

# SVQ2 in Food Production and Cooking at SCQF Level 5

## Candidate Logbook

SVQ

April 2013

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Authorised by Martin Stretton

Prepared by Paul Webster

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# Section 1: SVQ2 in Food Production and Cooking at SCQF Level 5

## Introduction

This document contains information specific to the SVQ2 in Food Production and Cooking at SCQF Level 5.

## National Occupational Standards and SVQs

The standards, Assessment Strategy and qualification structures for hospitality are owned by People 1<sup>st</sup> Sector Skills Council, who reviewed these National Occupational Standards. The SVQs have been developed from the National Occupational Standards.

The SVQ2 in Food Production and Cooking at SCQF Level 5 gives recognition of candidates' skills, knowledge and understanding. It allows candidates to gain a qualification in the workplace that relates to their job and promotes good working practice.

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

People 1<sup>st</sup>  
2nd Floor, Armstrong House  
38 Market Square  
Uxbridge  
UB8 1LH  
Telephone: 01895 817000  
Website: [www.people1st.co.uk](http://www.people1st.co.uk)

SVQs are designed to be assessed in the workplace, or in conditions resembling the workplace. However, simulation of real working practice might be permitted. Where this is allowed it will be shown in the individual units, within the standards that are in this logbook.

Simulation must be carried out in conditions resembling the workplace. These conditions are described as being a 'realistic working environment' (RWE).

## Which SVQ in Food Production and Cooking is available?

SVQ2 in Food Production and Cooking at SCQF Level 5

## Who is this SVQ for?

This qualification is suitable for you if you are carrying out the routine production of food, for example in a works canteen, preparing school meals, in a hospital, or in a residential care home. The food you are producing is simple and items may be pre-cooked or prepared. If you are also working with customers, serving food, and handling cash you should consider taking the payments unit - if you help to set menus, then demonstrate this by doing one of the 'new menu items' units.

## What is the structure of the SVQ2 in Food Production and Cooking at SCQF Level 5?

To achieve the whole qualification at level 5, you must prove competence in **three mandatory units** and **eight optional units**.

This comprises:

- all of the mandatory units
- four units from Group A
- four units from Group B.

Please note – Candidates can select only a maximum of three further SCQF Level 4 units from Section B.

### Mandatory units for the SVQ2 in Food Production and Cooking at SCQF Level 5

You must achieve **all** of the units listed below:

Unit number	Unit code	Title	Unit credit	SCQF level
1	2GEN3/09	Maintain food safety when storing, preparing and cooking food	4	6
2	1GEN4/09	Work effectively as part of a hospitality team	3	4
3	1GEN1/09	Maintain a safe, hygienic and secure working environment	3	4

## Optional units for the SVQ2 in Food Production and Cooking at SCQF Level 5

Group A. You must achieve **four** of the units listed below:

Unit number	Unit code	Title	Unit credit	SCQF level
4	2PR1	Produce basic fish dishes	4	5
5	2PR2	Produce basic meat dishes	4	5
6	2PR3	Produce basic poultry dishes	4	5
7	2PR4	Produce basic vegetable dishes	4	5
8	2PR5	Cook-chill Food	3	5
9	2PR6	Cook-freeze Food	3	5
10	2PR7	Produce basic hot sauces	4	5
11	2PR8	Produce basic rice, pulse and grain dishes	3	5
12	2PR9	Produce basic pasta dishes	3	5
13	2PR11	Produce basic bread and dough dishes	4	5
14	2PR12	Produce basic pastry products	5	5
15	2PR13	Produce basic cakes, sponges and scones	3	5
16	2PR14	Produce basic hot and cold desserts	3	5
17	2PR15	Produce cold starters and salads	3	5
18	2PR16	Produce flour, dough and tray-baked products	3	5

Group B. You must achieve **four** of the units listed below (with a maximum of three at Level 4):

Unit number	Unit code	Title	Unit credit	SCQF level
19	1PR1	Prepare hot and cold sandwiches	2	4
20	1PR10	Produce basic egg dishes	3	4
21	2P&C1/09	Complete kitchen documentation	3	5
22	2P&C2/09	Set up and close kitchen	4	5
23	2Gen1/09	Give customers a positive impression of yourself and your organisation	5	5
24	2PR19	Maintain an efficient use of food resources	4	5
25	2PR22	Liaise with care team to ensure that customer nutritional needs requirements are met	3	5
26	1PR26	Prepare meals to meet relevant nutritional standards set for school meals	4	4
27	2PR17	Produce healthier dishes	3	5
28	1PR23	Prepare meals for distribution	2	4
29	2PR24	Modify the content of dishes	4	5
30	2PR25	Prepare and cook food to meet the requirements of allergy sufferers	3	4
31	2FS5/09	Convert a room for dining	3	5
32	2Gen9/10	Maintain and deal with payments	4	5
33	2PR27	Promote new menu items	3	5
34	1PR28	Present menu items according to defined brand standard	3	4
35	1FS4/09	Provide a counter/takeaway service	3	4
36	1PR20	Maintain an efficient use of resources in the kitchen	3	5
37	2PR21	Prepare, operate and clean specialist food preparation and cooking equipment	4	5

## Section 2: Examples of forms

### Collecting your evidence

This section contains examples of the forms you, your assessor and the internal verifier will use while you are undertaking your SVQ2 in Food Production and Cooking at SCQF Level 5.

The forms are:

- Form 1: Portfolio title page
- Form 2: Personal profile
- Form 3: Contents checklist
- Form 4: Index of evidence
- Form 5: Unit assessment plan
- Form 6: Unit sign-off record
- Form 7: Work log
- Form 8: Observation record
- Form 9: Witness testimony
- Form 10: Expert witness evidence record
- Form 11: Record of questions and candidate's answers.

You should ask your assessor for further advice and support if you are still unsure about how to use the forms and who should complete them.



Example form 1 – Portfolio title page

<b>Name:</b>	
<b>Job title:</b>	
<b>Name of employer/training provider/college:</b>	
<b>Their address:</b>	
<b>Postcode:</b>	
<b>Telephone number (Home):</b>	<b>(Work):</b>
<b>Email address:</b>	<b>Fax number:</b>
<b>SVQ:</b>	
<b>Level:</b>	
<b>Units submitted for assessment:</b>	
<b>Mentor/supervisor:</b>	
<b>(Please provide details of mentor's/supervisor's experience):</b>	
<b>Assessor:</b>	<b>Date:</b>



## Example form 2 – Personal profile

<b>Name:</b>	
<b>Address:</b>	
<b>Postcode:</b>	
<b>Telephone number (Home):</b>	<b>(Work):</b>
<b>Email address:</b>	<b>Fax number:</b>
<b>Job title:</b>	
<b>Relevant experience</b>	
<b>Description of your current job:</b>	
<b>Previous work experience or attach copy of a current CV:</b>	
<b>Qualifications and training and/or attach copy of a current CV:</b>	

*continued overleaf...*

**Voluntary work/interests:**

**Name of employer/training provider/college:**

**Address:**

**Postcode:**

**Telephone number (work):**

**Fax number:**

**Email address:**

**Type of business, if employer:**

**Number of staff:**

**Structure of organisation (including chart or diagram if available):**

### Example form 3 – Contents checklist

<b>SVQ title:</b>		
<b>Candidate:</b>		
	<b>Completed?</b>	<b>Page/section number</b>
<b>Title page for the portfolio</b>		
<b>Personal profile</b> <ul style="list-style-type: none"> <li>• your own personal details</li> <li>• a brief CV or career profile</li> <li>• description of your job</li> <li>• information about your employer/training provider/college</li> </ul>		
<b>Summary of the units</b>		
<b>Completed units</b> <ul style="list-style-type: none"> <li>• signed by yourself, your assessor and the internal verifier (where relevant)</li> <li>• reference numbers included</li> <li>• unit assessment plans</li> </ul>		
<b>Unit progress records</b>		
<b>Index of evidence (with cross-referencing information completed)</b>		
<b>Evidence (with reference numbers)</b> <ul style="list-style-type: none"> <li>• observation records</li> <li>• details of witnesses (witness testimony sheets)</li> <li>• personal statements</li> </ul>		







Example form 5 – Unit assessment plan

<b>SVQ title:</b>				
<b>Unit:</b>				
<b>Candidate:</b>			<b>Assessor:</b>	
<b>Normal working activities performed</b>				
	<b>Typical evidence</b>	<b>Work area</b>	<b>Expected completion date</b>	<b>Links to other units/elements</b>
Element:				
Element:				
Element:				
<b>Activities needing to be performed</b>				
Element:				
Element:				
Element:				
<b>Additional comments</b>				
<b>Assessor's signature:</b>			<b>Date:</b>	
<b>Candidate's signature:</b>			<b>Date:</b>	



## Example form 6 – Unit sign-off record

<b>SVQ title and level:</b>									
<b>Candidate:</b>									
<b>Assessor:</b>									
<p><i>To achieve the whole qualification, you must prove competence in <b>three mandatory</b> units and <b>eight optional</b> units.</i></p> <p><i><b>Unit checklist:</b> list here the units you will be undertaking, then circle the reference number of each unit as you complete it.</i></p>									
<b>Mandatory</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Optional</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Mandatory units</b>			
<b>Unit number</b>	<b>Title</b>	<b>Assessor's signature</b>	<b>Date</b>

*continued overleaf...*



Example form 7 – Work log

<b>SVQ title and level:</b>				
<b>Unit/element(s):</b>				
<b>Candidate:</b>				
<b>Purpose of statement:</b>				
<b>Evidence index number:</b>				
<b>Date</b>	<b>Evidence index number</b>	<b>Details of statement</b>	<b>Links to other evidence</b> <i>(enter numbers)</i>	<b>Units, elements and PCs covered</b>
<b>Candidate's signature:</b>			<b>Date:</b>	
<b>Assessor's signature:</b>			<b>Date:</b>	



Example form 8 – Observation record

<b>SVQ title and level:</b>	
<b>Unit/element(s):</b>	
<b>Candidate:</b>	<b>Date of observation:</b>
<b>Evidence index number:</b>	
<b>Skills/activities observed:</b>	<b>PCs and range covered:</b>
<b>Knowledge and understanding apparent from this observation:</b>	
<b>Other units/elements to which this evidence may contribute:</b>	
<b>Assessor comments and feedback to candidate:</b>	
I can confirm the candidate's performance was satisfactory.	
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Candidate's signature:</b>	<b>Date:</b>



Example form 9 – Witness testimony

<b>SVQ title and level:</b>	
<b>Candidate name:</b>	
<b>Evidence index number:</b>	
<b>Where applicable, evidence number to which this testimony relates:</b>	
<b>Unit:</b>	
<b>Element(s):</b>	
<b>Range:</b>	
<b>Date of evidence:</b>	
<b>Witness name:</b>	
<b>Relationship to candidate:</b>	
<b>Details of testimony:</b>	
I can confirm the candidate's evidence is authentic and accurate.	
<b>Witness signature:</b>	
<b>Name:</b>	<b>Date:</b>
<b>Contact telephone number:</b>	
<i>Please tick (✓) the appropriate box.</i>	
<input type="checkbox"/>	<b>Qualified as an assessor for workplace performance</b>
<input type="checkbox"/>	<b>Familiar with the SVQ standards to which the candidate is working</b>



Example form 10 – Expert witness evidence record

<b>SVQ title and level:</b>	
<b>Candidate name:</b>	
<b>Evidence index number:</b>	
<b>Where applicable, evidence number to which this testimony relates:</b>	
<b>Unit:</b>	
<b>Element(s):</b>	
<b>Date of evidence:</b>	
<b>Expert witness name:</b>	
<b>Relationship to candidate:</b>	
<b>Details of testimony:</b>	
I can confirm the candidate's evidence is authentic and accurate.	
<b>Expert witness signature:</b>	
<b>Name:</b>	<b>Date:</b>
<b>Contact telephone number:</b>	

<i>Please tick (✓) the appropriate box.</i>	
<input type="checkbox"/>	<b>Qualified as an assessor for workplace performance</b>
<input type="checkbox"/>	<b>Relevant professional work role that involves evaluating everyday staff practice</b>
<input type="checkbox"/>	<b>Current expertise</b>
<input type="checkbox"/>	<b>Familiar with the SVQ standards to which the candidate is working</b>



## Example form 11 – Record of questions and candidate’s answers

<b>SVQ title and level:</b>	
<b>Candidate name:</b>	
<b>Unit:</b>	<b>Element(s):</b>
<b>Evidence index number:</b>	
<b>Circumstances of assessment:</b>	
<b>List of questions and candidate’s responses:</b>	
<b>Q:</b>	
<b>A:</b>	
<b>Q:</b>	
<b>A:</b>	
<b>Assessor’s signature:</b>	<b>Date:</b>
<b>Candidate’s signature:</b>	<b>Date:</b>



## Section 3: Logbook

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# Mandatory units



**Unit 1:** **Maintain food safety when storing, preparing and cooking food**

**Unit code:** 2GEN3/09

**Unit credit:** 4

**SCQF Unit level:** 6

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**Introduction**

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. The unit gives staff a broad understanding of reviewing hazards and hazard procedures such that they are part of a team maintaining food safety. This unit is appropriate for staff who directly prepare and cook food.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
<p>For the whole unit</p> <p>K1 How to operate a food safety management system</p> <p>K2 The concept of hazards to food safety in a catering operation, and the necessity of controlling these hazards in order to remove or keep risks to a safe level</p> <p>K3 What might happen if these hazards are not controlled</p> <p>K4 The types of hazards that you are likely to come across in a catering operation</p> <p>K5 How you must control these hazards by cooking, chilling (including storage), cleaning and the avoidance of cross-contamination</p> <p>K6 Why monitoring is important and key stages in the process</p> <p>K7 The importance of knowing what to do when things go wrong</p> <p>K8 The role of record-keeping</p> <p>K9 Why some hazards are more important than others in terms of food safety</p> <p>K10 Who you should report to if you believe there are food safety hazards</p>		

<b>Knowledge</b>	<b>Type of evidence</b>	<b>Date</b>
<p>For Element 2GEN3/09.1 Keep yourself clean and hygienic</p> <p>K11 Why you must wear clean and hygienic clothes appropriate to your job</p> <p>K12 Why you must tie your hair back and/or wear appropriate hair covering</p> <p>K13 What types of protective clothing is appropriate for different jobs in the storage, preparation and cooking of food</p> <p>K14 The food safety hazards that jewellery and accessories can cause</p> <p>K15 When you should change clothing and why this is important</p> <p>K16 Why you must wash your hands thoroughly after going to the toilet; before going into food preparation and cooking areas; after touching raw food and waste and before handling ready-to-eat food</p> <p>K17 How you wash your hands safely</p> <p>K18 Why it is important not to handle food if you have open wounds (including boils and septic cuts), and what to do if you have an open wound</p> <p>K19 Why it is important to report illnesses and infections promptly and why stomach illnesses are particularly important</p> <p>K20 Why it is important to avoid: touching face, nose or mouth; blowing your nose; chewing gum; eating; smoking - when you are working with food</p>		

<b>Knowledge</b>	<b>Type of evidence</b>	<b>Date</b>
<p>For Element 2GEN3/09.2 Keep your working area clean and hygienic</p> <p>K21 Why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task and how to ensure this</p> <p>K22 Why it is important only to use clean and suitable cloths when cleaning between tasks, and how to ensure this is done</p> <p>K23 Why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety</p> <p>K24 The types of damaged surfaces and equipment that can cause food safety hazards, and what to do about them</p> <p>K25 Why it is important to clear and dispose of waste promptly and safely, and how to do so</p> <p>K26 How damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards, and the type of damage you should look for</p> <p>K27 The types of pests that you may find in catering operations, and recognising the signs that they may be there</p>		
<p>For Element 2GEN3/09.3 Store food safely</p> <p>K28 Why it is important to make sure food deliveries are undamaged, at the correct temperature and within their 'use-by date' and how to do this</p> <p>K29 Why it is important to prepare food for storage – for example by removing and disposing of outer packaging (while retaining any important labelling information, eg. instructions for use, information on allergens)</p> <p>K30 Why food must be put in the correct storage area, and the temperatures that different foods should be stored at</p> <p>K31 Why it is important that storage areas are clean and tidy, and what to do if they are not</p> <p>K32 Why it is important to store food at the correct temperatures, and how to achieve this</p> <p>K33 What types of food are raw and what types are ready-to-eat</p> <p>K34 Why it is important to separate raw and ready-to-eat food</p> <p>K35 Why stock rotation procedures are important, and why you must dispose of food beyond its 'use-by date'</p>		

<b>Knowledge</b>	<b>Type of evidence</b>	<b>Date</b>
<p>For Element 2GEN3/09.4 Prepare, cook and hold food safely</p> <p>K36 Why and when it is necessary to defrost foods before cooking and how to do so safely and thoroughly</p> <p>K37 How to recognise conditions leading to food safety hazards during preparation and cooking and what to do if you find any</p> <p>K38 Why it is important to know that certain foods can cause allergic reactions and the procedures you should follow in your organisation to deal with these foods, including what you should do if a customer asks if a particular dish is free from a certain food allergen</p> <p>K39 How cross-contamination can happen between, for example, raw food, food in storage and preparation and food that is ready to eat - and how to avoid this</p> <p>K40 Why you should use thorough cooking and reheating methods</p> <p>K41 Cooking/reheating methods, temperatures and times you must use for the food you work with</p> <p>K42 How to check that the food you work with is thoroughly cooked/safely reheated</p> <p>K43 Why it is important to make sure food is at the correct temperature before and during holding, prior to serving it to the customer, and how to do so</p> <p>K44 The types of cooked foods you may need to chill or freeze because they are not for immediate consumption and how to do so safely</p>		

**Additional evidence (if applicable):**

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	<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
	<b>P = products of the learner's work</b>	<b>WT = authentic statements/witness testimony</b>
	<b>RA = personal statements and/or reflective accounts</b>	<b>EPW = expert witness testimony</b>
	<b>S = outcome from simulation, where permitted by the assessment strategy</b>	<b>RPL = evidence of recognition of prior learning</b>

I confirm that the evidence detailed in this Unit is my own work and meets the requirements of the National Occupational Standards.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate's sampled work meets the standards specified for this Unit and may be presented for external verification.

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Element 2GEN3/09.1

### Keep yourself clean and hygienic

#### What you must cover:

##### **C1 Clothes: (at least 4 from)**

- a) Trousers
- b) Tops/Jackets
- c) Coats
- d) Disposable gloves
- e) Shoes
- f) Headgear
- g) Aprons

##### **C2 Appropriate times to wash your hands (at least 5 from)**

- a) After going to the toilet or after 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

##### **C3 Unsafe behaviour (None from)**

- a) Failure to wash hands thoroughly when necessary
- b) Touching your face, nose or mouth, blowing your nose
- c) Chewing gum
- d) Eating
- e) Smoking
- f) Scratching

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1. Wear clean and hygienic clothes, appropriate to the jobs you are doing									
2. Tie hair back and/or wear appropriate hair covering									
3. Only wear jewellery and other accessories that do not cause food safety hazards									
4. Change your clothes when necessary									
5. Wash your hands thoroughly at appropriate times									
6. Avoid unsafe behaviour that could contaminate the food you are working with									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
7. Report any cuts, boils, grazes, illness and infections promptly to the appropriate person									
8. Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing									

**Element: 2GEN3/09.1 Keep yourself clean and hygienic**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1. Clothes</b>									
a	Trousers								
b	Tops/jackets								
c	Coats								
d	Disposable gloves								
e	Shoes								
f	Headgear								
g	Aprons								
<b>C2. Appropriate times to wash your hands</b>									
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								

**Element: 2GEN3/09.1 Keep yourself clean and hygienic**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
d	Before handling raw food								
e	After disposing of waste								
f	After cleaning								
g	Changing dressings or touching open wounds								
<b>C3.Unsafe Behaviour</b>									
a	Failure to wash hands thoroughly when necessary								
b	Touching your, nose or mouth, blowing your nose								
c	Chewing gum								
d	Eating								
e	Smoking								
f	Scratching								

**Additional evidence (if applicable):**

<p><b>Column key:</b></p>	<p><b>O = direct observation of the learner's performance by their assessor</b></p> <p><b>Q&amp;A = outcomes from oral or written questioning</b></p> <p><b>P = products of the learner's work</b></p> <p><b>RA = personal statements and/or reflective accounts</b></p> <p><b>S = outcome from simulation, where permitted by the assessment strategy</b></p>	<p><b>PD = professional discussion</b></p> <p><b>A = assignment, project/case studies</b></p> <p><b>WT = authentic statements/witness testimony</b></p> <p><b>EPW = expert witness testimony</b></p> <p><b>RPL = evidence of recognition of prior learning</b></p>
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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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## Element 2GEN3/09.2

### Keep your working area clean and hygienic

#### What you must cover

##### **C4 Surfaces and equipment (at least 2 from)**

- a) Surfaces and utensils for preparing, cooking and holding food
- b) Surfaces and utensils used for displaying and serving food
- c) Appropriate cleaning equipment

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
9. Make sure surfaces and equipment are clean and in good condition									
10. Use clean and suitable cloths and equipment for wiping and cleaning between tasks									
11. Remove from use any surfaces and equipment that are damaged or have loose parts, and report them to the person responsible for food safety									
12. Dispose of waste promptly, hygienically and appropriately									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
13. Identify, take appropriate action on and report to the appropriate person, any damage to walls, floors, ceilings, furniture and fittings									
14. Identify, take appropriate action on and report to the appropriate person, any signs of pests									

**Element: 2GEN3/09.2 Keep your working area clean and hygienic**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C4.Surfaces and equipment</b>									
a Surfaces and utensils for preparing, cooking and holding food									
b Surfaces and utensils used for displaying and serving food									
c Appropriate cleaning equipment									

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## Element 2GEN3/09.3

### Store food safely

#### What you must cover

##### **C5 Storage areas (at least 2 from)**

- a) Ambient temperature
- b) Refrigerator
- c) Freezer

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
15. Check that food is undamaged, is at the appropriate temperature and within its 'use-by date' on delivery									
16. Look at and retain any important labelling information									
17. Prepare food for storage and put it in the correct storage area as quickly as necessary to maintain its safety									
18. Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
19. Store food so that cross contamination is prevented, e.g. keep raw and ready-to-eat food separate, keep commonly allergenic foods such as nuts in sealed containers									
20. Follow stock rotation procedures									
21. Safely dispose of food that is beyond its 'use-by date'									
22. Keep necessary records up-to-date									

**Element: 2GEN3/09.3 Store food safely**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>
<b>C5 Storage areas</b>									
a Ambient temperature									
b Refrigerator									
c Freezer									

**Additional evidence (if applicable):**

--

	<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project / case studies</b>
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## Element 2GEN3/09.4

### Prepare, cook and hold food safely

#### What you must cover

##### **C6 Operations (at least 4 from)**

- 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

##### **C7 Hazards (None from)**

- a) Bacteria and other organisms
- b) Chemical
- c) Physical
- d) Allergenic

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
23. Check food before and during operations for any hazards, and follow the correct procedures for dealing with these									
24. Follow your organisation's procedures for items that may cause allergic reactions									
25. Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
26. Use methods, times, temperatures and checks to make sure food is safe following operations									
27. Keep necessary records up-to-date									

**Element: 2GEN3/09.4 Prepare, cook and hold food safely**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C6.Operations</b>									
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								

**Element: 2GEN3/09.4 Prepare, cook and hold food safely (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C7.Hazards</b>									
a Bacteria and other organisms									
b Chemical									
c Physical									
d Allergenic									

**Additional evidence (if applicable):**

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<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
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## **Unit 2: Work effectively as part of a hospitality team**

**Unit code:** 1GEN4/09

**Unit credit:** 3

**SCQF Unit level:** 4

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### **Introduction**

This unit is about making a useful contribution to the work of a team, i.e. the people you work with. 'Team' includes your line manager or supervisor as well as other people in your team working at the same level as yourself. The unit includes accurately following instructions; working on time; helping others when they need help; communicating with the people you work with; getting feedback on what you do well and where you could improve and continuing to learn and develop yourself.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
Plan and organise your work		
K1 Why it is essential to understand the requirements of the work K2 The benefits to you and your team of planning and organising your work K3 How to make the most efficient use of your time and avoid things that may unnecessarily disrupt it K4 The benefits of keeping everything you need for your work organised and available K5 Why it is important to keep your work area clean and tidy K6 Why it is important to keep waste to a minimum K7 When to ask for help and who you can ask		
Work effectively with team members		
K8 Why effective teamwork is important K9 The people in your team and how they fit into the organisation K10 The responsibilities of the team and why it is important to the organisation as a whole K11 How to maintain good working relationships with team members K12 How to determine if helping a team member will prevent you from completing your own work on time K13 The limits of your job role and what you can and cannot do when helping team members K14 What could be essential information that needs to be passed on to a team member and why you need to pass it on as soon as possible K15 The types of behaviour that help the team to work well and the types that do not K16 Why you should report any problems with working relationships to your line manager K17 How to communicate clearly and why it is important		

Knowledge	Type of evidence	Date
Develop your own skills		
K18 Why it is important to improve your knowledge and skills		
K19 How to get feedback from team members and how this can help you		
K20 How a learning plan should help to improve your work		
K21 Why it is important to review your action / learning plan regularly		

**Additional evidence (if applicable):**

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**Plan and organise your work**

**What you must do**

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
1 Make sure you understand the requirements of the work									
2 Ask questions about things you do not understand									
3 Accurately follow instructions									
4 Plan your work by prioritising tasks in order of importance									
5 Keep everything you need for your work organised and available									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
6 Keep your work area as clean and tidy as possible									
7 Keep waste to a minimum									
8 Ask for help from the relevant person if you need it									
9 Provide work on time and as agreed									

**Additional evidence (if applicable):**

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**Work effectively with team members**

**What you must do**

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
10 Give team members help when they ask for it									
11 Make sure the help you give them is within the limits of your job role									
12 Make sure the help you give does not prevent you from completing your own work on time									
13 Pass on important information to team members as soon as possible									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
14 Maintain good working relationships with team members									
15 Report any problems with working relationships to the relevant person									
16 Communicate clearly and effectively with team members									

**Additional evidence (if applicable):**

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Develop your own skills

**What you must do**

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
17 Seek feedback on your work and deal with this feedback positively									
18 Identify, with the relevant person, aspects of your work which are up to standard and areas that you could improve									
19 Agree what you have to do to improve your work									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
20 Agree an action/ learning plan with the relevant person									
21 Seek opportunities to review and develop your plan									

**Additional evidence (if applicable):**

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## **Unit 3: Maintain a safe, hygienic and secure working environment**

**Unit code:** 1GEN1/09

**Unit credit:** 3

**SCQF Unit level:** 4

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### **Introduction**

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 illnesses 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.

This unit links to all of the units in the hospitality suite of occupational standards.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 Your responsibilities under the Health and Safety at Work Act		
K2 Why it is important to work in a healthy, safe and hygienic way		
K3 Where you can get information about health, hygiene and safety in your workplace		
For Element 1GEN1/09.1 Maintain personal health and hygiene		
K4 General rules on hygiene that you must follow		
K5 Why correct clothing, footwear and headgear should be worn at all times		
K6 Why it is important to maintain good personal hygiene		
K7 What you should do if you have cuts, grazes and wounds and why it is important		

<b>Knowledge</b>	<b>Type of evidence</b>	<b>Date</b>
<p>For Element 1GEN1/09.2 Help to maintain a hygienic, safe and secure workplace</p> <p>K8 The types of hazards that you may find in your workplace and how to deal with these correctly</p> <p>K9 Hazards you can deal with yourself and hazards that you must report to someone else</p> <p>K10 How to warn other people about hazards and why this is important</p> <p>K11 Why you should report accidents and near accidents and who you should report these to</p> <p>K12 Types of emergencies that may happen in your workplace and how to deal with these</p> <p>K13 Where to find first aid equipment and who the registered first-aider is in your workplace</p> <p>K14 Safe lifting and handling techniques that you must follow</p> <p>K15 Other ways of working safely that are relevant to your job and why these are important</p> <p>K16 Your organisation's emergency procedures, in particular for fire, and how you should follow these</p> <p>K17 The possible causes of fire in your workplace</p> <p>K18 What you can do to minimise the risk of fire</p> <p>K19 Where to find fire alarms and how to set them off</p> <p>K20 Why you should never approach a fire unless it is safe to do so</p> <p>K21 Why it is important to follow fire safety laws</p> <p>K22 Your organisation's security procedures and why these are important</p> <p>K23 The correct procedures for dealing with customer property</p> <p>K24 Why it is important to report all usual/non-routine incidents to the appropriate person</p>		

**Additional evidence (if applicable):**

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Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Element 1GEN1/09.1

Maintain personal health and hygiene

### What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Wear clean, smart and appropriate clothing, footwear and headgear									
2 Keep your hair neat and tidy and wear it in line with your organisation's standards									
3 Make sure any jewellery, perfume and cosmetics you wear are in line with your organisation's standards									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
4 Get any cuts, grazes and wounds treated by the proper person									
5 Report illness and infections promptly to the proper person									

**Additional evidence (if applicable):**

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	<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project / case studies</b>
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## **Element 1GEN1/09.2**

**Help to maintain a hygienic, safe and secure workplace**

### **What you must cover**

#### **C1 Hazards (at least 1 from)**

- a) Relating to equipment
- b) Relating to areas where you work
- c) Relating to personal clothing

#### **C2 Ways of dealing with hazards (at least 1 from)**

- a) Putting them right yourself
- b) Reporting them to appropriate colleagues
- c) Warning other people

#### **C3 Emergency procedures (at least 1 from)**

- a) Fire
- b) Threat
- c) Security

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
6 Keep a look out for hazards in your workplace									
7 Identify any hazards or potential hazards and deal with these correctly									
8 Report any accidents or near accidents quickly and accurately to the proper person									
9 Follow health, hygiene and safety procedures in all your work									
10 Practise emergency procedures correctly									
11 Follow your organisation's security procedures									

**Element: 1GEN1/09.2 Help to maintain a hygienic, safe and secure workplace**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Hazards</b>									
a	Relating to equipment								
b	Relating to areas where you work								
c	Relating to personal clothing								
<b>C2.Ways of dealing with hazards</b>									
a	Putting them right yourself								
b	Reporting them to appropriate colleagues								
c	Warning other people								
<b>C3.Emergency procedures</b>									
a	Fire								
b	Threat								
c	Security								

**Additional evidence (if applicable):**

<p><b>Column key:</b></p>	<p><b>O = direct observation of the learner's performance by their assessor</b></p> <p><b>Q&amp;A = outcomes from oral or written questioning</b></p> <p><b>P = products of the learner's work</b></p> <p><b>RA = personal statements and/or reflective accounts</b></p> <p><b>S = outcome from simulation, where permitted by the assessment strategy</b></p>	<p><b>PD = professional discussion</b></p> <p><b>A = assignment, project/case studies</b></p> <p><b>WT = authentic statements/witness testimony</b></p> <p><b>EPW = expert witness testimony</b></p> <p><b>RPL = evidence of recognition of prior learning</b></p>
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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

# Optional units



## **Unit 4: Produce basic fish dishes**

**Unit code:** 2PR1

**Unit credit:** 4

**SCQF Unit level:** 5

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### **Introduction**

This unit is about cooking and finishing basic fish dishes, for example:

- Grilled salmon steaks
- Battered fish
- Fish cakes
- Fish pies.

The unit makes reference to a range of different forms in which the fish may be available, i.e. raw or processed.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 How to check the fish meets dish requirements K2 What quality points to look for in fish K3 What you should do if there are problems with the fish or other ingredients K4 The correct tools and equipment to implement the relevant cooking methods K5 Why it is important to use the correct tools and equipment K6 How to use the relevant cooking methods K7 Why it is important to use the most appropriate cooking method in relation to each type of fish K8 The correct temperatures for cooking fish and why these temperatures are important K9 How to garnish and present the fish dishes offered by the establishment K10 How to correct a fish dish to make sure it has the right colour, consistency and flavour K11 The correct temperatures for holding and serving fish dishes K12 Healthy eating options when cooking and finishing fish		

**Additional evidence (if applicable):**

--

<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
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<b>Column key:</b>	

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I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Element 2PR1

### Produce basic fish dishes

#### What you must cover

##### **C4 Fish (at least 2 from)**

- a) Raw fish portions
- b) Processed fish products (i.e. fish cakes, coated fish portions)
- c) Whole fish

##### **C5 Cooking by (at least 4 from)**

- a) Frying – deep
- b) Frying – shallow
- c) Grilling
- d) Boiling (including boil in the bag)
- e) Steaming
- f) Baking
- g) Microwaving

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the fish meets dish requirements									
2 Choose and use the right tools and equipment correctly									
3 Combine the fish with other ingredients									
4 Cook the fish to meet the requirements of the dish									
5 Garnish and present the dish to meet requirements									
6 Make sure the dish has the correct flavour, colour, consistency and quantity									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
7 Make sure the dish is at the correct temperature for holding and serving									
8 Safely store any cooked fish not for immediate use									

Element: 2PR1 Produce basic fish dishes									
What you must cover:									
(Assessor to record range with reference to element requirements)									
Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Fish</b>									
a	Raw fish portions								
b	Processed fish products (i.e. fish cakes, coated fish portions)								
c	Whole fish								
<b>C2.Cooking by</b>									
a	Frying - deep								
b	Frying - shallow								
c	Grilling								
d	Boiling (including boil in the bag)								
e	Steaming								
f	Baking								
g	Microwaving								

**Additional evidence (if applicable):**

--

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I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## **Unit 5: Produce basic meat dishes**

**Unit code:** 2PR2

**Unit credit:** 4

**SCQF Unit level:** 5

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### **Introduction**

This unit is about cooking and finishing basic meat dishes, for example:

- Steaks and cutlets
- Stews and casseroles
- Curries
- Minced dishes – e.g. lasagne, shepherd’s pie.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
<p>K1 How to check the meat is of the correct type, cut and quantity for the dish</p> <p>K2 What quality points to look for in prepared meat</p> <p>K3 What you should do if there are problems with the meat or other ingredients</p> <p>K4 What the benefits of sealing meat are</p> <p>K5 Different cuts of meat and the most effective (or appropriate) methods of cooking them</p> <p>K6 The correct tools and equipment to carry out the following cooking methods: grilling, griddling, frying, boiling, braising, steaming, stewing, roasting, baking, microwaving</p> <p>K7 Why it is important to use the correct tools and equipment</p> <p>K8 How to use the following cooking methods according to dish requirements: grilling, griddling, frying, boiling, braising, steaming, stewing, roasting, baking, microwaving</p> <p>K9 The correct temperatures for cooking meat using the cooking methods listed</p> <p>K10 How to correct a meat dish to meet finishing requirements</p> <p>K11 How to carry out the following finishing methods: garnishing and presentation</p> <p>K12 The correct temperatures for holding and serving meat dishes</p> <p>K13 Healthy eating options when cooking and finishing meat</p>		

**Additional evidence (if applicable):**

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<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
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<b>Column key:</b>	

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Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Element 2PR2

### Produce basic meat dishes

#### What you must cover

##### **C1 Meat (at least 2 from)**

- a) Raw meat portions
- b) Processed meat products (i.e. burgers, sausages)
- c) Meat joints

##### **C2 Cooking by (at least 4 from)**

- a) Grilling (over and under heat source)
- b) Griddling
- c) Frying (shallow/stir)
- d) Boiling (including boil in the bag)
- e) Braising
- f) Steaming
- g) Stewing
- h) Roasting
- i) Baking
- j) Microwaving

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the meat for type, cut, quantity and quality									
2 Choose and use tools and equipment correctly									
3 Combine the meat with other ingredients									
4 Cook the meat to meet the requirements of the dish									
5 Make sure the dish has the correct flavour, consistency and quantity									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
6 Garnish and present the dish to meet organisational specifications									
7 Make sure the dish is at the correct temperature for holding and serving									
8 Safely store any cooked meat not for immediate use									

**Element: 2PR2 Produce basic meat dishes**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Meat</b>									
a	Raw meat portions								
b	Processed meat products (i.e. burgers, sausages)								
c	Meat joints								
<b>C2.Cooking by</b>									
a	Grilling (over and under heat source)								
b	Griddling								
c	Frying (shallow/stir)								
d	Boiling (including boil in the bag)								
e	Braising								
f	Steaming								
g	Stewing								

**Element: 2PR2 Produce basic meat dishes (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
h Roasting									
i Baking									
j Microwaving									

**Additional evidence (if applicable):**

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## **Unit 6: Produce basic poultry dishes**

**Unit code:** 2PR3

**Unit credit:** 4

**SCQF Unit level:** 5

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### **Introduction**

This unit is about cooking and finishing basic poultry dishes, for example:

- Sautéed chicken
- Chicken Kiev
- Chicken and bacon pie.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
<p>K1 How to check the poultry meets dish requirements</p> <p>K2 What quality points to look for in poultry and poultry items, including frozen and coated poultry items</p> <p>K3 What you should do if there are problems with the poultry or other ingredients</p> <p>K4 The correct tools and equipment to carry out the following cooking methods: grilling, griddling, roasting, poaching, deep, shallow and stir frying, steaming, baking, microwaving</p> <p>K5 Why it is important to use the correct tools and equipment</p> <p>K6 How to use the following cooking methods according to dish requirements: grilling, griddling, roasting, poaching, deep, shallow and stir frying, steaming, baking, microwaving</p> <p>K7 Why it is important to use the correct cooking techniques</p> <p>K8 The correct temperatures for cooking poultry and poultry products</p> <p>K9 How to correct a poultry dish to meet finishing requirements</p> <p>K10 How to carry out the following finishing methods: garnishing and presentation</p> <p>K11 The correct temperatures for holding and serving poultry dishes</p> <p>K12 Healthy eating options when cooking and finishing poultry</p>		

**Additional evidence (if applicable):**

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<b>Column key:</b>	

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Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Element 2PR3

### Produce basic poultry dishes

#### What you must cover

##### **C1 Poultry (at least 2 from)**

- a) Coated poultry products
- b) Raw poultry portions
- c) Whole birds

##### **C2 Cooking by (at least 4 from)**

- a) Grilling
- b) Griddling
- c) Roasting
- d) Poaching (including boil in the bag)
- e) Frying (deep/shallow/sautéing/stir)
- f) Steaming
- g) Baking
- h) Microwaving

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the poultry meets dish requirements									
2 Choose and use tools and equipment correctly									
3 Combine the poultry with other ingredients									
4 Cook the poultry to meet the requirements of the dish									
5 Make sure the dish has the correct colour, flavour, consistency and quantity									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
6 Garnish and present the dish to meet organisational specifications									
7 Make sure the dish is at the correct temperature for holding and serving									
8 Safely store any cooked poultry not for immediate use									

**Element: 2PR3 Produce basic poultry dishes**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C3.Poultry</b>									
a	Coated poultry products								
b	Raw poultry portions								
c	Whole birds								
<b>C4.Cooking by</b>									
a	Grilling								
b	Griddling								
c	Roasting								
d	Poaching (including boil in the bag)								
e	Frying (deep/shallow/sautéing /stir)								
f	Steaming								
g	Baking								
h	Microwaving								

**Additional evidence (if applicable):**

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Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate's sampled work meets the standards specified for this Unit and may be presented for external verification.

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## **Unit 7: Produce basic vegetable dishes**

**Unit code:** 2PR4

**Unit credit:** 4

**SCQF Unit level:** 5

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### **Introduction**

This unit is about cooking and finishing basic vegetable dishes, for example:

- Vegetable curry
- Roasted vegetables
- Stuffed vegetables.

It also covers the cooking and finishing of vegetables in a simple form, e.g. boiled or steamed carrots, roast potatoes.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 How to check the vegetables meet dish requirements K2 What quality points to look for in vegetables K3 What you should do if there are problems with the vegetables or other ingredients K4 The correct tools and equipment needed to carry out the relevant cooking methods K5 How each of the cooking methods should be followed to meet dish requirements K6 The correct temperatures for cooking the relevant vegetable dishes K7 How to maintain the nutritional value of vegetables during cooking and holding K8 The main reasons for blanching vegetables K9 Which vegetables are suitable for high and low pressure steaming K10 How to finish basic vegetable dishes K11 The correct temperatures for holding and serving vegetable dishes K12 Healthy eating options when cooking and finishing vegetable dishes		

**Additional evidence (if applicable):**

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<b>Column key:</b>	

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Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate's sampled work meets the standards specified for this Unit and may be presented for external verification.

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Element 2PR4

### Produce basic vegetable dishes

#### What you must cover

##### **C1 Vegetables (at least 4 from)**

- a) Roots and tubers
- b) Bulbs
- c) Flower heads
- d) Fungi
- e) Seeds and pods
- f) Leaves
- g) Stems
- h) Vegetable fruits

##### **C2 Format (at least 1 from)**

- a) Fresh
- b) Frozen
- c) Pre-prepared

##### **C3 Cooking by (at least 4 from)**

- a) Blanching
- b) Boiling
- c) Roasting
- d) Baking
- e) Grilling
- f) Frying (deep/shallow/stir)
- g) Steaming
- h) Combination cooking methods
- i) Microwaving

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the vegetables meet both the quality and quantity requirements of the dish									
2 Choose and use tools and equipment correctly									
3 Combine the vegetables with other ingredients									
4 Cook the vegetables to meet the requirements of the dish									
5 Make sure the dish has the correct flavour, colour, consistency and quantity									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
6 Finish and present the dish to meet requirements									
7 Make sure the dish is at the correct temperature for holding and serving									
8 Safely store any cooked vegetables not for immediate use									

**Element: 2PR4 Produce basic vegetable dishes**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1. Vegetables</b>									
a	Roots and tubers								
b	Bulbs								
c	Flower heads								
d	Fungi								
e	Seeds and pods								
f	Leaves								
g	Stems								
h	Vegetable fruits								
<b>C2.Format</b>									
a	Fresh								
b	Frozen								
c	Pre-prepared								

**Element: 2PR4 Produce basic vegetable dishes (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C3. Cooking by</b>									
a Blanching									
b Boiling									
c Roasting									
d Baking									
e Grilling									
f Frying (deep/shallow/stir)									
g Steaming									
h Combination cooking methods									
i Microwaving									

**Additional evidence (if applicable):**

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Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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## **Unit 8: Cook-chill food**

**Unit code:** 2PR5

**Unit credit:** 3

**SCQF Unit level:** 5

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### **Introduction**

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

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 Why time and temperature is important when preparing cook-chill food K2 Why food containers must be sealed and labelled correctly before storage K3 Why portions must be controlled when filling packages K4 What quality points to look for when portioning, packing and blast-chilling food K5 Why it is important to monitor and record food temperatures regularly K6 Why stock rotation procedures must be followed K7 Why time and temperature are important when storing cook-chill food K8 Why storage areas should be secured from unauthorised access		

**Additional evidence (if applicable):**

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## **Element 2PR5.1**

### **Portion, pack and blast chill food**

#### **What you must cover**

##### **C1 Food (at least 4 from)**

- 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

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Make sure the food is of the correct type, quality and quantity required									
2 Deal correctly with any food that does not meet requirements									
3 Correctly portion, pack and cover food									
4 Blast-chill food and correctly seal and label it									
5 Transport containers to the appropriate storage areas									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
6 Handle containers correctly during transportation and ensure that they remain undamaged									
7 Monitor and record food temperatures accurately									

**Element: Element 2PR5.1 Portion, pack and blast chill food**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Food</b>									
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								

**Additional evidence (if applicable):**

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## **Element 2PR5.2**

### **Store cook-chill food**

#### **What you must cover**

##### **C2 Problems (None from)**

- a) Problems with equipment
- b) Problems with food

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
8 Store cook-chill items under the correct conditions									
9 Follow stock rotation procedures correctly and use stock in date order									
10 Maintain accurate records of food items that are received, stored and issued									
11 Handle food items so that they remain undamaged									
12 Monitor and record food temperatures accurately									
13 Secure storage areas against unauthorised access									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
14 Report any problems that you identify with the storage of cooking items promptly to the proper person									

**Element: 2PR5.2 Store cook-chill food**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>
<b>C2.Problems</b>									
a Problems with equipment									
b Problems with food									

**Additional evidence (if applicable):**

--

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## **Unit 9: Cook-freeze food**

**Unit code:** 2PR6

**Unit credit:** 3

**SCQF Unit level:** 5

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### **Introduction**

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.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For Element 2PR6.1 Portion, pack and blast-freeze food		
K1	Why time and temperature are important when preparing cook-freeze food	
K2	Why food containers must be sealed and labelled correctly before storage	
K3	Why portions must be controlled when filling packages	
For Element 2PR6.2 Store cook-freeze food		
K4	Why it is important to monitor and record food temperatures regularly	
K5	Why time and temperature are important when storing cook-freeze food	
K6	Why stock rotation procedures must be followed	
K7	Why storage areas should be secured from unauthorised access	

**Additional evidence (if applicable):**

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## **Element 2PR6.1**

### **Portion, pack and blast-freeze food**

#### **What you must cover**

##### **C1 Food (at least 4 from)**

- 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

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Make sure the food is of the correct type, quality and quantity required									
2 Deal correctly with any problems that you identify with the quality of the food									
3 Portion, pack and cover food correctly									
4 Blast-freeze food, seal and label it correctly									
5 Transport containers to the appropriate storage area									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
6 Handle containers correctly, ensuring that they remain undamaged									
7 Monitor and record food temperatures accurately									

**Element: 2PR6.1 Portion, pack and blast-freeze food**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Food</b>									
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								

**Additional evidence (if applicable):**

--

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## **Element 2PR6.2**

### **Store cook-freeze food**

#### **What you must cover**

##### **C2 Problems (None from)**

- a) Problems with equipment
- b) Problems with food

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
8 Follow stock rotation procedures and use stock accordingly									
9 Maintain accurate records of food items that are received, stored and issued									
10 Handle food items with care so that they remain undamaged									
11 Monitor and accurately record food temperatures									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
12 Secure storage areas against unauthorised access									
13 Identify any problems with the storage of cook-freeze items and report them to the proper person.									

**Element: 2PR6.2 Store cook-freeze food**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>
<b>C2.Problems</b>									
a Problems with equipment									
b Problems with food									

**Additional evidence (if applicable):**

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## **Unit 10:**

## **Produce basic hot sauces**

**Unit code:** 2PR7

**Unit credit:** 4

**SCQF Unit level:** 5

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### **Introduction**

This unit is about preparing, cooking and finishing basic hot sauces, for example:

- Thickened gravy (jus lié)
- Roast gravy (jus rôti)
- Curry gravy
- White sauce
- Brown sauce
- Velouté
- Purée.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 Safe and correct use of alcohol in sauces and why it is used K2 How to check the ingredients meet dish requirements K3 What quality points to look for in sauce ingredients K4 How to use the correct tools and equipment required to prepare, cook and finish basic hot sauces K5 How to correctly carry out the relevant preparation, cooking and finishing methods K6 Why it is important to use the correct tools, equipment and techniques K7 The correct temperatures for cooking sauces K8 How to identify when sauces have the correct flavour, colour, texture, consistency and finish K9 How to present cooked sauces K10 The correct temperatures for holding and storing sauces K11 Healthy eating options when making hot sauces		

**Additional evidence (if applicable):**

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## Element 2PR7

### Produce basic hot sauces

#### What you must cover

##### **C1 Preparation, cooking and finishing methods (at least 5 from)**

- a) Weighing/measuring
- b) Chopping
- c) Simmering
- d) Boiling
- e) Roux preparation
- f) Passing/straining/blending
- g) Skimming
- h) Whisking
- i) Adding cream

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the ingredients to make sure that they meet quality and quantity requirements of the sauce									
2 Choose and use the right tools and equipment									
3 Prepare, cook and finish the sauce to meet requirements									
4 Make sure the sauce has the correct flavour colour, texture, consistency and finish									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
5 Present the sauce to meet requirements									
6 Make sure the sauce is at the correct temperature for holding and serving									
7 Safely store any cooked sauce not for immediate use									

Element: 2PR7 Produce basic hot sauces									
What you must cover:									
(Assessor to record range with reference to element requirements)									
Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Preparation, cooking and finishing methods</b>									
a Weighing/measuring									
b Chopping									
c Simmering									
d Boiling									
e Roux preparation									
f Passing/straining/blending									
g Skimming									
h Whisking									
i Adding cream									

**Additional evidence (if applicable):**

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## **Unit 11: Produce basic rice, pulse and grain dishes**

**Unit code:** 2PR8

**Unit credit:** 3

**SCQF Unit level:** 5

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### **Introduction**

This unit is about cooking and finishing basic rice, pulse and grain dishes. This may include simple cooked rice and pulses to accompany other dishes, or in the form of specific rice and pulse dishes, for example dhal, moulded rice, grilled set polenta.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 How to make sure that the ingredients meet dish requirements K2 What quality points to look for in rice, pulses and grains K3 What you should do if there are problems with the rice, pulses and grains K4 The correct tools and equipment to carry out the relevant preparation methods K5 Why it is important to use the correct tools, equipment and techniques K6 How to use the relevant cooking methods K7 How to identify when rice, pulse and grain based dishes have the correct colour, flavour, texture and quantity K8 The correct temperatures for holding and serving rice, pulse and grain based dishes K9 How rice, pulse and grain dishes can be cooled in a manner that maintains effective food safety K10 Healthy eating options when making rice, pulse and grain based dishes		

**Additional evidence (if applicable):**

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Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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## **Element 2PR8**

**Produce basic rice, pulse and grain dishes**

### **What you must cover**

#### **C1 Ingredients (at least 3 from)**

- a) Rice
- b) Peas, beans and lentils
- c) Grain, including polenta

#### **C2 Preparation and cooking methods (at least 4 from)**

- a) Soaking and washing
- b) Boiling
- c) Braising
- d) Steaming
- e) Frying
- f) Baking
- g) Microwaving

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the ingredients to make sure that they meet quality and quantity requirements									
2 Choose and use the right tools and equipment									
3 Cook ingredients using the correct preparation and cooking methods									
4 Make sure the dish has the correct flavour, colour, texture and quantity									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
5 Garnish and present the food products to meet organisational standards									
6 Make sure the dish is at the correct temperature for holding and serving									
7 Safely store any prepared food products not for immediate consumption									

**Element: 2PR8 Produce basic rice, pulse and grain dishes**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Ingredients</b>									
a	Rice								
b	Peas, beans and lentils								
c	Grain, including polenta								
<b>C2.Preparation and cooking methods</b>									
a	Soaking and washing								
b	Boiling								
c	Braising								
d	Steaming								
e	Frying								
f	Baking								
g	Microwaving								

**Additional evidence (if applicable):**

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Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## **Unit 12:**

## **Produce basic pasta dishes**

**Unit code:** 2PR9

**Unit credit:** 3

**SCQF Unit level:** 5

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### **Introduction**

This unit is about preparing, cooking and finishing basic pasta dishes, for example:

- Meat and vegetable based lasagne
- Macaroni cheese
- Spaghetti bolognaise
- Tagliatelle-based dishes
- Stuffed pasta dishes i.e. cannelloni, ravioli, tortellini.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 How to check the pasta and other ingredients meet dish requirements K2 What quality points to look for in pasta and other ingredients used in the dish K3 What you should do if there are problems with the pasta and other ingredients used in the dish K4 Why time and temperature are important when cooking and finishing basic pasta dishes K5 The correct tools and equipment used for the relevant preparation and cooking methods K6 How to carry out the relevant preparation and cooking methods K7 Why it is important to use the correct tools, equipment and techniques K8 How to identify when pasta dishes have the correct colour, flavour, texture and quantity K9 The correct temperatures for holding and serving pasta dishes K10 How to cool pasta in a way that ensures effective food safety prior to storage K11 How to safely store cooked pasta dishes K12 Healthy eating options when making pasta dishes		

**Additional evidence (if applicable):**

--

<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
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I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate's sampled work meets the standards specified for this Unit and may be presented for external verification.

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Element 2PR9

### Produce basic pasta dishes

#### What you must cover

##### **C1 Pasta ( at least 3 from)**

- a) Stuffed pasta
- b) Shaped pasta
- c) Lasagne
- d) Dried pasta
- e) Pre-prepared fresh pasta

##### **C2 Preparation and Cooking methods (at least 3 from)**

- a) Blanching
- b) Straining
- c) Mixing
- d) Boiling
- e) Baking

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the pasta and other ingredients meet dish requirements									
2 Choose and use tools and equipment correctly									
3 Prepare and cook the pasta and other ingredients to meet dish requirements									
4 Make sure the pasta dish has the correct flavour, colour, texture and quantity									
5 Present and garnish the pasta dish to meet requirements									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
6 Make sure the pasta dish is at the correct temperature for holding and serving									
7 Safely store any cooked pasta dishes not for immediate use									

**Element: Element 2PR9 Produce basic pasta dishes**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Pasta</b>									
a Stuffed pasta									
b Shaped pasta									
c Lasagne									
d Dried pasta									
e Pre-prepared fresh pasta									
<b>C2.Preparation and cooking methods</b>									
a Blanching									
b Straining									
c Mixing									
d Boiling									
e Baking									

**Additional evidence (if applicable):**

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## **Unit 13:**

## **Produce basic bread and dough products**

**Unit code:** 2PR11

**Unit credit:** 4

**SCQF Unit level:** 5

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### **Introduction**

This unit is about preparing, cooking and finishing basic bread and dough products, for example:

- Buns
- Bread, bread rolls
- Naans
- Pitta breads
- Pizzas
- Soda bread dough.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 How to make sure that the ingredients meet dish requirements K2 Quality points in ingredients for bread and dough products K3 What you should do if there are problems with the ingredients K4 How to use the correct tools and equipment required to prepare, cook and serve basic bread and dough products K5 How to correctly carry out the relevant cooking methods K6 Why it is important to use the correct tools, equipment and techniques K7 How to identify when bread and dough products have the correct colour, texture, and finish K8 How to carry out the relevant finishing methods K9 Correct temperatures and conditions for holding and serving bread and dough products K10 How to store bread and dough products K11 Healthy eating options when making bread and dough products		

**Additional evidence (if applicable):**

--

<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
<b>P = products of the learner's work</b>	<b>WT = authentic statements/witness testimony</b>
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## Element 2PR11

### Produce basic bread and dough products

#### What you must cover

##### **C1 Bread and dough products (at least 2 from)**

- a) Bun dough
- b) Bread dough
- c) Naan dough/pitta dough
- d) Pizza dough
- e) Soda bread dough
- f) Par-cooked products

##### **C2 Preparation and Cooking methods (at least 7 from)**

- a) Weighing/measuring
- b) Sieving
- c) Mixing/kneading
- d) Proving
- e) Knocking back
- f) Shaping
- g) Baking
- h) Frying

##### **C3 Finishing methods (at least 1 from)**

- a) Glazing
- b) Icing
- c) Filling
- d) Decorating

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the ingredients to make sure that they meet quality and quantity requirements of the dish									
2 Choose and use the right tools and equipment									
3 Prepare and cook the ingredients to meet requirements									
4 Make sure the bread and dough product has the correct colour, texture and finish									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
5 Present the bread and dough product to meet requirements									
6 Make sure the bread and dough product is at the correct temperature for holding and serving									
7 Safely store any cooked bread and dough product not for immediate use									

**Element: 2PR11 Produce basic bread and dough products**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Bread and dough products</b>									
a Bun dough									
b Bread dough									
c Naan dough/pitta dough									
d Pizza dough									
e Soda bread dough									
f Par-cooked products									

**Element: 2PR11 Produce basic bread and dough products (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C2.Preparation and cooking methods</b>									
a Weighing/measuring									
b Sieving									
c Mixing/kneading									
d Proving									
e Knocking back									
f Shaping									
g Baking									
h Frying									
<b>C3.Finishing methods</b>									
a Glazing									
b Icing									
c Filling									
d Decorating									

**Additional evidence (if applicable):**

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## **Unit 14:**

## **Produce basic pastry products**

**Unit code:**

2PR12

**Unit credit:**

5

**SCQF Unit level:**

5

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### **Introduction**

This unit is about preparing, cooking and finishing basic pastry products, for example:

- Chocolate éclair
- Apple tart
- Savoury quiche
- Apple turnover/pie
- Pie toppings.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 How to check the ingredients meet dish requirements K2 What you should do if there are problems with the ingredients K3 Why it is important to follow a recipe correctly when preparing pastry products K4 How to use the correct tools and equipment required to prepare, cook and finish basic pastry products K5 How to correctly carry out the relevant preparation, cooking and finishing methods K6 Why it is important to use the correct tools, equipment and techniques K7 The correct temperatures for cooking pastry products K8 How to identify when pastry products have the correct flavour, colour, texture and finish K9 How to store pastry products after preparation and cooking K10 Healthy eating options when making pastry products		

**Additional evidence (if applicable):**

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<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
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Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Element 2PR12

### Produce basic pastry products

#### What you must cover

##### **C1 Pastry (at least 3 from)**

- a) Short
- b) Sweet
- c) Suet
- d) Choux
- e) Puff
- f) Convenience

##### **C2 Preparation methods (at least 6 from)**

- 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

##### **C3 Cooking methods (at least 1 from)**

- a) Baking
- b) Steaming
- c) Combining cooking methods

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the ingredients to make sure that they meet quality and quantity requirements of the dish									
2 Choose and use the correct techniques, tools and equipment									
3 Prepare and cook the ingredients to meet dish requirements									
4 Make sure the pastry has the correct flavour colour, texture and finish									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
5 Make sure the pastry is at the correct temperature for holding and serving									
6 Safely store any cooked pastry not for immediate use									

**Element: 2PR12 Produce basic pastry products**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Pastry</b>									
a Short									
b Sweet									
c Suet									
d Choux									
e Puff									
f Convenience									
<b>C2.Preparation methods</b>									
a Weighing/measuring									
b Sifting									
c Rubbing in									
d Creaming									
e Resting									
f Piping									
g Rolling									
h Laminating/folding									

**Element: 2PR12 Produce basic pastry products (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
i	Cutting/shaping/ trimming								
j	Lining								
<b>C3. Cooking methods</b>									
a	Baking								
b	Steaming								
c	Combining cooking methods								

**Additional evidence (if applicable):**

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<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project / case studies</b>
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	<b>RA = personal statements and/or reflective accounts</b>	<b>EPW = expert witness testimony</b>
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I confirm that the evidence detailed in this Unit is my own work and meets the requirements of the National Occupational Standards.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate's sampled work meets the standards specified for this Unit and may be presented for external verification.

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Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_



# **Unit 15: Produce basic cakes, sponges and scones**

**Unit code:** 2PR13

**Unit credit:** 4

**SCQF Unit level:** 5

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## **Introduction**

This unit is about preparing, cooking and finishing basic cakes, sponges and scones, for example:

- Basic cakes and sponges
- Basic scones
- Sponge biscuits.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 How to check the ingredients meet requirements K2 Quality points to look for in the ingredients K3 What you should do if there are problems with the ingredients K4 The correct tools and equipment to carry out the necessary preparation and cooking methods K5 How to carry out the necessary preparation and cooking methods according to product requirements K6 Why it is important to use the correct tools, equipment and techniques K7 How to identify when cakes, sponges and scones have the correct colour, flavour, texture and quantity K8 How to present basic cakes, sponges and scones K9 How to store cakes, sponges and scones K10 Healthy eating options when making cakes, sponges and scones		

**Additional evidence (if applicable):**

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<b>S = outcome from simulation, where permitted by the assessment strategy</b>	<b>RPL = evidence of recognition of prior learning</b>
<b>Column key:</b>	

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Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Element 2PR13

Produce basic cakes, sponges and scones

### What you must cover

#### **C1 Preparation, cooking and finishing methods (at least 12 from)**

- a) Using prepared mixes
- 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

#### **C2 Bakery item (at least 3 from)**

- a) Cakes (e.g. Fruit cake, rock cakes, small cakes, short bread)
- b) Sponges (e.g. Victoria sandwich, sponge biscuits, swiss roll)
- c) Scones

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the ingredients meet requirements									
2 Choose and use tools and equipment correctly									
3 Prepare, cook and finish the product to meet requirements									
4 Make sure the product has the correct flavour, colour, texture and quantity									
5 Present the product to meet requirements									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
6 Make sure the product is at the correct temperature for holding and serving									
7 Safely store any cooked products not for immediate use									

**Element: 2PR13 Produce basic cakes, sponges and scones**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Preparation, cooking and finishing methods</b>									
a Using prepared mixes									
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									

**Element: 2PR13 Produce basic cakes, sponges and scones (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
m	Filling								
n	Rolling								
o	Lining								
p	Trimming/icing								
q	Spreading/smoothing								
r	Kneading								
s	Dusting/dredging/sprinkling								
t	Mixing								
<b>C2.Bakery items</b>									
a	Cakes ( e.g. fruit cake, rock cakes, small cakes, short bread)								
b	Sponges (e.g. Victoria sandwich, sponge biscuits, swiss roll)								
c	Scones								

**Additional evidence (if applicable):**

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	<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
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I confirm that the evidence detailed in this Unit is my own work and meets the requirements of the National Occupational Standards.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_



## **Unit 16:**

## **Produce basic hot and cold desserts**

**Unit code:**

2PR14

**Unit credit:**

3

**SCQF Unit level:**

5

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### **Introduction**

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

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 How to make sure that the ingredients meet dish requirements K2 What you should do if there are any problems with the ingredients K3 Why time and temperature are important when finishing basic hot and cold desserts K4 What quality points to look for in basic hot and cold desserts K5 How to correctly carry out the relevant cooking methods K6 How to correctly carry out the relevant finishing methods K7 Why it is important to use the correct tools, equipment and techniques K8 How to identify when hot and cold desserts have the correct colour, texture, consistency and quantity K9 What types of problems may occur when cooking and finishing hot and cold desserts and how to correct them K10 How to store prepared hot and cold desserts K11 Healthy eating options when preparing hot and cold desserts		

**Additional evidence (if applicable):**

--

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<b>Column key:</b>	

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Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Element 2PR14

### Produce basic hot and cold desserts

#### What you must cover

##### **C1 Ingredients (at least 3 from)**

- a) Ice cream
- b) Pre-prepared pastry based products
- c) Pre-prepared sponge based products
- d) Pre-prepared egg based products
- e) Fresh fruit
- f) Pre-prepared fruit

##### **C2 Cooking methods (at least 2 from)**

- a) Baking
- b) Frying
- c) Microwaving
- d) Steaming

##### **C3 Finishing methods (at least 3 from)**

- a) Garnishing
- b) De-moulding
- c) Slicing
- d) Portioning
- e) Piping
- f) Glazing

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the ingredients to make sure that they meet quality and quantity requirements									
2 Choose and use the right tools and equipment									
3 Prepare the dessert using the correct preparation and cooking methods									
4 Make sure the dish has the correct flavour, colour, texture and quantity									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
5 Finish and present the dessert to meet organisational standards									
6 Make sure the dessert is at the correct temperature for holding and serving									
7 Safely store any prepared ingredients not for immediate consumption									

**Element: 2PR14 Produce basic hot and cold desserts**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Ingredients</b>									
a Ice cream									
b Pre-prepared pastry based products									
c Pre-prepared sponge based products									
d Pre-prepared egg based products									
e Fresh fruit									
f Pre-prepared fruit									
<b>C2.Cooking methods</b>									
a Baking									
b Frying									
c Microwaving									
d Steaming									

**Element: 2PR14 Produce basic hot and cold desserts (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C3.Finishing methods</b>									
a Garnishing									
b De-moulding									
c Slicing									
d Portioning									
e Piping									
f Glazing									

**Additional evidence (if applicable):**

--

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<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_



## **Unit 17: Produce cold starters and salads**

**Unit code:** 2PR15

**Unit credit:** 3

**SCQF Unit level:** 5

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### **Introduction**

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.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
<p>K1 How to make sure that the food products and garnish ingredients meet requirements</p> <p>K2 What quality points to look for in the presentation of cooked, cured and prepared foods</p> <p>K3 What you should do if there are problems with the food products and garnish ingredients</p> <p>K4 The correct tools and equipment to carry out the relevant preparation methods</p> <p>K5 Why it is important to use the correct tools, equipment and techniques</p> <p>K6 How to prepare the food products and garnish ingredients for cold presentation</p> <p>K7 How to produce basic dressings and cold sauces</p> <p>K8 How to finish and garnish cold starters and salads</p> <p>K9 How to identify when food products have the correct colour, flavour, texture and quantity</p> <p>K10 Why time and temperature are important when preparing cooked, cured and prepared food for presentation</p> <p>K11 Why cooked, cured and prepared foods should be stored at the required temperature before presentation</p> <p>K12 Healthy eating options when preparing and presenting food for cold presentation</p>		

**Additional evidence (if applicable):**

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<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
<b>P = products of the learner's work</b>	<b>WT = authentic statements/witness testimony</b>
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<b>S = outcome from simulation, where permitted by the assessment strategy</b>	<b>RPL = evidence of recognition of prior learning</b>
<b>Column key:</b>	

I confirm that the evidence detailed in this Unit is my own work and meets the requirements of the National Occupational Standards.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Element 2PR15

### Produce cold starters and salads

#### What you must cover

##### **C4 Food products (at least 5 from)**

- a) Bread products
- b) Salads
- c) Pre-prepared pastry items
- d) Cooked and cured meats
- e) Fish and shellfish
- f) Pre-prepared pâtés
- g) Cold dressings and sauces
- h) Pre-prepared vegetable items

##### **C5 Preparation methods (at least 4 from)**

- a) De-frosting
- b) Washing
- c) Slicing
- d) Dressing
- e) Garnishing
- f) Portioning
- g) Combining ingredients

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the food products to make sure that they meet quality and quantity requirements									
2 Choose and use the right tools and equipment									
3 Prepare food products using the correct preparation methods									
4 Make sure food products have the correct flavour, colour, texture and quantity									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
5 Garnish and present the food products to meet organisational standards									
6 Safely store any prepared food products not for immediate consumption									

**Element: 2PR15 Produce cold starters and salads**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Food products</b>									
a Bread products									
b Salads									
c Pre-prepared pastry items									
d Cooked and cured meats									
e Fish and shellfish									
f Pre-prepared pâtés									
g Cold dressings and sauces									
h Pre-prepared vegetable items									

**Element: 2PR15 Produce cold starters and salads (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C2.Preparation methods</b>									
a De-frosting									
b Washing									
c Slicing									
d Dressing									
e Garnishing									
f Portioning									
g Combining ingredients									

**Additional evidence (if applicable):**

--

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Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_



## **Unit 18: Produce flour, dough and tray baked products**

**Unit code:** 2PR16

**Unit credit:** 3

**SCQF Unit level:** 5

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### **Introduction**

This unit is about preparing flour, dough and tray-bakes, as well as correctly storing those items not for immediate use. It also covers baking and deep frying products, such as biscuits and scones. Additionally it describes the importance of presenting cooked products to organisational standards.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For Element 2PR16.1 Prepare flour, dough and tray baked products		
K1 Why it is essential that ovens should be at the correct temperature before baking commences		
K2 Why time and temperature are important when preparing, cooking and storing basic flour, dough and tray baked products		
K3 Why prepared basic flour, dough and tray baked products should be stored at the required safe temperature before cooking		
For Element 2PR16.2 Cook, finish and present flour, dough and tray baked products		
K4 Quality points to look for in basic flour, dough and tray-bake ingredients		
K5 The preparation and cooking methods for basic flour, dough and tray baked products		
K6 How to identify when different flour, dough and tray baked products are cooked to dish requirements		
K7 How to present flour, dough and tray baked products		
K8 What problems can occur while preparing and cooking flour, dough and tray baked products, and who you would report the problem to		
K9 How to ensure the products have the correct aroma, texture, temperature and consistency		
K10 Why it is important to follow dish instructions, and to use the correct equipment while portioning		
K11 Healthy eating options when preparing, cooking and finishing basic flour, dough and tray baked products		

**Additional evidence (if applicable):**

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<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
<b>P = products of the learner's work</b>	<b>WT = authentic statements/witness testimony</b>
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Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## **Element 2PR16.1**

### **Prepare flour, dough and tray baked products**

#### **What you must cover**

##### **C1 Ingredients (at least 4 from)**

- a) Pre-prepared pastry
- b) Cake/sponge mixes
- c) Scone mix
- d) Dough mix
- e) Biscuit mix
- f) Tray-bake mix

##### **C2 Basic preparation methods (at least 6 from)**

- a) Mixing
- b) Kneading
- c) Greasing
- d) Creaming/beating
- e) Lining
- f) Melting
- g) Glazing
- h) Portioning
- i) Rolling
- j) Shaping
- k) Cutting

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Identify the number of portions required for service									
2 Ensure that ingredients are of the type, quality and quantity required									
3 Prepare ingredients using the appropriate basic preparation methods to meet quality and organisational requirements									
4 Clearly and accurately label any prepared ingredients, and store in line with legal requirements relating to temperature control									

**Element: 2PR16.1 Prepare flour, dough and tray bake products**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Ingredients</b>									
a Pre-prepared pastry									
b Cake/sponge mixes									
c Scone mix									
d Dough mix									
e Biscuit mix									
f Tray-bake mix									
<b>C2.Basic preparation methods</b>									
a Mixing									
b Kneading									
c Greasing									
d Creaming/beating									
e Lining									
f Melting									

**Element: 2PR16.1 Prepare flour, dough and tray bake products (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
g Glazing									
h Portioning									
i Rolling									
j Shaping									
k Cutting									

**Additional evidence (if applicable):**

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Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Element 2PR16.2

### Cook, finish and present flour, dough and tray baked products

#### What you must cover

##### **C3 Flour, dough and tray baked products (at least 4 from)**

- a) Pastry products
- b) Cakes/sponges
- c) Scones
- d) Dough products
- e) Biscuits
- f) Tray-bakes

##### **C4 Basic cooking methods (at least 1 from)**

- a) Baking
- b) Deep frying

##### **C5 Basic finishing methods (at least 4 from)**

- a) Dusting/sprinkling/dredging
- b) Filling
- c) Piping
- d) Spreading/coating
- e) Glazing
- f) Trimming
- g) Portioning

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
5 Ensure that flour, dough and tray baked products are of the type, quality and quantity required									
6 Combine the flour, dough and tray baked products with other ingredients									
7 Cook flour, dough and tray baked products using the appropriate basic cooking methods to meet quality and organisational requirements									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
8 Where necessary use basic finishing methods to meet quality and organisational requirements									
9 Clearly and accurately label any prepared ingredients, and store in line with legal requirements relating to temperature control									

**Element: 2PR16.2 Cook, finish and present flour, dough and tray baked products**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Flour, dough and tray baked products</b>									
a Pastry products									
b Cakes/sponges									
c Scones									
d Dough products									
e Biscuits									
f Tray-bakes									
<b>C2.Basic cooking methods</b>									
a Baking									
b Deep frying									

**Element: 2PR16.2 Cook, finish and present flour, dough and tray baked products (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C3.Basic finishing methods</b>									
a	Dusting/sprinkling/dredging								
b	Filling								
c	Piping								
d	Spreading/coating								
e	Glazing								
f	Trimming								
g	Portioning								

**Additional evidence (if applicable):**

--

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## **Unit 19:**

## **Prepare hot and cold sandwiches**

**Unit code:** 1PR1

**Unit credit:** 2

**SCQF Unit level:** 4

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### **Introduction**

This unit is about preparing hot and cold sandwiches including:

- Burgers
- Wraps
- Rolls
- Paninis
- Fajitas.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

<b>Knowledge</b>	<b>Type of evidence</b>	<b>Date</b>
For the whole unit		
K1 How to check that bread and fillings meet requirements and are fit for use		
K2 The correct tools and equipment for making sandwiches		
K3 How to present sandwiches and bread products attractively		
K4 What the correct storage methods are to avoid spoiling sandwiches and bread products between preparation and consumption		

**Additional evidence (if applicable):**

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<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
<b>P = products of the learner's work</b>	<b>WT = authentic statements/witness testimony</b>
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<b>S = outcome from simulation, where permitted by the assessment strategy</b>	<b>RPL = evidence of recognition of prior learning</b>
<b>Column key:</b>	

I confirm that the evidence detailed in this Unit is my own work and meets the requirements of the National Occupational Standards.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate has achieved all the requirements of this Unit.

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate's sampled work meets the standards specified for this Unit and may be presented for external verification.

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Element 1PR1

Prepare hot and cold sandwiches

### What you must cover

#### **C1 Bread (at least 2 from)**

- a) Sliced bread
- b) Un-sliced bread
- c) Wraps
- d) Bread rolls

#### **C2 Fillings (at least 4 from)**

- a) Fats/pastes/spreads
- b) Cooked meat and poultry
- c) Cooked fish
- d) Dairy products
- e) Salad/vegetables/fruit
- f) Sauces/dressings/relishes

#### **C3 Preparation methods (at least 2 from)**

- a) Slicing
- b) Preparing fillings
- c) Garnishing
- d) Heating/toasting

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the bread and fillings to make sure that they meet quality and quantity requirements									
2 Choose the right tools and equipment									
3 Prepare the sandwiches as required									
4 Safely store any sandwiches and fillings not for immediate use									

**Element: 1PR1 Prepare hot and cold sandwiches**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Bread</b>									
a Sliced bread									
b Un-sliced bread									
c Wraps									
d Bread rolls									
<b>C2.Fillings</b>									
a Fats/pastes/spreads									
b Cooked meat and poultry									
c Cooked fish									
d Dairy products									
e Salad/vegetables/fruit									
f Sauces/dressings/relishes									

**Element: 1PR1 Prepare hot and cold sandwiches (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C3.Preparation methods</b>									
a Slicing									
b Preparing fillings									
c Garnishing									
d Heating/toasting									

**Additional evidence (if applicable):**

--

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<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project / case studies</b>
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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## **Unit 20:**

## **Produce basic egg dishes**

**Unit code:** 1PR10

**Unit credit:** 3

**SCQF Unit level:** 4

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### **Introduction**

This unit is about preparing, cooking and finishing basic egg dishes, for example:

- Scrambled egg
- Poached eggs
- Omelettes
- Boiled eggs
- Sweet and savoury egg dishes.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 How to check the eggs and other ingredients meet dish requirements K2 What you should do if there are any problems with the eggs and other ingredients K3 Why time and temperature are important when cooking and finishing basic egg dishes K4 The correct tools and equipment used for the relevant preparation and cooking methods K5 How to carry out the relevant preparation and cooking methods K6 Why it is important to use the correct tools, equipment and techniques K7 How to identify when egg dishes have the correct colour, texture and quantity K8 How to finish basic egg dishes K9 The correct temperatures for holding and serving egg dishes K10 How to safely store cooked egg dishes K11 Healthy eating options when making egg dishes		

**Additional evidence (if applicable):**

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<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
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## **Element 1PR10**

### **Produce basic egg dishes**

#### **What you must cover**

##### **C1 Eggs (at least 1 from)**

- a) Fresh egg
- b) Pasteurised egg

##### **C2 Preparation and Cooking methods (at least 4 from)**

- a) Boiling
- b) Whisking
- c) Frying/griddling
- d) Poaching
- e) Baking
- f) Scrambling
- g) Bain marie

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the eggs and other ingredients meet dish requirements									
2 Choose and use tools and equipment correctly									
3 Prepare and cook the eggs and other ingredients to meet dish requirements									
4 Make sure the egg dish has the correct colour, texture and quantity									
5 Present and finish the egg dish to meet requirements									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
6 Make sure the egg dish is at the correct temperature for holding and serving									
7 Safely store any cooked egg dishes not for immediate use									

**Element: 1PR10 Produce basic egg dishes**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Egg</b>									
a	Fresh egg								
b	Pasteurised egg								
<b>C2.Preparation and Cooking methods</b>									
a	Boiling								
b	Whisking								
c	Frying/griddling								
d	Poaching								
e	Baking								
f	Scrambling								
g	Bain marie								

**Additional evidence (if applicable):**

--

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Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## **Unit 21:**

## **Complete kitchen documentation**

**Unit code:** 2P&C1/09

**Unit credit:** 3

**SCQF Unit level:** 5

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### **Introduction**

This unit is about completing documentation commonly used in kitchen environments: for example, temperature charts, time sheets, accident report forms, food safety information and equipment fault reports.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 What documents need to be completed within the organisation K2 Why it is important to complete documentation K3 How to complete particular documents K4 Where to obtain appropriate documents from K5 When and where documentation is copied and kept K6 Why and who you should contact when problems occur K7 Why kitchen documentation needs to remain confidential K8 What information relating to working within the kitchen the law requires to be noted and kept K9 Why it is important that information is accurate K10 Why it is important that documents are not fraudulently completed		

**Additional evidence (if applicable):**

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## **Element 2P&C1/09**

### **Complete kitchen documentation**

#### **What you must cover**

##### **C1 Relevant documents (at least 2 from)**

- a) Temperature charts
- b) Food safety information
- c) Accident report forms
- d) Equipment fault reports
- e) Stock usage reports

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Ensure you have sufficient relevant documents and where necessary, obtain extra copies									
2 Accurately and legibly complete relevant documents to organisational requirements									
3 Ensure that relevant documents arrive with the proper person within the time required									
4 Copy and file relevant documents in line with organisational requirements									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
5 Respond to queries about the completion of relevant documents, within the boundaries of your authority									

**Element: 2P&C1/09 Complete kitchen documentation**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>
<b>C1.Relevant documents</b>									
a	Temperature charts								
b	Food safety information								
c	Accident report forms								
d	Equipment fault reports								
e	Stock usage reports								

**Additional evidence (if applicable):**

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## **Unit 22: Set up and close a kitchen**

**Unit code:** 2P&C2/09

**Unit credit:** 4

**SCQF Unit level:** 5

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### **Introduction**

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.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For Element 2P&C2/09.1 Prepare kitchen for food operations		
K1 Why knives/utensils should be handled correctly		
K2 Why and to whom all incidents should be reported		
K3 How to safely turn on different types of equipment		
K4 Why faulty equipment and maintenance requirements should be reported to the proper person		
K5 Why it is important to ensure all appropriate equipment is safely turned off		
For Element 2P&C2/09.2 Prepare food items ready for operations and service		
K6 Why tools and machinery should be cleared between tasks		
K7 Why it is important to monitor the temperature of kitchen storage equipment and areas		
K8 What the organisational menu requirements are in terms of the type, quality and number of ingredients		
For Element 2P&C2/09.3 Close kitchen after operations		
K9 Why tools and equipment should be cleaned and stored following use		
K10 Organisational and legal requirements for food storage equipment when the kitchen is closed		
K11 Manufacturers' and organisational requirements for turning off, unplugging and cleaning cooking equipment following use		
K12 Who you should report problems to		

**Additional evidence (if applicable):**

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	<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
	<b>P = products of the learner's work</b>	<b>WT = authentic statements/witness testimony</b>
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## **Element 2P&C2/09.1**

### **Prepare kitchen for food operations**

#### **What you must cover**

##### **C1 Tools (Both)**

- a) Knives
- b) Utensils

##### **C2 Kitchen equipment (at least 5 from)**

- a) Oven/combination oven
- b) Grill
- c) Hob
- d) Fryer
- e) Microwave
- f) Steamer
- g) Fridge/freezer

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Prioritise work and carry it out in an efficient manner									
2 Check that food preparation and cooking tools and kitchen equipment are clean, of the right type and in working order									
3 Turn on appropriate kitchen equipment at the correct time and to the correct setting									
4 Report any unhygienic or defective tools or kitchen equipment, or other problems to the proper person									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
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 the food operation									

**Element: 2P&C2/09.1 Prepare kitchen for food operations**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Tools</b>									
a Knives									
b Utensils									
<b>C2.Kitchen equipment</b>									
a Oven/combination oven									
b Grill									
c Hob									
d Fryer									
e Microwave									
f Steamer									
g Fridge/freezer									

**Additional evidence (if applicable):**

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## Element 2P&C2/09.2

### Prepare food items ready for operations and service

#### What you must cover

##### **C3 Establishment requirements (at least 1 from)**

- a) Number of customers
- b) Menu requirements

##### **C4 Ingredients (at least 2 from)**

- a) Vegetables
- b) Garnishes
- c) Frozen products
- d) Fresh high risk products

##### **C5 Prepare (at least 2 from)**

- a) Washing
- b) Cutting
- c) Defrosting
- d) Weighing

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
6 Prepare work and carry it out in an efficient manner									
7 Ensure that there are sufficient ingredients in stock in line with establishment requirements									
8 Prepare ingredients to the organisational needs and quality requirements									
9 Report any ingredients that are not prepared to the correct quantity or quality to the proper person									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must: 10 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									

**Element: 2P&C2/09.2 Prepare food items ready for operations and service**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C3.Establishment requirements</b>									
a	Number of customers								
b	Menu requirements								
<b>C4.Ingredients</b>									
a	Vegetables								
b	Garnishes								
c	Frozen products								
d	Fresh high risk products								
<b>C5.Prepare</b>									
a	Washing								
b	Cutting								
c	Defrosting								
d	Weighing								

**Additional evidence (if applicable):**

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## Element 2P&C2/09.3

### Close kitchen after operations

#### What you must cover

##### **C6 Tools (Both)**

- a) Knives
- b) Utensils

##### **C7 Food storage equipment (at least 2 from)**

- a) Fridge
- b) Freezer
- c) Dry store/larder

##### **C8 Cooking equipment (at least 4 from)**

- a) Oven/combination oven
- b) Grill
- c) Hob
- d) Fryer
- e) Microwave
- f) Steamer

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
11 Prioritise work and carry it out in an efficient manner									
12 Check that tools are cleaned and stored to organisational and legal requirements									
13 Check food storage equipment meets organisational and legal requirements for kitchen closure									
14 Check that cooking equipment is turned off, unplugged where necessary, and cleaned following manufacturers' and organisation's instructions									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
15 Report any un-cleaned tools, food storage or cooking equipment or problems to the appropriate person									
16 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									

**Element: 2P&C2/09.3 Close kitchen after operations**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>
<b>C6.Tools</b>									
a Knives									
b Utensils									
<b>C7.Food storage equipment</b>									
a Fridge									
b Freezer									
c Dry store/larder									
<b>C8.Cooking equipment</b>									
a Oven/ combination oven									
b Grill									
c Hob									
d Fryer									
e Microwave									
f Steamer									

**Additional evidence (if applicable):**

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**Unit 23:** **Give customers a positive impression of yourself and your organisation**

Unit code: 2GEN1/10

Unit credit: 5

SCQF Unit level: 5

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**Introduction**

This unit is about communicating with customers to give a positive impression of yourself and your organisation. It involves giving customers the right impression, responding to their needs and providing helpful information.

This unit is Unit A4 from the Institute of Customer Service suite of standards.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

<b>Knowledge</b>	<b>Type of evidence</b>	<b>Date</b>
For the whole unit		
K1 Your organisation's standards for appearance and behaviour		
K2 Your organisation's guidelines for how to recognise what your customer wants and respond appropriately		
K3 Your organisation's rules and procedures regarding the methods of communication you use		
K4 How to recognise when a customer is angry or confused		
K5 Your organisation's standards for timeliness in responding to customer questions and requests for information		

**Additional evidence (if applicable):**

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<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
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## Element 2GEN1/09

### Give customers a positive impression of yourself and your organisation

#### What you must cover

##### **C1 Communication method (at least 3 from)**

- a) face to face
- b) In writing
- c) By telephone
- d) By text message
- e) By e-mail (including social networking)
- f) Intranet

##### **C2 Positive impression (All from)**

- a) During routine delivery of customer service
- b) During a busy time in your work
- c) During a quiet time in your work
- d) When people, systems or resources have let you down

##### **C3 Communicate with customers (Both)**

- a) Using appropriate spoken or written language
- b) Applying the conventions and rules appropriate to the method of communication you have chosen

## Establish effective rapport with customers

### What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Meet your organisation's standards of appearance and behaviour									
2 Greet your customer respectfully and in a friendly manner									
3 Communicate with your customer in a way that makes them feel valued and respected									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
4 Identify and confirm your customer's expectations									
5 Treat your customer courteously and helpfully at all times									
6 Keep your customer informed and reassured									
7 Adapt your behaviour to respond effectively to different customer behaviour									

**Element: 2GEN1/09 Give customers a positive impression of yourself and your organisation**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>
<b>C1. Communication method</b>									
a Face to face									
b In writing									
c By telephone									
d By text message									
e By e-mail (including social networking)									
f Intranet									
<b>C2. Positive impression</b>									
a During routine delivery of customer service									
b During a busy time in your work									

**Element: 2GEN1/09 Give customers a positive impression of yourself and your organisation (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
c	During a quiet time in your work								
d	When people, systems or resources have let you down								
<b>C3.Communicate with customers</b>									
a	Using appropriate spoken or written language								
b	Applying the conventions and rules appropriate to the method of communication you have chosen								

**Additional evidence (if applicable):**

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## Element 2GEN1/09

### Give customers a positive impression of yourself and your organisation

#### What you must cover

##### **C1 Communication (at least 3 from)**

- a) face to face
- b) In writing
- c) By telephone
- d) By text message
- e) By e-mail (including social networking)
- f) Intranet

##### **C2 Positive impression (All from)**

- a) During routine delivery of customer service
- b) During a busy time in your work
- c) During a quiet time in your work
- d) When people, systems or resources have let you down

##### **C3 Communicate with customers (Both)**

- c) Using appropriate spoken or written language
- d) Applying the conventions and rules appropriate to the method of communication you have chosen

## Respond appropriately to customers

### What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
8 Respond promptly to a customer seeking help									
9 Choose the most appropriate way to communicate with your customer									
10 Check with your customer that you have fully understood their expectations									
11 Respond promptly and positively to your customers' questions and comments									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
12 Allow your customer time to consider your response and give further explanation when appropriate									

**Element: 2GEN1/09 Give customers a positive impression of yourself and your organisation**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Communication</b>									
a	Face to face								
b	In writing								
c	By telephone								
d	By text message								
e	By e-mail( including social networking)								
f	Intranet								
<b>C2.Positive impression</b>									
a	During routine delivery of customer service								
b	During a busy time in your work								

**Element: 2GEN1/09 Give customers a positive impression of yourself and your organisation (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
c	During a quiet time in your work								
d	When people, systems or resources have let you down								
<b>C3.Communicate with customers</b>									
a	Using appropriate spoken or written language								
b	Applying the conventions and rules appropriate to the method of communication you have chosen								

**Additional evidence (if applicable):**

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## Element 2GEN1/09

Give customers a positive impression of yourself and your organisation

### What you must cover

#### **C1 Communication (at least 3 from)**

- a) face to face
- b) In writing
- c) By telephone
- d) By text message
- e) By e-mail (including social networking)
- f) Intranet

#### **C2 Positive impression (All from)**

- a) During routine delivery of customer service
- b) During a busy time in your work
- c) During a quiet time in your work
- d) When people, systems or resources have let you down

#### **C3 Communicate with customers (Both)**

- e) Using appropriate spoken or written language
- f) Applying the conventions and rules appropriate to the method of communication you have chose

## Communicate information to customers

### What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
13 Quickly find information that will help your customer									
14 Give your customer information they need about the services or products offered by your organisation									
15 Recognise information that your customer might find complicated and check whether they fully understand									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
16 Explain clearly to your customers any reasons why their needs or expectations cannot be met									

**Element: 2GEN1/09 Give the customers a positive impression of yourself and your organisation**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Communication</b>									
a	Face to face								
b	In writing								
c	By telephone								
d	By text message								
e	By e-mail (including social networking)								
f	Intranet								
<b>C2.Positive impression</b>									
a	During routine delivery of customer service								
b	During a busy time in your work								

**Element: 2GEN1/09 Give the customers a positive impression of yourself and your organisation**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
c	During a quiet time in your work								
d	When people, systems or resources have let you down								
<b>C3.Communicate with customers</b>									
a	Using appropriate spoken or written language								
b	Applying the conventions and rules appropriate to the method of communication you have chosen								

**Additional evidence (if applicable):**

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## **Unit 24:**

## **Maintain an efficient use of food resources**

Unit code:

2PR19

Unit credit:

4

SCQF Unit level:

5

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### **Introduction**

This unit is about working in an efficient way to ensure food resource wastage is limited.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 The principles of stock control and portion control K2 The financial impact that the wastage of food resources can have upon the organisation K3 Organisational procedures for recording food usage K4 Organisational procedures for storing opened food items K5 The importance of maintaining minimum food stock levels K6 How opened stock items should be stored and labelled K7 How labelling systems used by the organisation operate K8 The individuals responsible for re-ordering food stock items K9 How food stock needing to be disposed of is recorded and reported.		

**Additional evidence (if applicable):**

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	<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
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## **Element 2PR19**

### **Maintain an efficient use of food resources**

#### **What you must cover**

##### **C1 Information to be gained from (at least 3 from)**

- a) Senior colleagues
- b) Booking information
- c) Records of sales patterns
- d) Records of anticipated customer volumes

##### **C2 Portion control measures (at least 2 from)**

- a) Use of scoops, measures and scales
- b) Counting of items
- c) Following standard recipe and brand standard

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Gain information to anticipate the volume of customers to be served									
2 Check storage areas to ensure that sufficient volumes of food resources are available									
3 Check that the available food items are of a type and quality required									
4 Organise food resources for immediate use in a manner that makes them accessible									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
5 Follow portion control measures which meet organisational and dish requirements									
6 Work in an efficient manner which ensures food items for immediate use are organised, and reduce the risk of cross-contamination									
7 Label and store food items which are safe to keep for the next service period									
8 Identify any items nearing the end of their safe shelf life									
9 Record any food wastage									
10 Identify any potential food shortages and report them to the relevant people									

**Element: 2PR19 Maintain an efficient use of food resources**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Information to be gained from</b>									
a Senior colleagues									
b Booking information									
c Records of sales patterns									
d Records of anticipated customer volumes									
<b>C2.Portion control measures</b>									
a Use of scoops, measure and scales									
b Counting of items									
c Following standard recipe and brand standard									

**Additional evidence (if applicable):**

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## **Unit 25: Liaise with care team to ensure that individuals' nutritional needs are met**

Unit code: 2PR22

Unit credit: 3

SCQF Unit level: 5

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### **Introduction**

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 individual has a basic knowledge of the nutritional requirements of the general population and how food meets these requirements.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

<b>Knowledge</b>	<b>Type of evidence</b>	<b>Date</b>
For the whole unit		
K1 The key care roles that operate within the organisation and the need to liaise with them K2 The nutritional requirements that customers may have K3 The most appropriate meal options available to support nutritional requirements K4 The role of a 'care plan' K5 The significance of meal times and rotated meal times K6 How nutritional screening is implemented within the organisation K7 The information that can be interpreted and used following nutritional screening K8 What quantity of nutrients are typically needed to maintain a good dietary balance		

**Additional evidence (if applicable):**

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<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
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## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Develop relationships with carers that recognises their role and expertise									
2 Work with care team to identify specific nutritional requirements of individuals and groups of customers									
3 Ensure that you understand, and can use and explore any information with carers, gaining clarification on specific points									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
4 Work with appropriate people to gather information about resources, and options that are available to meet the nutritional needs identified									
5 Work with carers to identify what additional support is needed to ensure that nutrition and fluid requirements are met including the consistency, timing and service of the food									
6 Follow organisational procedures to ensure that customer requirements are recorded and available to authorised people									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
7 Seek additional help where the needs are outside your scope of responsibility and expertise									

**Additional evidence (if applicable):**

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## **Unit 26:**

## **Prepare meals to meet relevant nutritional standards set for school meals**

**Unit code:** 1PR26

**Unit credit:** 4

**SCQF Unit level:** 4

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### **Introduction**

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.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
<p>For the whole unit</p> <p>K1 The relevant nutritional standards used within school meals contexts</p> <p>K2 What the main nutrient groups are</p> <p>K3 What quantity of nutrients are typically needed to maintain a good dietary balance</p> <p>K4 What food preparation and cooking methods can affect the nutritional content of foods</p> <p>K5 The importance of knowing calorific values per portion</p> <p>K6 What quantity of nutrients are typically needed to maintain a good dietary balance</p> <p>K7 The range of different special dietary requirements that may be encountered, and the impact that they have upon the production of food</p> <p>K8 The differences between dietary, religious and cultural requirements and how these are accounted for within the organisation</p> <p>K9 The consequences of not providing food that meets the nutritional standards</p> <p>K10 Where to obtain information on different dietary requirements</p> <p>K11 What safe working practices should be followed when preparing and cooking dishes to meet special dietary requirements</p>		

**Additional evidence (if applicable):**

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## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Liaise with colleagues and clients to identify the relevant nutritional standards and requirements									
2 Prepare and cook menu items which fulfil the nutritional standards and the organisational standards set									
3 Work in a manner that maximises the nutritional value of the food									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
4 Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminating substances									
5 Finish and present dish to required quality standards									
6 Report any problems with meeting the nutritional standards to the appropriate person									
7 Conduct work in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices									

**Additional evidence (if applicable):**

--

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<b>Column key:</b>	

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

**Unit 27:****Produce healthier dishes**

Unit code:

2PR17

Unit credit:

3

SCQF Unit level:

5

**Introduction**

This unit is about preparing, cooking and finishing dishes which use healthier ingredients and healthier preparation, cooking and finishing techniques.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
<p>K1 The concepts of a balanced diet and why this is important to good health</p> <p>K2 Current government guidelines for healthy eating</p> <p>K3 The types and combinations of ingredients that make up a healthy dish</p> <p>K4 The nutritional benefits of minimising the fat, sugar and salt content of dishes</p> <p>K5 The nutritional benefits of starchy foods, fruit, vegetables and pulses</p> <p>K6 How to read and interpret food labelling</p> <p>K7 How to select types, combinations and proportions of ingredients that will make up a healthy dish</p> <p>K8 Techniques you can use to prepare ingredients in a healthier way</p> <p>K9 Techniques you can use to cook the dish in a way that maximises its nutritional value</p> <p>K10 Healthier flavourings that can be used as alternatives to salt and sugar</p> <p>K11 Why it is important to present healthier dishes to customers in an attractive way and how to do so</p> <p>K12 Why it is important to provide the customer with their choice of sauces, dressing, toppings and condiments</p> <p>K13 Healthier types of sauces, dressings, toppings and condiments that the customer may wish to use as an alternative</p>		

**Additional evidence (if applicable):**

--

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## Element 2PR17

### Produce healthier dishes

#### What you must cover

##### **C1 Dish (at least 4 from)**

- 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

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Check the ingredients meet dish requirements									
2 Prepare the ingredients in a way that minimises fat, salt and sugar content and maximises fibre content									
3 Cook the dish in a way that maximises its nutritional value									
4 Use flavourings that minimise the use of salt or sugar									
5 Present the dish in a way that will be attractive to the customer									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
6 Allow the customer to choose what sauces, dressings, toppings or condiments to add to the dish									

**Element: 2PR17 Produce healthier dishes**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Dish</b>									
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									

**Additional evidence (if applicable):**

<p><b>Column key:</b></p>	<p><b>O = direct observation of the learner's performance by their assessor</b></p> <p><b>Q&amp;A = outcomes from oral or written questioning</b></p> <p><b>P = products of the learner's work</b></p> <p><b>RA = personal statements and/or reflective accounts</b></p> <p><b>S = outcome from simulation, where permitted by the assessment strategy</b></p>	<p><b>PD = professional discussion</b></p> <p><b>A = assignment, project/case studies</b></p> <p><b>WT = authentic statements/witness testimony</b></p> <p><b>EPW = expert witness testimony</b></p> <p><b>RPL = evidence of recognition of prior learning</b></p>
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Countersigning assessor signature (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersigning internal verifier (if applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## **Unit 28:**

## **Prepare meals for distribution**

**Unit code:** 1PR23

**Unit credit:** 2

**SCQF Unit level:** 4

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### **Introduction**

This unit is about preparing finished dishes and meals for distribution to wards and patients. It covers the activities associated with protecting, covering and labelling of foods and preparing the trolley and containers used to transport them.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

<b>Knowledge</b>	<b>Type of evidence</b>	<b>Date</b>
For the whole unit		
K1 Equipment and different systems that can be used to transfer food within the operation K2 Key food safety and health and safety considerations that need to be monitored to protect the safety of food. K3 Temperatures at which it is safe to hold food K4 Maximum times that food can be safely held for K5 Organisational procedures for labelling food K6 Organisational procedures for identifying ward and patient needs		

**Additional evidence (if applicable):**

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<b>P = products of the learner's work</b>	<b>WT = authentic statements/witness testimony</b>
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## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Prepare trolleys and containers ensuring that they are clean and suitable for holding food									
2 Ensure that the temperature of the trolley and containers is at the required level to protect the safety of the food									
3 Check the required quantity and range of food required against order information provided									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
4 Portion food using approved methods to meet order requirements and the nutritional requirements of individuals									
5 Cover food using appropriate materials in a manner that maintains the quality and safety of the food									
6 Label food items according to organisational procedures, highlighting items that are designated for patients with special dietary requirements									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
7 Load the trolleys and containers in a manner which ensures that the quality and safety of the food is protected									
8 Transport the food in a manner which ensures that the presentation standards of the food are met									

**Additional evidence (if applicable):**

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## **Unit 29: Modify the content of dishes**

**Unit code:** 2PR24

**Unit credit:** 4

**SCQF Unit level:** 5

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### **Introduction**

This unit is about modifying food and drink to ensure that it enables consumers to gain the maximum nutritional value from it. Modification may include the consistency, the fat content or the calorific content.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
<p>For the whole unit</p> <p>K1 What the main nutrient groups are</p> <p>K2 What quantity of nutrients are typically needed to maintain a good dietary balance</p> <p>K3 What food preparation and cooking methods can affect the dietary content of foods</p> <p>K4 How modifying and fortifying food can add or remove vital nutrients, and the importance of maintaining adequate nutritional levels</p> <p>K5 Why it is important to follow exact specifications required for the consumer, given that individual needs may differ</p> <p>K6 Why different types of consistency of food and drink is necessary for different types of consumer</p> <p>K7 Why consumers may require modified or fortified food and drink</p> <p>K8 What safe working practices should be followed when preparing food for special diets</p> <p>K9 Why it is important to keep areas and equipment hygienic when modifying and fortifying food</p> <p>K10 What the main contamination threats are when modifying food</p> <p>K11 Why time and temperature are important when modifying food</p> <p>K12 Why dishes should be stored at the required safe temperature before cooking</p> <p>K13 Why dishes not for immediate consumption should be cooled rapidly or maintained at a safe temperature after cooking.</p> <p>K14 What food can commonly present problems to those who suffer from severe allergenic reactions</p> <p>K15 What actions you should take when producing food to prevent allergic reactions amongst consumers</p> <p>K16 Where to obtain information about allergies</p> <p>K17 What foods or products can be used to modify and fortify dishes</p>		

Knowledge	Type of evidence	Date
<p>K18 Whether the dish ingredients contain genetically modified organisms (GMOs) and what the organisation's policy is on using GMOs</p> <p>K19 What the quality of the food products should be in terms of aroma, texture, taste and appearance on completion</p> <p>K20 What level of consistency is commonly required for different modification methods</p> <p>K21 What food types contain high levels of fat, and how to reduce those levels or find alternatives</p> <p>K22 What the quantity of fat should be within the diet</p> <p>K23 What glutens are</p> <p>K24 Why certain consumers require gluten-free diets</p> <p>K25 What action to take if dish ingredients are not available</p>		

**Additional evidence (if applicable):**

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## **Element 2PR24**

### **Modify the content of dishes**

#### **What you must cover**

##### **C2 Food and drink products (at least 5 from)**

- a) Cereals/pulses
- b) Fruit
- c) Egg
- d) Meat
- e) Soups/stocks/sauces
- f) Cheese
- g) Pasta
- h) Fish
- i) Vegetables
- j) Liquids

##### **C3 Dietary requirements (at least 4 from)**

- a) Volume
- b) Consistency
- c) Aroma
- d) Appearance
- e) Nutrient levels
- f) Texture
- g) Nutritional balance
- h) Taste

##### **C4 Modify/fortify (at least 5 from)**

- a) Puree
- b) Mash to a soft form
- c) Liquidise
- d) Mince to a soft form
- e) Smooth
- f) Add calorific value
- g) Use thickening agent/texture modification
- h) Modify the protein
- i) Modify the fat content
- j) Modify the sugar/carbohydrate level

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Ensure that the preparation and cooking areas and equipment are safe, hygienic and ready for use									
2 Prioritise work and carry it out in an efficient manner									
3 Obtain and follow clear and accurate information relating to dietary requirements									
4 Ensure that the meal has been correctly prepared and cooked to the required stage, and that ingredients are of the type required									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
5 Incorporate substances to fortify the meal at the correct time to meet dish quality requirements									
6 Finish and present food or drink, ensuring the appearance meets organisational standards and dietary requirements									
7 Ensure food or drink is maintained at the correct temperature until ready for service									
8 Store and clearly and accurately label dishes not for immediate use, in line with legal requirements relating to temperature control									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
9 Clean preparation and cooking areas and equipment to organisational and legal standards after use									
10 Report any problems to the proper person									
11 Conduct work in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices, when modifying the consistency of food and drink									

**Element: 2PR24 Modify the content of dishes**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Food and drink products</b>									
a Cereals/pulses									
b Fruit									
c Egg									
d Meat									
e Soups/stocks/sauces									
f Cheese									
g Pasta									
h Fish									
i Vegetables									
j Liquids									
<b>C2.Dietary requirements</b>									
a Volumes									
b Consistency									
c Aroma									

**Element: 2PR24 Modify the content of dishes (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
d	Appearance								
e	Nutrient levels								
f	Texture								
g	Nutritional balance								
h	Taste								
<b>C3.Modify/fortify</b>									
a	Puree								
b	Mash to a soft form								
c	Liquidise								
d	Mince to a soft form								
e	Smooth								
f	Add calorific value								
g	Use thickening agent/ texture modification								

**Element: 2PR24 Modify the content of dishes (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
h	Modify the protein								
i	Modify the fat content								
j	Modify the sugar/ carbohydrate level								

**Additional evidence (if applicable):**

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**Unit 30: Prepare and cook food to meet the requirements of allergy sufferers**

Unit code: 2PR25

Unit credit: 3

SCQF Unit level: 5

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**Introduction**

This unit is about producing dishes for individuals that suffer from particular food allergies. It highlights the requirement for ensuring that allergenic contamination is avoided. The unit also reflects the competency associated with the effective cleaning and controls needed to ensure that the preparation area remains free from contaminants.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

<b>Knowledge</b>	<b>Type of evidence</b>	<b>Date</b>
For the whole unit		
K1 What the main food allergens are and those that occur most commonly K2 What food preparation and cooking methods can affect the allergenic content of foods K3 The impact that anaphylaxis has upon people's lifestyles K4 The impact that eating particular food stuffs can have upon people who are allergic to them K5 How the risk of allergic reaction can be minimised K6 The methods used to prepare and cook food which prevents contamination K7 How to effectively communicate information regarding allergens to colleagues		

**Additional evidence (if applicable):**

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<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
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## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminants									
2 Prioritise work and carry it out in an efficient and safe manner									
3 Obtain and follow clear and accurate information relating to the particular allergenic condition being catered for									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
4 Ensure that all ingredients are of the type, quality and quantity required and that any relevant information provided on labelling is referred to									
5 Follow procedures which ensure that during preparation and cooking, there is no contamination from anything that can cause an allergic reaction									
6 Finish dish to agreed quality requirements and present to organisational standards									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
7 Store and label any dishes not for immediate use in line with requirements for allergen control and general safety									
8 Clean preparation and cooking areas and equipment to organisational and legal standards after use, ensuring that equipment and work areas set aside for the preparation of meals for allergy sufferers are not compromised									
9 Report any problems or concerns to the appropriate person									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
10 Return cleaned equipment materials and personal protective equipment to areas designated as allergen-free									

**Additional evidence (if applicable):**

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## **Unit 31:**

## **Convert a room for dining**

**Unit code:**

2FS5/09

**Unit credit:**

3

**SCQF Unit level:**

5

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### **Introduction**

This unit is about converting an empty, but appropriate room so that it is suitable for dining purposes. It also covers returning the room to its original state.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For Element 2FS5/09.1 Set up food dining areas		
K1 Why it is important to lift heavy or bulk items using approved safe methods		
K2 What the safe methods for lifting and carrying are		
K3 How to determine how many staff are needed for lifting and carrying different items		
K4 What equipment commonly needs to be moved		
K5 What specific packing requirements certain equipment may have		
K6 What the organisational table layouts are		
K7 What the organisation's service structure is		
K8 Why, and to who, problems such as damaged dirty or missing equipment, need to be reported		
For Element 2FS5/09.2 Return food dining area to its original state		
K9 What materials and equipment are used for cleaning different types of surfaces in the food dining areas		
K10 Why the work area needs to be inspected on completion		
K11 What information is required in order to clean food dining surfaces		

**Additional evidence (if applicable):**

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## **Element 2FS5/09.1**

### **Set up food dining areas**

#### **What you must cover**

##### **C1 Dining equipment (at least 2 from)**

- a) Tables
- b) Chairs
- c) Service surface

##### **C2 Service equipment (at least 3 from)**

- a) Customer cutlery
- b) Service apparatus
- c) Customer plates/bowls
- d) Condiments

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Ensure the required number of staff are available to prepare the food in dining areas, and inform the proper person when more staff are required									
2 Prioritise work and carry it out in an efficient manner									
3 Identify items requiring moving, the number of people needed to move each item and the amount of time required to do so									
4 Move items not required in a safe way, and pack away as required									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
5 Set up necessary dining and service equipment in a safe and hygienic manner to organisational standards, using the required number of people to move each item									
6 Clean any unhygienic dining or service equipment or dining areas									

**Element: 2FS5/09.1 Set up food dining areas**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio reference</b>	<b>Date</b>
<b>C1.Dining equipment</b>									
a	Tables								
b	Chairs								
c	Service surface								
<b>C2.Service equipment</b>									
a	Customer cutlery								
b	Service apparatus								
c	Customer plates/ bowls								
d	Condiments								

**Additional evidence (if applicable):**

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## **Element 2FS5/09.2**

### **Return food dining area to its original state**

#### **What you must cover**

##### **C1 Dining equipment (at least 2 from)**

- a) Tables
- b) Chairs
- c) Service surface

##### **C2 Service equipment (at least 3 from)**

- a) Customer cutlery
- b) Customer plates/bowls
- c) Service apparatus
- d) Condiments

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
7 Ensure the required number of staff are available to clear the food dining areas and inform the proper person when more staff are required									
8 Prioritise work and carry it out in an efficient manner									
9 Clean surfaces and service equipment where required									
10 Move dining equipment and service equipment in an orderly manner ensuring they are correctly packed away									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
11 Safely return any items to their proper place									
12 Ensure the area is left as required by organisational standards									

**Element: 2FS5/09.2 Return food dining area to its original state**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Dining equipment</b>									
a	Tables								
b	Chairs								
c	Service surface								
<b>C2.Service equipment</b>									
a	Customer cutlery								
b	Customer plates/ bowls								
c	Service apparatus								
d	Condiments								

**Additional evidence (if applicable):**

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## **Unit 32: Maintain and deal with payments**

**Unit code:** 2GEN9/10

**Unit credit:** 4

**SCQF Unit level:** 5

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### **Introduction**

This unit is about maintaining a payment point such as a till. It also covers taking payments from the customer, operating the till correctly and keeping payments safe and secure.

### **What some of the words in this unit mean**

#### **Authorised collection**

The correct person coming to pick up the payments from the till

#### **Cash equivalents**

For example, vouchers, discounts, ledger payments

#### **Payment point**

A till, credit/debit machine or hand-held device

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
<p>K1 Legal requirements for operating a payment point and taking payments from customers</p> <p>K2 Your organisation's security procedures for cash and other types of payments</p> <p>K3 How you should set up your payment point</p> <p>K4 How to get stocks of materials you need to set up and maintain the payment point</p> <p>K5 Why it is important to tell the customer about any delays and how you should do so</p> <p>K6 The types of problems that might happen with your payment point and how to deal with these</p> <p>K7 How to change the till / debit / credit machine roll</p> <p>K8 The correct procedures for handling payments</p> <p>K9 What you should do if there are errors in handling payments</p> <p>K10 Understand the procedures for dealing with handheld payment devices at tables</p> <p>K11 What procedure you must follow with regard to a payment that has been declined</p> <p>K12 What might happen if you do not report errors</p> <p>K13 The types of problems that may happen when you are taking payments and how to deal with these</p> <p>K14 The procedures for collecting the contents of the payment point and who you should hand payments over to</p>		

**Additional evidence (if applicable):**

--

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## Element 2GEN9/10

### Maintain and deal with payments

#### What you must cover

##### **C1 Materials (at least 2 from)**

- a) cash
- b) cash equivalents
- c) relevant stationery
- d) till / credit / debit rolls

##### **C2 Payments (at least 2 from)**

- a) cash
- b) cheques
- c) credit cards
- d) debit cards
- e) cash equivalents

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Make sure your payment point is working and that you have all the materials you need									
2 Maintain the payment point and restock it when necessary									
3 Enter / scan information into the payment point correctly									
4 Tell the customer how much they have to pay									
5 acknowledge the customer's payment and validate it where necessary									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
6 Follow correct procedure for chip and pin transactions									
7 Put the payment in the right place according to your organisation's procedures									
8 Give correct change for cash transactions									
9 Carry out transactions without delay and give relevant confirmation to the customer									
10 Make the payment point contents available for authorised collection when asked to									

**Element: 2GEN9/10 Maintain and deal with payments**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1.Materials</b>									
a	Cash								
b	Cash equivalents								
c	Relevant stationery								
d	Till/credit/debit rolls								
<b>C2.Payments</b>									
a	Cash								
b	Cheques								
c	Credit cards								
d	Debit cards								
e	Cash equivalents								

**Additional evidence (if applicable):**

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## **Unit 33: Promote new menu items**

**Unit code:** 2PR27

**Unit credit:** 3

**SCQF Unit level:** 5

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### **Introduction**

This unit is about promoting menu items that have been recently introduced, and/or are being sold as part of a promotion. This includes using promotional materials such as tent cards and posters to display around the service area.

The unit also reflects the competencies required to highlight new dishes that may appeal to the customer.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 Why organisations use promotional activities K2 The types of promotional material that can be used, and their relative advantages and disadvantages K3 Where promotional material can be obtained from, and the organisational requirements for using it K4 When promotions might commonly be used, eg. around public holidays, sporting/cultural events K5 How food items can be promoted by staff when communicating with customers K6 The key features that can be highlighted when describing new/promoted menu items to customers K7 Why it is important to know the ingredients contained within new/promoted menu items K8 The customer groups that might not be attracted to the new/promoted menu items and why		

**Additional evidence (if applicable):**

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## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Liaise with colleagues and senior staff to identify what food items are to be promoted									
2 Obtain relevant promotional material									
3 Assemble and display promotional material in a manner that makes it clear and attractive to the customer									
4 Ensure that service areas are clean and set up correctly									
5 Inform customers of new menu items in a manner which is helpful and clear									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
6 Answer questions regarding the flavour, ingredients and nature of the food item clearly and in a manner that is helpful to the customer									
7 Refer to promotional material and displays to highlight the features of the menu items									
8 Provide feedback to the appropriate people regarding the impact of the promotion									

**Additional evidence (if applicable):**

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## **Unit 34:**

## **Present menu items according to a defined brand standard**

**Unit code:** 1PR28

**Unit credit:** 3

**SCQF Unit level:** 4

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### **Introduction**

This unit is about providing a consistent quality of menu items. This unit reflects the need to ensure that menu items are presented in such a way that they reflect the marketing and promotional styles used by the organisation.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
<p>For the whole unit</p> <p>K1 What a brand standard is</p> <p>K2 Why organisations use brand standards</p> <p>K3 What the implications are of organisations not adhering to brand standards</p> <p>K4 Where information regarding brand standards can be obtained and referred to</p> <p>K5 What the relevant brand standards are to your area of work</p> <p>K6 How menu items should be prepared to ensure that brand standards are maintained</p> <p>K7 How brand standards are used to ensure portion control</p> <p>K8 Why portion control is important to the organisation</p> <p>K9 What the relevant course of action is if insufficient ingredients are available to achieve the required brand standard</p>		

**Additional evidence (if applicable):**

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## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Examine brand standard literature and material, to ensure that you are familiar with the standard required for each menu item									
2 Collect and assemble the relevant ingredients required for the dish									
3 Prepare dish whilst ensuring that the cooking methods and ingredients used are those specified to be used within the relevant brand standard									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
4 Collect relevant crockery and dishes which are designated as being required, according to the brand standard									
5 Assemble prepared food items on plates and dishes in a manner which accurately reflects the presentation, style and portion sizes set out within the relevant brand standard									
6 Make reference to the brand standard to check that the dish has been prepared to the correct standard									
7 Where necessary, adjust the presentation of the dish to ensure that the brand standard is accurately reflected									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
8 Present dish for service together with the specified accompaniments									

**Additional evidence (if applicable):**

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## **Unit 35: Provide a counter/takeaway service**

**Unit code:** 1FS4/09

**Unit credit:** 3

**SCQF Unit level:** 4

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### **Introduction**

This unit is about taking customers' orders and serving food and drink on a counter or takeaway basis. It also covers maintaining the counter and service areas, with items such as trays and utensils, and displaying food and drink items in the correct manner.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For Element 1FS4/09.1 Serve customers at the counter		
K1 Safe and hygienic working practices for serving customers at the counter and why these are important		
K2 Why it is important to use separate serving equipment for each food item		
K3 Why food and drink items must be served at the correct temperature		
K4 Why portions must be controlled when serving customers		
K5 Why information given to customers must be accurate		
K6 The types of unexpected situations that may occur when serving customers and how to deal with these		
For Element 1FS4/09.2 Maintain counter and service areas		
K7 Safe and hygienic practices for clearing and why these are important		
K8 Why food which is prepared first, should be served first		
K9 Why maintaining food at the correct temperature is important and how you can ensure this		
K10 Why counter service preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout service		
K11 Why waste must be handled and disposed of correctly		
K12 Why a constant stock of service items should be maintained		
K13 The types of unexpected situations that may occur when clearing away and how to deal with these		

**Additional evidence (if applicable):**

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## **Element 1FS4/09.1**

### **Serve customers at the counter**

#### **What you must cover**

##### **C1 Customers (at least 1 from)**

- a) Customers with routine needs
- b) Customers with non-routine needs

##### **C2 Information (at least 2 from)**

- a) Items available
- b) Ingredients
- c) Prices, special offers and promotions

##### **C3 Food and drink items (at least 2 from)**

- a) Hot food
- b) Cold food
- c) Hot drinks
- d) Cold drinks

##### **C4 Condiments and accompaniments (at least 2 from)**

- a) Seasonings
- b) Sugars/sweeteners
- c) Prepared sauces/dressings

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Give your customers information that meets their needs, and promotes your organisation's products and services									
2 Find out what your customers require, and if necessary tell them about any waiting time									
3 Process the order promptly									
4 Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
5 Make sure there are appropriate condiments and accompaniments available for your customers									

**Element: 1FS4/09.1 Serve customers at the counter**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1. Customers</b>									
a	Customers with routine needs								
b	Customers with non-routine needs								
<b>C2. Information</b>									
a	Items available								
b	Ingredients								
c	Prices, special offers and promotions								
<b>C3. Food and drink items</b>									
a	Hot food								
b	Cold food								
c	Hot drinks								
d	Cold drinks								

**Element: 1FS4/09.1 Serve customers at the counter (continued)**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C4. Condiments and accompaniments</b>									
a Seasonings									
b Sugars/Sweeteners									
c Prepared sauces/dressings									

**Additional evidence (if applicable):**

--

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<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
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## Element 1FS4/09.2

### Maintain counter and service areas

#### What you must cover

##### **C5 Service items (at least 3 from)**

- a) Service utensils
- b) Food containers/dispensers
- c) Trays
- d) Crockery
- e) Cutlery
- f) Disposable items

##### **C6 Food and drink items (at least 2 from)**

- a) Hot food
- b) Cold food
- c) Hot drinks
- d) Cold drinks

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
6 Keep your work area tidy, hygienic and free from rubbish and food debris during service									
7 Maintain enough stocks of clean service items									
8 Restock with food and drink items when necessary									
9 Display and store food and drink items in line as required									
10 Clear the work area of used and un-required service items at the appropriate times									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
11 Dispose of rubbish, used disposable items and food waste as required									

**Element: 1FS4/09.2 Maintain counter and service areas**

**What you must cover:**

(Assessor to record range with reference to element requirements)

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C5.Service items</b>									
a	Service utensils								
b	Food containers/ dispensers								
c	Trays								
d	Crockery								
e	Cutlery								
f	Disposable items								
<b>C6.Food and drink items</b>									
a	Hot food								
b	Cold food								
c	Hot drinks								
d	Cold drinks								

**Additional evidence (if applicable):**

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<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project / case studies</b>
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## **Unit 36:**

## **Maintain an efficient use of resources in the kitchen**

**Unit code:** 1PR20

**Unit credit:** 3

**SCQF Unit level:** 4

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### **Introduction**

This unit is about working in an efficient way to ensure that physical resources used in the kitchen, including energy and water, are not wasted.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

Knowledge	Type of evidence	Date
For the whole unit		
K1 The principles of energy efficiency and waste reduction K2 The financial impact that the wastage of physical resources can have upon the organisation K3 How the waste of electricity and gas can be minimised K4 The different types of waste produced by the operation K5 How different types of waste should be safely handled K6 Organisational procedures for storing waste K7 Who excessive waste should be reported to		

**Additional evidence (if applicable):**

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<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
<b>P = products of the learner's work</b>	<b>WT = authentic statements/witness testimony</b>
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<b>S = outcome from simulation, where permitted by the assessment strategy</b>	<b>RPL = evidence of recognition of prior learning</b>
<b>Column key:</b>	

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## **Element 1PR20**

**Maintain an efficient use of resources in the kitchen**

### **What you must cover**

#### **C1 Cooking equipment (at least 3 from)**

- a) Grills
- b) Ovens
- c) Hot plates
- d) Fridges and freezers
- e) Extraction equipment

#### **C2 Waste (at least 2 from)**

- a) Food waste
- b) Glass
- c) Card
- d) Plastic packaging

## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Follow manufacturers' guidelines to ensure that kitchen equipment is working at the correct settings									
2 Use cooking equipment efficiently to reduce unnecessary waste of energy									
3 Ensure that taps are not left running to reduce the waste of water									
4 Ensure that packaging is disposed of correctly to minimise space									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
5 Ensure that packaging is disposed of in the correct place									
6 Report any equipment faults or potential wastage to the appropriate person									

**Element: 1PR20 Maintain an efficient use of resources in the kitchen**

**What you must cover:**

**(Assessor to record range with reference to element requirements)**

Practical	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date	Type of evidence	Portfolio reference	Date
<b>C1. Cooking equipment</b>									
a Grills									
b Ovens									
c Hot plates									
d Fridges and freezers									
e Extraction equipment									
<b>C2. Waste</b>									
a Food waste									
b Glass									
c Card									
d Plastic packaging									

**Additional evidence (if applicable):**

--

	<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
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## **Unit 37: Prepare, operate and clean specialist food preparation and cooking equipment**

**Unit code:** 2PR21

**Unit credit:** 4

**SCQF Unit level:** 5

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### **Introduction**

This unit is about operating and maintaining cooking equipment which is specific to the operation.

'Specialist equipment' may include items specific to the operation or those which do not appear in all kitchen environments. This may include items such as pressure fryers, combination ovens and food holding systems.

## What you must know

To achieve this element you must give sufficient evidence to demonstrate your knowledge and understanding for each standard.

<b>Knowledge</b>	<b>Type of evidence</b>	<b>Date</b>
For the whole unit		
K1 The types of specialist equipment used within the organisation and what it is used for K2 How the specialist equipment works and is controlled K3 How the specialist equipment should be assembled and disassembled to enable effective cleaning K4 The relevant hazards and potential hazards that relate to the specialist equipment and how these hazards can be minimised K5 How the specialist equipment should be cleaned K6 The relevant cleaning agents that should be used with the equipment K7 How cleaning agents should be used to avoid accidents and potential food safety hazards K8 Who to report any identified faults to		

**Additional evidence (if applicable):**

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<b>O = direct observation of the learner's performance by their assessor</b>	<b>PD = professional discussion</b>
<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project/case studies</b>
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<b>S = outcome from simulation, where permitted by the assessment strategy</b>	<b>RPL = evidence of recognition of prior learning</b>
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## What you must do

To achieve this element you must give sufficient evidence to demonstrate your competence for each standard.

Practical	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date	Type of evidence	Portfolio Reference	Date
To meet the national standard you must:									
1 Ensure that the equipment is safe to operate									
2 Check that the equipment is suitably clean to use									
3 Check that the equipment controls are set at the right level before operating									
4 Follow manufacturers' procedures to both switch on and operate the equipment									
5 Monitor the action of the equipment to ensure that it is operating at the correct temperature/speed									

<b>Practical</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>	<b>Type of evidence</b>	<b>Portfolio Reference</b>	<b>Date</b>
To meet the national standard you must:									
6 Shut down the equipment at the end of service following the correct procedures									
7 Disassemble the equipment correctly and safely to enable effective cleaning									
8 Clean the equipment and its component parts using the correct methods and cleaning agents									
9 Re-assemble the equipment to a level where it is ready to use and meets required health and safety and food safety standards									
10 Report any identified problems or faults to the relevant person									

**Additional evidence (if applicable):**

--

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<b>Column key:</b>	<b>Q&amp;A = outcomes from oral or written questioning</b>	<b>A = assignment, project / case studies</b>
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# Annexe A

## Evidence requirements

### Mandatory units

<b>2GEN3/09</b>	<b>Maintain Food Safety when preparing, storing and cooking food</b>
<b>Element 2GEN3/09.1</b>	<b>Keep yourself clean and hygienic</b>
What you must <b>DO</b> for 2GEN3/09.1	The assessor <u>must</u> assess statements P1–P3 and P5 by direct observation
What you must <b>COVER</b> for 2GEN3/09.1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <p><b>C1 Clothes</b> (<i>at least four from</i>)</p> <ul style="list-style-type: none"> <li>(a) trousers</li> <li>(b) tops/jackets</li> <li>(c) coats</li> <li>(d) disposable gloves</li> <li>(e) shoes</li> <li>(f) headgear</li> <li>(g) aprons</li> </ul> <p><b>C2 Appropriate times to wash your hands</b> (<i>at least five from</i>)</p> <ul style="list-style-type: none"> <li>(a) after going to the toilet or in contact with faeces</li> <li>(b) when going into food preparation and cooking areas including after any work breaks</li> <li>(c) after touching raw food and waste</li> <li>(d) before handling raw food</li> <li>(e) after disposing of waste</li> <li>(f) after cleaning</li> <li>(g) changing dressings or touching open wounds</li> </ul> <p><b>C3 Unsafe behaviour</b> (<i>at least none from</i>)</p> <ul style="list-style-type: none"> <li>(a) failure to wash hands thoroughly when necessary</li> <li>(b) touching your face, nose or mouth, blowing your nose</li> <li>(c) chewing gum</li> <li>(d) eating</li> <li>(e) smoking</li> <li>(f) scratching</li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning, witness testimony or simulation.</p>

<b>Element 2GEN3/09.2</b>	<b>Keep your working area clean and hygienic</b>
What you must <b>DO</b> for 2GEN3/09.2	The assessor <u>must</u> assess statements P9, P10 and P12 by direct observation.
What you must <b>COVER</b> for 2GEN3/09.2	There must be performance evidence, gathered through observing the candidate's work for: C4 <b>Surfaces and equipment</b> ( <i>at least two from</i> ) <ul style="list-style-type: none"> <li>(a) surfaces and utensils for preparing, cooking and holding food</li> <li>(b) surfaces and utensils used for displaying and serving food</li> <li>(c) appropriate cleaning equipment</li> </ul> Evidence for the remaining points under 'What you must cover' may be assessed through questioning, witness testimony or simulation.
<b>Element 2GEN3/09.3</b>	<b>Store food safely</b>
What you must <b>DO</b> for 2GEN3/09.3	The assessor <u>must</u> assess statements P15–P20 by direct observation.
What you must <b>COVER</b> for 2GEN3/09.3	There must be performance evidence, gathered through observing the candidate's work for: C5 <b>Storage areas</b> ( <i>at least two from</i> ) <ul style="list-style-type: none"> <li>(a) ambient temperature</li> <li>(b) refrigerator</li> <li>(c) freezer</li> </ul> Evidence for the remaining points under 'What you must cover' may be assessed through questioning, witness testimony or simulation.

<b>Element 2GEN3/09.4</b>	<b>Prepare, cook and hold food safely</b>
What you must <b>DO</b> for 2GEN3/09.4	The assessor <u>must</u> assess statements P25 and P26 by direct observation.
What you must <b>COVER</b> for 2GEN3/09.4	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <p><b>C6 Operations</b> (<i>at least four from</i>)</p> <ul style="list-style-type: none"> <li>(a) defrosting food</li> <li>(b) preparing food, including washing and peeling</li> <li>(c) cooking food</li> <li>(d) reheating food</li> <li>(e) holding food before serving</li> <li>(f) cooling cooked food not for immediate consumption</li> <li>(g) freezing cooked food not for immediate consumption</li> </ul> <p><b>C7 Hazards</b> (<i>at least none from</i>)</p> <ul style="list-style-type: none"> <li>(a) bacteria and other organisms</li> <li>(b) chemical</li> <li>(c) physical</li> <li>(d) allergenic</li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning, witness testimony or simulation.</p>

<b>1GEN4/09</b>	<b>Work effectively as part of a hospitality team</b>
What you must <b>DO</b> for 1GEN4/09	The assessor must ensure that there is sufficient evidence that shows what the candidate has done over a sufficient period of time with different customers and on different occasions.
What you must <b>COVER</b> for 1GEN4/09	There are no 'What you must cover' for this unit.

<b>1GEN1/09</b>	<b>Maintain a safe, hygienic and secure working environment</b>
<b>Element 1GEN1/09.1</b>	<b>Maintain personal health and hygiene</b>
What you must <b>DO</b> for 1GEN1/09.1	The assessor <b>must</b> assess statements P1–P2 by direct observation of the candidate's work.
What you must <b>COVER</b> for 1GEN1/09.1	There are no 'What you must cover' for Element 1.

Element <b>1GEN1/09.2</b>	<b>Help to maintain a hygienic, safe and secure workplace</b>
What you must <b>DO</b> for 1GEN1/09.2	The assessor must assess statements P6, P9-P11 by direct observation of the candidate's work. Simulation <i>may</i> be used for P7 – P8 if no naturally occurring evidence is available.
What you must <b>COVER</b> for 1GEN1/09.2	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <p><b>C1 Hazards</b> (<i>at least one from the following</i>)</p> <ul style="list-style-type: none"> <li>(a) relating to equipment</li> <li>(b) relating to areas where you work</li> <li>(c) relating to personal clothing</li> </ul> <p><b>C2 Ways of dealing with hazards</b> (<i>at least none required from the following</i>)</p> <ul style="list-style-type: none"> <li>(a) putting them right yourself</li> <li>(b) reporting them to appropriate colleagues</li> <li>(c) warning other people</li> </ul> <p><b>C3 Emergency procedures</b> (at least <b>one</b> from the following)</p> <ul style="list-style-type: none"> <li>(a) fire</li> <li>(b) threat</li> <li>(c) security</li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning, witness testimony or simulation.</p>

## Optional units

<b>2GEN1/09</b>	<b>Give customers a positive impression of yourself and your organisation</b>
<b>Element 2GEN1/09.1</b>	<b>Establish effective rapport with customers</b>
What you must <b>DO</b> for 2GEN1/09.1	The assessor must ensure that there is sufficient evidence that shows what the candidate has done over a sufficient period of time with different customers and on different occasions. Simulation is NOT allowed for any performance evidence (What you have to cover or What you must cover) within this Unit.
What you must <b>COVER</b> for 2GEN1/09.1	There must be performance evidence, gathered through observing the candidate's work for: <b>C1 Communication method</b> <ul style="list-style-type: none"> <li>(a) face to face</li> <li>(b) in writing</li> <li>(c) by telephone</li> <li>(d) by text message</li> <li>(e) by e-mail (including social networking)</li> <li>(f) Intranet</li> </ul> <b>C2 Positive impression</b> <ul style="list-style-type: none"> <li>(a) during routine delivery of customer service</li> <li>(b) during a busy time in your job</li> <li>(c) during a quiet time in your job</li> <li>(d) when people, systems or resources have let you down</li> </ul> <b>C3 Communicate with customers</b> <ul style="list-style-type: none"> <li>(a) using appropriate spoken or written language</li> <li>(b) applying the conventions and rules appropriate to the method of communication you have chosen</li> </ul>

Element <b>2GEN1/09.2</b>	<b>Respond appropriately to customers</b>
What you must <b>DO</b> for 2GEN1/09.2	The assessor must ensure that there is sufficient evidence that shows what the candidate has done over a sufficient period of time with different customers and on different occasions. Simulation is NOT allowed for any performance evidence (What you have to cover or What you must cover) within this Unit.
What you must <b>COVER</b> for 2GEN1/09.2	There must be performance evidence, gathered through observing the candidate's work for: <b>C1 Communication method</b> <ul style="list-style-type: none"> <li>(a) face to face</li> <li>(b) in writing</li> <li>(c) by telephone</li> <li>(d) by text message</li> <li>(e) by e-mail (including social networking)</li> <li>(f) Intranet</li> </ul> <b>C2 Positive impression</b> <ul style="list-style-type: none"> <li>(a) during routine delivery of customer service</li> <li>(b) during a busy time in your job</li> <li>(c) during a quiet time in your job</li> <li>(d) when people, systems or resources have let you down</li> </ul> <b>C3 Communicate with customers</b> <ul style="list-style-type: none"> <li>(a) using appropriate spoken or written language</li> <li>(b) applying the conventions and rules appropriate to the method of communication you have chosen</li> </ul>

<b>Element 2GEN1/09.3</b>	<b>Communicate information to customers</b>
What you must <b>DO</b> for 2GEN1/09.3	The assessor must ensure that there is sufficient evidence that shows what the candidate has done over a sufficient period of time with different customers and on different occasions. Simulation is NOT allowed for any performance evidence (What you have to cover or What you must cover) within this Unit.
What you must <b>COVER</b> for 2GEN1/09.3	There must be performance evidence, gathered through observing the candidate's work for: <b>C1 Communication method</b> (a) face to face (b) in writing (c) by telephone (d) by text message (e) by e-mail (including social networking) (f) Intranet <b>C2 Positive impression</b> (a) during routine delivery of customer service (b) during a busy time in your job (c) during a quiet time in your job (d) when people, systems or resources have let you down <b>C3 Communicate with customers</b> (a) using appropriate spoken or written language (b) applying the conventions and rules appropriate to the method of communication you have chosen

<b>2GEN9/10</b>	<b>Maintain and deal with payments</b>
What you must <b>DO</b> for 2GEN9/10	The assessor must assess statements P1 and P3–P10 by direct observation.
What you must <b>COVER</b> for 2GEN9/10	There must be performance evidence, gathered through observing the candidate's work for: <b>C1 Materials (at least <i>two</i> from)</b> (a) cash (b) cash equivalents (c) relevant stationery (d) till/credit/debit rolls <b>C2 Machine (at least <i>two</i> from)</b> (a) cash (b) cheques (c) credit cards (d) debit cards (e) cash equivalents Evidence for the remaining points under 'What you must cover' may be assessed through questioning, witness testimony or simulation.

## SVQ1 Food Production and Cooking and Kitchen Services Units at SCQF Level 4

### Sufficiency of Evidence

There must be sufficient evidence to ensure that the candidate can achieve the standard over a period of time in the workplace or approved realistic working environment. This must be achieved through direct assessment by the assessor or through the use of authentic witness testimony.

### What you have to KNOW

For those knowledge statements that relate to how the candidate should do something, the assessor may be able to infer that the candidate has the necessary knowledge from observing their performance or checking products of their work. In all other cases, evidence of the candidate's knowledge and understanding must be gathered by oral or written questioning.

### SVQ1 Food Production and Cooking and Kitchen Services unit titles

Evidence requirements are included in this document for the following units:

- 1PR1 Prepare hot and cold sandwiches
- 1FS4/09 Prepare a counter/takeaway service
- 1PR10 Produce basic egg dishes
- 1PR20 Maintain an efficient use of resources
- 1PR23 Prepare meals for distribution
- 1PR26 Prepare meals to meet relevant nutritional standards set for school meals
- 1PR28 Present menu items according to defined brand standard

Unit 1PR1	Prepare hot and cold sandwiches
What you have to <b>DO</b> for 1PR1	<p>The assessor <u>must</u> assess statements 1-3 by directly observing the candidate's work.</p> <p>The assessor may assess statement 4 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must <b>COVER</b> for 1PR1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>bread</b>: <ul style="list-style-type: none"> <li>a) sliced bread</li> <li>b) un-sliced bread</li> <li>c) wraps</li> <li>d) bread rolls</li> </ul> </li> <li>• at least <b>four</b> from <b>fillings</b>: <ul style="list-style-type: none"> <li>a) fats/pastes/spreads</li> <li>b) cooked meat and poultry</li> <li>c) cooked fish</li> <li>d) dairy products</li> <li>e) salad/vegetables/fruit</li> <li>f) sauces/dressings/relishes</li> </ul> </li> <li>• at least <b>two</b> from <b>preparation methods</b>: <ul style="list-style-type: none"> <li>a) slicing</li> <li>b) preparing fillings</li> <li>c) garnishing</li> <li>d) heating/toasting</li> </ul> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

<b>Unit 1FS4/09</b>	<b>Provide a counter/takeaway service</b>
<b>ELEMENT 1FS4/09.1</b>	<b>Serve customers at the counter</b>
What you have to <b>DO</b> for Element 1FS4/09.1	The assessor <u>must</u> assess statements 1-5 by directly observing the candidate's work.
What you must <b>COVER</b> for Element 1FS4/09.1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• <b>one</b> from <b>customers</b>: <ul style="list-style-type: none"> <li>a) Customers with routine needs</li> <li>b) Customers with non-routine needs</li> </ul> </li> <li>• at least <b>two</b> from <b>information</b>: <ul style="list-style-type: none"> <li>a) items available</li> <li>b) ingredients</li> <li>c) prices, special offers and promotions</li> </ul> </li> <li>• at least <b>two</b> from <b>food and drink items</b>: <ul style="list-style-type: none"> <li>a) hot food</li> <li>b) cold food</li> <li>c) hot drinks</li> <li>d) cold drinks</li> </ul> </li> <li>• at least <b>two</b> from <b>condiments and accompaniments</b>: <ul style="list-style-type: none"> <li>a) seasonings</li> <li>b) sugars/sweeteners</li> <li>c) prepared sauces/dressings</li> </ul> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

ELEMENT 1FS4/09.2	Maintain counter and service areas
What you have to <b>DO</b> for Element 1FS4/09.2	The assessor <u>must</u> assess statements 1-6 by directly observing the candidate's work.
What you must <b>COVER</b> for Element 1FS4/09.2	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>service items</b>: <ul style="list-style-type: none"> <li>a) service utensils</li> <li>b) food containers/dispensers</li> <li>c) trays</li> <li>d) crockery</li> <li>e) cutlery</li> <li>f) disposable items</li> </ul> </li> <li>• at least <b>two</b> from food and <b>drink items</b>: <ul style="list-style-type: none"> <li>a) hot food</li> <li>b) cold food</li> <li>c) hot drinks</li> <li>d) cold drinks</li> </ul> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony</p>

Unit 1PR10	Produce basic egg dishes
<p>What you have to <b>DO</b> for 1PR10</p>	<p>The assessor <u>must</u> assess statements 1-5 by directly observing the candidate's work.</p> <p>For statement 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess statement 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must <b>COVER</b> for 1PR10</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>one</b> from <b>eggs</b>: <ul style="list-style-type: none"> <li>a) fresh egg</li> <li>b) pasteurised egg</li> </ul> </li> <li>• at least <b>four</b> from <b>preparation and cooking methods</b>: <ul style="list-style-type: none"> <li>a) boiling</li> <li>b) whisking</li> <li>c) frying/griddling</li> <li>d) poaching</li> <li>e) baking</li> <li>f) scrambling</li> <li>g) bain marie</li> </ul> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

<b>Unit 1PR20</b>	<b>Maintain an efficient use of resources in the kitchen</b>
What you have to <b>DO</b> for 1PR20	The assessor <u>must</u> assess statement 2 by directly observing the candidate's work. The assessor may assess statements 1, 3, 4, 5 and 6 through questioning or witness testimony if no naturally occurring evidence is available.
What you must <b>COVER</b> for 1PR20	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>cooking equipment:</b> <ul style="list-style-type: none"> <li>a) grills</li> <li>b) ovens</li> <li>c) hot plates</li> <li>d) fridges and freezers</li> <li>e) extraction equipment</li> </ul> </li> <li>• at least <b>two</b> from <b>waste:</b> <ul style="list-style-type: none"> <li>a) food waste</li> <li>b) glass</li> <li>c) card</li> <li>d) plastic packaging</li> </ul> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

<b>Unit 1PR23</b>	<b>Prepare meals for distribution</b>
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**See Appendix 1**

<b>Learning outcomes</b>	<b>Example Assessment Methods</b>	<b>Examples of Evidence</b>
1. Be able to prepare finished dishes and meals for distribution to wards and patients	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness statements Records of professional discussion

<b>Learning outcomes</b>	<b>Example Assessment Methods</b>	<b>Examples of Evidence</b>
2. Understand the activities associated with protecting, covering and labelling of foods and preparation of the trolley and containers	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

<b>Unit 1PR26</b>	<b>Prepare meals to meet relevant nutritional standards set for school meals</b>
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**See Appendix 1**

<b>Learning outcomes</b>	<b>Example Assessment Methods</b>	<b>Examples of Evidence</b>
1. Produce dishes which meet the relevant nutritional standards and specifications set for school meals services	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness statements Records of professional discussion
2. 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.

<b>Contingencies</b>	<b>Alternative Assessment Methods</b>	<b>Examples of evidence</b>
3. 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

<b>Unit 1PR28</b>	<b>Present menu items according to a defined brand standard</b>
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**See Appendix 1**

<b>Learning outcomes</b>	<b>Example Assessment Methods</b>	<b>Examples of Evidence</b>
1. Be able to produce dishes in a manner that is consistent with the relevant brand standard	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness statements Records of professional discussion
2. Understand why organisations use brand 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

# Evidence Requirements

## SVQ2 Food Production and Cooking and Kitchen Services Units at SCQF level 5

### Sufficiency of Evidence

There must be sufficient evidence to ensure that the candidate can achieve the standard over a period of time in the workplace or approved realistic working environment. This must be achieved through direct assessment by the assessor or through the use of authentic witness testimony.

### What you have to KNOW

For those knowledge statements that relate to how the candidate should do something, the assessor may be able to infer that the candidate has the necessary knowledge from observing their performance or checking products of their work. In all other cases, evidence of the candidate's knowledge and understanding must be gathered by oral or written questioning.

### SVQ2 Food Production and Cooking and Kitchen Services unit titles

Evidence requirements are included in this document for the following units:

- 2PR1 Produce basic fish dishes
- 2PR2 Produce basic meat dishes
- 2PR3 Produce basic poultry dishes
- 2PR4 Prepare basic vegetable dishes
- 2PR5 Cook-chill food
- 2PR6 Cook-freeze food
- 2PR7 Produce basic hot sauces
- 2PR8 Produce basic rice, pulse and grain dishes
- 2PR9 Produce basic pasta dishes
- 2PR11 Produce basic bread and dough products
- 2PR12 Produce basic pastry products
- 2PR13 Produce basic cakes, sponges and scones
- 2PR14 Produce basic hot and cold desserts
- 2PR15 Produce cold starters and salads
- 2P&C1/09 Complete kitchen documentation
- 2P&C2/09 Set up and close a kitchen
- 2PR16 Produce flour dough and tray-bake products
- 2PR17 Produce healthier dishes
- 2FS5/09 Convert a room for dining
- 2PR19 Maintain an efficient use of food resources

**SVQ2 Food Production and Cooking and Kitchen Services unit titles***(continued)*

2PR21	Prepare, operate and clean specialist food preparation and cooking equipment
2PR22	Liaise with care team to ensure that customer nutritional needs are met
2PR24	Modify the content of dishes
2PR25	Prepare and cook food to meet the requirements of allergy sufferers
2PR27	Promote new menu items

<b>Unit 2PR1</b>	<b>Produce basic fish dishes</b>
What you have to <b>DO</b> for 2PR1	The assessor <u>must</u> assess statements 1-7 by directly observing the candidate's work. The assessor may assess statement 8 through questioning or witness testimony if no naturally occurring evidence is available.
What you must <b>COVER</b> for 2PR1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>fish</b>: <ol style="list-style-type: none"> <li>a) raw fish portions</li> <li>b) processed fish products (i.e. fish cakes, coated fish portions)</li> <li>c) whole fish</li> </ol> </li> <li>• at least <b>four</b> from <b>cooking by</b>: <ol style="list-style-type: none"> <li>a) frying – deep</li> <li>b) frying – shallow</li> <li>c) grilling</li> <li>d) boiling (including boil in the bag)</li> <li>e) steaming</li> <li>f) baking</li> <li>g) microwaving</li> </ol> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

Unit 2PR2	Produce basic meat dishes
What you have to <b>DO</b> for 2PR2	<p>The assessor <u>must</u> assess statements 1-7 by directly observing the candidate's work.</p> <p>The assessor may assess statement 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must <b>COVER</b> for 2PR2	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• <b>at least two from meat:</b> <ol style="list-style-type: none"> <li>a) raw meat portions</li> <li>b) processed meat products (i.e. burgers, sausages)</li> <li>c) meat joints</li> </ol> </li> <li>• <b>at least five from cooking by:</b> <ol style="list-style-type: none"> <li>a) grilling (over and under heat sources)</li> <li>b) griddling</li> <li>c) frying (shallow/stir)</li> <li>d) boiling (including boil in the bag)</li> <li>e) braising</li> <li>f) steaming</li> <li>g) stewing</li> <li>h) roasting</li> <li>i) baking</li> <li>j) microwaving</li> </ol> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

Unit 2PR3	Produce basic poultry dishes
What you have to <b>DO</b> for 2PR3	<p>The assessor <u>must</u> assess statements 1-7 by directly observing the candidate's work.</p> <p>The assessor may assess statement 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must <b>COVER</b> for 2PR3	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• <b>at least two from poultry:</b> <ol style="list-style-type: none"> <li>a) coated poultry products</li> <li>b) raw poultry portions</li> <li>c) whole birds</li> </ol> </li> <li>• <b>at least four from cooking by:</b> <ol style="list-style-type: none"> <li>a) grilling</li> <li>b) griddling</li> <li>c) roasting</li> <li>d) poaching (including boil in the bag)</li> <li>e) frying (deep/shallow/sautéing/stir)</li> </ol> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

Unit 2PR4	Produce basic vegetable dishes
What you have to <b>DO</b> for 2PR4	<p>The assessor <u>must</u> assess statements 1-7 by directly observing the candidate's work.</p> <p>The assessor may assess statement 8 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must <b>COVER</b> for 2PR4	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>four</b> from <b>vegetables</b>: <ul style="list-style-type: none"> <li>a) roots and tubers</li> <li>b) bulbs</li> <li>c) flower heads</li> <li>d) fungi</li> <li>e) seeds and pods</li> <li>f) leaves</li> <li>g) stems</li> <li>h) vegetable fruits</li> </ul> </li> <li>• at least <b>one</b> from <b>format</b>: <ul style="list-style-type: none"> <li>a) fresh</li> <li>b) frozen</li> <li>c) pre-prepared</li> </ul> </li> <li>• <b>at least four</b> from <b>cooking by</b>: <ul style="list-style-type: none"> <li>a) blanching</li> <li>b) boiling</li> <li>c) roasting</li> <li>d) baking</li> <li>e) grilling</li> <li>f) frying (deep/shallow/stir)</li> <li>g) steaming</li> <li>h) combination cooking methods</li> <li>i) microwaving</li> </ul> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

<b>Unit 2PR5</b>	<b>Cook-chill food</b>
<b>ELEMENT 2PR5.1</b>	<b>Portion, pack and blast-chill food</b>
What you have to <b>DO</b> for Element 2PR5.1	The assessor <u>must</u> assess statements 1 and 3-7 by directly observing the candidate's work. The assessor may assess statement 2 through questioning or witness testimony if no naturally occurring evidence is available.
What you must <b>COVER</b> for Element 2PR5.1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> <li>• at least <b>four</b> from <b>food:</b> <ol style="list-style-type: none"> <li>a) meat dishes</li> <li>b) poultry dishes</li> <li>c) joints/whole birds</li> <li>d) vegetables/fruits</li> <li>e) vegetable dishes</li> <li>f) fish dishes</li> <li>g) sauces/soups</li> <li>h) egg dishes</li> <li>i) pasta dishes</li> <li>j) desserts</li> </ol> </li> </ul> Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.
<b>ELEMENT 2PR5.2</b>	<b>Store cook-chill food</b>
What you have to <b>DO</b> for Element 2PR5.2	The assessor <u>must</u> assess statements 1-6 by directly observing the candidate's work. The assessor may assess statement 7 through questioning or witness testimony if no naturally occurring evidence is available.
What you must <b>COVER</b> for Element 2PR5.2	Evidence for the points under 'What you must cover' may be assessed through questioning or witness testimony. These are; Problems <ol style="list-style-type: none"> <li>a) Problems with equipment</li> <li>b) Problems with food</li> </ol>

<b>Unit 2PR6</b>	<b>Cook-freeze food</b>
<b>ELEMENT 2PR6.1</b>	<b>Portion, pack and blast-freeze food</b>
What you have to <b>DO</b> for Element 2PR6.1	The assessor <u>must</u> assess statements 1, 3-7 by directly observing the candidate's work. The assessor may assess statement 2 through questioning or witness testimony if no naturally occurring evidence is available.
What you must <b>COVER</b> for Element 2PR6.1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> <li>• at least <b>four</b> from <b>food</b>: <ol style="list-style-type: none"> <li>a) meat dishes</li> <li>b) poultry dishes</li> <li>c) joints/whole birds</li> <li>d) vegetables/fruits</li> <li>e) vegetable dishes</li> <li>f) fish dishes</li> <li>g) sauces/soups</li> <li>h) egg dishes</li> <li>i) desserts</li> </ol> </li> </ul> Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.
<b>ELEMENT 2PR6.2</b>	<b>Store cook-freeze food</b>
What you have to <b>DO</b> for Element 2PR6.2	The assessor <u>must</u> assess statements 1-5 by directly observing the candidate's work. The assessor may assess statement 6 through questioning or witness testimony if no naturally occurring evidence is available.
What you must <b>COVER</b> for Element 2PR6.2	Evidence for the points under 'What you must cover' may be assessed through questioning or witness testimony. These are; Problems <ol style="list-style-type: none"> <li>a) Problems with equipment</li> <li>b) Problems with food</li> </ol>

Unit 2PR7	Produce basic hot sauces
<p>What you have to <b>DO</b> for 2PR7</p>	<p>The assessor <u>must</u> assess statements 1-5 by directly observing the candidate's work.</p> <p>For statement 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess statement 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must <b>COVER</b> for 2PR7</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>five</b> from <b>preparation, cooking and finishing methods:</b> <ol style="list-style-type: none"> <li>a) weighing/measuring</li> <li>b) chopping</li> <li>c) simmering</li> <li>d) boiling</li> <li>e) roux preparation</li> <li>f) passing/straining/blending</li> <li>g) skimming</li> <li>g) whisking</li> <li>i) adding cream</li> </ol> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

Unit 2PR8	Produce basic rice, pulse and grain dishes
<p>What you have to <b>DO</b> for 2PR8</p>	<p>The assessor <u>must</u> assess statements 1-5 by directly observing the candidate's work.</p> <p>For statement 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess statement 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must <b>COVER</b> for 2PR8</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• all <b>three</b> from <b>ingredients</b>: <ul style="list-style-type: none"> <li>a) rice</li> <li>b) peas, beans and lentils</li> <li>c) grain, including polenta</li> </ul> </li> <li>• at least <b>four</b> from <b>preparation and cooking methods</b>: <ul style="list-style-type: none"> <li>a) soaking and washing</li> <li>b) boiling</li> <li>c) braising</li> <li>d) steaming</li> <li>e) frying</li> <li>f) baking</li> <li>g) microwaving</li> </ul> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

Unit 2PR9	Produce basic pasta dishes
<p>What you have to <b>DO</b> for 2PR9</p>	<p>The assessor <u>must</u> assess statements 1-5 by directly observing the candidate's work.</p> <p>For statement 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess statement 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must <b>COVER</b> for 2PR9</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>pasta</b> <ol style="list-style-type: none"> <li>a) stuffed</li> <li>b) shaped</li> <li>c) lasagne</li> <li>d) dried</li> <li>e) pre-prepared fresh</li> </ol> </li> <li>• at least <b>three</b> from <b>preparation and cooking methods</b> <ol style="list-style-type: none"> <li>a) blanching</li> <li>b) straining</li> <li>c) mixing</li> <li>d) boiling</li> <li>e) baking</li> </ol> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

Unit 2PR11	Produce basic bread and dough products
<p>What you have to <b>DO</b> for 2PR11</p>	<p>The assessor <u>must</u> assess statements 1-5 by directly observing the candidate's work.</p> <p>For statement 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess statement 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must <b>COVER</b> for 2PR11</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>bread and dough products:</b> <ol style="list-style-type: none"> <li>a) bun dough</li> <li>b) bread dough</li> <li>c) naan dough/pitta dough</li> <li>d) pizza dough</li> <li>e) soda bread dough</li> <li>f) par-cooked products</li> </ol> </li> <li>• at least <b>seven</b> from <b>preparation and cooking methods:</b> <ol style="list-style-type: none"> <li>a) weighing/measuring</li> <li>b) sieving</li> <li>c) mixing/kneading</li> <li>d) proving</li> <li>e) knocking back</li> <li>f) shaping</li> <li>g) baking</li> <li>h) frying</li> </ol> </li> <li>• at least <b>one</b> from <b>finishing methods:</b> <ol style="list-style-type: none"> <li>a) glazing</li> <li>b) icing</li> <li>c) filling</li> <li>d) decorating</li> </ol> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

Unit 2PR12	Produce basic pastry products
<p>What you have to <b>DO</b> for 2PR12</p>	<p>The assessor <u>must</u> assess statements 1-4 by directly observing the candidate's work.</p> <p>For statement 5, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess statement 6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must <b>COVER</b> for 2PR12</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>pastry</b>: <ul style="list-style-type: none"> <li>a) short</li> <li>b) sweet</li> <li>c) suet</li> <li>d) choux</li> <li>e) puff</li> <li>f) convenience</li> </ul> </li> <li>• at least <b>six</b> from <b>preparation methods</b>: <ul style="list-style-type: none"> <li>a) weighing/measuring</li> <li>b) sifting</li> <li>c) rubbing in</li> <li>d) creaming</li> <li>e) resting</li> <li>f) piping</li> <li>g) rolling</li> <li>h) laminating/folding</li> <li>i) cutting/shaping/trimming</li> <li>j) lining</li> </ul> </li> <li>• at least <b>one</b> from <b>cooking methods</b>: <ul style="list-style-type: none"> <li>a) baking</li> <li>b) steaming</li> <li>c) combining cooking methods</li> </ul> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

Unit 2PR13	Produce basic cakes, sponges and scones
<p>What you have to <b>DO</b> for 2PR13</p>	<p>The assessor <u>must</u> assess statements 1-5 by directly observing the candidate's work.</p> <p>For statement 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess statement 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must <b>COVER</b> for 2PR13</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>twelve</b> from <b>preparation and cooking methods:</b> <ol style="list-style-type: none"> <li>a) using prepared mixes</li> <li>b) weighing/measuring</li> <li>c) creaming/beating</li> <li>d) whisking</li> <li>e) folding</li> <li>f) rubbing in</li> <li>g) greasing</li> <li>h) glazing</li> <li>i) portioning</li> <li>j) piping</li> <li>k) shaping</li> <li>l) baking</li> <li>m) filling</li> <li>n) rolling</li> <li>o) lining</li> <li>p) trimming/icing</li> <li>q) spreading/smoothing</li> <li>r) kneading</li> <li>s) dusting/dredging/sprinkling</li> <li>t) mixing</li> </ol> </li> </ul> <p>Candidates must demonstrate through performance that they can make <b>three</b> of the following:</p> <ul style="list-style-type: none"> <li>• cakes (e.g. fruit cake, rock cakes, small cakes, shortcake/bread)</li> <li>• sponges (e.g. Victoria sandwich, sponge biscuits, Swiss roll)</li> <li>• scones</li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

Unit 2PR17	Produce healthier dishes
What you have to <b>DO</b> for 2PR17	<p>The assessor <u>must</u> assess statements 1-4 by directly observing the candidate's work.</p> <p>The assessor may assess statements 5 and 6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must <b>COVER</b> for 2PR17	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>four</b> from <b>dish:</b> <ol style="list-style-type: none"> <li>a) meat/poultry</li> <li>b) fish</li> <li>c) vegetables/fruit</li> <li>d) eggs</li> <li>e) pasta/rice/grain/pulses</li> <li>f) soups/sauces</li> <li>g) pastry</li> <li>h) bread/dough</li> <li>i) sponges/cakes/biscuits/scones</li> </ol> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

Unit 2PR14	Produce basic cold and hot desserts
<p>What you have to <b>DO</b> for 2PR14</p>	<p>The assessor <u>must</u> assess statements 1-5 by directly observing the candidate's work.</p> <p>For statement 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding <u>or</u> serving) but must observe the other.</p> <p>The assessor may assess statement 7 through questioning or witness testimony if no naturally occurring evidence is available.</p>
<p>What you must <b>COVER</b> for 2PR14</p>	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>ingredients</b>: <ul style="list-style-type: none"> <li>a) ice cream</li> <li>b) pre-prepared pastry based products</li> <li>c) pre-prepared sponge based products</li> <li>d) pre-prepared egg based products</li> <li>e) fresh fruit</li> <li>f) pre-prepared fruit</li> </ul> </li> <li>• at least <b>two</b> from <b>cooking methods</b>: <ul style="list-style-type: none"> <li>a) baking</li> <li>b) frying</li> <li>c) microwaving</li> <li>d) steaming</li> </ul> </li> <li>• at least <b>three</b> from <b>finishing methods</b>: <ul style="list-style-type: none"> <li>a) garnishing</li> <li>b) de-moulding</li> <li>c) slicing</li> <li>d) portioning</li> <li>e) piping</li> <li>f) glazing</li> </ul> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

Unit 2PR15	Produce cold starters and salads
What you have to <b>DO</b> for 2PR15	<p>The assessor <u>must</u> assess statements 1-5 by directly observing the candidate's work.</p> <p>The assessor may assess statement 6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must <b>COVER</b> for 2PR15	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>five</b> from <b>food products:</b> <ol style="list-style-type: none"> <li>a) bread products</li> <li>b) salads</li> <li>c) pre-prepared pastry items</li> <li>d) cooked and cured meats</li> <li>e) fish and shellfish</li> <li>f) pre-prepared pates</li> <li>g) cold dressings and sauces</li> <li>h) pre-prepared vegetable items</li> </ol> </li> <li>• at least <b>four</b> from <b>preparation methods:</b> <ol style="list-style-type: none"> <li>a) de-frosting</li> <li>b) washing</li> <li>c) slicing</li> <li>d) dressing</li> <li>e) garnishing</li> <li>f) portioning</li> <li>g) combining ingredients</li> </ol> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

<b>Unit 2P&amp;C1/09</b>	<b>Complete kitchen documentation</b>
What you have to <b>DO</b> for 2P&C1/09	The assessor <u>must</u> assess statements 1-2 by directly observing the candidate's work. The assessor may assess statements 3, 4 and 5 through questioning or witness testimony if no naturally occurring evidence is available.
What you must <b>COVER</b> for 2P&C1/09	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>relevant documents</b>: <ol style="list-style-type: none"> <li>a) temperature charts</li> <li>b) food safety information</li> <li>c) accident report forms</li> <li>d) equipment fault reports</li> <li>e) stock usage report</li> </ol> </li> </ul> Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.

<b>Unit 2P&amp;C2/09</b>	<b>Set up and close kitchen</b>
<b>ELEMENT 2P&amp;C2/09.1</b>	<b>Prepare kitchen for food operations</b>
What you have to <b>DO</b> for Element 2P&C2/09.1	The assessor <u>must</u> assess statements 1, 2, 3 and 5 by directly observing the candidate's work. The assessor may assess statement 4 through questioning or witness testimony if no naturally occurring evidence is available.
What you must <b>COVER</b> for Element 2P&C2/09.1	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>tools</b>: <ol style="list-style-type: none"> <li>a) knives</li> <li>b) utensils</li> </ol> </li> <li>• at least <b>five</b> from <b>kitchen equipment</b>: <ol style="list-style-type: none"> <li>a) oven/combination oven</li> <li>b) grill</li> <li>c) hob</li> <li>d) fryer</li> <li>e) microwave</li> <li>f) steamer</li> <li>g) fridge/freezer</li> </ol> </li> </ul> Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.

<b>ELEMENT 2P&amp;C2/09.2</b>	<b>Prepare food items ready for operations</b>
What you have to <b>DO</b> for Element 2P&C2/09.2	The assessor <u>must</u> assess statements 1, 2, 3 and 5 by directly observing the candidate's work. The assessor may assess statement 4 through questioning or witness testimony if no naturally occurring evidence is available.
What you must <b>COVER</b> for Element 2P&C2/09.2	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> <li>• at least one from establishment requirements               <ul style="list-style-type: none"> <li>a) number of customers</li> <li>b) menu requirements</li> </ul> </li> <li>• at least <b>two</b> from <b>ingredients:</b> <ul style="list-style-type: none"> <li>a) vegetables</li> <li>b) garnishes</li> <li>c) frozen products</li> <li>d) fresh high risk products</li> </ul> </li> <li>• at least <b>two</b> from <b>prepare:</b> <ul style="list-style-type: none"> <li>a) washing</li> <li>b) cutting</li> <li>c) defrosting</li> <li>d) weighing</li> </ul> </li> </ul> Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.

<b>ELEMENT 2P&amp;C2/09.3</b>	<b>Close kitchen after operations</b>
What you have to <b>DO</b> for Element 2P&C2/09.3	The assessor <u>must</u> assess statements 1,2,3,4 and 6 by directly observing the candidate's work. The assessor may assess statement 5 through questioning or witness testimony if no naturally occurring evidence is available.
What you must <b>COVER</b> for Element 2P&C2/09.3	There must be performance evidence, gathered through observing the candidate's work for: <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>tools</b>:               <ul style="list-style-type: none"> <li>a) knives</li> <li>b) utensils</li> </ul> </li> <li>• at least <b>two</b> from <b>food storage equipment</b>:               <ul style="list-style-type: none"> <li>a) fridge</li> <li>b) freezer</li> <li>c) dry store/larder</li> </ul> </li> <li>• at least <b>four</b> from <b>cooking equipment</b>:               <ul style="list-style-type: none"> <li>a) oven/combination oven</li> <li>b) grill</li> <li>c) hob</li> <li>d) fryer</li> <li>e) microwave</li> <li>f) steamer</li> </ul> </li> </ul> Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.

<b>Unit 2PR16</b>	<b>Produce flour, dough and tray baked products</b>
<b>ELEMENT 2PR16.1</b>	<b>Prepare flour, dough and tray baked products</b>
What you have to do <b>DO</b> for Element 2PR16.1	The assessor <u>must</u> assess statements 1-4 by directly observing the candidate's work.
What you must <b>COVER</b> for Element 2PR16.1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>four</b> from <b>ingredients</b>: <ul style="list-style-type: none"> <li>a) pre-prepared pastry</li> <li>b) cake/sponge mixes</li> <li>c) scone mix</li> <li>d) dough mix</li> <li>e) biscuit mix</li> <li>f) tray-bake mix</li> </ul> </li> <li>• at least <b>six</b> from <b>basic preparation methods</b>: <ul style="list-style-type: none"> <li>a) mixing</li> <li>b) kneading</li> <li>c) greasing</li> <li>d) creaming/beating</li> <li>e) lining</li> <li>f) melting</li> <li>g) glazing</li> <li>h) portioning</li> <li>i) rolling</li> <li>j) shaping</li> <li>k) cutting</li> </ul> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

<b>ELEMENT 2PR16.2</b>	<b>Cook, finish and present flour, dough and tray baked products</b>
What you have to <b>DO</b> for Element 2PR16.2	The assessor <u>must</u> assess statements 1-5 by directly observing the candidate's work.
What you must <b>COVER</b> for Element 2PR16.2	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>four</b> from <b>flour, dough and tray-bake products:</b> <ol style="list-style-type: none"> <li>a) pastry products</li> <li>b) cakes/sponges</li> <li>c) scones</li> <li>d) dough products</li> <li>e) biscuits</li> <li>f) tray-bakes</li> </ol> </li> <li>• at least <b>one</b> from <b>basic cooking methods:</b> <ol style="list-style-type: none"> <li>a) baking</li> <li>b) deep frying</li> </ol> </li> <li>• at least <b>four</b> from <b>basic finishing methods:</b> <ol style="list-style-type: none"> <li>a) dusting/sprinkling/dredging</li> <li>b) filling</li> <li>c) piping</li> <li>d) spreading/coating</li> <li>e) glazing</li> <li>f) trimming</li> <li>g) portioning</li> </ol> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

<b>Unit 2FS5/09</b>	<b>Convert a room for dining</b>
<b>ELEMENT 2FS5/09.1</b>	<b>Set up food dining areas</b>
What you have to do <b>DO</b> for Element 2FS5/09.1	<p>The assessor <u>must</u> assess statements 2, 3 and 5 by directly observing the candidate's work.</p> <p>For statement 1, 'ensure the required number of staff are available' must be observed however where there is no naturally occurring evidence for 'informing the right person when more staff is required', the assessor may assess the candidate through questioning or witness testimony for this aspect.</p> <p>The assessor may assess statements 4 and 6 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must <b>COVER</b> for Element 2FS5/09.1	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>dining equipment</b>: <ul style="list-style-type: none"> <li>a) tables</li> <li>b) chairs</li> <li>c) service surface</li> </ul> </li> <li>• at least <b>three</b> from <b>service equipment</b>: <ul style="list-style-type: none"> <li>a) customer cutlery</li> <li>b) service apparatus</li> <li>c) customer plates/bowls</li> <li>d) condiments</li> </ul> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

<b>ELEMENT 2FS5/09.2</b>	<b>Return food dining area to it's original state</b>
What you have to <b>DO</b> for Element 2FS5/09.2	<p>The assessor <u>must</u> assess statements 2, 4, 5 and 6 by directly observing the candidate's work.</p> <p>For statement 1, 'ensure the required number of staff are available' must be observed however where there is no naturally occurring evidence for 'informing the right person when more staff is required', the assessor may assess the candidate through questioning or witness testimony for this aspect.</p> <p>The assessor may assess statement 3 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must <b>COVER</b> for Element 2FS5/09.2	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>two</b> from <b>dining equipment:</b> <ol style="list-style-type: none"> <li>a) tables</li> <li>b) chairs</li> <li>c) service surface</li> </ol> </li> <li>• at least <b>three</b> from <b>service equipment:</b> <ol style="list-style-type: none"> <li>a) customer cutlery</li> <li>b) customer plates/bowls</li> <li>c) service apparatus</li> <li>d) condiments</li> </ol> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

<b>Unit 2PR19</b>	<b>Maintain an efficient use of food resources</b>
What you have to <b>DO</b> for 2PR19	<p>The assessor <u>must</u> assess statements 1-7 by directly observing the candidate's work.</p> <p>The assessor may assess statements 8, 9 and 10 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must <b>COVER</b> for 2PR19	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>three</b> from <b>information to be gained from:</b> <ol style="list-style-type: none"> <li>a) senior colleagues</li> <li>b) booking information</li> <li>c) records of sales patterns</li> <li>d) records of anticipated customer volumes</li> </ol> </li> <li>• at least <b>two</b> from <b>portion control measures:</b> <ol style="list-style-type: none"> <li>a) use of scoops, measures and scales</li> <li>b) counting of items</li> <li>c) following standard recipe and brand standard</li> </ol> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

See Appendix 1

<b>Learning outcomes</b>	<b>Example Assessment Methods</b>	<b>Examples of Evidence</b>
1. Be able to operate and maintain cooking equipment which is specific to the hospitality operation	Observation Witness testimony	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Witness statements
2. Understand how to prepare, operate and clean cooking equipment which is specific to the hospitality operation	Oral questions Written questions Professional discussion	Records of oral questioning Question/answer sheets 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.

<b>Contingencies</b>	<b>Alternative Assessment Methods</b>	<b>Examples of evidence</b>
3. Report any identified problems or faults to the relevant person	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

## See Appendix 1

Learning outcomes	Example Assessment Methods	Examples of Evidence
1. 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 Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness statements Records of professional discussion
2. 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
3. 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 2PR24	Modify content of dishes
What you have to <b>DO</b> for 2PR24	<p>The assessor <u>must</u> assess statements 1, 4, 5, 6, 7 and 9 by directly observing the candidate's work.</p> <p>The assessor may assess statements 2, 3, 8, 10 and 11 through questioning or witness testimony if no naturally occurring evidence is available.</p>
What you must <b>COVER</b> for 2PR24	<p>There must be performance evidence, gathered through observing the candidate's work for:</p> <ul style="list-style-type: none"> <li>• at least <b>five</b> from <b>food and drink products:</b> <ol style="list-style-type: none"> <li>a) cereals/pulses</li> <li>b) fruit</li> <li>c) egg</li> <li>d) meat</li> <li>e) soups/stocks/sauces</li> <li>f) cheese</li> <li>g) pasta</li> <li>h) fish</li> <li>i) vegetables</li> <li>j) liquids</li> </ol> </li> <li>• at least <b>four</b> from <b>dietary requirements:</b> <ol style="list-style-type: none"> <li>a) volume</li> <li>b) consistency</li> <li>c) aroma</li> <li>d) appearance</li> <li>e) nutrient levels</li> <li>g) texture</li> <li>g) nutritional balance</li> <li>h) taste</li> </ol> </li> <li>• <b>at least five from modify/fortify:</b> <ol style="list-style-type: none"> <li>a) puree</li> <li>b) mash to a soft form</li> <li>c) liquidise</li> <li>d) mince to a soft form</li> <li>e) smooth</li> <li>f) add calorific value</li> <li>g) use thickening agent/texture modification</li> <li>h) modify the protein</li> <li>i) modify the fat content</li> <li>j) modify the sugar/carbohydrate level</li> </ol> </li> </ul> <p>Evidence for the remaining points under 'What you must cover' may be assessed through questioning or witness testimony.</p>

## See Appendix 1

Learning outcomes	Example Assessment Methods	Examples of Evidence
1. Be able to produce dishes for individuals that suffer from particular food allergies	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness statements Records of professional discussion
2. Understand how to ensure allergenic contamination is avoided	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
3. Report any problems or concerns to the appropriate person	Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion

## See Appendix 1

Learning outcomes	Example Assessment Methods	Examples of Evidence
1. Be able to promote menu items	Observation Products of work Witness testimony Professional discussion Candidate statement	Observation sheets Videos/photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness statements Records of professional discussion
2. Understand the purpose of promotional activities	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

# Evidence Requirements and Assessment Guidance

## Food Production and Cooking Units

### Introduction

This document contains evidence requirements and assessment guidance for the following Food Production and Cooking units:

- 1PR23 Prepare meals for distribution
- 1PR26 Prepare meals to meet relevant nutritional standards set for school meals
- 1PR28 Present menu items according to defined brand standard
- 2PR21 Prepare, operate and clean specialist food preparation and cooking equipment
- 2PR22 Liaise with care team to ensure that customer nutritional needs are met
- 2PR25 Prepare and cook food to meet the requirements of allergy sufferers
- 2PR27 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 whose purpose is to assess a candidate's competence. In each unit there are learning outcomes that describe what the candidate 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 candidate'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 candidate is competent in their role and ready to be assessed, evidence for a number of units is likely to come from the candidate'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<sup>1</sup>: one is about what the candidate should be able to do and requires *Performance Evidence*; the other learning outcome is about what the candidate 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 candidate is able to do. 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.

### **Assessment Method: Observation**

This covers observation of the candidate'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.

### **Assessment Method: Products of Work**

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 candidate producing them.

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

### **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 candidate'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.

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<sup>1</sup> 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.

Expert witnesses may be other approved assessors who are recognised to assess the relevant occupational area and level, or line managers/other managers, that may not be approved assessors, but whom the awarding body agrees have sufficient occupational qualifications or experience to make a judgement on the competence of a candidate. 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, i.e. the assessor must satisfy themselves that the testimony is a true account of the candidate's performance.

It is possible for candidates 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: Candidate Statement/Report**

Candidate statements also take account of the fact that valuable performance evidence will occur when the assessor is not present. The candidate statement/report gives the candidate 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 candidate statement/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 candidate to produce a statement/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 is a single, or series of structured, planned and in-depth discussions between the assessor and candidate. Professional discussions can be used to obtain evidence from the candidate 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 candidates' 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 candidate 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 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 candidates these approaches can be powerful ways of bringing out evidence of a candidate's knowledge and understanding across several related learning outcomes and even units. However, their use will depend on the candidate's circumstances and 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 is a single, or series of structured, planned and in-depth discussions between the assessor and candidate. 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 candidate 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 candidate's ability to do this in the "be able to" learning outcome in the same unit. They may, therefore, reasonably infer that the candidate 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 candidate 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 candidate and their working situation.

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