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Qualification Specification

Highfield Level 4 Diploma in Culinary Supervision and Management (RQF)

Qualification Number: 610/0250/1

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Highfield Level 4 Diploma in Culinary Supervision and Management (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 4 Diploma in Culinary Supervision and Management (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF includes those qualifications regulated by Ofqual. This qualification is also regulated by Qualifications Wales.

Key facts

Qualification number:	610/0250/1
Learning aim reference:	61002501
Credit value:	48
Assessment method:	Portfolio of Evidence, Multiple-choice and extended-answer examinations
Guided learning hours (GLH):	303
Total qualification time (TQT):	480

Qualification overview and objective

The objective of this qualification is to support a role in the workplace. It is designed for learners employed in supervisory roles in the hospitality and catering industry. The qualification allows learners to broaden their existing knowledge and gain important supervisory and management skills, helping them to take on more responsibility.

This qualification covers a variety of topics including:

- food safety
 - health and safety
 - HACCP
 - staff management, training and development
 - resource management
 - financial planning and control
 - environmental awareness and sustainability
 - food production supervision
 - gastronomy and global cuisines
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Entry requirements

To register on to this qualification, learners are required to be 16 years of age or above and recommended to have a minimum of level 2 in literacy and numeracy.

Centre requirements

Centres must ensure that they are equipped with the relevant tools, equipment and food items required to effectively deliver and assess this qualification.

Guidance on delivery

The total qualification time for this qualification is 480 hours, of which 303 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is graded pass/fail. Assessment guidance for each unit is provided below:

Unit 1 – The Principles of Food Safety Management for Catering: This unit is assessed by a 2-part examination, externally set and marked by Highfield Qualifications:

- part one is a 30-question multiple-choice examination. The total mark available in this section is 30 marks.
- part two is a written examination where learners must answer 4 questions, split into multiple parts (a, b, c, etc.). The total mark available in this section is 70 marks.

Successful learners must achieve a total of at least 50 marks out of 100 across the two parts of the exam. A Merit will be awarded at 60/100 and a Distinction will be awarded at 70/100. The duration of the examination is 2 ½ hours.

NB: All questions within this examination are mandatory.

Unit 2 – Health and Safety in the Workplace: This unit is assessed through multiple-choice examination, externally set and marked by Highfield Qualifications. Learners must complete 60 questions within 120 minutes, and successful learners will need to achieve a mark of 66% (40/60) overall to pass. Learners will achieve a Merit if they score 50 out of 60. Completed examination papers should be returned to Highfield for marking and results will then be supplied to the centre afterwards.

Unit 3 – Principles of HACCP for Management: This unit is assessed by a written examination externally set and marked by Highfield Qualifications. The examination consists of **2 sections** and must be completed within **2.5 hours**.

Marks from both sections of the exam will be added together to determine the learner's overall grade. Learners will achieve a **pass** with a total overall score of **60-69** (60-69%), a **merit** with a total overall score of **70-79** (70-79%) and a **distinction** with a total overall score of **80-100** (80-100%).

Section A is comprised of **10 questions**. It is advised that learners take approximately **90 minutes** to complete this section. The total mark available in this section is 56 marks.

Section B is comprised of **2 questions, split into multiple parts (a, b, c, etc.)**. It is advised that learners take approximately **60 minutes** to complete this section. The total mark available in this section is 44 marks.

NB: All questions within this examination are mandatory.

E-assessment

This examination is also available for candidates to undertake online. If undertaking the examination via e-assessment, please refer to the e-assessment guidance found on the qualification webpage. This document details the differences in format between the paper-based examination and the e-assessment examination. Please note that the content of the questions and what is expected of the candidate is the same regardless of which method is used.

All other units: All other units in this qualification are assessed through the completion of a portfolio of evidence that will be internally quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed, and Highfield Qualifications promotes holistic assessment. Additional guidance is included at the bottom of each unit suggesting how each assessment criteria can be assessed. Suggested assessment paperwork is available on the Highfield Qualifications website.

Learners must achieve all of the pass criteria across all units, in order to be awarded a Pass. Examples of evidence for the portfolio could include:

Knowledge criteria:

- worksheets
- record of oral and written questioning
- assignments/projects/reports
- candidate reports
- record of professional discussion

Skills and behaviour criteria:

- assessor observation
- witness testimony
- record of professional discussion
- candidate and peer reports

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

For assessments that are internally set and assessed, Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes.

For assessments that are externally set and assessed, Highfield Qualifications requires centres to have in place a robust mechanism for the quality assurance of training delivery and invigilated assessment arrangements.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Tutor/Assessor requirements

Highfield Qualifications requires nominated tutors/assessors for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through ‘hands-on’ experience in the industry (minimum 2 years) **and** relevant culinary qualifications, plus food safety, HACCP and Health and Safety qualifications or culinary qualifications that cover these elements
- hold or be working towards a recognised assessing qualification, which could include any of the following:
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess Learner Performance Using a Range of Methods
 - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
 - Or any other equivalent assessor qualifications deemed appropriate by Highfield
- maintain appropriate continued professional development (CPD) for the subject area

Internal quality assurance (IQA) requirements

Highfield Qualifications recommends nominated IQA’s for this qualification to meet the following:

- have relevant subject knowledge
- hold or be working towards a recognised IQA qualification, which could include any of the following:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
 - D34 or V1 verifier awards
 - Or any other equivalent IQA qualifications deemed appropriate by Highfield
- maintain appropriate CPD for the subject area

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications’ Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner’s identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner’s identity:

- a valid passport (any nationality)
- a signed UK photocard driving license

- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking training or qualifications in specialist areas within the hospitality and catering industry.

Useful websites

- <https://www.gov.uk/government/collections/apprenticeship-standards>
 - www.people1st.co.uk
 - www.highfieldqualifications.com
 - www.highfield.co.uk
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Appendix 1: Qualification structure

To complete the Highfield Level 4 Diploma in Culinary Supervision and Management (RQF), learners must complete **all units** contained within the mandatory group:

Mandatory Group

Unit reference	Unit title	Level	GLH	Credit
H/502/0390	1. The Principles of Food Safety Management for Catering	4	40	6
K/602/1647	2. Health and Safety in the Workplace	3	21	3
T/616/6769	3. Principles of HACCP for Management	4	30	4
H/650/1070	4. Staff management, training and development in the hospitality and catering industry	4	48	8
J/650/1071	5. Resource management in the hospitality and catering industry	4	24	4
K/650/1072	6. Financial planning and cost control in the hospitality and catering industry	4	48	8
L/650/1073	7. Environmental awareness and sustainability in the hospitality and catering industry	4	20	3
M/650/1074	8. Supervision of food production in the hospitality and catering industry	4	24	4
R/650/1075	9. Gastronomy and global cuisines	4	48	8

Appendix 2: Qualification content

Unit 1: The Principles of Food Safety Management for Catering

Unit number: H/502/0390

Credit: 6

GLH: 40

Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how food business operators can ensure compliance with food safety legislation</p>	<p>1.1 Explain food business operator and staff responsibilities with regard to food safety legislation</p> <p>1.2 Analyse the requirements of food safety legislation and procedures for compliance and enforcement</p>
<p>2. Understand the operational requirements needed to ensure food safety</p>	<p>2.1 Explain how the design, layout, construction and maintenance of premises and equipment can affect food safety</p> <p>2.2 Discuss the implementation, management and application of good hygiene practices, to include cleaning, disinfection and pest control</p> <p>2.3 Explain procedures for supplier and stock control</p> <p>2.4 Describe operational methods and safe working practices</p>
<p>3. Understand how to establish food safety management procedures</p>	<p>3.1 Outline processes for designing and implementing food safety management procedures, including allocating resources, roles and responsibilities</p> <p>3.2 Analyse the risks to food safety from microbial, physical, chemical and allergenic hazards in a specified food business</p> <p>3.3 Communicate food safety management information to staff, visitors and suppliers</p>

	3.4 State the need for, and benefits of, staff training and the maintenance of training records
4. Understand the controls required for food safety	<p>4.1 Review controls for microbial, physical, chemical and allergenic hazards in a specified food business</p> <p>4.2 Discuss methods for monitoring and recording food safety hazards</p> <p>4.3 Determine the corrective actions required if food safety hazards are not controlled</p>
5. Understand how to maintain food safety management procedures	<p>5.1 Explain methods for verifying the effectiveness of food safety management procedures</p> <p>5.2 Describe circumstances that require adjustment of food safety management procedures</p> <p>5.3 Describe how to implement adjustments to food safety management procedures</p> <p>5.4 Outline strategies for developing and maintaining a food safety culture within an organisation</p>

Indicative content

Introduction to Food Safety and Contamination

- **Candidates must understand the importance of food safety management in catering by being able to:**
 - define key terms relating to food safety including:
 - define food safety/hygiene, food poisoning, contamination, hazard, risk, control, monitoring, corrective action, verification, food safety management system, pathogen,
 - safe food
 - identify the benefits of good and the costs of poor food hygiene:
 - describe the benefits to food businesses, consumers and food handlers of high standards of food hygiene
 - explain the moral, legal and economic impact of poor food hygiene practices to food businesses, consumers and food handlers
 - explain the importance of food safety procedures:

- evaluate the most recent incidents of reported food borne illness regarding causative organisms and food vehicles and give reasons for seasonal variations in reported outbreaks
- outline the characteristics of different food types:
 - identify, providing examples the main characteristics of high risk, raw, low risk and ready to eat raw foods and outline the dangers associated with contamination of each food type
- explain the four main types of contamination associated with the production of food and analyse the risks posed to food safety, identify how they may occur and give examples of how they can be controlled and managed in the food industry:
 - define the four main food safety hazards: microbiological, physical, chemical and allergenic
 - give examples of sources of physical hazards, differentiate between intrinsic and extrinsic contamination and identify suitable policies and procedures to control their prevention, detection and removal
 - give examples of sources of chemical hazards (inherent and introduced) and compare and contrast suitable policies and procedures to control their prevention, detection and removal
 - describe the main symptoms of an allergenic reaction and give examples of common allergens and identify suitable policies and procedures to prevent consumption by persons who are sensitive to allergens
 - describe and explain principal routes vehicles and routes of contamination and cross-contamination.
 - outline the possible consequences if food safety hazards are not controlled

Microbiology (Multiplication & Survival Hazards)

- **Candidates must understand how micro-organisms pose a hazard to food safety by being able to:**
 - discuss the main characteristics of micro-organisms, including optimum growth requirements:
 - outline the structure, shape and size of bacteria and distinguish between the main types of bacteria
 - describe how bacteria multiply, and identify factors influencing bacterial growth
 - state the temperature range of the danger zone, optimum temperatures for bacterial
 - growth, temperatures when most pathogens will stop multiplying and temperatures where they will die
 - identify timescales involved in bacterial multiplication and explain the significance of the bacterial growth curve
 - identify effective methods of destroying microbes:
 - methods include: heat (cooking, pasteurisation, ultra-heat treatment), use of chemicals, such as salt, sugar, acids
 - outline the principles involved with methods of preservation

- explain how bacterial spores and toxins are formed and why these may pose a hazard within the food industry:
 - explain the terms ‘bacterial spore’, identify the role spores play in the survival of bacteria, describe the conditions under which spores are formed and the consequences these may have for food safety
 - describe how some bacteria produce toxins and distinguish between exotoxins and endotoxins
- identify the signs of spoilage and identify what may cause spoilage:
 - signs of spoilage to include bacterial activity, enzyme activity, moulds, physical damage
 - describe controls which can be utilised to control microbial and enzyme activity to reduce the rate of spoilage in food

Food Borne Illness

- **Candidates must know and understand the main reasons for food poisoning and food borne illnesses and understand the importance of preventing illness by being able to:**

- describe common sources, food vehicles, incubation periods and controls of common food poisoning and food borne disease organisms:
 - explain the main differences between food poisoning and food borne disease
 - distinguish the differences between toxic and infectious causes of food borne illness
 - explain the symptoms, sources, incubation periods, and controls for the principal pathogens that cause food poisoning
 - identify groups of people most at risk from food poisoning
 - explain the symptoms, sources, incubation periods, and controls for the principal pathogens that cause food borne diseases
 - explain the symptoms, sources, incubation periods, and controls for food related viruses and protozoa
- know that chemicals, metals, poisonous plants and fish can cause serious problems in the food industry and provide examples of each
- explain the role of management and environmental health practitioners in outbreak investigation:
 - identify the role of the manager, supervisor and food handlers regarding food poisoning outbreak investigation
 - determine, implement and review procedures relating to food poisoning outbreak control
 - describe the role of the consultant in communicable disease

Food Handlers and Personal Hygiene

- **Candidates must understand the importance of ensuring food handlers do not contaminate food by being able to:**

- outline how people are both sources and causes of food poisoning and identify methods of controlling and monitoring food poisoning and contamination from personnel:
 - explain hazards associated with infections, skin complaints and injury and describe how these can be controlled
 - describe the responsibilities of all staff regarding personal hygiene

- describe how non-food handling personnel (for example maintenance, contractors, visitors, delivery personnel) can contaminate food and be able to develop, implement and monitor procedures to control from these personnel
- outline unhygienic practices to be avoided in food handling areas, describe how they may cause contamination and suggest suitable controls
- describe the importance of hand wash and explain suitable procedures for effective hand wash. outline important times when hands should be washed
- discuss the role of management in securing high standards of personal hygiene and preventing contamination of food:
 - describe how to develop, implement and manage an effective personal hygiene policy
 - outline the manager’s role regarding reporting of illness and establishing and maintaining procedures regarding illness reporting and exclusion
- outline the characteristics of protective clothing for food handlers:
 - identify, and evaluate types of protective clothing which may be provided and describe how provision of suitable clothing may prevent contamination of food
 - outline the hazards which may be associated with wearing of jewellery, personal effects and nail varnish/false nails and lashes and be able to develop, maintain and monitor policies and procedures to control these hazards
- describe the main legislative requirements relating to personal hygiene
- identify the importance of excluding food handlers who are ill, and have an awareness of the department of health ‘food handlers, fitness to work’ guidelines:
 - state controls necessary for food handlers who are suffering from or suspected of suffering from; food borne illness
- discuss the benefits and limitations of medical screening for food handlers:
 - identify why carriers are of concern in the food industry and be able to develop, implement and monitor suitable controls
 - identify pros and cons of medical screening
 - identify the personal requirements necessary for food handlers and discuss the need for careful selection of staff

Training and Education

- **Candidates must understand how development, implementation and monitoring of food safety training can assist in the prevention of food borne illness and contamination of food by being able to:**
 - identify the benefits of training and explain why planned training is essential within a food business:
 - explain how training can assist in the development of a positive food safety culture
 - outline the legal requirements relating to training of food handlers
 - analyse the factors requiring consideration (including content) when developing and implementing a food safety training programme and evaluate how the success of training can be assessed:
 - identify the benefits of assessing training needs for all levels of staff (including contractors and temporary staff) when developing food safety training programmes

- state the importance of considering staff role, experience and skill and explain how barriers to learning such as language or literacy may be overcome
- describe a variety of methods which can be used to effectively communicate information and responsibilities regarding food safety, including procedural and legislative changes
- describe sources of information and guidance which may be used when developing a food safety training programme
- know the importance of implementing food safety training and outline methods by which this can be achieved
- explain the reasons for providing feedback to staff regarding food safety matters
- outline the importance of developing supervisors to enable the effective reporting from management to supervisor regarding food safety and outline the importance of refresher training
- outline the need for training records:
 - describe the need for maintenance of accurate and up to date training records
 - outline how training records can be of use to a food business

Food Hazards and Controls from Purchase to Service

- **Candidates must know and understand the role of the manager with regard to managing operational requirements regarding food production by being able to:**
 - analyse and discuss the hazards associated with the operational methods of the organisation:
 - identify hazards which may be present at each stage of food production and service including purchase, delivery, storage, preparation, cooking, hot holding, cold holding and service
 - outline the processes and potential hazards associated with interrupted catering processes such as cook-chill, cook-freeze and sous vide
 - explain the importance of analysing and evaluating potential hazards and controls in the event of change, for example introduction of a new process, equipment or menu change
 - identify and review controls and monitoring required for food purchase and supplier selection, receipt, storage (including the importance of stock control), preparation, thawing, cooking, cooling, reheating and serving:
 - identify suitable methods of selecting, and monitoring suitable suppliers
 - outline requirements for safe transport, delivery and receipt of stock
 - outline how to monitor supplier food deliveries and describe suitable management actions in the event of poor supplier performance regarding food safety
 - describe and explain the principles of temperature control during storage for different food types and be able to develop, implement and monitor controls for ambient, chilled and frozen storage of food
 - describe the principles of stock rotation and outline how to design, implement and monitor the effectiveness of the system

- state the requirements of statutory date marking of food and explain the terms ‘use by’ and ‘best before’ and outline rules regarding labelling of both packaged and open foods
- describe the types of food packaging available which is designed to reduce the risk of contamination
- outline the role of management regarding the production and service of safe food, including the need to identify staffing requirements and provision of other adequate resources
- identify the role of management regarding provision of suitable resources, equipment and procedures regarding transportation of food and outside catering events
- outline extra controls which may be required when providing food to vulnerable groups or in non-routine circumstances such as airline catering
- develop, implement, monitor and explain suitable procedures for thawing, chilling, freezing, preparation, cooking, reheating, hot holding, display (ambient, frozen and chilled, packaged and open) and service and transportation of food
- outline the legal and recommended temperatures and conditions for storage, preparation, cooking, cooling, display, transportation and sale of hot, frozen and chilled foods

The Design and Construction of Food Premises and Equipment

- **Candidates must be aware of their role in reducing risks of food contamination from premises and equipment by being able to:**
 - outline the requirements regarding site selection, construction materials and finishes:
 - describe how site selection, construction materials have an important role in securing and maintaining food safety
 - outline considerations which should be made regarding selection, construction and finishes for mobile and temporary food production areas
 - discuss the role of management regarding satisfactory design and construction of food premises and equipment:
 - identify the role of the manager when selecting new food equipment and premises (including temporary premises)
 - describe the role of the manager with regard to maintenance programmes, including establishing priorities for repair and improvements based on food safety risk
 - explain the importance of linear workflow, including segregation of processes:
 - identify how linear workflow helps to prevent cross contamination
 - discuss the hygienic principles for design and use of food premises and equipment
 - outline principles for selection, siting and maintenance of food equipment
 - outline principles for selection, siting and maintenance of chillers, refrigerators and frozen storage units
 - discuss the need for provision of washing facilities, ventilation, lighting and water, effluent and waste disposal:

- describe the requirements for washing facilities, ventilation, lighting, water, effluent and waste disposal and outline associated hazards and controls for each
- describe hand wash and drying facilities which must be available for use by food handlers
- explain why refuse, waste and unfit food should be stored and disposed of correctly and outline methods of achieving this in a food business
- outline the legal requirements for design and maintenance of food premises:
 - identify how suitable design can assist a food business to comply with legislative requirements

Cleaning and Disinfection

- **Candidates must understand the importance of effective cleaning and disinfection in food premises and be able to:**

- discuss the management role regarding the principles and importance of cleaning and disinfection:
 - identify how effective cleaning and disinfection of food premises and equipment assists in maintaining food safety
 - discuss the principles of cleaning and disinfection processes (including clean in place) and describe appropriate methods of cleaning and disinfection
 - describe how to store cleaning materials and equipment correctly
 - discuss how to manage difficulties in cleaning premises and equipment
- discuss the management role with regard to the systems of organising, controlling and monitoring cleaning and disinfection to assist in ensuring the safe production of food
- outline the legal requirements relating to cleaning and disinfection of food premises
- outline the properties and functions of cleaning chemicals:
 - state the energies required for cleaning
 - describe the functions and desirable qualities of detergents, disinfectants and sanitisers and outline when and how each should be used
- determine and implement cleaning schedules to help ensure effective cleaning

Pest Management

- **Candidates will know and understand their responsibilities regarding the implementation of operational procedures regarding pest control and be able to:**

- discuss the hazards and controls involving food pests:
 - outline the hazards associated with pests and explain why pests must be controlled within the food industry
 - explain the actions that should be taken by food handlers, supervisors and managers if evidence of pests is found
 - outline the managers role regarding developing, implementing and monitoring a pest control policy and describe the importance of keeping up to date records
- describe the main food pests and their habits:
 - identify characteristics and habitat of the main food pests, including rodents, insects and birds and identify how to detect signs of an infestation
 - describe conditions that pests require to thrive
- identify the principles of pest control:

- list and explain the main types of environmental, physical and chemical controls for different pests and outline the benefits and limitations of each
- know the importance of proofing and good housekeeping in relation to pest control
- describe the considerations to be made when selecting pest control contractor:
 - identify how a pest contractor should be selected and the criteria that may be used to ensure they are suitable
 - explain the importance of monitoring the activities of the pest controller
- outline the legal provisions relating to pest control in food businesses

Food Safety Management and HACCP

- **Candidates will know and understand their role in developing, implementing, monitoring, reviewing and evaluating the implementation of food safety management procedures and be able to:**
 - describe the concept of HACCP and have the knowledge to implement an effective food safety management system based on HACCP principles food safety procedures:
 - Identify the origin and purpose of HACCP based food safety systems and provide examples of different systems (such as CODEX HACCP, Safer Food Better Business, CookSafe, Safe Catering) and identify how they can be used by different food businesses
 - explain how the development and effective implementation of food safety management systems will benefit both consumers and food businesses
 - describe how food safety management systems may be developed, implemented and maintained within a food business
 - identify and give examples of, expert guidance and support that a food business may need to develop and implement food safety management systems
 - know the preliminary steps required prior to implementing a food safety management system:
 - explain the basic terminology of HACCP
 - explain what is meant by a pre-requisite programme, and explain the importance of prerequisites in a food business
 - identify the importance of a team approach when developing a HACCP study and discuss the attributes and roles required for team members
 - outline training which HACCP team members require
 - list and describe the seven principles of HACCP
 - explain the importance of determining the scope of the HACCP study and terms of reference and discuss how to prepare a process flow diagram
 - explain the importance of conducting a hazard analysis and describe how it may be carried out
 - describe the purpose of control measures and provide examples of controls which can be applied during production and service of food
 - describe the significance of determining critical steps in the process and identify how they may be identified using the decision tree
 - outline the criteria that should be used to establish critical limits, tolerances and target levels at each critical control point

- explain the importance of developing and implementing suitable monitoring procedures and identify how these can be developed and give examples of a variety of monitoring methods which may be used during production and service of food
- explain the importance of establishing suitable accurate recording systems and describe a monitoring records which may be produced for production and service of food
- explain the managers role with regard to establishing roles, responsibilities and reporting routes for the monitoring and supervision of control measures
- identify types of failures which may occur at critical control points and determine suitable corrective actions which may be applied during production and service of food
- explain the managers role with regard to establishing roles, responsibilities and reporting routes for corrective action plans
- explain why corrective action plans should be established in advance of failures and how this can help to prevent food safety problems
- describe procedures to verify the effectiveness of the food safety management system
- describe documentation that should be developed as part of a HACCP study
- outline the legal requirements for food safety management systems

The Role of the Manager

- **Candidates must have an understanding of the role of the manager in securing food safety, and be able to:**
 - discuss managers role in ensuring food safety
 - outline methods by which management of food safety can be achieved:
 - outline the managers role regarding developing, implementing, monitoring, reviewing, evaluating and reviewing food safety procedures
 - describe ways to determine the success of food safety management procedures and outline how to audit, review and improve food safety management procedures
 - explain the importance of regular review of procedures and identify when planned and urgent reviews should take place
 - explain the importance of allocation of responsibilities within a food organisation:
 - state why all staff within a food business have responsibilities for food safety and outline the importance of clear reporting routes
 - explain the role and responsibilities of food handlers with regard to food safety, including following procedures and monitoring of controls
 - explain the role and responsibility of supervisors with regard to food safety
 - describe how effective supervision procedures can assist in ensuring food safety and outline methods of developing, implementing, monitoring evaluating and reviewing those procedures
 - describe the importance of a food safety policy and outline the content of a typical food safety policy:
 - explain general content and importance of a food safety policy with reference to both routine and non-routine procedures

- explain the importance of including policies and procedures regarding investigation of food poisoning allegations and customer complaints
- outline the sources of information available:
 - identify other relevant sources of further information advice and guidelines relating to food safety and identify when this may be required
- identify strategies for promoting a good safety culture within a food business:
 - explain the importance of developing a positive food safety culture within a food business
 - identify strategies to achieving, maintain and improve a positive food safety culture, for example effective development and communication of food safety procedures, provision of training and other resources, encouraging feedback, having clear reporting routes

Food Safety Legislation and Enforcement

- **Candidates must have an understanding of the need for food law and food safety enforcement and be able to:**
 - recognise and understand the main food safety legislation:
 - understand the format of UK and European legislation relating to food safety and know how EC legislation applies to member states
 - explain the key elements of current UK food safety legislation, in particular with regard to the safe production and service of safe food and evaluate the requirements to ensure compliance in a variety of food businesses
 - explain the role of authorised officers and enforcement authorities:
 - know how legislation is applied
 - understand the role of enforcement authorities and authorised officers
 - understand the purpose of codes of practice and industry guides:
 - describe the purpose of codes and practice and industry guides
 - outline the power of authorised officers and criteria for prosecution:
 - outline actions that may be taken by enforcement officers
 - know the implications of non-compliance with food safety legislation and the penalties which can be applied
 - explain the defence of due diligence in the food industry
 - explain the role of the manager with regard to development, maintenance and monitoring food safety and explain how this will contribute to a due diligence defence

Unit 2: Health and Safety in the Workplace

Unit number: K/602/1647

Credit: 3

GLH: 21

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the requirements for health, safety and welfare in the workplace	1.1 Outline the main legal framework and laws relating to health and safety at work 1.2 Outline the welfare provisions that should be made by the employer 1.3 Describe the sources and nature of information that demonstrate compliance and best practice with health and safety requirements 1.4 Outline ways that health and safety information can be communicated 1.5 Define the terms 'incident', 'accident' and 'occupational ill health' 1.6 Describe the main causes of injuries and ill health at work
2. Understand the benefits of using a safety management system	2.1 Outline the costs associated with accidents and ill health 2.2 Summarise the typical elements of a safety management system 2.3 Outline the benefits of using a safety management system
3. Understand the principles of risk assessment	3.1 Outline the benefits of assessing and controlling risks at work 3.2 Describe the different types of risk assessment that can be used 3.3 State where specific risk assessments may be required 3.4 State the steps to be taken to complete a simple risk assessment
4. Understand the risks and control methods for common workplace hazards	4.1 Explain how the risks from different hazards may be affected by occupational, environmental, human and organisational factors 4.2 Explain how injuries, ill health and other damage may result following exposure to common workplace hazards 4.3 Identify suitable risk control measures using the principles of the hierarchy of control
5. Understand how to manage the effects of accidents and incidents	5.1 Describe the actions that need to be taken following an accident or incident in the workplace 5.2 Describe how simple accident investigation techniques can reveal immediate and root causes

Additional assessment guidance**LO1: Understand the requirements for health, safety and welfare in the workplace**

- The main legal framework and laws relating to health and safety at work
 - Common and civil law
 - Criminal law
 - Acts of Parliament
 - Regulations
 - European law
 - The Health and Safety at Work etc. Act 1974
 - The term ‘so far as is reasonably practicable’
 - Enforcement, notices and penalties
- The welfare provisions that should be made by the employer
 - Workplace (Health, Safety and Welfare) Regulations 1992
 - Duties of employees and employers
 - Provide a healthy and safe place to work
 - Ventilation
 - Temperature
 - Lighting
 - Noise
 - Room space
 - Provide safe plant and equipment
 - Safe systems of work
 - Safe handling, storage and transport of articles and substances
 - Information, instruction, training and supervision
 - Safe access and egress and traffic routes
 - Adequate welfare facilities, such as number of toilets and providing drinking water
 - First aid
- The sources and nature of information
 - HSE website
 - HSE Approved codes of practice (ACOPs)
 - HSE statistics
 - Internal documentation including Accident/Incident records
- Ways that health and safety information can be communicated
 - Safety signs – types, shapes and colours
 - Toolbox talks
 - Team meetings or briefings
 - Representatives of employee safety
 - Safety representatives/committees
 - Trade unions
 - Company newsletters
 - Emails
 - Posters and notices

- Verbal communication
- Safe systems of work
- Risk assessments
- Safety tours
- Induction
- Training
- Define the terms
 - Incident and near miss
 - accident
 - occupational ill health
- The main causes of injuries and ill health at work (availability of HSE statistics)
 - Slips, trips and falls
 - Manual handling
 - Falls from height
 - Workplace vehicles
 - Stress

LO2: Understand the benefits of using a safety management system

- The costs associated with accidents and ill health
 - Costs of poor health and safety standards
 - Moral, financial and legal aspects
- The typical elements of a safety management system
 - The Management of Health and Safety at Work Regulations 1999
 - HSG65: Plan, Do, Check, Act
 - Health and safety policies
 - Emergency arrangements
 - Training and competence in the workplace
 - Competent persons
 - Proactive/reactive measuring and monitoring
- The benefits of using a safety management system
 - Benefits of good health and safety standards
 - Legal compliance
 - Reducing risks and controlling hazards
 - Promoting a positive health and safety culture

LO3: Understand the principles of risk assessment

- The benefits of assessing and controlling risks at work
 - Identifies hazards and creates awareness
 - Puts in place control measures to protect employees
 - Prioritises highest risks for action first
 - Provides information, instruction and training for employees
 - Proactive and reactive strategies

- Health and safety inspections
- Health and safety audits
- Health surveillance
- Reviewing accident/incident records
- The different types of risk assessment that can be used
 - Qualitative risk assessment
 - Quantitative risk assessment
 - Dynamic
- Where specific risk assessments may be required
 - Young persons
 - Lone workers
 - New or expectant workers
 - General risk assessment
 - Control of Substances Hazardous to Health (COSHH)
 - Manual handling
 - Fire
 - Display Screen Equipment (DSE)
- The steps to be taken to complete a simple risk assessment
 - The 5-step process for risk assessment
 - Employee consultation
 - Risk evaluation methods

LO4: Understand the risks and control methods for common workplace hazards

- How the risks from different hazards may be affected by occupational, environmental, human and organisational factors
 - Examples of hazards for:
 - Human factors
 - Environmental factors
 - Occupational factors
 - Organisational factors
 - Control measures for each factor
- How injuries, ill health and other damage may result following exposure to common workplace hazards
 - How the hazards can realise their potential in the workplace
 - Identifying what harm can occur from workplace hazards:
- Manual handling
- Slips, trips and falls
- Working at height
- Noise
- Machinery
- Vehicles
- Fire
- Electricity
- Hazardous substances (including Asbestos)

- Stress
- Workplace violence
- The workplace (temperature, design, housekeeping, lighting, ventilation, doors and windows)
- Workstation and task design
- Suitable risk control measures using the principles of the hierarchy of control
 - The process of determining suitable risk control measures:
 - eliminate the task if practicable
 - substituting harmful substances
 - engineering controls
 - administration controls
 - safe systems of work
 - safety signs
 - Isolation
 - reduce time exposure
 - supervision
 - training
 - Personal Protective Equipment (PPE)
 - Examples of risk controls for common workplace hazards:
 - Design and layout
 - Good housekeeping
 - Machine guards
 - Barriers and enclosures
 - Fire prevention, detection and extinguishing
 - Electrical safety devices
 - Personal Protective Equipment (PPE)
 - Maintenance of workplace and equipment
 - PUWER
 - LOLER
 - Provide safe plant and equipment
 - Safe systems of work
 - Safe handling, storage and transport of articles and substances
 - Information, instruction, training and supervision
 - Safe access and egress and traffic routes

LO5: Understand how to manage the effects of accidents and incidents

- The actions that need to be taken following an accident or incident in the workplace
 - Reporting of accidents/incidents, including near misses
 - Recording in the accident book/log
 - Legal requirement to investigate an accident
 - RIDDOR requirements
 - Information required to conduct accident investigation
 - Type
 - Severity
 - Frequency
 - Details of who and what involved
 - Take remedial action

- How simple accident investigation techniques can reveal immediate and root causes
 - Accident triangle
 - Sequence of events/conditions
 - Establish what happened and why
 - Team approach or conducted by impartial/unbiased personnel

Unit 3: Principles of HACCP for Management

Unit number: T/616/6769

Credit: 4

GLH: 30

Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand the importance of CODEX based HACCP food safety management procedures</p>	<p>1.1 Explain the HACCP approach to food safety management procedures</p> <p>1.2 Interpret legislation relating to HACCP</p>
<p>2. Understand how to manage the implementation of CODEX based HACCP food safety management procedures</p>	<p>2.1 Describe the development requirements of the HACCP team</p> <p>2.2 Explain the importance of effective communication</p>
<p>3. Understand how to develop CODEX based HACCP food safety management procedures</p>	<p>3.1 Explain the prerequisites for HACCP</p> <p>3.2 Describe the product production processes and intended use</p> <p>3.3 Describe the process of developing flow diagrams</p> <p>3.4 Describe methods to identify and control hazards and risks in the production process</p> <p>3.5 Explain how to determine critical control points, critical limits, monitoring and corrective actions</p>
<p>4. Understand how to evaluate CODEX based HACCP food safety management procedures</p>	<p>4.1 Discuss the verification, validation and review of the HACCP system</p> <p>4.2 Explain documentation and record keeping procedures for HACCP</p>

Indicative content

1.1 Explain the HACCP approach to food safety management procedures

- The HACCP approach to food safety management procedures including:
 - overview of HACCP and background

- advantages and limitations of HACCP systems
- logical preliminary steps to HACCP
- the 7 HACCP principles
- HACCP terminology and definitions (as stated in CODEX Alimentarius)
- importance of HACCP and the specific system developed being relevant to a specific operation

1.2 Interpret legislation relating to HACCP

- Specific legislation relating to HACCP:
 - main provisions of relevant legislation regarding HACCP, including training requirements

2.1 Describe the development requirements of the HACCP team

- The development requirements of the HACCP team:
 - Composition of the HACCP team
 - Identification of relevant team members from within the workforce
 - Identification of areas where knowledge or experience is lacking and identification of relevant external expertise, where necessary, and use of ad hoc team members
 - Knowledge, experience, training and competence required by a HACCP team
 - Allocation of roles such as team roles and responsibilities and levels of authority within a team
- Resources required by the team for the design, development, implementation and maintenance of the HACCP study
- Importance of development and maintenance of supporting resources such as:
 - food safety policy
 - prerequisites
 - supplier specifications and information
 - document development and resources required for their development

2.2 Explain the importance of effective communication

- The importance of effective communication
- The need for communication to both senior management and the workforce with regards to:
 - the importance of the HACCP study
 - the importance of HACCP training
 - commitment to food Safety
 - procedures
 - standards
 - roles and responsibilities of staff and management
 - reporting procedures and methods
- Methods of communicating food safety management systems and procedures to the workforce, for example:
 - posters
 - workshops,
 - training,
 - briefs,

- manuals,
- newsletters
- meetings
- Methods of implementing the HACCP system within a food business

2.3 Explain the pre-requisites for HACCP

- The prerequisites for HACCP for example:
 - reasons for and the importance of developing effective prerequisite programmes
 - the importance of developing policies prior to the implementation of HACCP
 - examples of prerequisites that should be developed and implemented
 - validation and verification of prerequisite programmes

3.1 Describe the product production processes and intended use

- Importance of identifying scope, including product description and identifying use and users:
 - reasons for describing products and procedures effectively within a HACCP study – including any preservatives used
 - importance of acquiring supplier and food chain information
 - importance and reasons for identifying intended use and consumers
- Content of product description including:
 - product name and product characteristics
 - description of the processes including: receiving, storing, processing, packaging and distribution of intermediate and final products
 - scope: start and end points of the study and hazards considered in the study
- Content of intended use of the product, including:
 - intended use of intermediary and end products, instructions for use
 - potential consumers, potential risks for consumers for example potential for bacterial contamination/multiplication and identification of vulnerable groups
- Additional sources of information to include in the Terms of reference for example:
 - relevant legislative documents/summary and relevant codes of practice
 - good manufacturing practice documents relating to the processes
 - reference documents e.g. general principles of food hygiene

3.2 Describe the process of developing flow diagrams

- Process flow diagrams including:
 - terms of reference/purpose, scope
 - considerations regarding start and end of flow
 - impact of preceding and subsequent steps to the operation
 - producing a flow diagram
 - the importance of including all the steps and processes
 - on-site confirmation of the flow diagram

3.3 Describe methods to identify and control hazards and risks in the production process

- Hazards and risks in the production process including:
 - purpose of Hazard Analysis

- microbiological, physical, chemical and allergenic hazards and examples of each type of hazard
- assessing hazards associated with different food processes
- methods of identifying hazards and information required
- internal and external sources of advice, information and support with regards to identification of hazards and validation of suitability of the advice, information and support received
- identification of hazards and controls at each step in the process
- methods of hazard analysis and determining significance of hazards
- importance of risk assessment and methods of determining the risk, severity of hazards and significance of hazards
- Assessment of suitability of control measures at each stage in a process

3.4 Explain how to determine critical control points, critical limits, monitoring and corrective actions

- Critical control points, critical limits and corrective actions:
 - identification of critical control points and use of tools such as decision trees at each step in a process
 - limitations and potential problems associated with identifying critical control points for some processes
- Methods to determine validated critical and safe limits and parameters commonly used when determining critical limits e.g. time, temperature, pH, water activity
 - sources of information available to determine validated critical and safe limits
- Benefits and use of target levels and tolerances
- Examples of critical and safe limits for critical control points throughout a process:
 - implications to consumers of exceeding critical and safe limits
- Development of monitoring systems to include method, frequency and responsibilities:
 - the importance of monitoring and implications of ineffective monitoring to both the business and consumers
- Requirement for corrective action:
 - Identification of when corrective actions may or will be required
 - Types of corrective actions and examples of corrective actions throughout a process
 - Importance of regaining control; need for action plans for restoring control and responsibilities for implementing corrective actions; importance of monitoring once control is restored
 - Treatment of a potentially affected product
- Importance of effective record keeping and reporting procedures
- Verification of corrective actions:
 - internal and external sources of advice, information and support with regards to determination of suitable critical control points, critical limits and corrective actions; validation of suitability of the advice, information and support received

4.1 Discuss the verification, validation and review of the HACCP system

- Verification and review of procedures:

- the importance of verification and validation of HACCP systems
- identification of steps in the HACCP system which require verification
- verification and validation methods which may be applied throughout a process
- internal and external sources of advice, information and support with regards to verification and validation; validation of suitability of the advice, information and support received
- role of audit and inspection in verification and validation
- HACCP verification plans and reports
- Requirement for review of HACCP systems

4.2 Explain documentation and record keeping procedures for HACCP

- Documentation and record keeping procedures:
 - importance of documentation and records and other associated documents through the food chain
 - examples of HACCP documentation and records throughout the process
 - storage of HACCP records

Unit 4: Staff management, training and development in the hospitality and catering industry

Unit number: H/650/1070

Credit: 8

GLH: 48

Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand how to effectively manage and organise staff in the hospitality and catering industry</p>	<p>1.1 Outline the staff scheduling process in the hospitality and catering industry</p> <p>1.2 Identify the different types of records that inform the staff scheduling process</p> <p>1.3 Explain how teamwork supports the achievement of business vision, values and targets</p> <p>1.4 Describe the implications of team members not working together</p> <p>1.5 Explain variations in the level of staffing resources required to meet customer needs and business objectives</p> <p>1.6 Outline the disciplinary, grievance and dispute process in the hospitality and catering industry</p>
<p>2. Be able to organise teams and set objectives to meet customer demand and achieve results</p>	<p>2.1 Produce a staff roster for kitchen operations</p> <p>2.2 Plan and organise the team to meet business and customer needs</p> <p>2.3 Set targets and individual objectives which benefit team members and the business</p> <p>2.4 Ensure team members are informed of objectives</p> <p>2.5 Monitor and support team to ensure objectives and targets are met</p>
<p>3. Understand how to motivate teams to work in accordance with business requirements</p>	<p>3.1 Compare techniques used to motivate teams</p> <p>3.2 Describe methods of communication used within the context of a team and the circumstances in which they are applied</p> <p>3.3 Compare the impact of communication methods on team motivation</p>
<p>4. Be able to apply methods of communication to achieve results and take action to limit communication shortcomings within teams</p>	<p>4.1 Determine when and how to communicate matters that impact on business objectives</p> <p>4.2 Communicate information to allow team members to operate the hospitality service efficiently</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.3 Participate in the planning and delivery of team meetings using communication methods as required</p> <p>4.4 Liaise with colleagues and other departments to ensure the achievement of business and team objectives</p> <p>4.5 Adapt communication according to the needs of the individual</p> <p>4.6 Identify disagreements between colleagues and address them in a way that minimises impact on others</p>
<p>5. Understand how to manage personal development and performance of team members</p>	<p>5.1 Explain the benefits of performance improvement to the individual and the business</p> <p>5.2 Explain how to identify learning needs of the team to improve performance</p> <p>5.3 Identify the different types of training</p> <p>5.4 Describe the requirements of an effective training strategy</p> <p>5.5 Summarise ways to motivate staff to develop individuals and teams</p>
<p>6. Be able to manage staff and maximise potential in their role and identify opportunities for development</p>	<p>3.1 Plan, develop and deliver a staff training session</p> <p>3.2 Provide feedback to improve performance by monitoring and reviewing service</p> <p>3.3 Review and evaluate the impact and effectiveness of development or training undertaken</p>

Amplification

This section of the specification provides further details on any additional assessment guidance/requirements to consistently provide valid, reliable and comparable assessments.

AC 1.1 Staff scheduling to include types of records

- full-time
- part-time (temporary/relief)
- skilled
- unskilled
- Scheduling to meet daily duties, production requirements, cleaning duties, and to accommodate different types of leave

AC 1.2 Types of records

- Staff rosters/rotas

- clock cards (punch card/electronic)
- attendance registers
- sick notes
- leave request forms
- personal medical and contact details with next of kin information in case of emergency

A.C. 1.3 Candidate should reference ways in which teams work together, interact and provide support to each other to meet business objectives and should also understand the link between team dynamic and success

A.C. 2.3 Targets and objectives should be challenging but realistic.

A.C. 3.1 Candidates should consider how techniques can be used in their own role to drive motivation.

Candidates may refer to techniques such as setting clear objectives and monitoring progress, providing supportive feedback, providing opportunity for self-development, recognising and rewarding successes.

A.C. 4.2 Candidates should communicate accurately and clearly information relevant to efficient hospitality service

AC 5.3 Types of training

- Demonstration
- Presentation
- Group Training
- One-on-one Training

AC 5.5 Staff motivation

- Create a Positive Work Environment
- Promote Professional Development
- Provide Incentives
- Recognise Achievements
- Set Goals and Targets
- Share Profits

Unit 5: Resource management in the hospitality and catering industry

Unit number: J/650/1071

Credit: 4

GLH: 24

Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand facility and equipment resource management in the hospitality and catering industry</p>	<p>1.1 Identify the types of records required for facility and equipment resource management</p> <p>1.2 Explain how risk assessments can be used to highlight issues with facility and equipment resources</p> <p>1.3 Explain how task scheduling helps in managing facility and equipment resources for production</p>
<p>2. Understand commodity resource management in the hospitality and catering industry</p>	<p>3.1 Identify the factors that influence the ordering of commodity resources</p> <p>3.2 Identify the types of records required for commodity resource management</p> <p>3.3 Explain the important features of an efficient stock management process</p>
<p>3. Be able to manage facilities, equipment and commodities in the kitchen</p>	<p>4.1 Conduct a risk assessment to identify hazards with regards to facilities, equipment and commodity resources</p> <p>4.2 Create an asset register of all large and small kitchen equipment, highlighting any faulty, missing or broken equipment for maintenance purposes</p> <p>4.3 Write a Work Instruction or Standard Operating Procedure (SOP) for an electrical appliance in the kitchen</p> <p>4.4 Perform a commodity stock check</p> <p>4.5 Write a purchase order or stock requisition using stock levels as a guideline</p> <p>4.6 Receive and process a delivery into stock and store in the correct storage area</p> <p>4.7 Supervise the use of resources to ensure availability, cleanliness, sufficient supply and free from damage</p>

Amplification

This section of the specification provides further details on any additional assessment guidance/requirements to consistently provide valid, reliable and comparable assessments.

AC 1.1 Types of Records

- Hazard Analysis Risk Assessment Reports
- Health and Safety Meeting minutes
- Pest Control Records
- Maintenance logs of Facility infrastructure
- Facilities Asset Register (Operational Stock Take)

AC 1.2 Issues

- Design flaws, including ventilation, lighting, construction of walls, floors and ceilings, types and ease of access and egress
- Facility Maintenance issues
- Utility service issues, including gas, electricity, water, drainage, waste and sanitation
- Pest control issues

AC 3.1 Factors that influence the ordering

- Quality
- Quantity
- Seasonality
- Service
- Price

AC 3.3 Stock management process and its importance

- Reasons and process for stocktaking
- Process of receiving and checks conducted during receiving stock
- Reasons and process of efficient storage of stock

AC 4.4 Stock check by applying the principle of First-In First-Out (FIFO) stock rotation, removal of expired stock and badly dented cans, fixing of damaged packaging, cleaning of shelving and recording the quantities counted on a stock sheet

AC 4.5 Consider factors such as the Raw Weight, Trimmed Weight, Trimming loss weight, Trimming loss percentage, Cooked Weight, Cooking loss weight, and Cooking loss percentage of the commodity (protein/vegetable/starch items)

Unit 6: Financial planning and cost control in the hospitality and catering industry

Unit number: K/650/1072

Credit: 8

GLH: 48

Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand financial planning and profitability in the hospitality and catering industry</p>	<p>1.1 Outline financial concepts associated within the hospitality and catering industry</p> <p>1.2 Explain basic profitability calculations used in the hospitality and catering industry</p> <p>1.3 Identify the factors that influence achieving the agreed net profit</p> <p>1.4 Outline the use of forecasting and budgets in terms of planning within the hospitality and catering industry</p>
<p>2. Understand operational cost control in the hospitality and catering industry</p>	<p>2.1 Analyse the different operational cost savings in the hospitality and catering industry</p> <p>2.2 Describe how the re-use and optimisation of trimmings, off-cuts and wastage helps with cost savings</p>
<p>3. Be able to maintain profitability and cost control in the kitchen</p>	<p>3.1 Calculate the Net income and Profit/Loss of a kitchen using a list of gross monthly income, food ingredient costs, and general expenses</p> <p>3.2 Calculate the monthly fixed-cost minimum expenses of a kitchen, and show the break-even point required to meet these minimum monthly expenses</p> <p>3.3 Calculate Food Cost percentages when given the opening stock, closing stock, purchases and sales</p>

Amplification

This section of the specification provides further details on any additional assessment guidance/requirements to consistently provide valid, reliable and comparable assessments.

AC 1.1 Financial concepts

- Balance Sheet (Net Worth), Assets and Liabilities
- Income Statement (Net Operating Profit and Loss), Income, Cost of Sales, Expenses
- Financial terms such as 'gross income', 'cost of sales', 'net income', 'expenses', 'food costs', 'labour costs', 'overheads', 'gross profit', 'net profit' and 'break-even point'

- Types of Monthly Costs and how to plan and budget for them
- Cashflow
- Month-end and Year-End procedures

AC 1.2 Profitability calculations

- Profitability involves achieving a Net Profit where Gross Income is in excess of both food costs and operating costs. High food costs and operating costs decrease profitability and can lead to an operational loss.
- Actual Cost of Sales (Food Cost) = cost of opening stock + cost of purchases – cost of closing stock – cost of supplier credits – cost of staff food – cost of known recorded wastage
- Expected or projected Cost of Sales (Food Cost) = Turnover (excl VAT) x Food Cost% (pre-determined by historic data)
- Actual Food Cost % = Food Cost (Cost of Sales) ÷ Turnover/Gross Income (Sales) x 100
- Gross Profit = Gross Income (Sales) – Food Purchases (Cost of Sales)
- Net Profit = Gross Profit – Operating Costs

AC 1.3 Factors

- Customer Profile
- Selling Price
- Ingredient Availability
- Under-stocking; Over-stocking; Items out of stock; Items in season
- Supplier price
- Equipment & Facilities
- Competent staff

AC 2.1 analyse the operational cost savings for:

- Staff operational cost savings
- Facilities and equipment operational cost savings
- Purchasing operational cost savings
- Storage operational cost savings
- Production operational cost savings

Unit 7: Environmental awareness and sustainability in the hospitality and catering industry

Unit number: L/650/1073

Credit: 3

GLH: 20

Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand environmental sustainability in the hospitality and catering industry</p>	<p>1.1 Define environmental sustainability</p> <p>1.2 Identify the key issues that are associated with environmental sustainability</p> <p>1.3 Identify energy usage and water usage in the hospitality and catering industry</p> <p>1.4 Explain how sustainable use of energy and water can be implemented</p>
<p>2. Understand environmental sustainability with regards to fishing and wildlife</p>	<p>2.1 Analyse key issues affecting wildlife and fishing sustainability and their impact on the hospitality and catering industry</p> <p>2.2 Explain how the hospitality and catering industry can promote sustainability with wildlife and seafood</p>
<p>3. Understand environmental sustainability with regards to crop farming</p>	<p>3.1 Explain the effects of herbicides, pesticides and fertilizers used in crop farming</p> <p>3.2 Analyse the impact of different farming techniques on the hospitality and catering industry</p>
<p>4. Understand environmental sustainability with regards to animal husbandry</p>	<p>4.1 Outline the various agricultural systems used for animal husbandry</p> <p>4.2 Analyse the impact of the use of chemicals in animal husbandry and their impact on the hospitality and catering industry</p>

Amplification

This section of the specification provides further details on any additional assessment guidance/requirements to consistently provide valid, reliable and comparable assessments.

AC 1.2 Issues

- Over-fishing, intensive farming, deforestation, exploitation of animal populations, chemical pesticides and herbicides, drought and water scarcity, industrial and plastic waste, growing populations, ozone depletion, CO2 emissions, fossil fuel pollution

AC 2.1 Issues

- Marine Pollution
- illegal poaching
- Unsustainable fishing practices

AC 3.2 –Farming techniques including:

- Hydroponics
- Organic farming
- Hybridization
- Genetically modified organisms

AC 4.1 Systems used for animal husbandry

- Free range
- Barn reared
- Battery and feedlot farming
- Grain-fed/Grass-fed beef
- Organic

AC 4.2 Chemicals including:

- Antibiotics
- Vaccinations
- growth hormones

Unit 8: Supervision of food production in the hospitality and catering industry

Unit number: M/650/1074

Credit: 4

GLH: 24

Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand food production supervision in the hospitality and catering industry</p>	<p>1.1 Explain the importance of the supervisory skills required to implement food production in the hospitality and catering industry</p> <p>1.2 Identify the types of details required in a work plan or food production schedule</p> <p>1.3 Outline the considerations for efficient planning of staff resources, facility space and available equipment for food production</p> <p>1.4 Explain the supervision requirements for Cook-Serve, Cook-Chill and Cook-Freeze operations</p> <p>1.5 Explain the importance of kitchen design and workflow patterns in carrying out different food production tasks efficiently</p>
<p>2. Be able to supervise food production in the kitchen</p>	<p>2.1 Assign work tasks equally between two chefs using a preparation list</p> <p>2.2 Produce a dish specification, recording details of the different food production processes</p> <p>2.3 Manage food production operation and create food production documentation</p> <p>2.4 Supervise service from the pass, monitoring quality and quantity control</p>

Amplification

This section of the specification provides further details on any additional assessment guidance/requirements to consistently provide valid, reliable and comparable assessments.

AC1.1 Supervisory skills

- Leadership
- Communication
- Motivation
- Teamwork
- Practical cookery skills
- Time management
- Planning

- Resource supervision
- Training
- Quality control

AC 1.2 Work Plan

- Product to produce
- Date and time of service required
- Quantity required
- A realistic time frame and order in which to complete individual components
- Prescribed recipe and standards to be followed
- Storage procedures and temperatures to be followed
- Staff members responsible for each task indicated

AC 1.3 Considerations

- Number of staff shifted and the skill level of the staff
- The capacity of the facility, including the holding fridges and freezers
- The type and number of equipment available
- The allocated budget

AC 1.4 Supervision requirements for cook-serve, cook-chill and cook-freeze operations

- Selection of raw materials
- Storage of raw materials
- Preparation
- Portioning
- Par-Cooking/Cooking
- Rapid Cooling or Freezing
- Storage of Chilled/frozen foods
- Distribution of chilled/frozen foods (If applicable)
- Regeneration (Defrosting and Reheating of food)
- Service

AC 2.2 Details

- selection of ingredients (quality, quantity)
- production of dish components (techniques, methods)
- storage of components, assembly of components
- plating and garnishing

Unit 9: Gastronomy and global cuisines

Unit number: R/650/1075

Credit: 8

GLH: 48

Level: 4

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Understand the concept of gastronomy</p>	<p>1.1 Define the term ‘gastronomy’</p> <p>1.2 Outline the different meal types and social dining experiences</p> <p>1.3 Explain the relationship between customer needs and good social dining experience</p> <p>1.4 Describe the different factors that influence eating and drinking choices of customers</p>
<p>2. Understand global cuisines and international culinary styles</p>	<p>2.1 Describe classical and modern international culinary styles</p> <p>2.2 Describe the features of the following global cuisines</p> <ul style="list-style-type: none"> i. Mediterranean and Middle Eastern Cuisine ii. European Continental Cuisine iii. Asian and South-East Asian Cuisine iv. Oriental Cuisine v. American Cuisine vi. African Cuisine
<p>3. Be able to prepare, cook and finish global dishes</p>	<p>3.1 Compile a menu of appropriately selected dishes aligned to at least three international/global cuisine/style, based on ingredients, equipment, preparation and cooking methods</p> <p>3.2 Prepare and finish the dishes on the menu</p> <p>3.3 Evaluate the menu for the purpose of implementation</p>

Amplification

Learners must cover the following:

AC 1.2 Different meal types and social dining Experiences

The meal types and social dining experiences can be discussed in relation to these different venue types

- Fine dining
- Bistros
- Brasseries
- Cafés
- Franchise chains
- Themes
- Fast food
- Take-away
- Delicatessens
- Coffee shops
- Gastro pubs
- Sports clubs
- Lodges
- Conference centres
- Wedding venues

AC 1.3 Customer Needs

- Value and worth
- Hierarchy of need
- Perceptions and expectations
- Reputation
- Consistency
- Standardisation

Ac 1.4 – Factors that influence eating and drinking

- **Science and Technology**
 - New Farming techniques
 - Increased shelf life
 - Manufacturing processes
 - Logistical systems
 - Equipment inventions
 - Modern food service product offerings
- **Cultures and Religions**
- **Modern lifestyles and trends**
- **Global Influences**
 - The world being a smaller place – global village
 - Exotic ingredients available worldwide
 - Television, radio, books, magazines, newspapers, internet, social media
 - Chef celebrities and cookbooks
 - Speciality restaurants (Chinese, Italian, Indian etc)

AC 2.1 Classical and modern

- Haute-Cuisine
- Nouvelle Cuisine

- Fusion Cuisine
- Pacific Rim Cuisine
- Molecular Gastronomy
- Deconstructionism
- Modernist Cuisine

AC 2.2 Features of global cuisines to be discussed

- types of ingredients
- equipment
- techniques common to each of the global cuisines

AC 3.3 Evaluation

Evaluation of implementation to cover time, budget, wastage, execution, training and development needs for implementation.

Appendix 3: Sample assessment material

Portfolio of evidence

Please refer to the Assessment Pack (which is available for centres to download from the Highfield Qualifications website) for information to help learners compile and keep track of evidence to support the successful completion of the qualification.

Assessors must ensure that the learner’s portfolio sufficiently covers all learning outcomes and assessment criteria as defined in each unit of the qualification.

The evidence that is collected to make up the portfolio will be in a variety of formats. Assessors are responsible for ensuring learners compile their portfolio correctly, by gathering evidence for each unit that is both adequate and suitable for the requirements of the unit/qualification.

Suggested types of evidence for this qualification include the following:

- observation
- questions
- products of work
- professional discussion
- witness testimonies
- learning logs
- video or audio recordings

Please see below a screen shot of the Evidence Tracking sheet that can be found in the Learner Pack that should be used to support the successful completion of the qualification.

Evidence Tracking Sheet - Example

Learner Name			
Centre Name			
Unit 1: Unit name (Unit no)			
Knowledge Assessment Criteria			
Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference
1.	1.1	Obs	1
2.	2.1	D, Wt	2
	2.2	Sim	3, 5
3.	3.1	Q, D	8

<p>Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet</p> <p>Assessor Signature _____ Date: _____</p> <p>IQA Signature (if sampled) _____ Date: _____</p> <p>EQS Signature (if sampled) _____ Date: _____</p>	<p>Assessment method key:</p> <table border="0"> <tr> <td>Obs</td><td>Observation</td> <td>Wt</td><td>Witness testimony</td> </tr> <tr> <td>Pe</td><td>Product evidence</td> <td>R</td><td>Recording</td> </tr> <tr> <td>Q</td><td>Questioning</td> <td>O</td><td>Oral questioning</td> </tr> <tr> <td>Sim</td><td>Simulation/assignment</td> <td>PD</td><td>Professional Discussion</td> </tr> </table> <p>Fill in each assessment method used, using the key</p> <p>If sampled, the IQA/EQS must also sign and date this tracking sheet</p>	Obs	Observation	Wt	Witness testimony	Pe	Product evidence	R	Recording	Q	Questioning	O	Oral questioning	Sim	Simulation/assignment	PD	Professional Discussion
Obs	Observation	Wt	Witness testimony														
Pe	Product evidence	R	Recording														
Q	Questioning	O	Oral questioning														
Sim	Simulation/assignment	PD	Professional Discussion														

Fill in the portfolio reference for each assessment criteria

Insert the date that the Assessment Criteria was fully met