to meet requirements			
	3.2	Identify how to carry out different cooking methods according to product requirements			
4 Be able to finish bread and dough products	4.1	Make sure the bread and dough product has the correct colour, texture and finish			
	4.2	Present the bread and dough product to meet requirements			
	4.3	Make sure the bread and dough product is at correct temperature for holding and serving			
	4.4	Safely store any cooked bread and dough product not for immediate use			
5 Understand how to finish bread and dough products	5.1	Describe the ideal storage and holding conditions for processed dough products			
	5.2	Explain what precautions should be taken when storing dough products			
	5.3	Explain how to minimise and correct common faults in complex bread and dough products			
	5.4	Describe the quality points relating to finished dough products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1, 4.2, 4.3 and 4.4 by directly observing the learner's work.

For assessment criterion 4.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 4.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- **all** from **bread and dough**
    - a   enriched dough
    - b   laminated dough
    - c   bread dough
- at least **nine** from **preparation and cooking methods**
    - a   weighing/measuring
    - b   sieving
    - c   mixing/kneading
    - d   proving
    - e   knocking back
    - f   shaping
    - g   laminating
    - h   folding
    - i   baking
    - j   frying

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 19: Prepare, Cook and Finish Complex Cakes, Sponges, Biscuits and Scones

Unit code: 3FPC5/10

Unit reference number: H/601/5670

QCF level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is about preparing, cooking and finishing complex cakes, sponges, biscuits and scones. The unit also covers a broad range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare complex cakes, sponges, biscuits and scones	1.1	Select the type and quantity of ingredients needed for the dish			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the product to meet requirements			
2	Understand how to prepare complex cakes, sponges, biscuits and scones	2.1	Explain how to select correct type, quality and quantity of ingredients to meet dish requirements			
		2.2	Describe what quality points to look for in the ingredients			
		2.3	Describe what to do if there is a problem with the ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain the effects of various preparation and aeration methods on different complex cake, sponge, biscuit and scone products			
		2.6	Explain how the choice of flour and fat preparations relates to the end product			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.7	Explain what preparation methods are appropriate to each type of complex cake, sponge, biscuit and scone product			
		2.8	Describe how to carry out the necessary preparation methods according to product requirements			
3	Be able to cook complex cakes, sponges, biscuits and scones	3.1	Cook the product to meet requirements			
		3.2	Make sure the dish has the correct flavour, colour, consistency and quantity			
4	Understand how to cook complex cakes, sponges, biscuits and scones	4.1	Describe how to carry out the necessary cooking methods according to product requirements			
		4.2	State the correct temperature for cooking each type of complex cake, sponge, biscuit and scone product			
		4.3	Explain how to identify when cake, sponge, biscuit and scone products have the correct colour, flavour, texture and quantity			
		4.4	State healthy eating options when preparing, cooking complex cake, sponge, biscuit and scone products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to finish complex cakes, sponges, biscuits and scones	5.1	Finish the product to meet requirements			
		5.2	Present the product to meet requirements			
		5.3	Make sure the product is at correct temperature for holding and serving			
		5.4	Safely store any cooked product not for immediate use			
6	Understand how to finish complex cakes, sponges, biscuits and scones	6.1	Explain how to minimise and correct common faults with complex cake, sponge, biscuit and scone products			
		6.2	Explain how to control portions and minimise waste			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(if sampled)   Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work.

For assessment criterion 5.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **15** from **preparation, cooking and finishing methods**
    a   weighing/measuring
    b   creaming/beating
    c   whisking
    d   folding
    e   rubbing in
    f   greasing
    g   glazing
    h   portioning
    i   piping
    j   shaping
    k   filling
    l   rolling
    m   lining
    n   trimming/icing
    o   spreading/smoothing
    p   kneading
    q   proving
    r   dusting/dredging/sprinkling
    s   mixing
    t   stacking
    u   coating
    v   slicing
    w   baking

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 20: Prepare, Cook and Finish Complex Pastry Products

Unit code: 3FPC6/10

Unit reference number: M/601/5672

QCF level: 3

Credit value: 3

Guided learning hours: 29

Unit summary

This unit is about preparing, cooking and finishing a range of complex pastry products. The unit also covers a range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare complex pastry products	1.1	Select the type and quantity of ingredients needed for the dish			
		1.2	Accurately weigh ingredients required			
		1.3	Check the ingredients to make sure they meet quality standards			
		1.4	Choose and use tools and equipment correctly			
		1.5	Prepare the ingredients to meet dish requirements			
2	Understand how to prepare complex pastry products	2.1	State how to store raw ingredients before preparation and cooking			
		2.2	Describe how to select the correct type, quality and quantity of ingredients to meet product requirements			
		2.3	Describe what to do if there is a problem with the ingredients			
		2.4	State the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain how to carry out different preparation methods according to recipe requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cook complex pastry products	3.1	Cook ingredients to meet dish requirements			
		3.2	Make sure the pastry product has the correct flavour, colour, consistency and quantity			
4	Understand how to cook complex pastry products	4.1	Describe how to carry out different cooking methods according to recipe requirements			
		4.2	State the correct temperature for cooking each type of complex pastry product			
		4.3	Describe how to identify when pastry products have the correct colour, flavour, consistency and finish			
		4.4	Explain how the use of different ingredients can affect the flavour of pastry			
		4.5	State healthy eating options when preparing, cooking and finishing complex pastry products			
5	Be able to finish complex pastry products	5.1	Present the pastry product to meet requirements			
		5.2	Make sure the pastry product is at correct temperature for holding and serving			
		5.3	Safely store any cooked pastry product not for immediate use			
6	Understand how to finish complex pastry products	6.1	Describe how to minimise and correct common faults with complex pastry products			
		6.2	Explain how to store complex pastry products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **six** from **pastry product**

  a   short

  b   sweet

  c   suet

  d   choux

  e   puff/flaky

  f   sable

  g   convenience

  h   hot water paste

- at least **12** from **preparation and cooking methods**

  a   weighing/measuring

  b   sifting

  c   rubbing in

  d   creaming

  e   kneading

  f   resting

  g   aerating

  h   conditioning/chilling

  i   piping

  j   laminating

  k   rolling

  l   folding

  m   lining/moulding

  n   trimming

  o   baking

  p   combining cooking methods

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 21: Prepare, Process and Finish Marzipan, Pastillage and Sugar Products

Unit code:	3FPC8/10
Unit reference number:	J/601/5676
QCF level:	3
Credit value:	5
Guided learning hours:	42

Unit summary

This unit is about preparing, processing and finishing marzipan, pastillage and sugar products, for example: cake decoration, wedding cakes, nougatine/croquante, sugar base, Italian meringue, fudge. The unit covers a broad range of preparation, processing and finishing techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare marzipan, pastillage and sugar products	1.1	Select the type and quantity of ingredients needed for the product			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet dish requirements			
2	Understand how to prepare marzipan, pastillage and sugar products	2.1	Explain how to select the correct type, quality and quantity of ingredients to meet product requirements			
		2.2	Describe what to do if there is a problem with the ingredients			
		2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
3	Be able to process marzipan, pastillage and sugar products	3.1	Process ingredients to meet dish requirements			
		3.2	Make sure the marzipan, pastillage and sugar products have the correct flavour, colour, texture and quantity			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand how to process marzipan, pastillage and sugar products	4.1	Explain how to carry out different processing methods according to product requirements			
	4.2	State correct times and temperatures for cooking			
	4.3	Explain how to identify when marzipan, pastillage and sugar products have the correct colour, flavour, texture and quantity			
	4.4	Describe what common faults can occur with marzipan, pastillage and sugar products			
	4.5	State healthy eating options when preparing, processing and finishing marzipan, pastillage and sugar products			
5 Be able to finish marzipan, pastillage and sugar products	5.1	Decorate and present the marzipan, pastillage and sugar products to meet requirements			
	5.2	Safely store any processed marzipan, pastillage and sugar products not for immediate use			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
6 Understand how to finish marzipan, pastillage and sugar products	6.1	Explain the common faults that can occur with sugar and pastillage products			
	6.2	Explain how to correct the product to achieve requirements			
	6.3	Describe items that can be used to decorate the products			
	6.4	Describe the current trends in relation to pastillage and sugar products			
	6.5	Describe how to store pastillage and sugar products			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **seven** from **pastillage and sugar**

    a   sugar paste/cover paste

    b   marzipan

    c   pastillage

    d   royal icing

    e   spun sugar

    f   dipped fruit

    g   Italian meringue

    h   fudge

    i   poured sugar

    j   rock sugar

- at least **nine** from **preparation and processing methods**

    a   boiling

    b   dipping

    c   moulding

    d   pouring

    e   rolling

    f   mixing

    g   drying

    h   piping

    i   pulling

    j   manipulating

    k   blending (colour and flavour)

    l   cutting

    m   spreading

    n   spinning

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 22: Prepare, Cook and Present Complex Cold Products

Unit code:	3FPC9/10
Unit reference number:	L/601/5677
QCF level:	3
Credit value:	5
Guided learning hours:	38

Unit summary

This unit is about producing a broad range of complex cold products using a range of preparation, cooking and finishing techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare complex cold products	1.1	Select the type and quantity of ingredients needed for the product			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet requirements			
2	Understand how to prepare complex cold products	2.1	Explain how to select correct type, quality and quantity of ingredients to meet product requirements			
		2.2	Describe what to do if there is a problem with the ingredients			
		2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.4	Explain how to carry out different preparation methods according to dish requirements			
3	Be able to cook complex cold products	3.1	Cook the ingredients to meet requirements			
		3.2	Make sure the complex cold products have the correct flavour, colour, consistency and quantity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to cook complex cold products	4.1	Describe how to carry out different cooking methods			
		4.2	Explain how to identify when complex cold products have the correct colour, flavour, texture and quantity			
		4.3	Describe common faults that can occur with complex cold products			
		4.5	State healthy eating options when dealing with complex cold products			
5	Be able to present complex cold products	5.1	Garnish and present the complex cold products to meet requirements			
		5.2	Make sure the complex cold products are at correct temperature for holding and serving			
		5.3	Safely store any cooked complex cold products not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to present complex cold products	6.1 Describe how to follow different presenting methods			
	6.2 Explain how to minimise and correct common faults in complex cold products			
	6.3 Explain how to correct products to achieve requirements			
	6.4 State items that can be used to garnish complex cold products			
	6.5 Describe how to garnish and present complex cold products			
	6.6 Describe how to deal with items returned from buffet			
	6.7 Describe current trends in relation to complex cold products			
	6.8 Describe how to store complex cold products			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2 and 5.1 by directly observing the learner's work.

For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **16** from **complex cold products**

  a   cooked red meat

  b   cooked white meat

  c   joints of meat

  d   cooked poultry

  e   salads

  f   vegetables and fruit

  g   eggs

  h   farinaceous products

  i   fish (whole and portioned)

  j   game

  k   dairy products

  l   fungi

  m   rice

  n   pulses

  o   terrines

  p   pâté

  q   smoked items

  r   mousses

  s   cold savoury/buffet appetisers

- at least **11** from **preparation, cooking and finishing methods**

  a boiling

  b roasting

  c combination cooking methods

  d poaching (shallow and deep)

  e baking

  f steaming

  g pressing and reforming

  h shaping and moulding

  i filleting

  j deboning

  k skinning and trimming

  l blending/liquidising

  m rolling

  n carving

  o trussing and tying

  p mincing and processing)

  q sieving

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 23: Prepare, Cook and Present Canapés and Cocktail Products

Unit code:	3FPC10/10
Unit reference number:	Y/601/5682
QCF level:	3
Credit value:	4
Guided learning hours:	32

Unit summary

This unit is about producing canapés and cocktail products, for example: canapés, filled short pastry items, filled puff pastry items, filled choux items, cocktail brochettes, bouchées. The unit covers a range of preparation, finishing and presentation techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare canapés and cocktail products	1.1	Select the type and quantity of ingredients needed for product			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet product requirements			
2	Know how to prepare canapés and cocktail products	2.1	Explain how to select correct type, quality and quantity of ingredients to meet product requirements			
		2.2	Describe what to do if there is a problem with the ingredients			
		2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.4	Describe how to carry out different preparation methods according to dish requirements			
3	Be able to cook canapés and cocktail products	3.1	Make sure the canapés and cocktail products have the correct flavour, colour, texture and quantity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to cook canapés and cocktail products	4.1	Describe how to carry out different cooking methods			
		4.2	Explain how to identify when canapés and cocktail products have the correct colour, flavour, texture and quantity			
		4.3	Describe common faults that can occur with canapés and cocktail products			
		4.4	State healthy eating options when dealing with canapés and cocktail products			
5	Be able to present canapés and cocktail products	5.1	Finish the ingredients to meet requirements			
		5.2	Decorate and present canapés and cocktail products to meet requirements			
		5.3	Make sure the canapés and cocktail products are at the correct temperature for holding and serving			
		5.4	Safely store any cooked canapés and cocktail products not for immediate use			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
6 Understand how to present canapés and cocktail products	6.1	Describe how to follow different presentation methods			
	6.2	Explain how to correct products to achieve requirements			
	6.3	Describe what items can be used to decorate canapés and cocktail products			
	6.4	Describe how to garnish and present canapés and cocktail products			
	6.5	Describe how to deal with items returned from buffet			
	6.6	Describe current trends in relation to canapés and cocktail products			
	6.7	Describe how to store canapés and cocktail products			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.2, 5.1 and 5.2 by directly observing the learner's work.

For assessment criterion 5.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **four** from **canapés and cocktails**

  a   canapés

  b   filled short pastry items

  c   filled puff pastry items

  d   filled choux items

  e   cocktail brochettes

  f   bouchées

- at least **seven** from **preparation, cooking and finishing methods**

  a   baking

  b   slicing

  c   filling

  d   pouring

  e   mixing

  f   chilling

  g   cutting

  h   piping

  i   spreading

  j   skewering

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 24: Prepare, Cook and Finish Dressings and Cold Sauces

Unit code: 3FPC11/10

Unit reference number: K/601/5704

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about preparing, cooking and finishing a broad range of dressings and cold sauces. The unit covers a range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare dressings and cold sauces	1.1	Select the type and quantity of ingredients needed for the sauce			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the dressings/sauces to meet requirements			
2	Understand how to prepare dressings and cold sauces	2.1	Explain how to select correct type, quality and quantity of ingredients to meet dish requirements			
		2.2	Explain what quality points to look for in dressings/sauces ingredients			
		2.3	State the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.4	Describe how to carry out different preparation methods according to dish requirements			
3	Be able to cook dressings and cold sauces	3.1	Cook the dressings and sauces to meet requirements			
		3.2	Make sure the dressings and sauces have the correct flavour, colour, consistency and quantity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to cook dressings and cold sauces	4.1	Describe how to carry out different cooking methods			
		4.2	State the correct temperature for cooking dressings/sauces			
		4.3	Explain how to identify when dressings/sauces have the correct colour, flavour, consistency and quantity			
		4.4	State healthy eating options when preparing, cooking and finishing dressings and cold sauces			
5	Be able to finish dressings and cold sauces	5.1	Finish the dressings and sauces to meet requirements			
		5.2	Make sure the dish is at correct temperature for holding and serving			
		5.3	Safely store any cooked dressings and sauces not for immediate use			
6	Understand how to finish dressings and cold sauces	6.1	Describe how to present cooked dressings/sauces			
		6.2	Explain how to adjust the taste and flavour of dressings and cold sauces			
		6.3	Describe the appropriate accompaniments and garnishes for different dressings and cold sauces			
		6.4	Describe the quality points relating to dressings and cold sauces			
		6.5	Describe how to store dressings and cold sauces			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **eight** from **preparation and cooking methods**

    a   weighing and measuring

    b   boiling

    c   simmering

    d   reducing

    e   chopping

    f   whisking

    g   blanching

    h   sieving/stirring

    i   liquidising/blending

    j   emulsifying

    k   processing

Learners must demonstrate through performance that they can make at least five of the following sauces:

- derivative of mayonnaise

- coulis

- egg and oil emulsion

- flavoured oil based dressing

- sour cream/yoghurt based

- fruit/vegetable thickened, for example dips

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 25: Prepare, Cook and Finish Complex Hot Desserts

Unit code: 3FPC12/10

Unit reference number: L/601/5694

QCF level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is about preparing, cooking and finishing complex hot desserts, for example: hot soufflés, paste-based desserts, fruit-based desserts, sponge-based desserts. The unit covers a range of preparation, cooking and finishing techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare complex hot desserts	1.1	Select the type and quantity of ingredients needed for the dessert			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet requirements			
2	Understand how to prepare complex hot desserts	2.1	Describe what quality points to look for in main ingredients			
		2.2	Explain how to control portions and minimise waste			
		2.3	Describe the appropriate preparation methods for different complex hot desserts			
		2.4	Explain the effects various temperature and humidities can have on ingredients used			
		2.5	Describe the correct tools and equipment and the reasons for using them when preparing complex hot desserts			
		2.6	Describe the types of problems when preparing hot desserts and correct methods of dealing with them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cook complex hot desserts	3.1	Cook the ingredients to meet requirements			
4	Understand how to cook complex hot desserts	4.1	Explain which cooking methods relate to each type of complex hot dessert			
		4.2	Describe the type of problems that may occur when cooking hot desserts and how to deal with these correctly			
		4.3	Explain how to minimise common faults			
		4.4	State healthy eating options when dealing with complex hot desserts			
5	Be able to finish complex hot desserts	5.1	Make sure the dessert has the correct colour, texture and finish			
		5.2	Finish and present the dessert to meet requirements			
		5.3	Make sure the dessert is at correct temperature for holding and serving			
		5.4	Safely store any desserts not for immediate use			
6	Understand how to finish complex hot desserts	6.1	Describe the quality points relating to the finished product			
		6.2	Explain the appropriate finishing methods for each type of product			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 5.1 and 5.2 by directly observing the learner's work.

For assessment criterion 5.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three** from **desserts**

    a hot soufflés

    b paste based

    c fruit-based desserts

    d sponge-based desserts

- at least **five** from **preparation methods**

    a creaming

    b folding

    c aeration

    d use of moulds

    e incorporating fat

    f separation/combining of colours/flavours/ingredients

- at least **four** from **cooking methods**

    a steaming

    b deep fat frying

    c bain marie

    d baking

    e microwaving

- at least **five** from **finishing methods**

    a gratinate

    b cooling

    c piping

    d demoulding

    e glazing

    f portioning

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 26: Prepare, Cook and Finish Complex Cold Desserts

Unit code: 3FPC13/10

Unit reference number: R/601/5700

QCF level: 3

Credit value: 3

Guided learning hours: 30

Unit summary

This unit is about preparing, cooking, processing and finishing complex cold desserts, for example: cheesecakes, mousses, meringues, sorbets. The unit covers a range of preparation, cooking, processing and finishing techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare complex cold desserts	1.1	Select the type and quantity of ingredients needed for the dessert			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet requirements			
2	Understand how to prepare complex cold desserts	2.1	State the correct tools and equipment and the reasons for using them when preparing complex cold desserts			
		2.2	Explain how to control portions and minimise waste			
		2.3	Describe the appropriate preparation methods for different complex cold desserts			
		2.4	Describe the types of problems that may occur when preparing cold desserts and how to deal with these correctly			
3	Be able to cook complex cold desserts	3.1	Cook the ingredients to meet requirements			
		3.2	Process the dessert to meet dish requirements			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand how to cook complex cold desserts	4.1	State which processing methods are appropriate to each type of product			
	4.2	State the quality points relating to processed products			
	4.3	Describe how to adjust flavours and minimise common faults			
	4.4	Describe the type of problems that may occur when cooking and processing cold desserts and how to deal with these correctly			
	4.5	State healthy eating options when preparing and cooking complex cold desserts			
5 Be able to finish complex cold desserts	5.1	Make sure the dessert has the correct colour, texture and finish			
	5.2	Make sure the dessert is at correct temperature for holding and serving			
	5.3	Safely store any desserts not for immediate use			
6 Understand how to finish complex cold desserts	6.1	State the quality points relating to the finished product			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2 and 5.1 by directly observing the learner's work.

For assessment criterion 5.2 where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.3through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **four** from **desserts**
  - a egg-based set
  - b mousses/cold soufflés
  - c meringue based
  - d cheesecake
  - e paste-based goods
  - f fruit/crème bavarois
  - g ice-cream based/sorbet based
- at least **five** from **preparation methods**
  - a creaming
  - b aeration
  - c combining
  - d sieving/passing
  - e pureeing
  - f folding
  - g addition of colours/flavours
  - h straining
- at least **two** from **cooking methods**
  - a poaching
  - b baking
  - c boiling
  - d steaming
- at least **three** from **processing methods**
  - a demoulding
  - b freezing
  - c refrigeration
  - d chilling

- at least **five** from **finishing methods**

  a   cooling

  b   stacking

  c   glazing

  d   filling

  e   portioning

  f   cutting

  g   piping

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 27: Produce Sauces, Fillings and Coatings for Complex Desserts

Unit code: 3FPC14/10

Unit reference number: D/601/5702

QCF level: 3

Credit value: 4

Guided learning hours: 33

Unit summary

This unit is about producing sauces, fillings and coatings, for example: syrups, butter cream, sugar glazes. The unit covers a range of preparation, cooking and finishing techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Be able to produce sauces, fillings and coatings for complex desserts	1.1	Select the type and quantity of ingredients needed for the sauces, fillings and coatings			
	1.2	Check the ingredients to make sure they meet quality standards			
	1.3	Select the appropriate tools and equipment and use correctly			
	1.4	Prepare the ingredients to meet dish requirements			
	1.5	Process ingredients to meet dish requirements			
	1.6	Make sure the sauce, filling and coating have the correct colour, texture and finish			
	1.7	Finish and present the sauce, filling and coating to meet requirements			
	1.8	Make sure the sauce, filling and coating are at the correct temperature for holding and serving			
	1.9	Safely store any sauce, filling and coating not for immediate use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to produce sauces, fillings and coatings for complex desserts	2.1	Describe what quality points to look for relating to finished sauces, fillings and coatings			
		2.2	Describe the correct tools and equipment and the reasons for using them when producing sauces, fillings and coatings for hot desserts			
		2.3	Describe the consistency required for finished sauces, fillings and coatings			
		2.4	Describe how to adjust flavours and minimise common faults			
		2.5	State the effects of different temperatures and humidity on ingredients used			
		2.6	Explain the uses of various sauces, fillings and coatings			
		2.7	Describe the types of problems that may occur with sauces, fillings and coatings and how to deal with these correctly			
		2.8	State healthy eating options when producing sauces, fillings and coatings			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7 by directly observing the learner's work.

For assessment criterion 1.8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 1.9 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **eight** from **sauces, fillings and coatings**
  - a   crème anglaise
  - b   sabayon
  - c   fruit coulis
  - d   ganache
  - e   crème chantilly
  - f   preserves
  - g   fruit glazes
  - h   crème patissiere
  - i   syrups
  - j   butter cream
  - k   royal icing
  - l   jams
  - m   sugar glazes
- at least **four** from **preparation methods**
  - a   mixing
  - b   whisking
  - c   boiling
  - d   separating
  - e   creaming
- at least **five** from **processing methods**
  - a   reducing
  - b   liquidising
  - c   blending
  - d   addition of colouring
  - e   emulsifying
  - f   addition of flavouring

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 28: Contribute to the Control of Resources

Unit code: U1103

Unit reference number: T/502/9532

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit covers the competence that hospitality supervisors require to control the use of resources – equipment, people and supplies – in their area of responsibility.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to the control of resources	1.1	Identify the resources needed from those available			
		1.2	Follow organisational procedures for obtaining additional resources			
		1.3	Follow organisational procedures when dealing with any problems in obtaining resources			
		1.4	Update relevant people within the organisation when dealing with any problems in obtaining resources			
		1.5	Determine the quality, quantity and suitability of resources needing to be used			
		1.6	Ensure that equipment and materials are correctly stored and maintained			
		1.7	Encourage colleagues to make efficient use of resources			
		1.8	Monitor the use of resources in own area of responsibility			
		1.9	Contribute to the effective and efficient use of resources in line with organisational and legal requirements			
		1.10	Maintain accurate records about resources in line with organisational requirements			
		1.11	Propose ways of making better use of resources following organisational requirements			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Understand factors affecting the use of resources	2.1	Identify the resources that are used in own area of responsibility			
	2.2	Explain how to check the resources that are required for the work needing to be carried out			
	2.3	Explain how to ensure resources are suitable for the work that needs to be carried out			
	2.4	Describe normal consumption levels for resources in own area of responsibility			
	2.5	Identify the approximate costs of the resources used in own area of responsibility			
	2.6	Explain how resource costs affect the organisation's financial targets			
	2.7	Explain the importance of working within agreed spending limits			
	2.8	Describe the procedures that need to be followed when it is necessary to go beyond agreed spending limits			
	2.9	Explain the importance of getting management approval when needing to go beyond agreed spending limits			
	2.10	Identify the organisation's regular suppliers			
	2.11	Identify who within the organisation is responsible for ordering supplies			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
3 Understand how to contribute to the control of resources	3.1	Describe the appropriate lifting and handling methods and techniques for moving resources in own area of responsibility			
	3.2	Describe the health and safety requirements for the resources used in own area of responsibility			
	3.3	Explain the environmental impact some resources can have on the environment			
	3.4	Describe the organisation's policies and procedures for: – obtaining resources – using resources – controlling waste – recycling			
	3.5	Explain how to monitor the use of resources			
	3.6	Outline how resources should be stored			
	3.7	Explain the importance of keeping waste to a minimum			
	3.8	Explain how to keep waste to a minimum			
	3.9	Explain how to encourage efficient use of resources to benefit the organisation and the environment			
	3.10	Explain how to ensure resources are handled and stored in line with organisational requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.11 Explain how to present recommendations to improve the use of resources			
	3.12 Explain the advantages of using computerised stock control systems			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Unit 29: Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector

Unit code:	PERR/10
Unit reference number:	T/601/7214
QCF level:	2
Credit value:	2
Guided learning hours:	16

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to understand employment rights and responsibilities.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know employer and employee rights, responsibilities and own organisational procedures	1.1	State employer and employee rights and responsibilities under employment law, including the Disability Discrimination Act, health and safety and other relevant legislation			
		1.2	State importance of having employment rights and responsibilities			
		1.3	Describe organisational procedures for health and safety, including documentation			
		1.4	Describe organisational procedures for equality and diversity, including documentation			
		1.5	Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support			
2	Know factors that affect own organisation and occupation	2.1	Describe the role played by own occupation within organisation and industry			
		2.2	Describe career pathways available to them			
		2.3	State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry			
		2.4	Identify sources of information and advice on own industry, occupation, training and career			
		2.5	Describe principles, policies and codes of practice used by own organisation and industry			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Describe issues of public concern that affect own organisation and industry			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)   Date: _____

Unit 30: Prepare, Cook and Finish Basic Rice Dishes

Unit code: 2FPC4/10

Unit reference number: L/601/5680

QCF level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

This unit is about preparing, cooking and finishing basic rice dishes. The unit covers various preparation, cooking and finishing methods and rice dishes.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare basic rice dishes	1.1	Check rice and other ingredients meet dish requirements			
		1.2	Choose and use the correct tools and equipment			
		1.3	Prepare the rice and other ingredients to meet dish requirements			
		1.4	Strain and mould the rice as required			
2	Understand how to prepare basic rice dishes	2.1	Describe how to make sure that the rice and other ingredients meet dish requirements			
		2.2	State what quality points to look for in different types of rice			
		2.3	Describe what to do if there any problems with rice or other ingredients			
		2.4	State the correct tools and equipment required to carry out different preparation methods			
3	Be able to cook basic rice dishes	3.1	Cook rice and other ingredients to meet requirements			
		3.2	Make sure the rice dish has the correct flavour, colour, texture and quantity			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand how to cook basic rice dishes	4.1	State the correct tools and equipment required to carry out different cooking methods			
	4.2	Describe how to carry out different cooking methods			
	4.3	State the importance of using the correct tools, equipment and techniques			
	4.4	Describe how to identify when rice dishes have the correct colour, flavour, texture and quantity			
	4.5	State healthy eating options when making rice dishes			
5 Be able to finish basic rice dishes	5.1	Present the rice dish to meet requirements			
	5.2	Make sure the rice dish is at the correct temperature for holding and serving			
	5.3	Safety store any cooked rice dishes not for immediate use			
6 Understand how to finish basic rice dishes	6.1	State the correct temperatures for holding and serving rice dishes			
	6.2	Describe how to store cooked rice dishes			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)   Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1–1.4, 3.1, 3.2 and 5.1 by directly observing the learner's work.

For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **three** from **rice**

    a) long

    b) short

    c) round

    d) brown

- at least **five** from **preparation and cooking methods**

    a) soaking and washing

    b) boiling

    c) frying

    d) braising

    e) steaming

    f) stewing

    g) baking

    h) microwaving.

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 31: Prepare, Cook and Finish Basic Egg Dishes

Unit code: 2FPC8/10

Unit reference number: A/601/5724

QCF level: 2

Credit value: 3

Guided learning hours: 27

Unit summary

This unit is about preparing, cooking and finishing basic egg dishes. The unit covers various preparation, cooking and finishing methods and egg dish types.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare basic egg dishes	1.1	Check the eggs and other ingredients meet dish requirements			
		1.2	Choose and use the correct tools and equipment			
		1.3	Prepare the eggs and other ingredients to meet dish requirements			
2	Understand how to prepare basic egg dishes	2.1	Describe how to check the eggs and other ingredients meet dish requirements			
		2.2	Describe what to do if there are problems with eggs or other ingredients			
		2.3	State the correct tools and equipment required to carry out different preparation methods			
3	Be able to cook basic egg dishes	3.1	Make sure the egg dish has the correct flavour, colour, texture and quantity			
		3.2	Cook the eggs and other ingredients to meet dish requirements			
4	Understand how to cook basic egg dishes	4.1	State the correct tools and equipment required to carry out different cooking methods			
		4.2	State the importance of using the correct tools, equipment and techniques			
		4.3	Describe how to carry out different cooking methods according to dish requirements			
		4.4	Describe how to identify when egg dishes have the correct colour, flavour, texture and quantity			
		4.5	State healthy options when making egg dishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to finish basic egg dishes	5.1	Present the egg dish to meet requirements			
		5.2	Make sure the egg dish is at the correct temperature for holding and serving			
		5.3	Safely store any cooked egg dishes not for immediate use			
6	Understand how to finish basic egg dishes	6.1	State the correct temperatures for holding and serving egg dishes			
		6.2	Describe how to finish egg dishes			
		6.3	Describe how to store cooked egg dishes			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1–1.3, 3.1, 3.2 and 5.1 by directly observing the learner's work.

For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **five** from **preparation and cooking methods**

  a) boiling

  b) whisking

  c) frying

  d) griddling

  e) poaching

  f) baking

  g) scrambling

  h) bain marie.

Learners must demonstrate through performance that they can make:

- omelette

- poached egg.

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 32: Make Basic Stock

Unit code: 2FPC3/10

Unit reference number: A/601/5674

QCF level: 2

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is about preparing and cooking basic stock. The unit covers various preparation and cooking methods and stock types.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to make basic stocks	1.1	Check ingredients meet requirements			
		1.2	Choose and use the correct tools and equipment			
		1.3	Prepare and cook stock to meet requirements			
		1.4	Make sure stock has correct flavour, colour and quantity			
		1.5	Present stock to meet requirements			
		1.6	Make sure stock is at the correct temperature for holding			
		1.7	Safely store any cooked stock not for immediate use			
2	Know how to make basic stocks	2.1	Describe how to check the ingredients meet requirements			
		2.2	State what quality points to look for in stock ingredients			
		2.3	State what to do if there are any problems with the ingredients			
		2.4	State the correct techniques, tools and equipment to carry out different preparation methods			
		2.5	State the correct techniques, tools and equipment to carry out different cooking methods			
		2.6	Describe how to carry out different preparation methods			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 Describe how to carry out different cooking methods			
	2.8 State the importance of using the correct tools, equipment and techniques			
	2.9 State the correct temperature for cooking stocks			
	2.10 State how to identify when stocks have the correct colour, flavour and quantity			
	2.11 State the correct temperatures for holding and storing stocks			
	2.12 Describe healthy eating options when making stocks			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1–1.5 by directly observing the learner's work.

The assessor may assess assessment criteria 1.6 and 1.7 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **five** from **preparation and cooking methods**

    a) weighing and measuring

    b) browning/roasting

    c) simmering

    d) boiling

    e) skimming

    f) straining.

Learners must demonstrate through performance that they can make **three** of the following **stocks**, the remaining may be assessed through questioning or witness testimony.

- vegetable

- chicken

- fish

- game

- beef.

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit 33: Practical Skills for a Craft Chef

Unit reference number: T/504/3432

QCF level: 3

Credit value: 1

Guided learning hours: 8

Unit summary

This unit will require learners to demonstrate their knowledge of cooking skills requiring a combination of skills through a practical cooking assessment, at a set time, and within given timescales.

Assessment methodology

Assessments can take place in a professional kitchen or in Realistic Working environments (RWE) in line with People 1st Assessment Strategy.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to plan for the preparation, cooking and presentation of given dishes requiring a combination of skills, in a professional kitchen, without supervision	1.1	List ingredients, quantities and skills required for given dishes			
		1.2	Produce a time schedule for preparing, cooking and presenting given dishes with set timelines, without supervision			
		1.3	Explain how to mitigate potential risks that may occur in the plan			
2	Be able to use plan to prepare, cook and present given dishes requiring a combination of skills, when working in a professional kitchen without supervision	2.1	Follow own plan when preparing, cooking and presenting given dishes in a professional kitchen, without supervision			
		2.2	Make dishes that demonstrate an ability to combine preparation and cooking skills, without supervision			
		2.3	Present finished dishes appropriately for the type of dish or cuisine			
		2.4	Produce finished dishes with the expected appearance, colours, flavours and textures according to the given recipes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to demonstrate health, safety and hygienic work practices of self and others when working in a professional kitchen, without supervision	3.1	Demonstrate safe and hygienic practices for self and others when working in a professional kitchen			
		3.2	Maintain food hygiene procedures when: • preparing food; • cooking food			
		3.3	Maintain health and safety standards throughout production of given dishes			
4	Be able to demonstrate work skills required of a chef for working unsupervised in a professional kitchen	4.1	Manage time appropriately throughout the preparation, production and presentation processes, without supervision			
		4.2	Demonstrate problem solving abilities including anticipation of future problems throughout the preparation, production and presentation processes			
		4.3	Provide instructions for team members to support working in a professional kitchen			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) _____ Date: _____

BA035186– Specification – Edexcel Level 3 Diploma in Craft Cuisine (QCF) –
Issue 4 – April 2013 © Pearson Education Limited 2013

Unit 34: Preparing for Career Progression as a Craft Chef

Unit reference number: K/504/3430

QCF level: 3

Credit value: 1

Guided learning hours: 8

Unit summary

This unit will require learners to demonstrate their commitment to working with food and cooking and to demonstrate their aptitude and ability for working without supervision in a professional kitchen including how to organise their own work and solve problems.

Assessment methodology

Assessments can take place in a professional kitchen or in Realistic Working environments (RWE) in line with People 1st Assessment Strategy.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment 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.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to assess own abilities for career progression as a chef in a professional kitchen without supervision	1.1	Analyse own strengths for working as a chef in a professional kitchen			
		1.2	Explain aims for developing own career as a chef in a professional kitchen including how their cooking skills can be developed to progress their career			
2	Be able to demonstrate own suitability for working as a chef in a professional kitchen without supervision	2.1	Demonstrate commitment to working as a chef in a professional kitchen			
		2.2	Demonstrate understanding of work ethic and skills required for chefs working in professional kitchens without supervision, namely: • verbal communication skills • customer care • working to deadlines • punctuality • teamwork			
		2.3	Reflect on ability to organise own work in a professional kitchen			
		2.4	Review own ability to solve problems in a professional kitchen			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Further information

Our customer service number is 0844 463 2535.

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- Functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

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

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

How to obtain National Occupational Standards

You can contact the Sector Skills Council (SSC) at:

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

Telephone: 01895 817000
Email: info@people1st.co.uk
Website: www.people1st.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought-provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the hospitality industry

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
7				Edexcel Level 7 BTEC Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
5			Edexcel BTEC Level 5 HND Diploma in Hospitality Management (QCF)		
4			Edexcel BTEC Level 4 HNC Diploma in Hospitality Management (QCF)		

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3		Edexcel Level 3 Principal Learning in Hospitality	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Hospitality (QCF)	Edexcel Level 3 BTEC Certificate in Food and Beverage Service Edexcel Level 3 BTEC Certificate in Front Office Operations Edexcel Level 3 BTEC Certificate in Hospitality Customer Relations Edexcel Level 3 BTEC Certificate in Hospitality Small Business Operations Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism (QCF) Edexcel BTEC Level 3 Award in Hospitality Supervision and Leadership Principles (QCF) Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)	Edexcel Level 3 NVQ Diploma in Professional Cookery (QCF) Edexcel Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF) Edexcel Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) (QCF) Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership (QCF)

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Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2		Edexcel Level 2 Principal Learning in Hospitality	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Hospitality (QCF)	Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (QCF) Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service) (QCF) Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Service) (QCF) Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Beverage Service) (QCF) Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Housekeeping) (QCF) Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception) (QCF) Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking) (QCF)	Edexcel Level 2 NVQ Diploma in Food and Beverage Service (QCF) Edexcel Level 2 NVQ Diploma in Beverage Service (QCF) Edexcel Level 2 NVQ Diploma in Food Service (QCF) Edexcel Level 2 NVQ Diploma in Food Production and Cooking (QCF) Edexcel Level 2 NVQ Diploma in Front of House Reception (QCF) Edexcel Level 2 NVQ Diploma in Housekeeping (QCF) Edexcel Level 2 NVQ Diploma in Hospitality Services (QCF) Edexcel Level 2 NVQ Diploma in Kitchen Services (QCF) Edexcel Level 2 NVQ Diploma in Professional Cookery (QCF) Edexcel Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF) Edexcel Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine) (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
				Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services) (QCF) Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF) Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Food Preparation and Cooking) (QCF) Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Bangladeshi Cuisine) (QCF) Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Thai Cuisine) (QCF) Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Chinese Cuisine) (QCF)	Edexcel Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine) (QCF) Edexcel Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine) (QCF) Edexcel Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine) (QCF) Edexcel Level 2 Diploma in Craft Cuisine (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
				Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Indian Cuisine) (QCF)	
				Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services) (QCF)	
1		Edexcel Level 1 Principal Learning in Hospitality	Edexcel BTEC Level 1 Award in Introduction to the Hospitality Industry (QCF)	Edexcel BTEC Level 1 Award in Introduction to the Hospitality Industry (QCF)	Edexcel Level 1 NVQ Certificate in Hospitality Services (QCF)
			Edexcel BTEC Level 1 Certificate in Introduction to the Hospitality Industry (QCF)	Edexcel BTEC Level 1 Certificate in Introduction to the Hospitality Industry (QCF)	Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking (QCF)
			Edexcel BTEC Level 1 Award in General Front Office Operations (QCF)	Edexcel BTEC Level 1 Award in General Front Office Operations (QCF)	Edexcel Level 1 NVQ Certificate in Food and Beverage Service (QCF)
			Edexcel BTEC Level 1 Award in General Housekeeping Operations (QCF)	Edexcel BTEC Level 1 Award in General Housekeeping Operations (QCF)	Edexcel Level 1 NVQ Certificate in Accommodation Services (QCF)
			Edexcel BTEC Level 1 Certificate in Investigating the Hospitality Industry (QCF)	Edexcel BTEC Level 1 Certificate in Investigating the Hospitality Industry (QCF)	
			Edexcel BTEC Level 1 Certificate in General Food and Beverage Service (QCF)	Edexcel BTEC Level 1 Certificate in General Food and Beverage Service (QCF)	
			Edexcel BTEC Level 1 Certificate in General Cookery (QCF)	Edexcel BTEC Level 1 Certificate in General Cookery (QCF)	

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
Entry				Edexcel BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3) (QCF) Edexcel BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3) (QCF)	

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.

- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.

- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres, and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications

- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer

- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions

- limit or suspend certification

- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to learners within the centre during their programme of study and any specific support that might be necessary to allow learners to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications for further details. www.edexcel.com.

Annexe D: Assessment requirements/strategy

Hospitality, Leisure, Travel and Tourism Sector Assessment Strategy for competence based units of assessment and qualifications (in England, Wales and Northern Ireland) and Scottish Vocational Qualifications (SVQs)

1 Introduction

The sector assessment strategy applies to all competence based units and qualifications that sit within the industries represented by People 1st. Competence based units and qualifications are those that are accredited to the Qualifications and Credit Framework, for England, Wales and Northern Ireland, which include National Vocational Qualifications (NVQs). In Scotland it applies to all sector Scottish Vocational Qualifications (SVQs). The sector assessment strategy comes into force on the 1st August 2009 and will apply to any new competence based units and qualifications. It will also replace other assessment strategies, currently used for existing NVQs and SVQs, as and when they are updated and re-accredited. See www.people1st.co.uk for a list of all competence based units and qualification that are covered by the sector assessment strategy.

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

- external quality control

- assessment principles

- occupational expertise of assessors and verifiers

- continuous professional development.

The purpose of the sector assessment strategy is for People 1st and awarding organisations/bodies to work in partnership to:

- maximise the quality assurance arrangements for the sector's competence based units and qualifications and maintain standardisation across assessment practice

- assure employers and learners that the sector's competence based units and qualification are consistently assessed to the national occupational standards, and

- promote continuous professional development amongst assessors and verifiers.

  The content of the assessment strategy has been reviewed in close consultation with employers, awarding organisations/bodies, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience are awarding organisations/bodies that offer competence based units and qualifications in the hospitality, leisure, travel and tourism industries. Prospective or approved centres should not need to work directly with this document as its requirements will be incorporated within the procedures of their chosen awarding organisation/body.

The strategy should be used alongside the assessment and quality assurance guidance published by the regulatory authorities. Further information about competence based units and qualifications can be found at www.people1st.co.uk. Feedback or comments on the sector assessment strategy can be emailed to qualifications@people1st.co.uk.

2   External Quality Control

2.1   Risk Assessment and Management of Centres

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions. Awarding organisations/bodies achieve this by operating their existing systems for quality monitoring, risk assessment and management of their approved centres, following guidance issued by the regulatory authorities.

As part of this process People 1st requires awarding organisations/bodies to:

- ensure that external verification, monitoring and support provided to centres takes into account their level of risk. For example new assessment centres, and those that are experiencing difficulty in meeting the assessment requirements, should be given additional support by their awarding organisation/body

- supply People 1st with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis. This data will remain confidential and no individual awarding organisation's/body's data will be published

- report annually on the outcomes of, and any issues arising from, external verification and quality control arrangements

- highlight specific issues relating to the assessment of the sector's competence based units and qualifications that require immediate attention, as and when they arise

- contribute to the awarding organisations'/bodies' forums to review and discuss matters relating to the assessment of the sector's competence based units and qualifications. The forum will meet at least biannually, or during key stages of projects and reviews

- resolve issues relating to the assessment and verification of the sector's competence based units and qualifications with the action(s), and in the timeframe, agreed.

3 Assessment

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such, assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the learner's supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for learners to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

- the majority of assessment of the sector's competence based units and qualifications will be based on **performance evidence**, ie direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation/body, (see section 3.4).

- opportunities to ascertain learner's **accreditation of prior learning** is maximised by early contact between the assessor and learner and during initial assessment/induction period.

Please note: External tests do not form part of People 1st' s assessment strategy, other than linkage to IATA approved tests in Unit TT27, Sell Multi-Sector Air Travel, part of the Travel S/NVQ (where it may be a specific requirement and therefore applicable in that instance).

3.1 Witness Testimony

People 1st recognise the use of *witness testimony* and *expert witness testimony* as appropriate methods for assessors to collect evidence on learners' performance.

Witness testimonies can be obtained from people that are occupationally competent and whom may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the national occupational standards, such as other people within the learner's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's/body's minimum observations requirements must be met.

Expert witnesses may be used where additional support relating to the assessment of technical competence is required. Expert witnesses may be:

- other approved assessors that are recognised to assess the relevant national occupational standards, or

- line managers, other managers or experienced colleagues that are not approved assessors, but whom the awarding organisation/body agrees has current occupational competence, knowledge and expertise to make a judgement on a learner's competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a learner's performance in relation to the unit being assessed. People 1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's/body's requirements.

3.2 Professional Discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

3.3 Simulation

Simulation can only be used to assess learners for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

See **Appendix A** for competence based units which permit the use of simulation.

Awarding organisations/bodies must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on learners are neither more nor less than they would encounter in a real work situation. In particular:

- a centre's overall strategy for simulation must be examined and approved by the external verifier

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess

- ideally, there should be a range of simulations to cover the same aspect of the standard

- the physical environment for the simulation, and the nature of the contingency, must be realistic

- learners should carry out the simulation in a professional manner

- the learner should be given no indication as to what the simulation will present.

3.4 Realistic Working Environment

Assessment of the sector's competence based units and qualifications should ideally be carried out within the workplace, however, where this is not possible learners can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE currently operated in the sector can be found at **Appendix B**.

4 Occupational expertise of assessors and verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in **Appendix C**. Guidance on additional qualifications and/or training relevant to assessors and verifiers can be found in **Appendix D**

4.1 Using employers' in-house training programmes to assess competence based units and qualifications (please note this section is not applicable for centres which are either colleges or training providers)

a People 1st recognises that employers within the Sector provide robust in-house training, development and assessment programmes which meet the standards for Assessors and Verifiers. Where an employer maps its in-house training, development and assessment programme to the Assessor and Verifier standards and has this approved by their awarding organisation/body, People 1st fully supports the removal of the need to achieve the Assessor and Verifier Units. The individual assessing and verifying the qualifications must still meet the other mandatory requirements for occupational competence as specified in **Appendix C**.

b   It should also be noted that People 1st encourages employers and awarding organisations/bodies to examine in-house employer training, development and assessment programmes to see whether these provide robust evidence against the relevant competence based units and/or qualifications (England, Wales and Northern Ireland) or the SVQs (Scotland). Where a direct mapping of the in-house training, development and assessment programme can be made to the:

   • relevant Units (based on the National Occupational Standards), and assessment meets the requirements of the assessment strategy and awarding organisation/body evidence requirement,

then awarding organisations/bodies should recognise this training for the purposes of achievement of the specified qualification or Unit.

In both instances specified in (a) and (b) above the awarding organisation/body will be required to ensure that a copy of the mapping is available to the Qualification Regulators.

5 Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at **Appendix E**.

Appendix A

Competence based units in Hospitality, Leisure, Travel and Tourism that permits simulation

Unit number	Unit title	Competence based qualifications that the unit is used in
1GEN1	Maintain a safe, hygienic and secure working environment	Level 1 and 2 NVQ/SVQ Hospitality and Catering
HSL4	Maintain the health, hygiene, safety and security of the working environment	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
GS3009	Maintain the health, hygiene, safety and security of the working environment (adapted from HS4)	Level 3 NVQ Gambling Operations
People 1st have a special dispensation for the imported Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to People 1st's criteria specified in Appendix B of this Assessment Strategy. This would only apply to these Units when delivered as part of the L3 Diploma in Hospitality Supervision and Leadership (NVQ) and L3 Hospitality Supervision and Leadership SVQ.		
CfA Unit 26	Improve the customer relationship	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
CfA Unit 32	Monitor and solve customer service problems	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership

CfA Unit 42	Lead a team to improve customer service	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
People 1st does not permit the use of simulation, other than as listed below: The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where: there is a high risk to the security or safety of the learner, individuals, key people in their lives and others the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that learners wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating learners there would otherwise be a breach of confidentiality or privacy. The following two units are the only accepted Realistic Working Environments, and no other Realistic Working Environments will be accepted.		
TT09	Assist with travel and tourism problems and emergencies	Level 2 NVQ/SVQ in Travel Services and Level 2 NVQ/SVQ in Tourism Services
TT37	Deal with travel and tourism problems and emergencies	Level 3 NVQ/SVQ in Travel Services and Level 3 NVQ/SVQ in Tourism Services

Appendix B

Criteria for Realistic Working Environments

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours learners work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation's/body's criteria for this purpose. EVs are expected to ensure RWEs meet the criteria set out below on at least one visit.

Hospitality		
1	**The work situation being represented is relevant to the competence based units and qualifications being assessed**	• The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations. • Appropriate industrial equipment, furnishings and resources (eg ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered. • Industry trends are considered in the product and service offer.
2	**The learner's work activities reflect those found in the situation being represented**	• Learners operate in a professional capacity with corresponding job schedules and/or descriptions. • Learners are clear on their work activities and responsibilities.
3	**The RWE is operated in the same manner as a real work situation**	• Customers are not prompted to behave in a particular manner. • Customer feedback is maintained and acted upon.

4	**The RWE is underpinned by commercial principles and responsibilities**	• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. • There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. • Learners are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising wastage. • Legislative regulations are adhered to eg food safety, health and safety, equal opportunities, trade description. • Consumer information is provided on products and services eg allergy advice on food products.
Gambling		
1	**The work situation being represented is relevant to the competence based units and qualifications being assessed**	• The type of work situation being represented mirrors the relevant setting eg betting shop, bingo hall, casino. • Appropriate industrial equipment, furnishings and resources that replicate the work situation are used, ensuring that assessment requirements can be covered. • Industry trends are considered in the work situation represented.
2	**The learner's work activities reflect those found in the situation being represented**	• Learners operate in a professional capacity with corresponding job schedules and/or descriptions. • Learners are clear on their work activities and responsibilities.
3	**The RWE is operated in the same manner as a real work situation**	• Customers are not prompted to behave in a particular manner. • Customer feedback is maintained and acted upon.

Appendix B (*Continued*)

4	**The RWE is underpinned by commercial principles and responsibilities**	- Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. - There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. - Learners are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising wastage. - Legislative regulations are adhered to eg health and safety, equal opportunities, trade description.

Appendix C

Occupational Expertise of Assessors and Verifiers

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

✓ = mandatory

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that are being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications. These should be achieved within 18 months of commencing their role. These are as follows:			
D35 or V2.			✓
D34 or V1 — In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		✓	
D32/D33 or A1/A2 — In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	✓		
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.	✓	✓	✓
Adhere to the awarding organisation's/body's assessment requirements and practise standardised assessment principles.	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, ie time and budget.	✓	✓	

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓
Hold qualifications, or have undertaken training, that have legislative relevance to the competence based units and qualifications being assessed (See Appendix D).	✓	Good practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Appendix E).	✓	✓	✓

Appendix D

Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either received training or achieve qualifications. People 1st is **not** stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

Qualification/Training	Competence based unit/qualification	A	IV	EV
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Drink Service	✓		
	Hospitality Supervision and Leadership *(with food and drink units)*	✓		
Licensing	Food and Drink Service	✓	Good Practice	
	Hospitality Supervision *(with food and drink units)*			

Appendix E

Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	- Internal and external work placements - Work experience and shadowing (eg within associated departments) - External visits to other organisations - Updated and new training and qualifications (www.uksp.co.uk) - Training sessions to update skills - Visits to educational establishments - Trade fairs
Keeping up to date with sector developments and new legislation	- Relevant sector websites - Membership of professional bodies - Papers and documents on legislative change - Networking events - Seminars, conferences, workshops, membership of committees/working parties (eg People 1st events) - Staff development days
Standardising and best practice in assessment	- Regular standardisation meetings with colleagues - Sharing best practice through internal meetings, news letters, email circulars - Comparison of assessment and verification in other sectors - Attending awarding organisation/body meetings/seminars

Downloadable guidance on CPD can be found at www.ifl.ac.uk

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