Specification

Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery

Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking)

For first registration August 2010

Issue 2: June 2016

Pearson is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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

These qualifications were previously entitled:

Edexcel Level 2 NVQ Diploma in Professional Cookery (QCF)

Edexcel Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF)

The QNs remain the same.

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

Summary of Professional Cookery specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	3
Definition of sizes of qualifications aligned to TQT	3
TQT value added	6, 9, 13, 17, 21 & 25
GLH value for the shortest route through the qualification added	6, 9, 13, 17, 21 & 25
QCF references removed from unit titles and unit levels in all units	35 - 265
Guided learning definition updated	32

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

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com

Contents

Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Diplomas in Professional Cookery:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery	500/9916/4	01/06/10
Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking)	500/9953/X	01/06/10

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

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

The 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.

These titles replace the following qualification from Pearson Edexcel Level 2 NVQ in Professional Cookery:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
Edexcel Level 2 NVQ in Professional Cookery	500/4174/5	01/06/08	31/07/10

Key features of the Pearson Edexcel Level 2 NVQ Diplomas in Professional Cookery

These qualifications:

- are nationally recognised

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

The Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery and the Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking), have been approved as components required for the Hospitality Apprenticeship framework.

Total Qualification Time (TQT)

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

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

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

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

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

These qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of
  1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification objectives

What is the purpose of these qualifications?

These qualifications are designed for learners employed in hospitality roles such as chefs or conference and banqueting assistants/managers, 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, working effectively as part of a hospitality team, maintaining, handling and cleaning knives and maintaining food safety in a hospitality environment. Learners then have a choice of option units covering different hospitality areas such as professional cookery preparation and cooking. There is a wide range of option units allowing learners to choose units to meet the needs of their own work role.

Who are these qualifications for?

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

Pearson'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.

These NVQs are applicable for people working, or wishing to work, in a wide range of hospitality and catering businesses, for example:

- fine dining restaurants
- quick service restaurants
- hotels
- bed and breakfasts
- youth hostels
- holiday parks
- contract caterers
- armed forces
- schools
- care homes.

What are the benefits of these qualifications to the learner and employer?

These qualifications are work-based qualifications, which will allow learners to develop knowledge, understanding and skills essential for working in a hospitality environment, such as professional cookery preparation, working with others and improving own performance.

What are the potential job roles for those working towards these qualifications?

The National Occupational Standards cover a diverse range of job roles, for example:

- chef
- conference and banqueting assistant/manager.

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

Learners will be able to progress onto the Pearson Edexcel Level 2 and 3 NVQs in the Hospitality suite and the Pearson BTEC Level 2 Firsts in Hospitality and Pearson BTEC Level 3 Nationals in Hospitality.

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery?

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

Total Qualification Time = 580

Guided learning hours = 465

To achieve the full Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery, learners must attain a minimum of 58 credits in total.

Learners must complete all mandatory units from Group A (13 credits) plus the remaining optional units from Group A1 (a minimum of 45 credits).

	Units	Level	Credit	GLH
	A – mandatory units			
	Credit value required: minimum 13.			
Unit 1	F/601/4218 – Maintenance of a Safe, Hygienic and Secure Working Environment	1	3	25
Unit 2	T/601/4216 – Working Effectively as Part of a Hospitality Team	1	3	22
Unit 3	D/601/6980 – Maintain Food Safety When Storing, Preparing and Cooking Food	2	4	32
Unit 4	K/601/5041 – Maintain, Handle and Clean Knives	1	3	25
	A1 – optional units			
	Credit value required: minimum 45.			
Unit 5	H/601/5328 – Prepare Fish for Basic Dishes	2	4	33
Unit 6	M/601/5333 – Prepare Shellfish for Basic Dishes	2	3	25
Unit 7	A/601/5335 – Prepare Meat for Basic Dishes	2	4	33
Unit 8	J/601/5354 – Prepare Poultry for Basic Dishes	2	4	33
Unit 9	H/601/5359 – Prepare Game for Basic Dishes	2	4	35
Unit 10	H/601/5362 – Prepare Offal for Basic Dishes	2	3	28
Unit 11	J/601/5368 – Prepare Vegetables for Basic Dishes	2	4	33
Unit 12	H/601/6494 – Process Dried Ingredients Prior to Cooking	2	2	15
Unit 13	A/601/6498 – Prepare and Mix Spice and Herb Blends	2	2	19
Unit 14	H/601/5376 – Cook and Finish Basic Fish Dishes	2	4	32

	Units	Level	Credit	GLH
Unit 15	A/601/5383 – Cook and Finish Basic Shellfish Dishes	2	4	34
Unit 16	A/601/5402 – Cook and Finish Basic Meat Dishes	2	5	48
Unit 17	R/601/5390 – Cook and Finish Basic Poultry Dishes	2	5	42
Unit 18	M/601/5395 – Cook and Finish Basic Game Dishes	2	5	40
Unit 19	L/601/5405 – Cook and Finish Basic Offal Dishes	2	5	40
Unit 20	H/601/5412 – Cook and Finish Basic Vegetable Dishes	2	4	32
Unit 21	L/601/4755 – Cook-Chill Food	2	3	27
Unit 22	D/601/4758 – Cook-Freeze Food	2	3	27
Unit 23	A/601/5416 – Prepare, Cook and Finish Basic Hot Sauces	2	4	33
Unit 24	K/601/5671 – Prepare, Cook and Finish Basic Soups	2	4	30
Unit 25	A/601/5674 – Make Basic Stock	2	3	26
Unit 26	L/601/5680 – Prepare, Cook and Finish Basic Rice Dishes	2	4	33
Unit 27	A/601/5688 – Prepare, Cook and Finish Basic Pasta Dishes	2	4	33
Unit 28	M/601/5719 – Prepare, Cook and Finish Basic Pulse Dishes	2	4	33
Unit 29	M/601/5722 – Prepare, Cook and Finish Basic Vegetable Protein Dishes	2	4	33
Unit 30	A/601/5724 – Prepare, Cook and Finish Basic Egg Dishes	2	3	27
Unit 31	J/601/5774 – Prepare, Cook and Finish Basic Bread and Dough Products	2	5	39
Unit 32	R/601/5325 – Prepare, Cook and Finish Basic Pastry Products	2	5	43
Unit 33	L/601/5355 – Prepare, Cook and Finish Basic Cakes, Sponges, Biscuits and Scones	2	5	39
Unit 34	D/601/5358 – Prepare, Cook and Finish Basic Grain Dishes	2	4	30
Unit 35	A/601/4962 – Produce Healthier Dishes	2	3	28
Unit 36	D/601/5361 – Prepare, Cook and Finish Basic Cold and Hot Desserts	2	4	36

	Units	Level	Credit	GLH
Unit 37	M/601/5364 – Prepare and Present Food for Cold Presentation	2	4	35
Unit 38	K/601/6514 – Prepare, Cook and Finish Dim Sum	2	5	43
Unit 39	A/601/6520 – Prepare, Cook and Finish Noodle Dishes	2	4	33
Unit 40	L/601/6537 – Prepare and Cook Food Using a Tandoor	2	4	30
Unit 41	L/601/5372 – Complete Kitchen Documentation	2	3	25
Unit 42	L/601/4996 – Set Up and Close Kitchen	2	4	37
Unit 43	M/601/5042 – Order Stock	2	4	33
Unit 44	J/601/5662 – Cook and Finish Simple Bread and Dough Products	1	3	25
Unit 45	Y/601/4760 – Liaise with Care Team to Ensure that an Individual's Nutritional Needs are Met	2	3	26
Unit 46	F/601/5000 – Prepare Meals to Meet Relevant Nutritional Standards Set for School Meals	1	4	36
Unit 47	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking)?

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

Total Qualification Time = 580

Guided learning hours = 473

To achieve the full Pearson Edexcel Level 2 NVQ Certificate in Professional Cookery (Preparation and Cooking), learners must attain a minimum of 58 credits in total.

Learners must complete all mandatory units from Group A (13 credits) plus optional units from Group A1 (a minimum of 13 credits), optional units from Group B1 (a minimum of 12 credits), optional units from Group C1 (a minimum of 3 credits) and the remaining optional units from Group D1 (a minimum of 17 credits).

	Units	Level	Credit	GLH
	A – mandatory units			
	Credit value required: minimum 13.			
Unit 1	F/601/4218 – Maintenance of a Safe, Hygienic and Secure Working Environment	1	3	25
Unit 2	T/601/4216 – Working Effectively as Part of a Hospitality Team	1	3	22
Unit 3	D/601/6980 – Maintain Food Safety When Storing, Preparing and Cooking Food	2	4	32
Unit 4	K/601/5041 – Maintain, Handle and Clean Knives	1	3	25
	B – optional units			
	Credit value required: minimum 45.			
	A1 – optional units			
	Credit value required: minimum 13.			
Unit 14	H/601/5376 – Cook and Finish Basic Fish Dishes	2	4	32
Unit 16	A/601/5402 – Cook and Finish Basic Meat Dishes	2	5	48
Unit 17	R/601/5390 – Cook and Finish Basic Poultry Dishes	2	5	42
Unit 20	H/601/5412 – Cook and Finish Basic Vegetable Dishes	2	4	32

	Units	Level	Credit	GLH
	B1 – optional units			
	Credit value required: minimum 12.			
Unit 5	H/601/5328 – Prepare Fish for Basic Dishes	2	4	33
Unit 7	A/601/5335 – Prepare Meat for Basic Dishes	2	4	33
Unit 8	J/601/5354 – Prepare Poultry for Basic Dishes	2	4	33
Unit 11	J/601/5368 – Prepare Vegetables for Basic Dishes	2	4	33
	C1 – optional units			
	Credit value required: minimum 3.			
Unit 23	A/601/5416 – Prepare, Cook and Finish Basic Hot Sauces	2	4	33
Unit 24	K/601/5671 – Prepare, Cook and Finish Basic Soups	2	4	30
Unit 25	A/601/5674 – Make Basic Stock	2	3	26
	D1 – optional units			
	Credit value required: minimum 17.			
Unit 5	H/601/5328 – Prepare Fish for Basic Dishes	2	4	33
Unit 6	M/601/5333 – Prepare Shellfish for Basic Dishes	2	3	25
Unit 7	A/601/5335 – Prepare Meat for Basic Dishes	2	4	33
Unit 8	J/601/5354 – Prepare Poultry for Basic Dishes	2	4	33
Unit 9	H/601/5359 – Prepare Game for Basic Dishes	2	4	35
Unit 10	H/601/5362 – Prepare Offal for Basic Dishes	2	3	28
Unit 11	J/601/5368 – Prepare Vegetables for Basic Dishes	2	4	33
Unit 12	H/601/6494 – Process Dried Ingredients Prior to Cooking	2	2	15
Unit 13	A/601/6498 – Prepare and Mix Spice and Herb Blends	2	2	19
Unit 15	A/601/5383 – Cook and Finish Basic Shellfish Dishes	2	4	34
Unit 16	A/601/5402 – Cook and Finish Basic Meat Dishes	2	5	48
Unit 17	R/601/5390 – Cook and Finish Basic Poultry Dishes	2	5	42
Unit 18	M/601/5395 – Cook and Finish Basic Game Dishes	2	5	40

	Units	Level	Credit	GLH
Unit 19	L/601/5405 – Cook and Finish Basic Offal Dishes	2	5	40
Unit 20	H/601/5412 – Cook and Finish Basic Vegetable Dishes	2	4	32
Unit 21	L/601/4755 – Cook-Chill Food	2	3	27
Unit 22	D/601/4758 – Cook-Freeze Food	2	3	27
Unit 23	A/601/5416 – Prepare, Cook and Finish Basic Hot Sauces	2	4	33
Unit 24	K/601/5671 – Prepare, Cook and Finish Basic Soups	2	4	30
Unit 25	A/601/5674 – Make Basic Stock	2	3	26
Unit 26	L/601/5680 – Prepare, Cook and Finish Basic Rice Dishes	2	4	33
Unit 27	A/601/5688 – Prepare, Cook and Finish Basic Pasta Dishes	2	4	33
Unit 28	M/601/5719 – Prepare, Cook and Finish Basic Pulse Dishes	2	4	33
Unit 29	M/601/5722 – Prepare, Cook and Finish Basic Vegetable Protein Dishes	2	4	33
Unit 30	A/601/5724 – Prepare, Cook and Finish Basic Egg Dishes	2	3	27
Unit 31	J/601/5774 – Prepare, Cook and Finish Basic Bread and Dough Products	2	5	39
Unit 32	R/601/5325 – Prepare, Cook and Finish Basic Pastry Products	2	5	43
Unit 33	L/601/5355 – Prepare, Cook and Finish Basic Cakes, Sponges, Biscuits and Scones	2	5	39
Unit 34	D/601/5358 – Prepare, Cook and Finish Basic Grain Dishes	2	4	30
Unit 35	A/601/4962 – Produce Healthier Dishes	2	3	28
Unit 36	D/601/5361 – Prepare, Cook and Finish Basic Cold and Hot Desserts	2	4	36
Unit 37	M/601/5364 – Prepare and Present Food for Cold Presentation	2	4	35
Unit 38	K/601/6514 – Prepare, Cook and Finish Dim Sum	2	5	43
Unit 39	A/601/6520 – Prepare, Cook and Finish Noodle Dishes	2	4	33
Unit 40	L/601/6537 – Prepare and Cook Food Using a Tandoor	2	4	30

	Units	Level	Credit	GLH
Unit 41	L/601/5372 – Complete Kitchen Documentation	2	3	25
Unit 42	L/601/4996 – Set Up and Close Kitchen	2	4	37
Unit 43	M/601/5042 – Order Stock	2	4	33
Unit 44	J/601/5662 – Cook and Finish Simple Bread and Dough Products	1	3	25
Unit 45	Y/601/4760 – Liaise with Care Team to Ensure that an Individual's Nutritional Needs are Met	2	3	26
Unit 46	F/601/5000 – Prepare Meals to Meet Relevant Nutritional Standards Set for School Meals	1	4	36
Unit 47	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16

How are the qualifications graded and assessed?

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

To pass a unit the learner 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 requirements/strategy

The assessment requirements/strategy for these qualifications 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 a learner 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 persist 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 Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. 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 Pearson approval are able to gain qualification approval for a different level or different sector via Pearson 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. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

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

What resources are required?

Each 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*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:

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

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.

Level:

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

Credit value:

> 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:

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

Unit 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 e.g. portfolio page number.

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

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

> 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.

> 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: Maintenance of a Safe, Hygienic and Secure Working Environment

Unit code:	1GEN1/09
Unit reference number:	F/601/4218
Level:	1
Credit value:	3
Guided learning hours:	25

Unit summary

This unit is about basic health, hygiene, safety and security. This includes maintaining a clean and hygienic personal appearance, getting any cuts and grazes treated and reporting illness and infections. The unit also covers safety and security in your workplace – helping to spot and deal with hazards and following emergency procedures when necessary.

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 personal health and hygiene	1.1 Wear clean, smart and appropriate clothing, footwear and headgear			
	1.2 Keep hair neat and tidy and wear it in line with organisational standards			
	1.3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards			
	1.4 Get any cuts, grazes and wounds treated by the appropriate person			
	1.5 Report illness and infections promptly to the appropriate person			
2 Know how to maintain personal health and hygiene	2.1 State own responsibilities under the Health and Safety at Work Act			
	2.2 State general rules on hygiene that must be followed			
	2.3 State correct clothing, footwear and headgear that should be worn at all times			
	2.4 State the importance of maintaining good personal hygiene			
	2.5 Describe how to deal with cuts, grazes and wounds and why it is important to do so			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to help maintain a hygienic, safe and secure workplace	3.1	Identify any hazards or potential hazards and deal with these correctly			
		3.2	Report any accidents or near accidents quickly and accurately to the proper person			
		3.3	Follow health, hygiene and safety procedures during work			
		3.4	Practise emergency procedures correctly			
		3.5	Follow organisational security procedures			
4	Know how to maintain a hygienic, safe and secure workplace	4.1	State the importance of working in a healthy, safe and hygienic way			
		4.2	State where information about health and safety in your workplace can be obtained			
		4.3	Describe the types of hazard in the workplace that may occur and how to deal with these			
		4.4	State hazards that can be dealt with personally and hazards that must be reported to someone else			
		4.5	State how to warn other people about hazards and why this is important			
		4.6	State why accidents and near accidents should be reported and who these should be reported to			
		4.7	Describe the type of emergencies that may happen in the workplace and how to deal with these			
		4.8	State where to find first-aid equipment and who the registered first-aider is in the workplace			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.9	State safe lifting and handling techniques that should be followed			
	4.10	State other ways of working safely that are relevant to own position and why these are important			
	4.11	Describe organisational emergency procedures, in particular fire, and how these should be followed			
	4.12	State the possible causes for fire in the workplace			
	4.13	Describe how to minimise the risk of fire			
	4.14	State where to find fire alarms and how to set them off			
	4.15	State why a fire should never be approached unless it is safe to do so			
	4.16	State the importance of following fire safety laws			
	4.17	Describe organisational security procedures and why these are important			
	4.18	State the correct procedures for dealing with customer property			
	4.19	State the importance of reporting all usual/ non-routine incidents to the appropriate person			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Assessment requirements/evidence requirements

Maintain personal health and hygiene
The assessor **must** assess assessment criteria 1.1 and 1.2 by directly observing the learner's work.
The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

Help to maintain a hygienic, safe and secure workplace
The assessor **must** assess assessment criteria 3.1, 3.3, 3.4 and 3.5 by directly observing the learner's work.
The assessor may assess assessment criterion 3.2 through questioning, witness testimony or simulation if no naturally occurring evidence is available.

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

- at least **one** from **hazards**

    a) relating to equipment

    b) relating to areas where you work

    c) relating to personal clothing

- **none** from **ways of dealing with hazards**

    a) putting them right yourself

    b) reporting them to appropriate colleagues

    c) warning other people

- at least **one** from **emergency procedures**

    a) fire

    b) threat

    c) security.

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

Unit 2: Working Effectively as Part of a Hospitality Team

Unit code:	1GEN4/09
Unit reference number:	T/601/4216
Level:	1
Credit value:	3
Guided learning hours:	22

Unit summary

This unit assesses learners' skills and knowledge when working as part of a team. Teams include line managers, supervisors as well as other people in the same team and those working at the same level. The unit includes planning and organising work, working effectively as part of a team and getting feedback from others to support his/her own learning and development.

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 plan and organise own work	1.1 Make sure the requirements of the work are understood			
	1.2 Ask questions if the requirements of the work are not clear			
	1.3 Accurately follow instructions			
	1.4 Plan work and prioritise tasks in order of importance			
	1.5 Keep everything needed for the work organised and available			
	1.6 Keep work areas clean and tidy			
	1.7 Keep waste to a minimum			
	1.8 Ask for help from the relevant person if it is needed			
	1.9 Provide work on time and as agreed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to work effectively with team members	2.1	Give team members help when they ask for it			
		2.2	Ensure the help given to team members is within the limits of own job role			
		2.3	Ensure the help given to team members does not prevent own work being completed on time			
		2.4	Pass on important information to team members as soon as possible			
		2.5	Maintain good working relationships with team members			
		2.6	Report any problems with working relationships to the relevant person			
		2.7	Communicate clearly and effectively with team members			
3	Be able to develop own skills	3.1	Seek feedback on own work and deal with this feedback positively			
		3.2	Identify with the relevant person aspects of own work which are up to standard and areas that could be improved			
		3.3	Agree what has to be done to improve their work			
		3.4	Agree a learning plan with the relevant person			
		3.5	Seek opportunities to review and develop learning plan			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to plan and organise own work	4.1	State why it is essential to understand the requirements of the work			
		4.2	List the benefits of planning and organising work			
		4.3	Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions			
		4.4	List the benefits of keeping everything needed for own work organised and available			
		4.5	State why it is important to keep work areas clean and tidy			
		4.6	State why it is important to keep waste to a minimum			
		4.7	State when to ask for help and who can be asked			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to work effectively with team members	5.1 State the importance of effective teamwork			
	5.2 State the people in own team and explain how they fit into the organisation			
	5.3 List the responsibilities of the team and why it is important to the organisation as a whole			
	5.4 Describe how to maintain good working relationships with team members			
	5.5 State how to determine if helping a team member will prevent own work from being completed on time			
	5.6 State the limits of own job role and what can and cannot be done when helping team members			
	5.7 State why essential information needs to be passed on to a team member as soon as possible			
	5.8 List the types of behaviour that help teams to work effectively and behaviours that do not			
	5.9 State why problems with working relationships should be reported to the relevant person			
	5.10 Describe how to communicate clearly and why it is important to do so			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Know how to develop own skills	6.1 State the importance of improving own knowledge and skills			
	6.2 Describe how to get feedback from team members and how this is helpful			
	6.3 Describe how a learning plan can improve own work			
	6.4 State why it is important to regularly review own learning plan			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Assessment requirements/evidence requirements

Learning outcomes	Example assessment methods	Examples of evidence
Plan and organise your work	Observation Witness testimony Questioning	Observation sheets Notes of meetings with line manager Witness assessment criteria
Work effectively with team members	Observation Witness testimony Questioning	Records of oral questioning Question/answer sheets Records of professional discussion Cross-reference to outcome 1
Develop your own skills	Observation Witness testimony Questioning	Observation sheets Notes of meetings with line manager Witness assessment criteria

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
Ask for help from the relevant person if you need it	Simulation Oral questions Written questions Professional discussion	Observation sheet Question/answer sheets Records of professional discussion

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

Unit code: 2GEN3/10

Unit reference number: D/601/6980

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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			
	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 and equipment to the person responsible for food safety			
		3.5	Dispose of waste promptly, hygienically and appropriately			
		3.6	Identify and 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 and take appropriate action on any signs of pests			
		3.9	Report any signs of pests to the appropriate person			
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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	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			
	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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	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			
	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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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			
		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			

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

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

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, 3.8 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 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: Maintain, Handle and Clean Knives

Unit code:	1GEN7/10
Unit reference number:	K/601/5041
Level:	1
Credit value:	3
Guided learning hours:	25

Unit summary

This unit is about using and caring for knives within professional kitchens. Knives may include both straight and serrated bladed, from small vegetable knives to cleavers.

The unit also refers to the use of scissors and secateurs.

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, handle and clean knives	1.1 Prioritise work and carry it out in an organised and efficient manner			
	1.2 Ensure knives are clean			
	1.3 Sharpen knives using safe sharpening methods			
	1.4 Select knives appropriate to the task to be undertaken			
	1.5 Ensure that the cutting edge is firm and secure and appropriate for the task			
	1.6 Safely handle knives while undertaking tasks			
	1.7 Clean and store knives according to organisational requirements			
	1.8 Report damage to knives to the appropriate person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain, handle and clean knives	2.1 State why knives should be kept sharp			
	2.2 State why knives should be stored safely			
	2.3 Explain why and to whom all accidents should be reported			
	2.4 Explain why the appropriate knife should be selected for specific task			
	2.5 State why handles of knives should be not be allowed to become greasy during use			
	2.6 Explain why knives should be handled and carried correctly			
	2.7 State why cutting surfaces should be firm and secure			
	2.8 Explain why knives should be cleaned between dealing with different food groups			
	2.9 Describe what risks there are of contamination from poorly maintained knives			
	2.10 State why surfaces should be clean			
	2.11 Explain why damaged knives should not be used			
	2.12 Describe what action can be taken to prevent allergenic reactions among consumers when handling and cleaning knives			

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.

The assessor may assess assessment criterion 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 **two** from **knives**

    a) straight bladed knives and cleavers

    b) serrated blades

    c) scissors/secateurs

- at least **five** from **tasks**

    a) preparing basic vegetable cuts

    b) preparing meat, poultry and fish

    c) preparing bread

    d) opening packaging

    e) sharpening

    f) washing and cleaning knives after use.

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

Unit 5: Prepare Fish for Basic Dishes

Unit code: 2FP1/10

Unit reference number: H/601/5328

Level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

This unit is about preparing fresh, semi-prepared fish for basic dishes. The unit covers various preparation methods and fish 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 fish for basic dishes	1.1	Check fish meets dish requirements			
		1.2	Choose and use tools and equipment correctly			
		1.3	Prepare fish to meet dish requirements			
		1.4	Safely store any prepared fish not for immediate use			
2	Understand how to prepare fish for basic dishes	2.1	State the different types of commonly used flat, round and oily fish and how to identify them			
		2.2	Describe how to check that the fish meets requirements			
		2.3	State what quality points to look for in fresh fish			
		2.4	Describe what to do if there are any problems with the fish or other ingredients			
		2.5	State the correct tools and equipment required to carry out different preparation methods			
		2.6	State why it is important to use the correct tools, equipment and techniques			
		2.7	Describe how to carry out relevant preparation methods correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 State the reasons for coating and marinading fish			
	2.9 Describe the texture of different types of fish and what this means in terms of handling the fish during preparation			
	2.10 State how to store prepared fish correctly			
	2.11 State healthy eating options when preparing fish			

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 1.1–1.4 by directly observing the learner's work.

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 fish

- at least **four** from **prepare by**, which must include a minimum of **three from cutting**

  a) filleting

  – removing pin bone

  – removing rib bones

  – removing spine

  b) cutting

  – darne

  – goujons

  – supreme

  – tronçon

  – délice

  – paupiette

  c) trimming

  d) skinning

  e) coating

  f) marinading.

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

Unit 6: Prepare Shellfish for Basic Dishes

Unit code: 2FP2/10

Unit reference number: M/601/5333

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is about preparing shellfish for basic dishes. It covers various preparation methods and types of shellfish.

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 basic dishes	1.1 Check the shellfish meets requirements			
	1.2 Choose and use the correct tools and equipment			
	1.3 Prepare the shellfish to meet dish requirements			
	1.4 Safely store any prepared shellfish not for immediate use			
2 Understand how to prepare shellfish for basic dishes	2.1 Describe how to check shellfish meets requirements			
	2.2 Describe what qualities to look for in fresh shellfish: prawns, shrimps, mussels, cockles and clams			
	2.3 Describe what to do if there are problems with the shellfish			
	2.4 State the correct tools and equipment required to carry out different preparation methods			
	2.5 Describe how to carry out different preparation methods correctly			
	2.6 State the importance of using the correct tools, equipment and techniques correctly			
	2.7 Describe what quality points to look for in prepared shellfish			
	2.8 State how to store prepared shellfish correctly			
	2.9 State healthy eating options when preparing shellfish			

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 1.1–1.4 by directly observing the learner's work.

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

- at least **two** from **shellfish**

  a) prawns

  b) shrimps

  c) mussels, cockles and clams

- at least **three** from **prepare by**

  a) trimming

  b) shelling

  c) washing

  d) coating

  e) cutting.

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

Unit 7: Prepare Meat for Basic Dishes

Unit code:	2FP3/10
Unit reference number:	A/601/5335
Level:	2
Credit value:	4
Guided learning hours:	33

Unit summary

This unit is about preparing meat (other than poultry) for basic dishes. The unit covers various 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 basic dishes	1.1	Check meat meets dish requirements			
	1.2	Choose and use tools and equipment correctly			
	1.3	Prepare meat to meet dish requirements			
	1.4	Safely store any prepared meat not for immediate use			
2 Understand how to prepare meat for basic dishes	2.1	Describe how to check meat meets requirements			
	2.2	Describe what quality points to look for in fresh meat			
	2.3	Describe what to do if there are problems with the meat or other ingredients			
	2.4	State the correct tools, knives and equipment required to carry out different preparation methods			
	2.5	Describe how to carry out different preparation methods correctly			
	2.6	State the importance of using the correct tools, knives, equipment and techniques			
	2.7	Describe how to store prepared meat			
	2.8	State healthy eating options when preparing meat			

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 1.1–1.4 by directly observing the learner's work.

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

- at least **three** from **prepare by**, which must include a minimum of **two** from **cutting**

    a) cutting

    – dice

    – slice

    – portion

    b) basic boning of joints

    c) seasoning/marinading

    d) trimming

    e) tying

    f) tenderising.

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

Unit 8: Prepare Poultry for Basic Dishes

Unit code:	2FP4/10
Unit reference number:	J/601/5354
Level:	2
Credit value:	4
Guided learning hours:	33

Unit summary

This unit is about preparing poultry for basic dishes. The unit covers various preparation methods and poultry 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 poultry for basic dishes	1.1 Check poultry meets dish requirements 1.2 Choose and use the correct tools and equipment 1.3 Prepare poultry to meet dishes requirements 1.4 Safely store any prepared poultry not for immediate use			
2 Understand how to prepare poultry for basic dishes	2.1 Describe how to check poultry meets requirements 2.2 Describe what quality points to look for in a range of fresh poultry 2.3 Describe what to do if there are problems with the poultry or other ingredients 2.4 State the correct tools and equipment required to carry out different preparation methods 2.5 Describe how to carry out relevant preparation methods correctly 2.6 State the importance of using the correct tools, knives, equipment and techniques 2.7 Describe how to store prepared poultry 2.8 State healthy eating options when preparing poultry			

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 1.1–1.4 by directly observing the learner's work.

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

- **all** from **poultry**

    a) whole birds

    b) portions of poultry meat

- at least **four** from **prepare by**, which must include a minimum of **two** from **cutting**

    a) cleaning

    b) checking and preparing cavity

    c) seasoning/marinading

    d) trimming

    e) cutting (portion/dice/cut for sautéing)

    f) stuffing/filling

    g) coating

    h) tying and trussing

    i) batting out.

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

Unit 9: Prepare Game for Basic Dishes

Unit code: 2FP5/10

Unit reference number: H/601/5359

Level: 2

Credit value: 4

Guided learning hours: 35

Unit summary

This unit is about preparing game for basic dishes. The unit covers various preparation methods and game 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 game for basic dishes	1.1 Check game meets dish requirements 1.2 Choose and use tools and equipment correctly 1.3 Prepare game to meet dish requirements 1.4 Safely store any prepared game not for immediate use			
2 Understand how to prepare game for basic dishes	2.1 Describe how to check game meets requirements 2.2 Describe what quality points to look for in fresh game: skinned and plucked 2.3 Describe what to do if there are problems with the game or other ingredients 2.4 State the correct tools and equipment required to carry out different preparation methods 2.5 Describe how to carry out relevant preparation methods correctly 2.6 State the importance of using the correct tools, equipment and techniques 2.7 Describe how to store prepared game 2.8 State healthy eating options when preparing game			

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 1.1–1.4 by directly observing the learner's work.

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

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

    a) skinned

    b) plucked

- at least **three** from **prepare by**, which must include **one** from **cutting**

    a) checking and preparing the cavity

    b) checking for and removing shot

    c) seasoning/marinading

    d) trimming

    e) cutting (portioning, dicing, trimming)

    f) stuffing/filling

    g) tying.

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

Unit 10: Prepare Offal for Basic Dishes

Unit code: 2FP6/10

Unit reference number: H/601/5362

Level: 2

Credit value: 3

Guided learning hours: 28

Unit summary

This unit is about preparing offal for basic dishes. The unit covers various preparation methods and types of offal.

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 offal for basic dishes	1.1 Check offal meet requirements			
	1.2 Choose and use the correct tools and equipment			
	1.3 Prepare offal to meet requirements for the dish			
	1.4 Safely store any prepared offal not for immediate use			
2 Understand how to offal for basic dishes	2.1 Describe how to check offal meets requirements			
	2.2 Describe what quality points to look for in fresh offal: liver, kidney and sweetbread			
	2.3 Describe what to do if there are problems with offal or other ingredients			
	2.4 State the correct tools and equipment required to carry out the different preparation methods			
	2.5 Describe how to carry out different preparation methods correctly			
	2.6 State the importance of using the correct tools, equipment and techniques correctly			
	2.7 Describe how to store prepared offal			
	2.8 State healthy eating options when preparing offal			

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 1.1–1.4 by directly observing the learner's work.

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

- at least **two** from **offal**

  a) liver

  b) kidney

  c) sweetbread

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

  a) cutting and slicing

  b) marinading/seasoning

  c) coating with flour

  d) skinning

  e) trimming and de-veining

  f) blending and mincing.

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

Unit 11: Prepare Vegetables for Basic Dishes

Unit code: 2FP7/10

Unit reference number: J/601/5368

Level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

This unit is about preparing vegetables for basic dishes. The unit covers various preparation methods and types of vegetables.

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 vegetables for basic dishes	1.1 Check vegetables meet requirements			
	1.2 Choose and use the correct tools and equipment			
	1.3 Prepare vegetables to meet dish requirements			
	1.4 Safely store any prepared vegetables not for immediate use			
2 Understand how to prepare vegetables for basic dishes	2.1 Describe how to check vegetables meet requirements			
	2.2 Describe what quality points to look for in fresh vegetables			
	2.3 List what different fresh vegetables are available depending on season			
	2.4 Describe what to do if there are problems with vegetables or other ingredients			
	2.5 State the correct tools and equipment required to carry out different preparation methods			
	2.6 Describe how to carry out relevant preparation methods correctly			
	2.7 State the importance of using the correct tools, equipment and techniques			
	2.8 Describe how to maintain the appearance and texture of vegetables during preparation			
	2.9 Describe how to store prepared vegetables			
	2.10 State healthy eating options when preparing vegetables			

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 1.1–1.4 by directly observing the learner's work.

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

- at least **seven** 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 **six** from **prepare by**, which must include at least **two traditional French cuts**

    a) washing

    b) peeling

    c) re-washing

    d) chopping

    e) traditional French cuts (julienne, brunoise, macédoine, jardinière and paysanne)

    f) slicing

    g) trimming

    h) grating.

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

Unit 12: Process Dried Ingredients Prior to Cooking

Unit code: 2FP8/10

Unit reference number: H/601/6494

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to process dried ingredients prior to cooking.

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 process dried ingredients prior to cooking	1.1 Check the dried foods meet dish requirements			
	1.2 Select the appropriate tools and equipment and use correctly			
	1.3 Rehydrate dried foods in the correct manner to meet dish requirements			
	1.4 Make sure the rehydrated food has the correct flavour, colour, texture and quantity			
	1.5 Remove non-edible parts of the rehydrated food			
	1.6 Make sure the rehydrated food is held ready for combining with other ingredients in a way which preserves its colour, consistency and flavour			
	1.7 Safely store any rehydrated food not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to process dried ingredients prior to cooking	2.1 State how to select the correct type, quality and quantity of dried ingredients to meet dish requirements			
	2.2 Describe what quality points to look for in dried ingredients			
	2.3 Describe what to do if there are problems with the dried ingredients			
	2.4 Describe how to carry out different preparation methods according to dish requirements			
	2.5 Describe how to minimise and correct common faults when using dried ingredients			
	2.6 State the correct temperatures for holding and storing dried ingredients			
	2.7 State how to process uncooked, rehydrated ingredients			

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 1.1–1.7 by directly observing the learner's work.

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

- at least **two** from **dried foods in Chinese cuisine (or Indian, or Bangladeshi or Thai cuisine)**

  a) dried meat

  b) dried fish and shellfish

  c) dried vegetables and mushroom

- at least **four** from **preparation methods in Chinese cuisine (or Indian, or Bangladeshi or Thai cuisine)**

  a) cleaning

  b) soaking

  c) washing

  d) straining

  e) storage.

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

Unit 13:   Prepare and Mix Spice and Herb Blends

Unit code: 2FP9/10

Unit reference number: A/601/6498

Level: 2

Credit value: 2

Guided learning hours: 19

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to prepare and mix spice and herb blends.

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 and mix spice and herb blends	1.1 Select the type and quantity of ingredients needed for the spice mix			
	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 according to spice mix requirements			
	1.5 Process the spice mix to meet requirements			
	1.6 Make sure the spice mix has the correct flavour, colour, aroma, consistency and quantity			
	1.7 Make sure the spice mix is at the correct temperature for holding and serving			
	1.8 Safely store any cooked or uncooked spice mixes not for immediate use in a way that preserves the flavour, colour, aroma and consistency			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to prepare and mix spice and herb blends	2.1	State how to select the correct type, quality and quantity of ingredients to meet spice mix requirements			
		2.2	Describe what quality points to look for in spice mix ingredients			
		2.3	Describe what to do if there are problems with the ingredients			
		2.4	State what the correct tools and equipment are and the reasons for using them when carrying out the necessary preparation methods			
		2.5	State what the correct tools and equipment are and the reasons for using them when carrying out the necessary cooking methods			
		2.6	Describe how to carry out different preparation methods according to spice mix requirements			
		2.7	State the correct temperatures for cooking and toasting spices			
		2.8	Describe how to identify when individual spices and spice mixes have the correct colour, flavour, aroma, consistency and quantity			
		2.9	State how to finish and store spice mixes			
		2.10	Describe how to minimise and correct common faults in spice mixes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.11 Describe how to balance the flavour, texture, colour, consistency and quality of the final spice mix			
	2.12 Describe what quality points relate to spice mixes			
	2.13 State the correct temperatures and conditions for holding and storing spice mixes			
	2.14 State how to store spice mixes			

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 1.1–1.6 by directly observing the learner's work.

For assessment criterion 1.7, 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 1.8 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 **two** from **ingredients in Chinese cuisine (or Indian, or Bangladeshi or Thai cuisine)**

  a) fresh spices and herbs

  b) dried spices

  c) vegetables

- at least **five** from **preparation methods in Chinese cuisine (or Indian, or Bangladeshi or Thai cuisine)**

  a) cleaning and trimming

  b) weighing/measuring

  c) chopping

  d) crushing

  e) pounding

  f) grinding

  g) mixing

- at least **two** from **equipment**

  a) spice grinding machine

  b) pestle and mortar

  c) knives.

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

Unit 14: Cook and Finish Basic Fish Dishes

Unit code: 2FC1/10

Unit reference number: H/601/5376

Level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

This unit is about cooking and finishing basic fish dishes. The unit covers various cooking and finishing methods and fish 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 cook basic fish dishes	1.1	Check fish meet dish requirements			
		1.2	Choose and use the right tools and equipment correctly			
		1.3	Combine fish with other ingredients			
		1.4	Cook fish to meet dish requirements			
2	Understand how to cook basic fish dishes	2.1	Describe how to check fish meets dish requirements			
		2.2	Describe what quality points to look for in fish			
		2.3	Describe what to do if there are any problems with the fish or other ingredients			
		2.4	State the correct tools and equipment to carry out different cooking methods			
		2.5	State why it is important to use the correct tools and equipment			
		2.6	Describe how to carry out different cooking methods according to dish requirements			
		2.7	State why it is important to use the correct techniques for each type of fish			
		2.8	State the correct temperature for cooking fish and why these are important to cook fish			
		2.9	State healthy eating options when cooking fish			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to finish basic fish dishes	3.1	Garnish and present dish to meet requirements			
		3.2	Make sure dish has the correct flavour, colour, consistency and quantity			
		3.3	Make sure dish is at the correct temperature for holding and serving			
		3.4	Safely store any cooked fish not for immediate use			
4	Understand how to finish basic fish dishes	4.1	Describe how to carry out different finishing methods			
		4.2	Describe how to correct a fish dish to make sure it has correct colour, consistency and flavour			
		4.3	State the correct temperatures for holding and serving fish dishes			
		4.4	State healthy eating options when finishing 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 1.1–1.4 and 3.1, 3.2 by directly observing the learner's work.

For assessment criterion 3.3, 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 3.4 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 **two** from **fish**

    a) white fish – round

    b) white fish – flat

    c) oily

    d) pre-portioned fish

- at least **three** from **cooking by**

    a) cutting

    – dice

    – slice

    b) grilling

    c) poaching

    d) baking

    e) steaming.

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

Unit 15:   Cook and Finish Basic Shellfish Dishes

Unit code: 2FC2/10

Unit reference number: A/601/5383

Level: 2

Credit value: 4

Guided learning hours: 34

Unit summary

This unit is about cooking and finishing basic shellfish dishes. The unit covers various cooking and finishing methods and shellfish 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 cook basic shellfish dishes	1.1 Check the shellfish meets dish requirements			
	1.2 Choose and use tools and equipment correctly			
	1.3 Combine shellfish with other ingredients			
	1.4 Cook shellfish to meet requirements of the dish			
2 Understand how to cook basic shellfish dishes	2.1 Describe how to check that shellfish meets dish requirement			
	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 State the correct tools and equipment to carry out different cooking methods			
	2.5 State why it is important to use the correct tools, equipment and techniques			
	2.6 Describe how to carry out different cooking methods			
	2.7 State the correct temperatures for cooking various shellfish			
	2.8 State why it is important to use the correct cooking techniques			
	2.9 State healthy eating options when cooking with shellfish			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to finish basic shellfish 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	Make sure dish has correct flavour, colour, consistency and quantity			
		3.4	Safely store any cooked shellfish not for immediate use			
4	Understand how to finish basic shellfish dishes	4.1	Describe how to carry out different finishing methods			
		4.2	Describe how to ensure that a shellfish dish has the correct colour, consistency and flavour			
		4.3	State the correct temperatures for holding and serving shellfish dishes			
		4.4	State healthy eating options when finishing shellfish			

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 1.1–1.4, 3.1 and 3.2 by directly observing the learner's work.

For assessment criterion 3.3, 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 3.4 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 **two** from **shellfish**

  a) prawns

  b) shrimps

  c) mussels, cockles and clams

- at least **two** from **cooking by** (learners are only required to be observed on one from frying – either deep or shallow)

  a) boiling

  b) frying (deep/shallow)

  c) grilling.

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

Unit 16: Cook and Finish Basic Meat Dishes

Unit code: 2FC3/10

Unit reference number: A/601/5402

Level: 2

Credit value: 5

Guided learning hours: 48

Unit summary

This unit is about cooking and finishing basic meat dishes. The unit covers various cooking and finishing methods and meat 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 cook basic meat dishes	1.1 Check meat for type, cut, quantity and quality			
	1.2 Choose and use tools and equipment correctly			
	1.3 Combine meat with other ingredients			
	1.4 Cook meat to meet the requirements of the dish			
2 Understand how to cook basic meat dishes	2.1 Describe how to check meat is of the correct type, cut and quantity for the dish			
	2.2 State what quality points to look for in prepared meat			
	2.3 Describe what to do if there any problems with meat or other ingredients			
	2.4 State the benefits of sealing meat			
	2.5 Describe different cuts of meat and the most effective methods of cooking them			
	2.6 State the correct tools and equipment to carry out different cooking methods			
	2.7 State why it is important to use the correct tools and equipment			
	2.8 Describe how to use different cooking methods			
	2.9 State the correct temperatures for cooking meat using different cooking methods			
	2.10 State healthy eating options when cooking meat			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to finish basic meat dishes	3.1 Garnish and present the dish to meet requirements			
	3.2 Make sure dish is at the correct temperature for holding and serving			
	3.3 Make sure the dish has the correct flavour, consistency and quantity			
	3.4 Safely store any cooked meat not for immediate use			
4 Understand how to finish basic meat dishes	4.1 Describe how to correct a meat dish to meet finishing requirements			
	4.2 Describe how to carry out different finishing methods			
	4.3 State the correct temperatures for holding and serving meat dishes			
	4.4 State healthy eating options when finishing meat			

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 1.1–1.4, 3.1 and 3.2 by directly observing the learner's work.

For assessment criterion 3.3, 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 3.4 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 **five** from **cooking by**

  a) grilling (over and under fire)

  b) griddling

  c) frying (shallow/stir)

  d) braising

  e) stewing

  f) roasting

  g) combining cooking methods.

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

Unit 17:   Cook and Finish Basic Poultry Dishes

Unit code: 2FC4/10

Unit reference number: R/601/5390

Level: 2

Credit value: 5

Guided learning hours: 42

Unit summary

This unit is about cooking and finishing basic poultry dishes. The unit covers various cooking and finishing methods and poultry 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 cook basic poultry dishes	1.1 Check the poultry meets dish requirements			
	1.2 Choose and use tools and equipment correctly			
	1.3 Combine poultry with other ingredients			
	1.4 Cook poultry to meet the requirements of the dish			
2 Understand how to cook basic poultry dishes	2.1 Describe how to check poultry meets dish requirements			
	2.2 State what quality points to look for in a range of poultry			
	2.3 Describe what to do if there are any problems with poultry or other ingredients			
	2.4 State the correct tools and equipment to carry out different cooking methods			
	2.5 State why it is important to use the correct tools, knives and equipment			
	2.6 Describe how to use different cooking methods			
	2.7 State why it is important to use the correct cooking techniques			
	2.8 State the correct temperatures for cooking different types of poultry			
	2.9 State healthy eating options when cooking poultry			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to finish basic poultry 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 Make sure the dish has the correct colour, flavour, consistency and quantity			
	3.4 Safely store any cooked poultry not for immediate use			
4 Understand how to finish basic poultry dishes	4.1 Describe how to correct a poultry dish to meet finishing requirements			
	4.2 Describe how to carry out different finishing methods			
	4.3 State the correct temperatures for holding and serving poultry dishes			
	4.4 State the correct temperatures for storing poultry dishes not for immediate use			
	4.5 State healthy eating options when finishing poultry			

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 1.1–1.4, 3.1 and 3.2 by directly observing the learner's work.

For assessment criterion 3.3, 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 3.4 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 **poultry**

    a) whole birds

    b) poultry portions

- at least **three** from **cooking by** (learners are only required to be observed on one from frying – deep, shallow, sautéing or stir)

    a) grilling

    b) griddling

    c) roasting

    d) poaching

    e) frying (deep/shallow/sautéing/stir)

    f) steaming

    g) braising

    h) combining cooking methods.

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

Unit 18:   Cook and Finish Basic Game Dishes

Unit code: 2FC5/10

Unit reference number: M/601/5395

Level: 2

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about cooking and finishing basic game dishes. The unit covers various cooking and finishing methods and game 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 cook basic game dishes	1.1 Check the game meets dish requirements			
	1.2 Choose and use tools and equipment correctly			
	1.3 Combine game with other ingredients			
	1.4 Cook game to meet the requirements of the dish			
2 Understand how to cook basic game dishes	2.1 Describe how to check game meets dish requirements			
	2.2 State which types of game are available in which seasons			
	2.3 State what quality points to look for in different types of game			
	2.4 Describe what to do if there are any problems with the game or other ingredients			
	2.5 State the correct tools and equipment to carry out different cooking methods			
	2.6 State why it is important to use the correct tools and equipment			
	2.7 Describe how to carry out different cooking methods			
	2.8 State why it is important to use the correct cooking techniques			
	2.9 Describe how to keep game moist			
	2.10 State the correct temperatures for cooking different types of game			
	2.11 State healthy eating options when cooking game			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to finish basic game 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 game not for immediate use			
		3.4	Make sure the dish has the correct colour, flavour, consistency and quantity			
4	Understand how to finish basic game dishes	4.1	Describe how to carry out different finishing methods			
		4.2	Describe how to correct a game dish to meet dish requirements			
		4.3	State the correct temperatures for holding and serving game dishes			
		4.4	State healthy eating options when finishing 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 1.1–1.4, 3.1 and 3.2 by directly observing the learner's work.

For assessment criterion 3.3, 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 3.4 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:

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

    a) furred

    b) feathered

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

    a) grilling/griddling

    b) sautéing

    c) roasting

    d) combining cooking methods

    e) shallow frying.

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

Unit 19:   Cook and Finish Basic Offal Dishes

Unit code: 2FC6/10

Unit reference number: L/601/5405

Level: 2

Credit value: 5

Guided learning hours: 40

Unit summary

This unit is about cooking and finishing basic offal dishes. The unit covers various cooking and finishing methods and offal 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 cook basic offal dishes	1.1	Check the offal for type, quantity and quality			
		1.2	Choose and use tools and equipment correctly			
		1.3	Combine offal with other ingredients			
2	Understand how to cook basic offal dishes	2.1	Describe how to check offal meets dish requirements			
		2.2	State what quality points to look for in different types of offal			
		2.3	Describe what to do if there are any problems with offal or other ingredients			
		2.4	State the correct tools and equipment to carry out different cooking methods			
		2.5	State why it is important to use the correct tools and equipment			
		2.6	Describe how to carry out different cooking methods			
		2.7	State why it is important to use the correct cooking techniques			
		2.8	State the correct temperatures for cooking different types of offal			
		2.9	State healthy eating options when cooking offal			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to finish basic offal 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	Make sure the dish has the correct colour, flavour, consistency and quantity			
		3.4	Safely store any cooked offal not for immediate use			
4	Understand how to finish basic offal dishes	4.1	Describe how to carry out different finishing methods			
		4.2	Describe how to correct an offal dishes to meet finishing requirements			
		4.3	State the correct temperatures for holding and serving offal dishes			
		4.4	State healthy eating options when finishing offal			

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 1.1–1.3, 3.1 and 3.2 by directly observing the learner's work.

For assessment criterion 3.3, 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 3.4 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 **two** from **offal**

    a) liver

    b) kidney

    c) sweetbread

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

    a) grilling

    b) griddling

    c) shallow frying

    d) boiling

    e) braising

    f) poaching

    g) combining cooking methods

    h) baking

    i) steaming

    j) bain marie

    k) sautéing.

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

Unit 20: Cook and Finish Basic Vegetable Dishes

Unit code: 2FC7/10

Unit reference number: H/601/5412

Level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

This unit is about cooking and finishing basic vegetable dishes. The unit covers various cooking and finishing methods and vegetable 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 cook basic vegetables dishes	1.1 Check vegetables meet dish requirements			
	1.2 Choose and use tools and equipment correctly			
	1.3 Combine vegetables with other ingredients			
	1.4 Cook vegetables to meet dish requirements			
2 Understand how to cook basic vegetables dishes	2.1 Describe how to check vegetables meet dish requirements			
	2.2 State what quality points to look for in a range of vegetables			
	2.3 Describe what to do if there are any problems with vegetables or other ingredients			
	2.4 State the correct tools and equipment to carry out different cooking methods			
	2.5 Describe how to carry out different cooking methods for vegetables			
	2.6 State the correct temperatures for cooking different types of vegetables			
	2.7 State the differences between cooking green vegetables and root vegetables			
	2.8 Describe how to maintain the nutritional value of vegetables during cooking			
	2.9 State the main reasons for blanching vegetables			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 State which vegetables are suitable for high and low pressure steaming			
	2.11 State healthy eating options when cooking vegetables			
3 Be able to finish basic vegetables dishes	3.1 Finish the dish to meet requirements			
	3.2 Make sure the dish is at the correct temperature for holding and serving			
	3.3 Make sure the dish has the correct colour, flavour, consistency and quantity			
	3.4 Safely store any cooked vegetables not for immediate use			
4 Understand how to finish basic vegetables dishes	4.1 Describe how to finish basic vegetables dishes			
	4.2 State the correct temperatures for holding and serving vegetable dishes			
	4.3 State healthy eating options when finishing 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 **1.1–1.4, 3.1** and **3.2** by directly observing the learner's work.

For assessment criterion 3.3, 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 3.4 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 **eight** from **vegetables**

  a) roots

  b) tubers

  c) bulbs

  d) flower heads

  e) fungi

  f) seeds and pods

  g) leaves

  h) stems

  i) vegetable fruits

- at least **six** from **cooking by** (learners are only required to be observed on one from frying – deep, shallow or stir)

  a) blanching

  b) boiling

  c) roasting

  d) baking

  e) grilling

  f) braising

  g) frying (deep/shallow/stir)

  h) steaming

  i) stewing

  j) combining cooking methods.

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

Unit 21: Cook-Chill Food

Unit code:	2PR5
Unit reference number:	L/601/4755
Level:	2
Credit value:	3
Guided learning hours:	27

Unit summary

This unit is about portioning and packing food; sealing and labelling blast-chill food correctly, while monitoring and recording its temperature. The unit also covers storing cook-chill food correctly, stock rotation procedures and maintaining accurate records.

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 portion, pack and blast-chill food	1.1 Make sure food is of the correct type, quality and quantity required			
	1.2 Deal correctly with any food that does not meet requirements			
	1.3 Portion, pack and cover food correctly			
	1.4 Blast-chill food and seal and label it correctly			
	1.5 Transport containers to the appropriate storage areas			
	1.6 Ensure that containers are handled correctly during transport and they remain undamaged			
	1.7 Monitor and record food temperatures accurately			
2 Understand how to portion, pack and blast-chill food	2.1 State why time and temperature are important when preparing cook-chill food			
	2.2 State why food containers must be sealed and labelled correctly before storage			
	2.3 State why portions must be controlled when filling packages			
	2.4 Describe what quality points to look for when portioning, packing and blast-chilling food			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to cook-chill food	3.1 Store cook-chill items under the correct conditions			
	3.2 Follow stock rotation procedures correctly and use stock in date order			
	3.3 Maintain accurate records of food items that are received, stored and issued			
	3.4 Handle food items so that they remain undamaged			
	3.5 Monitor and record food temperatures accurately			
	3.6 Secure storage areas against unauthorised access			
	3.7 Report any problems with storage of cooking items promptly to the proper person			
4 Understand how to cook-chill food	4.1 State why it is important to monitor and record food temperatures regularly			
	4.2 State why stock rotation procedures must be followed			
	4.3 State why time and temperature are important when storing cook-chill food			
	4.4 State why storage areas should be secure from unauthorised access			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Assessment requirements/evidence requirements

Portion, pack and blast-chill food
The assessor **must** assess assessment criteria 1.1 and 1.3–1.7 by directly observing the learner's work.
The assessor may assess assessment criterion 1.2 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 **food**:

    a) meat dishes

    b) poultry dishes

    c) joints/whole birds

    d) vegetables/fruits

    e) vegetable dishes

    f) fish dishes

    g) sauces/soups

    h) egg dishes

    i) pasta dishes

    j) desserts.

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

Store cook-chill food
The assessor **must** assess assessment criteria 3.1–3.6 by directly observing the learner's work.
The assessor may assess assessment criterion 3.7 through questioning or witness testimony if no naturally occurring evidence is available.
Evidence for the assessment criteria may be assessed through questioning or witness testimony.

Unit 22: Cook-Freeze Food

Unit code: 2PR6

Unit reference number: D/601/4758

Level: 2

Credit value: 3

Guided learning hours: 27

Unit summary

This unit is about portioning and packing food; and sealing and labelling cook-freeze food correctly. It also covers storing cook-freeze food correctly, stock rotation procedures and maintaining accurate records.

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 portion, pack and blast-freeze food	1.1 Make sure food is of the correct type, quality and quantity required			
	1.2 Deal with any problems identified with the quality of the food correctly			
	1.3 Portion, pack and cover food correctly			
	1.4 Blast-freeze, seal and label food correctly			
	1.5 Transport containers to the appropriate storage area			
	1.6 Handle containers correctly ensuring they remain undamaged			
	1.7 Monitor and record food temperatures accurately			
2 Understand how to portion, pack and blast-freeze food	2.1 State why time and temperature are important when preparing cook-freeze food			
	2.2 State why food containers must be sealed and labelled correctly before storage			
	2.3 State why portions must be controlled when filling packages			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to store cook-freeze food	3.1 Follow stock rotation procedures and use stock accordingly			
	3.2 Maintain accurate records of food items that are received, stored and issued			
	3.3 Handle food items with care so they remain undamaged			
	3.4 Monitor and record food temperatures accurately			
	3.5 Secure storage areas against unauthorised access			
	3.6 Identify any problems with the storage of cook-freeze items and report them to the proper person			
4 Understand how to store cook-freeze food	4.1 State why it is important to monitor and record food temperatures regularly			
	4.2 State why stock rotation procedures must be followed			
	4.3 State why time and temperature are important when storing cook-freeze food			
	4.4 State why storage areas should be secure from unauthorised access			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Assessment requirements/evidence requirements

Portion, pack and blast-freeze food
The assessor **must** assess assessment criteria 1.1 and 1.3–1.7 by directly observing the learner's work. The assessor may assess assessment criterion 1.2 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 **food**:
 	
  a) meat dishes
 	
  b) poultry dishes
 	
  c) joints/whole birds
 	
  d) vegetables/fruits
 	
  e) vegetable dishes
 	
  f) fish dishes
 	
  g) sauces/soups
 	
  h) egg dishes
 	
  i) desserts.
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Store cook-freeze food
The assessor **must** assess assessment criteria 3.1–3.5 by directly observing the learner's work. The assessor may assess assessment criterion 3.6 through questioning or witness testimony if no naturally occurring evidence is available.
Evidence for the assessment criteria may be assessed through questioning or witness testimony.

Unit 23:   Prepare, Cook and Finish Basic Hot Sauces

Unit code: 2FPC1/10

Unit reference number: A/601/5416

Level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

This unit is about preparing, cooking and finishing basic hot sauces. The unit covers various preparation, cooking and finishing methods and sauces 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 hot sauces	1.1	Check ingredients to make sure that they meet dish requirements			
		1.2	Choose and use the correct tools and equipment			
		1.3	Prepare the sauce to meet requirements			
2	Understand how to prepare basic hot sauces	2.1	Describe the safe and correct use of alcohol in sauces and state why it is used			
		2.2	Describe how to check ingredients meet dish requirements			
		2.3	State what quality points to look for in sauce ingredients			
		2.4	Describe what to do if there are problems with the ingredients			
		2.5	State the correct techniques, tools and equipment required to carry out different preparation methods			
3	Be able to cook basic hot sauces	3.1	Make sure the sauce has the correct flavour, colour, texture, consistency and finish			
		3.2	Cook sauce to meet requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to cook basic hot sauces	4.1	Describe how to carry out different cooking methods			
		4.2	State the importance of using the correct tools, equipment and techniques			
		4.3	State the correct temperatures for cooking sauces			
		4.4	Describe how to identify when sauces have the correct flavour, colour, texture, consistency and finish			
		4.5	State healthy eating options when making hot sauces			
5	Be able to finish basic hot sauces	5.1	Finish the sauce to meet requirements			
		5.2	Present the sauce to meet requirements			
		5.3	Make sure the sauce is at the correct temperature for holding and serving			
		5.4	Safely store any cooked sauce not for immediate use			
6	Understand how to finish basic hot sauces	6.1	State the correct temperatures for holding and storing sauces			
		6.2	Describe how to carry out different finishing methods			
		6.3	Describe how to present cooked 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 1.1–1.3, 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 **six** from **preparation, cooking and finishing methods**

    a) weighing/measuring

    b) chopping

    c) simmering

    d) boiling

    e) make roux

    f) passing/straining/blending

    g) skimming

    h) whisking

    i) adding cream

    j) adding thickening agents

    k) purée

    l) reducing.

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

- white sauce (béchamel)

- brown sauce (espagnole)

- velouté

- gravy sauce (eg jus lie, jus roti)

- spiced based sauce (eg curry gravy)

- purée.

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

Unit 24: Prepare, Cook and Finish Basic Soups

Unit code: 2FPC2/10

Unit reference number: K/601/5671

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about preparing, cooking and finishing basic soups. The unit covers various preparation, cooking and finishing methods and soup 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 soups	1.1	Check ingredients meet dish requirements			
		1.2	Choose and use the correct tools and equipment			
		1.3	Prepare the soup to meet requirements			
2	Understand how to prepare basic soups	2.1	Describe how to check that the ingredients meet dish requirements			
		2.2	State what quality points to look for in soup ingredients			
		2.3	Describe what to do if there are any problems with the ingredients			
		2.4	State the correct tools and equipment required to carry out different preparation methods			
		2.5	Describe how to carry out different preparation methods according to dish requirements			
3	Be able to cook basic soups	3.1	Cook the soup to meet requirements			
		3.2	Make sure the soup has the correct flavour, colour, consistency and quantity			

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

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 1.1–1.3, 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 **seven** from **preparation and cooking methods**

    a) weighing/measuring

    b) chopping

    c) simmering

    d) boiling

    e) passing/straining

    f) blending/liquidising

    g) sweating vegetable ingredients

    h) skimming

    i) adding cream

    j) garnishing.

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

- broth

- cream

- purée

- clear.

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

Unit 25: Make Basic Stock

Unit code:	2FPC3/10
Unit reference number:	A/601/5674
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			
	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 26: Prepare, Cook and Finish Basic Rice Dishes

Unit code: 2FPC4/10

Unit reference number: L/601/5680

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: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1–1.4, 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 27: Prepare, Cook and Finish Basic Pasta Dishes

Unit code:	2FPC5/10
Unit reference number:	A/601/5688
Level:	2
Credit value:	4
Guided learning hours:	33

Unit summary

This unit is about preparing, cooking and finishing basic pasta dishes. The unit covers various preparation, cooking and finishing methods and pasta dishes 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 pasta dishes	1.1	Check the pasta and other ingredients meet dish requirements			
		1.2	Choose and use the correct tools and equipment			
		1.3	Prepare the pasta and other ingredients to meet dish requirements			
2	Understand how to prepare basic pasta dishes	2.1	State why it is important to know the ingredients in the pasta dish			
		2.2	Describe how to check the pasta and other ingredients meet dish requirements			
		2.3	State what quality points to look for in the dish			
		2.4	Describe what to do if there are any problems with the pasta or other ingredients			
		2.5	State the correct tools and equipment required to carry out different preparation methods			
		2.6	Describe how to carry out different preparation methods			
3	Be able to cook basic pasta dishes	3.1	Cook the pasta and other ingredients to meet dish requirements			
		3.2	Make sure the pasta dish has the correct flavour, colour, texture and quantity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to cook basic pasta dishes	4.1 State the importance of using the correct tools, equipment and techniques			
	4.2 Describe how to carry out different cooking methods			
	4.3 Describe how to identify when pasta dishes have the correct colour, flavour, texture and quantity			
	4.4 State healthy eating options when making pasta dishes			
5 Be able to finish basic pasta dishes	5.1 Present and garnish the pasta dish to meet requirements			
	5.2 Make sure the pasta dish is at the correct temperature for holding and serving			
	5.3 Safely store any cooked pasta dishes not for immediate use			
6 Understand how to finish basic pasta dishes	6.1 State the correct temperatures for holding and serving pasta dishes			
	6.2 Describe how to store 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 1.1–1.3, 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 **three** from **pasta**

    a) stuffed pasta

    b) shaped pasta

    c) lasagne

    d) dried pasta

    e) fresh pasta

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

    a) blanching

    b) straining

    c) mixing

    d) boiling

    e) baking

    f) combining cooking methods.

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

Unit 28: Prepare, Cook and Finish Basic Pulse Dishes

Unit code: 2FPC6/10

Unit reference number: M/601/5719

Level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

This unit is about preparing, cooking and finishing basic pulse dishes. The unit covers various preparation, cooking and finishing methods and pulse dishes 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 pulse dishes	1.1	Check the pulse and other ingredients meet dish requirements			
		1.2	Choose and use the correct tools and equipment			
		1.3	Prepare the pulse and other ingredients to meet dish requirements			
		1.4	Strain the pulses as required			
2	Understand how to prepare basic pulse dishes	2.1	Describe how to check the pulses and other ingredients meet dish requirements			
		2.2	State what quality points to look for in different pulses			
		2.3	Describe what to do if there are problems with pulses or other ingredients			
		2.4	State the correct tools and equipment required to carry out different preparation methods			
3	Be able to cook basic pulse dishes	3.1	Make sure the pulse dish has the correct flavour, colour, texture and quantity			
		3.2	Cook the pulses and other ingredients to meet dish requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to cook basic pulse 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 pulse dishes have the correct colour, flavour, texture and quantity			
		4.5	State healthy options when making pulse dishes			
5	Be able to finish basic pulse dishes	5.1	Present the pulse dish to meet requirements			
		5.2	Make sure the pulse dish is at the correct temperature for holding and serving			
		5.3	Safely store any cooked pulse dishes not for immediate use			
6	Understand how to finish basic pulse dishes	6.1	State the correct temperatures for holding and serving pulse dishes			
		6.2	Describe how to store cooked pulse 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 1.1–1.4, 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 **two** from **pulses**

  a) beans

  b) peas

  c) lentils

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

  a) soaking and washing

  b) boiling

  c) braising

  d) steaming

  e) purée

  f) deep frying

  g) stewing

  h) baking

  i) combining with other ingredients.

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

Unit 29: Prepare, Cook and Finish Basic Vegetable Protein Dishes

Unit code:	2FPC7/10
Unit reference number:	M/601/5722
Level:	2
Credit value:	4
Guided learning hours:	33

Unit summary

This unit is about preparing, cooking and finishing basic vegetable protein dishes. The unit covers various preparation, cooking and finishing methods and vegetable protein dishes 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 vegetable protein dishes	1.1	Check the vegetable protein and other ingredients meet dish requirements			
		1.2	Choose and use the correct techniques, tools and equipment			
		1.3	Prepare the vegetable protein and other ingredients to meet dish requirements			
2	Understand how to prepare basic vegetable protein dishes	2.1	State the advantages of using vegetable protein for some customers			
		2.2	Describe how to check the vegetable protein and other ingredients meet dish requirements			
		2.3	State what quality points to look for in different vegetable protein			
		2.4	Describe what to do if there are problems with vegetable protein or other ingredients			
		2.5	State the correct tools and equipment required to carry out different preparation methods			
3	Be able to cook basic vegetable protein dishes	3.1	Make sure the vegetable protein dish has the correct flavour, colour, texture and quantity			
		3.2	Cook the vegetable protein and other ingredients to meet dish requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to cook basic vegetable protein 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 vegetable protein dishes have the correct colour, flavour, texture and quantity			
	4.5 State healthy options when making vegetable protein dishes			
5 Be able to finish basic vegetable protein dishes	5.1 Present the vegetable protein dish to meet requirements			
	5.2 Make sure the vegetable protein dish is at the correct temperature for holding and serving			
	5.3 Safely store any cooked vegetable protein dishes not for immediate use			

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 1.1–1.3, 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 **three** from **vegetable protein**

    a) soya

    b) quorn

    c) seitan

    d) firm tofu

    e) soft tofu

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

    a) soaking

    b) washing

    c) boiling

    d) braising

    e) steaming

    f) deep frying

    g) stewing

    h) straining

    i) roasting

    j) baking

    k) frying

    l) sautéing.

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

Unit 30:   Prepare, Cook and Finish Basic Egg Dishes

Unit code: 2FPC8/10

Unit reference number: A/601/5724

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 dishes 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			

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

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1–1.3, 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 31: Prepare, Cook and Finish Basic Bread and Dough Products

Unit code:	2FPC9/10
Unit reference number:	J/601/5774
Level:	2
Credit value:	5
Guided learning hours:	39

Unit summary

This unit is about preparing, cooking and finishing basic bread and dough products. The unit covers various preparation, cooking and finishing methods and bread and dough products.

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 bread and dough products	1.1 Check the ingredients meet dish requirements			
	1.2 Choose and use the correct tools and equipment			
	1.3 Prepare the ingredients to meet dish requirements			
2 Understand how to prepare basic bread and dough products	2.1 Describe how to check the ingredients meet dish requirements			
	2.2 State quality points of ingredients for bread and dough products			
	2.3 Describe what to do if there are problems with ingredients			
	2.4 State the correct tools and equipment required to carry out different preparation methods			
3 Be able to cook basic bread and dough products	3.1 Make sure the bread and dough product has the correct flavour, colour, texture and quantity			
	3.2 Cook the ingredients to meet dish requirements			
4 Understand how to cook basic bread and dough products	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 bread and dough products have the correct colour, flavour, texture and finish			
	4.5 State healthy options when making bread and dough products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to finish basic bread and dough products	5.1	Present the bread and dough product to meet requirements			
		5.2	Make sure the bread and dough product is at the correct temperature for holding and serving			
		5.3	Safely store any cooked bread and dough product not for immediate use			
6	Understand how to finish basic bread and dough products	6.1	Describe how to carry out different finishing methods			
		6.2	State the correct temperatures and conditions for holding and serving bread and dough products			
		6.3	Describe how to store bread and 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 1.1–1.3, 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 **two** from **bread and dough products**

    a) enriched dough

    b) soda bread dough

    c) bread dough

    d) naan dough/pitta dough

    e) pizza dough

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

    a) weighing/measuring

    b) sieving

    c) mixing/kneading

    d) proving

    e) knocking back

    f) shaping

    g) baking

    h) frying

- at least **one** from **finishing methods**

    a) glazing

    b) icing

    c) filling

    d) decorating.

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

Unit 32: Prepare, Cook and Finish Basic Pastry Products

Unit code:	2FPC10/10
Unit reference number:	R/601/5325
Level:	2
Credit value:	5
Guided learning hours:	43

Unit summary

This unit is about preparing, cooking and finishing basic pastry products.

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 pastry products	1.1 Check the ingredients meet dish requirements			
	1.2 Check the ingredients meet quality standards			
	1.3 Choose and use the correct tools and equipment			
	1.4 Prepare the ingredients to meet dish requirements			
2 Understand how to prepare basic pastry products	2.1 Describe how to check the ingredients meet dish requirements			
	2.2 Describe what to do if there are problems with the ingredients			
	2.3 State why it is important to follow a recipe correctly when preparing pastry products			
	2.4 State the correct tools and equipment required to carry out different preparation methods			
	2.5 Describe how to store pastry products after preparation			
	2.6 Describe how to carry out different preparation methods according to product requirements			
3 Be able to cook basic pastry products	3.1 Make sure the pastry has the correct flavour, colour, texture and finish			
	3.2 Cook ingredients to meet dish requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to cook basic pastry products	4.1 State the correct tools and equipment 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 product requirements			
	4.4 Describe how to identify when pastry products have the correct colour, flavour, texture and finish			
	4.5 State healthy options when making pastry products			
5 Be able to finish basic pastry products	5.1 Make sure the pastry is at the correct temperature for holding and serving			
	5.2 Safely store any cooked pastry not for immediate use			
	5.3 Describe how to store pastry products after cooking			

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 1.1–1.4, 3.1, 3.2 and 5.3 by directly observing the learner's work.

For assessment criterion 5.1, 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 5.2 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 **pastry**

    a) short

    b) sweet

    c) suet

    d) choux

    e) puff

    f) convenience

- at least **six** from **preparation methods**

    a) weighing/measuring

    b) sifting

    c) rubbing in

    d) creaming

    e) resting

    f) piping

    g) rolling

    h) laminating/folding

    i) cutting/shaping/trimming

    j) lining

- at least **one** from **cooking methods**

    a) baking

    b) steaming

    c) combining cooking methods.

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

Unit 33: Prepare, Cook and Finish Basic Cakes, Sponges, Biscuits and Scones

Unit code: 2FPC11/10

Unit reference number: L/601/5355

Level: 2

Credit value: 5

Guided learning hours: 39

Unit summary

This unit is about preparing, cooking and finishing basic cakes, sponges and scones.

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 cakes, biscuits and scones	1.1	Check the ingredients meet dish requirements			
		1.2	Choose and use the correct tools and equipment			
		1.3	Prepare the ingredients to meet dish requirements			
2	Understand how to prepare basic cakes, biscuits and scones	2.1	Describe how to check the ingredients meet dish requirements			
		2.2	State what quality points to look for in the ingredients			
		2.3	Describe what to do if there are problems with the ingredients			
		2.4	State the correct tools and equipment required to carry out different preparation methods			
		2.5	Describe how to carry out the necessary preparation methods according to product requirements			
3	Be able to cook basic cakes, biscuits and scones	3.1	Cook the product to meet requirements			
		3.2	Make sure the product has the correct flavour, colour, texture and quantity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to cook basic cakes, biscuits and scones	4.1	State the correct tools and equipment required to carry out different cooking methods			
		4.2	Describe how to carry out the necessary cooking methods according to product requirements			
		4.3	State the importance of using the correct tools, equipment and techniques			
		4.4	Describe how to identify when cakes, sponges, biscuits and scones products have the correct colour, flavour, texture and quantity			
		4.5	Describe healthy eating options when making cakes, sponges, biscuits and scones			
5	Be able to finish basic cakes, 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 the correct temperature for holding and serving			
		5.4	Safely store any cooked products not for immediate use			
6	Understand how to finish basic cakes, biscuits and scones	6.1	Describe how to present basic cake, sponges, biscuits and scones			
		6.2	State how to store cake, sponges, biscuits and scones			

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 1.1–1.3, 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 **twelve** from **preparation and cooking methods**

    a) using ready mix

    b) weighing/measuring

    c) creaming/beating

    d) whisking

    e) folding

    f) rubbing in

    g) greasing

    h) glazing

    i) portioning

    j) piping

    k) shaping

    l) baking

    m) filling

    n) rolling

    o) lining

    p) trimming/icing

    q) spreading/smoothing

    r) kneading

    s) dusting/dredging/sprinkling

    t) mixing.

Learners must demonstrate through performance that they can make **three** of the following:

- cakes and sponges (eg fruit cake, rock cakes, Victoria sandwich, Swiss roll)

- scones

- biscuits (eg shortbread and sponge biscuits).

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

Unit 34: Prepare, Cook and Finish Basic Grain Dishes

Unit code:	2FPC12/10
Unit reference number:	D/601/5358
Level:	2
Credit value:	4
Guided learning hours:	30

Unit summary

This unit is about preparing, cooking and finishing basic grain 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 grain dishes	1.1	Check the grain and other ingredients meet dish requirements			
		1.2	Choose and use the correct tools and equipment			
		1.3	Prepare the grain and other ingredients to meet dish requirements			
2	Understand how to prepare basic grain dishes	2.1	State other foods for which grains can be used as a substitute			
		2.2	Describe how to check that grain and other ingredients meet dish requirements			
		2.3	Describe what to do if there are problems with grain or other ingredients			
		2.4	State what quality points to look for in different types of grain			
		2.5	State the correct tools and equipment required to carry out different preparation methods			
3	Be able to cook basic grain dishes	3.1	Make sure the grain dish has the correct flavour, colour, texture and quantity			
		3.2	Cook the grain and other ingredients to meet dish requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to cook basic grain 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 according to dish requirements			
		4.2	State the importance of using the correct tools, equipment and techniques			
		4.3	Describe how to identify when grain dishes have the correct colour, flavour, texture and quantity			
		4.4	State healthy options when making grain dishes			
5	Be able to finish basic grain dishes	5.1	Strain and mould the grain as required			
		5.2	Finish and present the grain dish to meet requirements			
		5.3	Make sure the grain is at the correct temperature for holding and serving			
		5.4	Safely store any cooked grain dishes not for immediate use			
6	Understand how to finish basic grain dishes	6.1	Describe how to finish grain dishes according to dish requirements			
		6.2	State the correct temperatures for holding and serving grain dishes			
		6.3	State how to store cooked grain 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 1.1–1.3, 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 **four** from **grain**

    a) barley (pearl and pot)

    b) buckwheat

    c) corn/maize (polenta)

    d) oats

    e) millet

    f) wheat (bulgar, semolina, couscous)

    g) quinoa

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

    a) soaking

    b) boiling

    c) leaving covered

    d) baking.

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

Unit 35:   Produce Healthier Dishes

Unit code: 2PR17

Unit reference number: A/601/4962

Level: 2

Credit value: 3

Guided learning hours: 28

Unit summary

This unit is about preparing, cooking and finishing dishes which use healthier ingredients and healthier 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 healthier dishes	1.1 Check ingredients meet dish requirements			
	1.2 Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre			
	1.3 Cook food in a way that maximises its nutritional value			
	1.4 Use flavourings that minimise the use of salt and sugar			
	1.5 Present dishes in a way that is attractive to the customer			
	1.6 Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to produce healthier dishes	2.1	Describe the concept of a balanced diet and how this is important to good health			
		2.2	State the government's current guidelines for healthy eating			
		2.3	State the types and combinations of ingredients that make up a healthy dish			
		2.4	Describe the nutritional benefits of minimising the fat, sugar and salt content of dishes			
		2.5	Describe the nutritional benefits of starchy foods, fruits, vegetables and pulses			
		2.6	Explain how to read and interpret food labelling			
		2.7	Describe how to select types, combinations and proportions of ingredients that will make a healthy dish			
		2.8	Describe what techniques can be used to prepare ingredients in a healthy way			
		2.9	Describe what techniques can be used to cook the dish in a way that maximises its nutritional value			
		2.10	State what healthier flavourings can be used as alternatives to salt and sugar			
		2.11	Explain why it is important to present healthier dishes to customers in an attractive way and how to do so			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.12 State why it is important to provide the customers with their choice of sauces, dressing, toppings and condiments			
	2.13 State appropriate alternative healthier types of sauces, dressings, toppings and condiments			

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 1.1–1.4 by directly observing the learner's work.

The assessor may assess assessment criteria 1.5 and 1.6 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 **dish**

    a) meat/poultry

    b) fish

    c) vegetables/fruit

    d) eggs

    e) pasta/rice/grain/pulses

    f) soups/sauces

    g) pastry

    h) bread/dough

    i) sponges/cakes/biscuits/scones.

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

Unit 36:   Prepare, Cook and Finish Basic Cold and Hot Desserts

Unit code: 2FPC14/10

Unit reference number: D/601/5361

Level: 2

Credit value: 4

Guided learning hours: 36

Unit summary

This unit is about cooking and finishing basic hot and cold desserts.

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 hot and cold desserts	1.1 Check the ingredients meet dish requirements			
	1.2 Check ingredients to make sure they meet quality requirements			
	1.3 Choose and use the correct techniques, tools and equipment			
	1.4 Prepare ingredients using the correct preparation methods			
2 Understand how to prepare basic hot and cold desserts	2.1 State how to store raw ingredients prior to preparation and cooking			
	2.2 Describe how to check ingredients meet requirements			
	2.3 Describe what to do if there any problems with the ingredients			
	2.4 State why time and temperature are important when preparing basic cold and hot desserts			
	2.5 State what quality points to look for in basic cold and hot desserts			
	2.6 State the correct tools required to carry out different preparation methods			
	2.7 Describe how to carry out different preparation methods for basic cold and hot desserts			
	2.8 State what types of problems can occur when preparing cold and hot desserts and how to correct them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cook basic hot and cold desserts	3.1	Cook ingredients using the correct cooking methods			
		3.2	Make sure the dessert has the correct colour, flavour, texture and finish			
4	Understand how to cook basic hot and cold desserts	4.1	State why time and temperature are important when cooking basic cold and hot desserts			
		4.2	State the correct tools and equipment required to carry out different cooking methods			
		4.3	Describe how to carry out different cooking methods for basic cold and hot desserts			
		4.4	State the importance of using the correct tools, equipment and techniques			
		4.5	State what types of problems can occur when cooking cold and hot desserts and how to correct them			
		4.6	Describe how to identify when cold and hot desserts have the correct colour, texture, finish and quantity			
		4.7	State healthy eating options when making cold and hot desserts			
5	Be able to finish basic hot and cold desserts	5.1	Finish the dessert to meet requirements			
		5.2	Make sure the dessert is at the correct temperature for holding and serving			
		5.3	Safely store any prepared desserts not for immediate use			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6 Understand how to finish basic hot and cold desserts	6.1 Describe how to carry out different finishing methods			
	6.2 State the importance of storing hot and cold desserts at the correct temperature			
	6.3 State how to store prepared cold and hot desserts			

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 1.1–1.4, 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 **dessert**

    a) ice cream

    b) mousse

    c) egg based

    d) batter based

    e) sponge based

    f) fruit based

    g) pastry based

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

    a) slicing

    b) creaming

    c) folding

    d) moulding

    e) mixing

    f) aeration

    g) addition of flavours/colours

    h) puréeing

    i) combining

    j) portioning

    k) chilling

- at least **two** from **cooking methods**

  a) boiling/poaching

  b) stewing

  c) baking

  d) combination cooking

  e) steaming

  f) bain marie

  g) frying

- at least **one** from **finishing methods**

  a) filling

  b) glazing

  c) piping

  d) garnishing.

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

Unit 37:   Prepare and Present Food for Cold Presentation

Unit code:	2FPC15/10
Unit reference number:	M/601/5364
Level:	2
Credit value:	4
Guided learning hours:	35

Unit summary

This unit is about preparing and presenting cold products such as salads, bread products, pies, pâtés and cured meats. It also covers the holding of such foods to maintain effective food safety.

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 and present food for cold presentation	1.1	Check the food and garnish ingredients meet requirements			
		1.2	Choose and use tools and equipment correctly			
		1.3	Prepare food products using the correct preparation methods			
		1.4	Make sure the food products have the correct flavour, colour, texture and quantity			
		1.5	Garnish and present the food products to meet requirements			
		1.6	Safely store any prepared food products not for immediate consumption			
2	Understand how to prepare and present food for cold presentation	2.1	Describe how to check that the food products and garnish ingredients meet requirements			
		2.2	State what quality points to look for in presentation of cooked, cured and prepared foods			
		2.3	Describe what to do if there are any problems with the food products or garnish ingredients			
		2.4	State the correct tools and equipment required to carry out different preparation methods			
		2.5	State the importance of using the correct tools, equipment and techniques			
		2.6	Describe how to prepare the food products and garnish ingredients for cold presentation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 Describe how to produce basic vinaigrette and cold sauces			
	2.8 Describe how to identify when food products have the correct colour, flavour, texture and quantity			
	2.9 State the importance of time and temperature when preparing cooked, cured and prepared food for presentation			
	2.10 State why cooked, cured and prepared foods should be stored at the required temperature before presentation			
	2.11 State healthy eating options when preparing and presenting food for cold presentation			

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 criterion 1.6 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 **six** from **food products**

    a) bread products

    b) salads

    c) pre-prepared pies

    d) cooked red/white meat

    e) fish

    f) pre-prepared terrines

    g) pre-prepared pâtés

    h) cured meats

    i) shellfish

    j) vinaigrette

    k) cold sauces

- at least **two** from **garnish ingredients**

    a) fruit

    b) vegetables

    c) herbs

- at least **four** from **preparation methods**

    a) slicing

    b) dressing

    c) garnishing

    d) portioning

    e) whisking

    f) combining ingredients.

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

Unit 38: Prepare, Cook and Finish Dim Sum

Unit code: 2FPC16/10

Unit reference number: K/601/6514

Level: 2

Credit value: 5

Guided learning hours: 43

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to prepare, cook and finish Dim Sum.

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 fillings for Dim Sum	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 and combine ingredients to meet the requirements of the dish			
	1.5 Make sure the product has the correct colour, texture and quantity			
	1.6 Make sure the product is at the correct temperature for holding and storing			
	1.7 Safely store any cooked product not for immediate use			
2 Understand how to prepare fillings for Dim Sum	2.1 State how to select the correct type, quality and quantity of ingredients to meet product requirement			
	2.2 Describe what quality points to look for in ingredients			
	2.3 State what to do if there are problems with the ingredients			
	2.4 State what the correct tools and equipment are and the reasons for using them when carrying out the necessary preparation methods			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 State what the correct tools and equipment are and the reasons for using them when carrying out the necessary cooking methods			
	2.6 State what preparation methods are appropriate to different types of Dim Sum products			
	2.7 State what cooking methods are appropriate to different types of Dim Sum products			
	2.8 State the correct temperatures for storing Dim Sum fillings not for immediate use			
	2.9 Describe how to carry out necessary preparation methods according to product requirements			
	2.10 Describe how to identify when Dim Sum fillings have the correct colour, flavour, texture and quantity			
	2.11 Describe how to minimise and correct common faults with Dim Sum fillings			
	2.12 State how to control portion sizes and minimise waste			
	2.13 State how to store Dim Sum fillings			
	2.14 State healthy eating options when preparing and cooking Dim Sum			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare dough and wrappers for Dim Sum	3.1	Select the type and quantity of ingredients needed for the products			
		3.2	Check the ingredients to make sure they meet quality standards			
		3.3	Select the appropriate tools and equipment and use correctly			
		3.4	Prepare the ingredients to meet dish requirement			
		3.5	Make sure the dough product has the correct colour, texture and finish			
		3.6	Make sure the bread and dough product is at the correct temperature for holding and storing			
		3.7	Safely store any uncooked dough and wrappers not for immediate use			
4	Understand how to prepare dough and wrappers for Dim Sum	4.1	State how to select the correct type, quality and quantity of ingredients to meet product requirement			
		4.2	Describe what to do if there are problems with the ingredients			
		4.3	State what the correct tools and equipment are and the reasons for using them when carrying out different preparation methods			
		4.4	State what the correct tools and equipment are and the reasons for using them when carrying out different cooking methods			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	4.5	Describe how to carry out different preparation methods according to product requirements			
	4.6	Describe how to carry out different cooking methods according to product requirements			
	4.7	Describe the quality points relating to prepared Dim Sum dough and Won Ton wrapper products			
	4.8	Describe how to control portions and minimise waste			
	4.9	State the effects of different temperatures and humidities on the ingredients used			
	4.10	State the storage and holding requirements and ideal conditions for processed Dim Sum dough and Won Ton wrapper products			
	4.11	Describe what precautions should be taken when storing Dim Sum dough and Won Ton wrapper products			
	4.12	Describe how to minimise and correct common faults in producing Dim Sum dough and wrappers			
	4.13	Describe the quality points relating to finished Dim Sum dough and wrappers			
	4.14	State healthy eating options when preparing Dim Sum dough and wrappers			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
5　Be able to assemble and cook Dim Sum	5.1	Select the type and quantity of ingredients needed for the product			
	5.2	Check the ingredients to make sure they meet quality standards			
	5.3	Select the appropriate tools and equipment and use correctly			
	5.4	Fill dough and wrappers with the correct amount of filling			
	5.5	Shape Dim Sum to the required standard			
	5.6	Cook Dim Sum using the appropriate cooking method and using the correct equipment			
	5.7	Ensure that the Dim Sum is cooked to the required standard and at the correct temperature			
	5.8	Assemble and present cooked Dim Sum according to the organisational standard			
	5.9	Make sure the Dim Sum are at the correct temperature for serving			
	5.10	Safely store any uncooked Dim Sum components not for immediate use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to assemble and cook Dim Sum	6.1	State how to select the correct type, quality and quantity of ingredients to meet product requirements			
		6.2	Describe what to do if there are problems with the ingredients			
		6.3	Describe how to store and maintain freshness and condition of ready-made wrappings			
		6.4	State what the correct tools and equipment are and the reasons for using them when carrying out different preparation methods			
		6.5	State what the correct tools and equipment are and the reasons for using them when carrying out different cooking methods			
		6.6	Describe how to carry out different preparation methods according to product requirements			
		6.7	Describe how to carry out different cooking methods according to product requirements			
		6.8	Describe the quality points relating to prepared Dim Sum products ready for cooking			
		6.9	Describe how to control portions and minimise waste			
		6.10	State the effects of different temperatures and humidities on the ingredients used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.11 State the storage and holding requirements and ideal conditions for processed Dim Sum products			
	6.12 Describe what precautions should be taken when storing Dim Sum products			
	6.13 Describe how to minimise and correct common faults in producing Dim Sum			
	6.14 Describe how to minimise and correct common faults in cooking Dim Sum			
	6.15 Describe the quality points relating to finished Dim Sum products			
	6.16 State healthy eating options when preparing and cooking Dim Sum products			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Assessment requirements/evidence requirements

Prepare fillings

The assessor **must** assess assessment criteria 1.1–1.6 by directly observing the learner's work.

The assessor may assess assessment criterion 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 **two** from **prepare, cook and finish in Chinese cuisine**

    a) weighing/measuring

    b) chopping

    c) mixing

    d) portioning

- at least **two** from **ingredients in Chinese cuisine**

    a) raw fish and shellfish

    b) raw meat and poultry

    c) vegetables and vegetable products

    d) seasonings and sauces

    e) dried ingredients.

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

Prepare dough and wrappers

The assessor **must** assess assessment criteria 3.1–3.6 by directly observing the learner's work.

The assessor may assess assessment criterion 3.7 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 **two** from **dough and wrappers in Chinese cuisine**

  a) dough

  b) won ton wrappers

  c) pastry-based casing

  d) cheung fun

- at least **two** from **preparation and cooking methods in Chinese cuisine**

  a) weighing/ measuring

  b) mixing/kneading

  c) shaping

  d) combining with fats.

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

Assemble and cook Dim Sum

The assessor **must** assess assessment criteria 5.1–5.9 by directly observing the learner's work.

The assessor may assess assessment criterion 5.10 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 **Dim Sum** in **Chinese** cuisine

  a) encased in dough

  b) encased in won ton wrappers

  c) cheung fun based

  d) pastry based

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

  a) weighing/measuring

  b) shaping

  c) sealing

  d) steaming

  e) boiling

  f) frying

  g) baking

  h) combination cooking methods.

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

Unit 39: Prepare, Cook and Finish Noodle Dishes

Unit code:	2FPC17/10
Unit reference number:	A/601/6520
Level:	2
Credit value:	4
Guided learning hours:	33

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to prepare, cook and finish noodle 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 noodle dishes	1.1 Check the noodles and other ingredients meet dish requirements			
	1.2 Select the appropriate tools and equipment and use correctly			
	1.3 Prepare the noodles and other ingredients to meet dish requirements			
2 Understand how to prepare noodle dishes	2.1 State how to select the correct type, quality and quantity of noodles and other ingredients to meet dish requirements			
	2.2 Describe what quality points to look for in noodles and other ingredients			
	2.3 Describe what to do if there are problems with the noodles and other ingredients			
	2.4 Describe how to carry out different preparation methods according to dish requirements			
3 Be able to cook noodle dishes	3.1 Cook the noodles and other ingredients to meet dish requirements			
	3.2 Make sure the noodle dish has the correct flavour, colour, texture and quantity			
4 Understand how to cook noodle dishes	4.1 Describe how to carry out different cooking methods according to dish requirements			
	4.2 Describe how to minimise and correct common faults with noodles and noodle dishes			
	4.3 Describe how to identify when noodle dishes have the correct flavour, colour, texture and quantity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to finish noodle dishes	5.1 Present and garnish the noodle dish to meet requirements			
	5.2 Make sure the noodle dish is at the correct temperature for holding and serving			
	5.3 Safely store any cooked noodle dishes not for immediate use			
6 Understand how to finish noodle dishes	6.1 State the correct temperatures for holding and serving noodle dishes			
	6.2 Describe how to store uncooked, dried and fresh noodles			
	6.3 Describe how to store cooked noodles and noodle dishes			
	6.4 State healthy eating options when preparing, cooking and finishing noodle 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 1.1–1.3, 3.1 and 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:

- **both** from **noodles in Chinese or Thai cuisine**

    a) fresh noodles

    b) dried noodles

- at least **four** from **preparation and cooking methods in Chinese or Thai cuisine**

    a) soaking

    b) blanching

    c) straining

    d) mixing

    e) boiling

    f) steaming

    g) deep frying

    h) wok frying

    i) combining cooking methods.

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

Unit 40: Prepare and Cook Food Using a Tandoor

Unit code: 2FPC18/10

Unit reference number: L/601/6537

Level: 2

Credit value: 4

Guided learning hours: 30

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to prepare and cook food using a Tandoor.

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 food using a Tandoor	1.1 Select the type and quantity of ingredients needed to prepare 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 ingredients according to dish requirements			
	1.5 Prepare food for cooking according to dish requirements			
	1.6 Safely store any food items not for immediate use			
	1.7 Prepare the Tandoor to ensure that it is cooking at the required temperature			
2 Understand how to prepare food using a Tandoor	2.1 State how to select the correct type, quality and quantity of ingredients to meet Tandoor dish requirements			
	2.2 Describe what quality points to look for in Tandoor dish ingredients			
	2.3 Describe what to do if there are problems with the ingredients			
	2.4 Describe how to carry out different preparation methods according to dish requirements			
	2.5 State what the correct tools and equipment are and the reasons for using them when using a Tandoor			
	2.6 Describe how to prepare the Tandoor for cooking			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cook food using a Tandoor	3.1	Place in Tandoor oven in the appropriate position			
		3.2	Cook until food meets dish requirements			
		3.3	Remove food items from Tandoor and serve according to dish requirements			
4	Understand how to cook using a Tandoor	4.1	State the correct temperature for Tandoor cooking			
		4.2	Describe how to minimise and correct common faults in Tandoor cooking			
		4.3	Describe what the quality points are relating to Tandoor cooked 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 1.1–1.7, 3.1 and 3.2 by directly observing the learner's work.

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 **food for cooking in Indian or Bangladeshi cuisine**

  a) whole pieces of meat and fish

  b) kebabs

  c) bread

- at least **two** from **preparation methods in Indian cuisine or Bangladeshi cuisine**

  a) marinating and coating

  b) forming onto skewers

  c) shaping.

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

Unit 41: Complete Kitchen Documentation

Unit code:	2P&C1/09
Unit reference number:	L/601/5372
Level:	2
Credit value:	3
Guided learning hours:	25

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to complete kitchen documentation.

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 complete kitchen documentation	1.1 Ensure sufficient relevant documents are available and, when necessary, obtain extra copies			
	1.2 Complete relevant documents accurately and legibly to meet organisational requirements			
	1.3 Ensure relevant documents arrive with proper person within time required			
	1.4 Copy and file relevant documents in line with organisational requirements			
	1.5 Respond to queries about completion of relevant documents, within the boundaries of authority			
2 Understand how to complete kitchen documentation	2.1 State organisational documents that need to be completed			
	2.2 State why it is important to complete documentation			
	2.3 Describe how to complete particular documents			
	2.4 State where to obtain appropriate documents from			
	2.5 State when and where documentation is copied and kept			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 State who should be contacted when problems occur and explain why			
	2.7 Describe why kitchen documentation needs to remain confidential			
	2.8 Describe what information required by law within the kitchen is required to be noted and kept			
	2.9 State why it is important that information is accurate			
	2.10 State why it is important that documents are not fraudulently completed			

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 and 1.2 by directly observing the learner's work.

The assessor may assess assessment criteria 1.3, 1.4 and 1.5 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 **relevant documents**

  a) temperature charts

  b) food safety information

  c) accident report forms

  d) equipment fault reports

  e) stock usage report.

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

Unit 42:   Set Up and Close Kitchen

Unit code: 2P&C2/09

Unit reference number: L/601/4996

Level: 2

Credit value: 4

Guided learning hours: 37

Unit summary

This unit is about ensuring that all equipment is ready for kitchen operations. It also covers ensuring that common ingredients are ready for the cooking process. Finally, it details the skills required to shut down the kitchen at the end of the shift.

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 kitchen for food operations	1.1	Prioritise work and carry it out in an efficient manner			
		1.2	Check that food preparation and cooking tools and kitchen equipment are clean, and of the right type and in working order			
		1.3	Turn on appropriate kitchen equipment at the correct time and to correct setting			
		1.4	Report any unhygienic or defective tools or kitchen equipment, or other problems to the proper person			
		1.5	Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for food operation			
2	Understand how to prepare kitchen for food operations	2.1	State why knives/utensils should be handled correctly			
		2.2	State why and to whom all incidents should be reported			
		2.3	Describe how to safely turn on different types of equipment			
		2.4	State why faulty equipment and maintenance requirements should be reported to the proper person			
		2.5	State why it is important to ensure all appropriate equipment is safely turned off			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to prepare food items for operation and service	3.1	Prepare work and carry it out in an efficient manner			
		3.2	Ensure that there are sufficient ingredients in stock in line with establishment requirements			
		3.3	Prepare ingredients to the organisational needs and quality requirements			
		3.4	Report any ingredients that are not prepared to the correct quantity or quality to the proper person			
		3.5	Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing food items ready for operations			
4	Understand how to prepare food items for operation and service	4.1	State why machinery should be cleaned between tasks			
		4.2	State why it is important to monitor the temperature of kitchen storage equipment and areas			
		4.3	Describe the organisational menu requirements in terms of the type, quality and number of ingredients			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to close kitchen after operations	5.1	Prioritise work and carry it out in an efficient manner			
		5.2	Check that tools are cleaned and stored to organisational and legal requirements			
		5.3	Check food storage equipment meets organisational and legal requirements for kitchen closure			
		5.4	Check that cooking equipment is turned off, unplugged and cleaned following manufacturers' and organisation's instructions			
		5.5	Report any uncleaned tools, food storage or cooking equipment or problems to the appropriate person			
		5.6	Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations			
6	Understand how to close kitchen after operations	6.1	State why tools and equipment should be cleaned and stored following use			
		6.2	Describe organisational and legal requirements for food storage equipment when kitchen is closed			
		6.3	State organisational and legal requirements for turning off, unplugging and cleaning cooking equipment following use			
		6.4	State who problems should be reported to			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Assessment requirements/evidence requirements

Prepare kitchen for food operations
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 criterion 1.4 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:

- **both** from **tools**

    a) knives

    b) utensils

- at least **five** from **kitchen equipment**

    a) oven/combination oven

    b) grill

    c) hob

    d) fryer

    e) microwave

    f) steamer

    g) fridge/freezer.

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

Prepare food items ready for operations
The assessor **must** assess assessment criteria 3.1, 3.2, 3.3 and 3.5 by directly observing the learner's work.

The assessor may assess assessment criterion 3.4 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 **one** from **establishment requirements**

    a) number of customers

    b) menu requirements

- at least **two** from **ingredients**

    a) vegetables

    b) garnishes

    c) frozen products

    d) fresh high-risk products

- at least **two** from **prepare**

    a) washing

    b) cutting

    c) defrosting

    d) weighing.

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

Close kitchen after operations

The assessor **must** assess assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.6 by directly observing the learner's work.

The assessor may assess assessment criterion 5.5 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 **tools**

    a) knives

    b) utensils

- at least **two** from **food storage equipment**

    a) fridge

    b) freezer

    c) dry store/larder

- at least **four** from **cooking equipment**

    a) oven/combination oven

    b) grill

    c) hob

    d) fryer

    e) microwave

    f) steamer.

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

Unit 43:   Order Stock

Unit code: 2GEN2/10

Unit reference number: M/601/5042

Level: 2

Credit value: 4

Guided learning hours: 33

Unit summary

This unit is about ordering stock in line with established purchasing agreements. It details several despatch methods, such as by post or computer, as well as the type of information that is consistently required during the ordering process.

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 order stock	1.1	Check stock levels on a regular basis and consult with colleagues to determine if new stock is required			
	1.2	Identify stock requirements, ensuring sufficient storage space will be available upon arrival			
	1.3	Obtain relevant documentation for ordering stock and where required obtain permission from the proper person to place an order			
	1.4	Complete required information on documentation and despatch it correctly within the time required to ensure delivery before current stock is finished			
	1.5	Maintain documentation in line with organisational requirements			
	1.6	Obtain and file notification of placed orders and delivery notes from suppliers			
	1.7	Respond to queries and solve problems that arise about the order within own authority			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to order stock	2.1 Describe the ordering process			
	2.2 State when to order new stock			
	2.3 State who is responsible for arranging the central purchasing agreement			
	2.4 State what the central purchasing agreement contains			
	2.5 State why, what and who to contact when problems occur with the ordering process			
	2.6 State when ordering needs to be approved by a line manager			
	2.7 State where to obtain the ordering information from			
	2.8 Describe what information needs to be entered on the documentation			
	2.9 State where ordering documentation is kept			

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 and 1.4 by directly observing the learner's work.

The assessor may assess assessment criteria 1.3, 1.5, 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:

- **both** from **stock requirements**

    a) product type required

    b) amount required

- **four** from **required information**

    a) quantity

    b) product type

    c) date for required delivery

    d) contact details

- at least **one** from **despatch methods**

    a) post

    b) fax

    c) computer

    d) in person

    e) telephone

- **none** from **problems**

    a) quantity

    b) time

    c) non-delivery

    d) availability

    e) type

    f) quality.

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

Unit 44: Cook and Finish Simple Bread and Dough Products

Unit code: 1FPC8/10

Unit reference number: J/601/5662

Level: 1

Credit value: 3

Guided learning hours: 25

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to cook and finish simple bread and dough products.

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 simple bread and dough products	1.1 Check the products to make sure they are fit for cooking			
	1.2 Choose the correct tools and equipment to prepare and bake bread and dough products			
	1.3 Prepare the products as required			
2 Understand how to cook simple bread and dough products	2.1 State how to check to make sure bread and dough products are fit for preparation and baking			
	2.2 Describe what to do if there any problems with the products			
	2.3 State the correct tools and equipment to use for different preparation methods			
	2.4 State the importance of using the correct tools and equipment			
	2.5 Describe how to carry out different cooking methods correctly			
3 Be able to finish simple bread and dough products	3.1 Finish the product as required			
	3.2 Make sure the bread and dough product is at the correct temperature for holding and serving			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to finish simple bread and dough products	4.1 State the correct tools and equipment for different finishing methods			
	4.2 Describe how to use different finishing methods correctly			
	4.3 State the correct temperature for holding and serving simple bread and dough products			
5 Be able to store bread and dough products	5.1 Safely store any cooked bread and dough product not for immediate use			
6 Understand how to store bread and dough products	6.1 State how to store uncooked bread and 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, 3.1 and 3.2, by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 **one** from **bread** and **dough products**

  a) freshly made dough

  b) ready made par-cooked dough

- at least **two** from **preparation and finishing methods**

  a) baking

  b) reheating

  c) glazing.

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

Unit 45: Liaise with Care Team to Ensure that an Individual's Nutritional Needs are Met

Unit code:	2PR22
Unit reference number:	Y/601/4760
Level:	2
Credit value:	3
Guided learning hours:	26

Unit summary

This unit is about working with care team staff to ensure that clients in the care sector and patients in hospitals receive adequate nutrition and fluids through the provision of meals. The unit requires that the learner has a basic knowledge of the nutritional requirements of the general population and how food meets these requirements.

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 liaise with care team to ensure that an individual's nutritional needs are met	1.1 Develop relationships with carers that recognise their role and expertise			
	1.2 Identify with care team, specific nutritional requirements of individuals and groups of customer			
	1.3 Ensure that any information gained can be used and explored with carers, gaining clarification on specific points			
	1.4 Work with appropriate people to gather information about resources and options that are available to meet the identified nutritional needs			
	1.5 Identify with carers what additional support is needed to ensure nutritional and fluid requirements are met including the consistency, timing and service of food			
	1.6 Ensure that customer requirements are recorded and available to authorised people			
	1.7 Seek additional help where the needs are outside of scope of personal responsibility and expertise			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to liaise with care team to ensure that an individual's nutritional needs are met	2.1	Describe the key care roles that operate within the organisation and the need to liaise with them			
		2.2	State the nutritional requirements that customers may have			
		2.3	State the appropriate meal options available to support nutritional requirements			
		2.4	Describe the role of a 'care plan'			
		2.5	State the significance of meal times and rotated meal times			
		2.6	Describe how nutritional screening is implemented within the organisation			
		2.7	Describe what information can be interpreted and used following nutritional screening			
		2.8	State what quantity of nutrients are typically needed to maintain a good dietary balance			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Assessment requirements/evidence requirements

(Please see Appendix 1)

Learning outcomes	Example assessment methods	Examples of evidence
Be able to work with care team staff to ensure that clients in the care sector and patients in hospitals receive adequate nutrition and hydration	Observation Products of work Witness testimony Professional discussion Learner assessment criteria	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
Understand how to identify needs and develop plans so that appropriate food and drink is developed and delivered	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross-reference to outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
Seeking additional help where the needs are outside your scope of responsibility and expertise	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 46: Prepare Meals to Meet Relevant Nutritional Standards Set for School Meals

Unit code: 1PR26

Unit reference number: F/601/5000

Level: 1

Credit value: 4

Guided learning hours: 36

Unit summary

This unit is about producing dishes which meet the relevant nutritional standards and specifications set for school meals services. The skills described highlight the need to be aware of what has to be done to meet the relevant nutritional standards.

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 meals to meet relevant nutritional standards set for school meals	1.1 Liaise with colleagues and clients to identify the relevant nutritional standards and requirements			
	1.2 Prepare menu items to fulfil nutritional and organisational standards			
	1.3 Cook menu items to fulfil nutritional and organisational standards			
	1.4 Work in a manner that maximises the nutritional value of the food			
	1.5 Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminating substances			
	1.6 Finish dish to required quality standards			
	1.7 Present dish to required quality standards			
	1.8 Report any problems with meeting the nutritional standards to the appropriate person			
	1.9 Conduct work in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to prepare meals to meet relevant nutritional standards set for school meals	2.1 Describe the relevant nutritional standards used within the school meals context			
	2.2 State the main nutrient groups			
	2.3 Describe what quantity of nutrients are typically needed to maintain a good dietary balance			
	2.4 Describe what food preparation and cooking methods can affect the nutritional content of foods			
	2.5 State the importance of knowing calorific values per portion			
	2.6 Describe what quantity of nutrients are typically needed to maintain a good dietary balance			
	2.7 Describe the range of different special dietary requirements that may be encountered and the impact that they have upon the production of food			
	2.8 Describe the differences between dietary, religious and cultural requirements			
	2.9 State the consequences of not providing food that meets nutritional requirements			
	2.10 State where to obtain information on different dietary requirements			
	2.11 Describe what safe working practices should be followed when preparing and cooking dishes to meet special dietary requirements			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Assessment requirements/evidence requirements

(Please see Appendix 1)

Learning outcomes	Example assessment methods	Examples of evidence
Produce dishes which meet the relevant nutritional standards and specifications set for school meals services	Observation Products of work Witness testimony Professional discussion Learner assessment criteria	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
Understand the requirements needed to meet the relevant nutritional standards	Oral questions Written questions Reflective account Professional discussion	Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross-reference to outcome 1

Should evidence for the following contingency assessment criteria not occur during the period of assessment, alternative assessment methods may be used.

Contingencies	Alternative assessment methods	Examples of evidence
Report any problems with meeting the nutritional standards to the appropriate person	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

Unit 47: Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector

Unit code: PERR/10

Unit reference number: T/601/7214

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 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			
	2.6 Describe issues of public concern that affect own organisation and industry			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

* *Centre Handbook for Pearson NVQs and Competence-based Qualifications* published annually

* functional skills publications – specifications, tutor support materials and question papers

* the current Pearson publications catalogue and update catalogue.

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

Pearson 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 (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson 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 Pearson qualification framework for the hospitality industry

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
7				Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
5			Higher National Diploma in Hospitality Management		
4			Higher National Certificate in Hospitality Management		

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

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

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
					NVQ Diploma in Professional Cookery (Preparation and Cooking)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
1		Principal Learning in Hospitality	BTEC Level 1 Award in Introduction to the Hospitality Industry BTEC Level 1 Certificate in Introduction to the Hospitality Industry BTEC Level 1 Award in General Front Office Operations BTEC Level 1 Award in General Housekeeping Operations BTEC Level 1 Certificate in Investigating the Hospitality Industry BTEC Level 1 Certificate in General Food and Beverage Service BTEC Level 1 Certificate in General Cookery		NVQ Certificate in Hospitality Services NVQ Certificate in Food Preparation and Cooking NVQ Certificate in Food and Beverage Service NVQ Certificate in Accommodation Services

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

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be an Pearson 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 relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.

- Pearson 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 Pearson 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 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 Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them 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. Pearson operates a quality-assurance process, 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 Pearson.

The Pearson quality-assurance processes will involve:

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

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

- annual visits by occupationally competent and qualified Pearson 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

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

- direct centres to take action

- limit or suspend certification

- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson 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 Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be 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 the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson 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 Pearson NVQ Qualifications* for further details. qualifications.pearson.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 <u>regulatory authorities</u>. 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.

Appendix B (Continued)

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.
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.

3 = 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.	3	3	3
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.			3
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.		3	
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.	3		
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.	3	3	3
Adhere to the awarding organisation's/body's assessment requirements and practise standardised assessment principles.	3	3	3
Have sufficient resources to carry out the role of assessor or verifier, ie time and budget.	3	3	
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.		3	3
Hold qualifications, or have undertaken training, that have legislative relevance to the competence based units and qualifications being assessed (See Appendix D).	3	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).	3	3	3

Appendix D

Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either receive 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	3	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	3	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	3		
	Professional Cookery	3		
	Food and Drink Service	3		
	Hospitality Supervision and Leadership (*with food and drink units*)	3		
Licensing	Food and Drink Service	3	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

Appendix 1: Evidence Requirements and Assessment Guidance for Food Production and Cooking Units

Introduction

This document contains evidence requirements and assessment guidance for the following food production and cooking units:

1PR23/09	Prepare Meals for Distribution
1PR26/09	Prepare Meals to Meet Relevant Nutritional Standards Set for School Meals
1PR28/09	Present Menu Items According to Defined Brand Standard
2PR21/09	Prepare, Operate and Clean Specialist Food Preparation and Cooking Equipment
2PR22/09	Liaise With Care Team to Ensure that an Individual's Nutritional Needs are Met
2PR25/09	Prepare and Cook Food to Meet the Requirements of Allergy Sufferers
2PR27/09	Promote New Menu Items

They have been developed jointly, and agreed, with the relevant awarding bodies. They provide information on how each unit should be assessed and give examples of what types of evidence will be acceptable. These are only examples and should not be seen as a prescriptive list.

This document must be used in parallel with the **approved Assessment Strategy**.

The Nature of the Qualification and Source of Evidence

Food Production and Cooking is an occupational qualification the purpose of which is to assess a learner's competence. In each unit there are learning outcomes that describe what the learner must be able to do in a real work environment. It is a requirement, therefore, that evidence to meet the assessment criteria for these learning outcomes comes from real work activity in a hospitality workplace. In some circumstances, evidence of the learner's performance can come from a Realistic Working Environment (RWE). However, RWEs must meet the guidance provided in the Assessment Strategy.

Contingencies

The only exception to workplace or RWE evidence is where particular learning outcomes or assessment criteria rarely or never occur during the period of assessment. Examples could include accidents and emergencies, equipment failures or overspends. These are identified as 'contingencies' in the evidence requirements. Alternative assessment methods, such as simulation or questioning, may be used for contingencies of this kind.

Holistic Assessment

Occupational qualifications lend themselves to holistic assessment. Provided a learner is competent in their role and ready to be assessed, evidence for a number of units is likely to come from the learner's day-to-day work with little interference or support from the assessor. Evidence will be naturally occurring and should only need to be cross-referenced to the learning outcomes and assessment criteria.

Assessment Methods in General

Most units contain two learning outcomes only[1]: one is about what the learner should be able to do and requires *Performance Evidence*; the other learning outcome is about what the learner understands and requires *Evidence of Knowledge and Understanding*. Each of these has a number of possible assessment methods. Every assessment method has advantages and disadvantages, and assessors should choose the method that is most effective and efficient in bringing out and judging valid evidence. For most of the learning outcomes requiring performance evidence, a combination of assessment methods may be appropriate.

These different methods are discussed below.

Performance Evidence

Performance evidence applies to those learning outcomes (and the associated assessment criteria) that describe what the learner is able to <u>do</u>. These learning outcomes all begin with 'be able to' and are followed by an active verb; they will have tangible outcomes, such as work products.

<u>Assessment Method: Observation</u>

This covers observation of the learner's performance at work by a qualified assessor. Observation is probably the most robust method of assessing performance but requires a great deal of time and resource. For this reason, observation can be complemented by the other assessment methods below.

<u>Assessment Method: Products of Work</u>

Products of work are appropriate to many of the learning outcomes and associated assessment criteria. Products of work include, for example: menu and recipe plans, cellar records, staff rotas and accident reports. Products of work are excellent sources of evidence and often eliminate the need for an assessor to observe the learner producing them.

In order to reduce the burden on the learner, assessors are encouraged to log the relevant product of work and its location rather than insist the learner stores copies in their portfolio. Assessors must ensure that products of work are authentic. It is possible for learners to present products of work from the past, although this should be sufficiently recent for the assessor to be able to infer current competence.

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[1] Please note, some of the imported units contain more than two learning outcomes. However, each of these will also begin with 'be able to..', 'know...' or understand. Therefore the same principles apply.

Assessment Method: Witness Testimony

This is another form of observation and takes account of the fact that valuable performance evidence will occur when the regular assessor is not present. The use of witness testimony is encouraged because, again, it reduces the need for observation by the regular assessor. The Assessment Strategy provides for two types of witness testimony.

- *Witness testimony*, for example from a customer, supplier or colleague that provides evidence towards a learner's assessment or

- *Expert witness testimony* that provides powerful evidence of competence, that may in itself be sufficient for an assessor to consider that competence has been proved.

Expert witnesses may be other approved assessors who are recognised to assess the relevant occupational area and level, or line managers/other managers who may not be approved assessors, but who the awarding body agrees have sufficient occupational qualifications or experience to make a judgement on the competence of a learner. Expert witnesses must be able to demonstrate practical experience and knowledge in the unit being assessed, and expert witness testimony must be used in line with awarding body requirements.

Witness testimony of either kind must be authentic, ie the assessor must satisfy themselves that the testimony is a true account of the learner's performance.

It is possible for learners to present witness testimony from the past, although this should be sufficiently recent for the assessor to be able to infer current competence.

Assessment Method: Learner Assessment Criteria/Report

Learner assessment criteria also take account of the fact that valuable performance evidence will occur when the assessor is not present. The learner assessment criteria/report gives the learner the opportunity to write a brief description of something they have done which meets the learning outcomes and assessment criteria in a unit. For a learner assessment criteria/report to be valuable, it must be possible to cross reference it to content of the unit and to clearly see how the description provides evidence against the relevant learning outcomes and assessment criteria. It is possible for a learner to produce a assessment criteria/report on something they have done in the past, although this should be sufficiently recent for the assessor to be able to infer current competence.

Assessment Method: Professional Discussion

Professional discussion can be used as an assessment method for performance and knowledge and understanding. Professional discussion can be a single event or a series of structured, planned and in-depth discussions between the assessor and learner. Professional discussions can be used to obtain evidence from the learner about what they have done and how they did it; it can also be used to supplement observations, witness testimony, examination of work products and written questions/answers. However, assessors should not rely entirely on learners' reports of their own competence. It should always be supplemented by other types of evidence such as witness testimony and work products.

Evidence of Knowledge and Understanding Assessment Methods

Evidence of knowledge and understanding applies to those learning outcomes (and the associated assessment criteria) that describe what the learner understands. These learning outcomes all begin with 'understand'.

Assessment Method: Questioning

Oral and written questions are both valid methods of assessing the knowledge and understanding of learning outcomes and associated assessment criteria, and are likely to be the assessor's method of choice.

Assessment Method: Other Recorded Evidence of Knowledge and Understanding

This includes work-based projects, case studies and reflective accounts. For some learners these approaches can be powerful ways of bringing out evidence of a learner's knowledge and understanding across several related learning outcomes and even units. However, their use will depend on the learner's circumstances and their ability to structure and write the appropriate documents.

Assessment Method: Professional Discussion

Professional discussion can also be used to assess knowledge and understanding. Professional discussion can be a single event or a series of structured, planned and in-depth discussions between the assessor and learner. A professional discussion can bring out a wide range of knowledge and understanding across many related learning outcomes or units, particularly covering why certain things are done or the principles that underpin competent performance. Professional discussion can also help to verify the authenticity of other pieces of evidence.

Assessment Method: Inferring Knowledge and Understanding from Performance

It is possible for an assessor to infer that the learner knows or understands certain things from observing their performance or examining other pieces of evidence such as work products or witness testimony. This particularly applies to assessment criteria that cover how to do certain tasks, for example:

- How menu items should be prepared to ensure that brand standards are maintained

The assessor should already have seen evidence of the learner's ability to do this in the 'be able to' learning outcome in the same unit. They may, therefore, reasonably infer that the learner has this knowledge and understanding.

Inferring knowledge and understanding from performance is a helpful way of avoiding over assessment. However, it should be used with caution, particularly when it comes to the possession of key facts, for example:

- What quantity of nutrients are typically needed to maintain a good dietary balance

or the reasons why certain things are important:

- The importance of knowing calorific values per portion.

In both of these cases, oral/written questions, reflective accounts and professional discussions would be more valid ways of testing knowledge and understanding. The specific knowledge must be brought out.

Volume of Evidence/Length of Assessment

The Evidence Requirements do not stipulate how frequently a learner must be assessed for each unit or how much evidence is acceptable. Assessors and verifiers should use their professional skills and experience to determine how much evidence over what period of time is sufficient to make a reliable judgment of consistent competent performance. This is likely to vary according to the individual learner and their working situation.