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Qualification Specification

Highfield Level 2 NVQ Diploma in Food Production and Cooking (RQF)

Qualification Number: 600/7803/0

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Highfield Level 2 NVQ Diploma in Food Production and Cooking (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 2 NVQ Diploma in Food Production and Cooking (RQF) is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA Regulation. The qualification is also regulated by Qualifications Wales.

These qualifications are supported by People1st, the Sector Skills Council for the Hospitality industry.

Key facts

QAN:	600/7803/0
Learning Aim Reference:	60078030
Guided learning hours (GLH):	329
Total qualification time (TQT)	400
Credit Value:	40
Assessment Method:	Portfolio of Evidence

Qualification overview and objective

The objective of this qualification is to support a role in the workplace. This qualification is suitable for learners employed in hospitality roles wishing to develop their skills in food production and cooking. These may be chefs, kitchen assistants/porters or fast food assistants. It is mainly concerned with those who deal with cooking or reheating food that required little or no preparation.

This qualification covers a variety of topics including the importance of teamwork, safe and hygienic workplaces and food safety as well as how to prepare basic food dishes. These are all key areas within the hospitality sector and in particular for those working in the kitchen environment.

It forms the competency element of the Food Production and Cooking pathway of the Intermediate Catering and Professional Chefs Apprenticeship and can also be taken on a standalone basis.

Entry requirements

It is advised that learners have a basic level of English and maths before enrolling onto this course.

This qualification is approved for delivery to learners aged 16+.

Geographical coverage

This qualification is suitable for learners in England, Wales or Northern Ireland.

Guidance on delivery

The total qualification time for Highfield Level 2 NVQ Diploma in Food Production and Cooking (RQF) is 400 and of this a minimum of 329 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.

People1st have developed Evidence Requirements for units within this qualification. These are outlined beneath the unit to which they relate within Appendix 2 of this qualification specification and must be referred to.

There must be sufficient evidence to ensure that the learner 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.

For those knowledge assessment criteria that relate to **how** the learner should do something, the assessor may be able to infer that the learner has the necessary knowledge from observing their performance or checking products of their work. In **all** other cases, evidence of the learner's knowledge and understanding must be gathered by oral or written questioning

Further Evidence Requirements and Assessment Guidance for particular Food Production and Cooking units can be found within Appendix 3 of this qualifications specification. This is guidance directly from People1st.

Guidance on assessment

This qualification is assessed through completion of a portfolio of evidence, which will be internally quality assured by the centre. EQS (External Quality Support) visits from Highfield will also take place until direct claim status is achieved. Suggested paperwork is available from the Highfield Qualifications website in the assessment pack. If a centre would like to use alternative paperwork, this must be sent to the Quality Support team for approval before commencement of the course.

Please refer to the Assessment Strategy for guidance on simulation, realistic working environments and witness testimony. This is found on the Highfield Qualifications website.

Following the assessment, a list of results will be provided to the centre contacts stating whether learners have passed or failed. Certificates for those who are successful will be dispatched for distribution by the centre contacts.

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

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance of training delivery and internal assessment processes. Internal quality assurance must

be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

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 the 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 Member's Area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Assessor requirements

Assessors for this qualification are required to:

- Have a good knowledge and understanding of the national occupational standard and competence based units and the qualification that is being assessed.
- Hold or be working towards an appropriate Assessor qualification, such as D32/D33 or A1/A2, confirming their competence to assess competence-based units' and qualifications' assessment. These should be achieved within eighteen months of commencing their role. In the case that the assessor is working towards an assessor qualification, a representative sample of assessment decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved an assessor qualification. This colleague must have the same occupational expertise.
- Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.
- Adhere to Highfield Qualifications' assessment requirements and practice standardised assessment principles
- Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget
- Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex E of the Assessment Strategy).
- In the case of unit **A/601/5030: Maintain food safety when storing, holding and serving food**, assessors must be adequately trained or qualified in issues of food safety

For full information on Assessor requirements and guidance, refer to the Assessment Strategy which is available to download from the Highfield Qualifications website.

Internal quality assurance (IQA) requirements

Internal Quality Assurance staff for this qualification are required to:

- Have a good knowledge and understanding of the national occupational standard and competence based units and the qualification that is being verified.

- Hold or be working towards relevant verification qualification(s), such as D34 or V1, confirming their competence to verify competence based units' and qualifications' assessment. These should be achieved within eighteen months of commencing their role. In the case that the IV is working towards their IQA qualification, a representative sample of verification decisions, as agreed with the awarding organisation/body, must be countersigned by a colleague who has achieved an IQA qualification. This colleague must have the same occupational expertise.
- Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry.
- Adhere to Highfield Qualifications' assessment requirements and practice standardised assessment principles
- Have sufficient resources to carry out the role of verifier, i.e. time and budget
- Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.
- Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Annex E of the Assessment Strategy).
- In the case of unit **A/601/5030: Maintain food safety when storing, holding and serving food**, it is good practice for IQAs to be adequately trained or qualified in issues of food safety

For full information on IQA requirements and guidance, refer to the Assessment Strategy which is available to download from the Highfield Qualifications website.

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Mapping to National Occupational Standards (NOS)

This qualification maps to the National Occupational Standards for Hospitality by People1st.

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 licence
- 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 one of the following qualifications:

- Highfield Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking) (RQF)
- Intermediate Apprenticeship in Catering and Professional Chefs – Food Production and Cooking pathway

Useful websites

- <http://www.people1st.co.uk/>
- <http://www.food.gov.uk/>

Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. One of their aims is to encourage the public to recognise and report suspicious activity and behaviour. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website:

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

As an apprentice you can access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool will help you to understand your role in recognising and reporting suspected terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldelearning.com/org/TheHighfieldGroup>
- answer the questions
- click start

Appendix 1: Qualification structure

To complete the Level 2 NVQ Diploma in Food Production and Cooking (RQF), learners must complete the following (totaling a minimum of **40 credits** overall):

- **all units** in the mandatory group totaling **10 credits**
- a **minimum of 16 credits** from Optional Group A
- a **minimum of 14 credits** from Optional Group B. However, no more than 12 credits can come from the Level 1 units in Group B

Mandatory Group

Learners must achieve **all units** in this group.

Unit No.	Unit reference	Unit Title	Level	Credit
1	F/601/4218	Maintenance of a Safe, Hygienic and Secure Working Environment	1	3
2	T/601/4216	Working Effectively as Part of a Hospitality Team	1	3
3	D/601/6980	Maintain Food Safety when Storing, Preparing and Cooking Food	2	4

Optional Group A

Learners must achieve a **minimum of 16 credits** from this group.

Unit No.	Unit reference	Unit Title	Level	Credit
4	H/601/4938	Produce Basic Fish Dishes	2	4
5	H/601/4941	Produce Basic Meat Dishes	2	4
6	R/601/7303	Produce Basic Poultry Dishes	2	4
7	R/601/4949	Produce Basic Vegetable Dishes	2	4
8	L/601/4755	Cook-Chill Food	2	3
9	D/601/4758	Cook-Freeze Food	2	3
10	F/601/7328	Produce Basic Hot Sauces	2	4
11	K/601/4861	Produce Basic Rice, Pulse and Grain Dishes	2	3
12	F/601/7331	Produce Basic Pasta Dishes	2	3
13	K/601/4925	Produce Basic Bread and Dough Products	2	4
14	F/601/4946	Produce Basic Pastry Products	2	5

15	J/601/4964	Produce Basic Hot and Cold Desserts	2	3
16	L/601/4934	Produce Basic Cakes, Sponges and Scones	2	4
17	H/601/4955	Produce Cold Starters and Salads	2	3
18	M/601/4960	Produce Flour, Dough and Tray Baked Products	2	3

Optional Group B

Learners must achieve a **minimum of 14 credits** from this group. However, no more than 12 credits can come from the Level 1 units in this group.

Unit No.	Unit reference	Unit Title	Level	Credit
19	K/601/4844	Prepare Hot and Cold Sandwiches	1	2
20	L/601/7333	Produce Basic Egg Dishes	1	3
21	A/601/4962	Produce Healthier Dishes	2	3
22	J/601/4768	Maintain an Efficient Use of Food Resources	2	4
23	A/601/4766	Maintain an Efficient Use of Resources in the Kitchen	2	3
24	J/601/4849	Prepare, Operate and Clean Specialist Food Preparation and Cooking Equipment	2	4
25	Y/601/4760	Liaise with Care Team to Ensure that an Individual's Nutritional Needs are Met	2	3
26	M/601/4845	Prepare Meals for Distribution	1	2
27	F/601/4770	Modify the Content of Dishes	2	4
28	T/601/4782	Prepare and Cook Food to Meet the Requirements of Allergy Sufferers	2	3
29	F/601/5000	Prepare Meals to Meet Relevant Nutritional Standards Set for School Meals	1	4
30	R/601/4966	Promote New Menu Items	2	3
31	Y/601/4855	Present Menu Items According to a Defined Brand Standard	1	3

32	L/601/0933	Give Customers a Positive Impression of Yourself and Your Organisation	2	5
33	M/601/5039	Maintain and Deal with Payments	2	4
34	L/601/5016	Provide a Counter and Takeaway Service	1	3
35	M/601/4697	Convert a Room for Dining	2	3
36	L/601/5372	Complete Kitchen Documentation	2	3
37	L/601/4996	Set Up and Close Kitchen	2	4
38	T/601/7214	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2

Barred Units

There are no barred units to display for this qualification.

Appendix 2: Qualification content

Unit 1: Maintenance of a Safe, Hygienic and Secure Working Environment

Unit number: F/601/4218
 Credit: 3
 GLH: 25
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to maintain personal health and hygiene	1.1 Wear clean, smart and appropriate clothing, footwear and headgear 1.2 Keep hair neat and tidy and wear it in line with organisational standards 1.3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards 1.4 Get any cuts, grazes and wounds treated by the appropriate person 1.5 Report illness and infections promptly to the appropriate person
2. Know how to maintain personal health and hygiene	2.1 State own responsibilities under the Health and Safety at Work Act 2.2 State general rules on hygiene that must be followed 2.3 State correct clothing, footwear and headgear that should be worn at all times 2.4 State the importance of maintaining good personal hygiene 2.5 Describe how to deal with cuts, grazes and wounds and why it is important to do so
3. Be able to help maintain a hygienic, safe and secure workplace	3.1 Identify any hazards or potential hazards and deal with these correctly 3.2 Report any accidents or near accidents quickly and accurately to the proper person 3.3 Follow health, hygiene and safety procedures during work 3.4 Practise emergency procedures correctly 3.5 Follow organisational security procedures
4. Know how to maintain a hygienic, safe and secure workplace	4.1 State the importance of working in a healthy, safe and hygienic way

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.2 State where information about Health and Safety in your workplace can be obtained</p> <p>4.3 Describe the types of hazard in the workplace that may occur and how to deal with these</p> <p>4.4 State hazards that can be dealt with personally and hazards that must be reported to someone else</p> <p>4.5 State how to warn other people about hazards and why this is important</p> <p>4.6 State why accidents and near accidents should be reported and who these should be reported to</p> <p>4.7 Describe the type of emergencies that may happen in workplace and how to deal with these</p> <p>4.8 State where to find first aid equipment and who the registered first-aider is in the workplace</p> <p>4.9 State safe lifting and handling techniques that should be followed</p> <p>4.10 State other ways of working safely that are relevant to own position and why these are important</p> <p>4.11 Describe organisational emergency procedures, in particular fire, and how these should be followed</p> <p>4.12 State the possible causes for fire in the workplace</p> <p>4.13 Describe how to minimise the risk of fire</p> <p>4.14 State where to find fire alarms and how to set them off</p> <p>4.15 State why a fire should never be approached unless it is safe to do so</p> <p>4.16 State the importance of following fire safety laws</p> <p>4.17 Describe organisational security procedures and why these are important</p> <p>4.18 State the correct procedures for dealing with customer property</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.19 State the importance of reporting all usual/non-routine incidents to the appropriate person

Unit 2: Working Effectively as Part of a Hospitality Team

Unit number: T/601/4216
 Credit: 3
 GLH: 22
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to plan and organise own work	1.1 Make sure the requirements of the work are understood 1.2 Ask questions if the requirements of the work are not clear 1.3 Accurately follow instructions 1.4 Plan work and prioritise tasks in order of importance 1.5 Keep everything needed for the work organised and available 1.6 Keep work areas clean and tidy 1.7 Keep waste to a minimum 1.8 Ask for help from the relevant person if it is needed 1.9 Provide work on time and as agreed
2. Be able to work effectively with team members	2.1 Give team members help when they ask for it 2.2 Ensure the help given to team members is within the limits of own job role 2.3 Ensure the help given to team members does not prevent own work being completed on time 2.4 Pass on important information to team members as soon as possible 2.5 Maintain good working relationships with team members 2.6 Report any problems with working relationships to the relevant person 2.7 Communicate clearly and effectively with team members
3. Be able to develop own skills	3.1 Seek feedback on own work and deal with this feedback positively 3.2 Identify with the relevant person aspects of own work which are up to standard and areas that could be improved

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>3.3 Agree what has to be done to improve their work</p> <p>3.4 Agree a learning plan with the relevant person</p> <p>3.5 Seek opportunities to review and develop learning plan</p>
<p>4. Know how to plan and organise own work</p>	<p>4.1 State why it is essential to understand the requirements of the work</p> <p>4.2 List the benefits of planning and organising work</p> <p>4.3 Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions</p> <p>4.4 List the benefits of keeping everything needed for own work organised and available</p> <p>4.5 State why it is important to keep work areas clean and tidy</p> <p>4.6 State why it is important to keep waste to a minimum</p> <p>4.7 State when to ask for help and who can be asked</p>
<p>5. Know how to work effectively with team members</p>	<p>5.1 State the importance of effective teamwork</p> <p>5.2 State the people in own team and explain how they fit into the organisation</p> <p>5.3 List the responsibilities of the team and why it is important to the organisation as a whole</p> <p>5.4 Describe how to maintain good working relationships with team members</p> <p>5.5 State how to determine if helping a team member will prevent own work from being completed on time</p> <p>5.6 State the limits of own job role and what can and cannot be done when helping team members</p> <p>5.7 State why essential information needs to be passed on to a team member as soon as possible</p> <p>5.8 List the types of behaviour that help teams to work effectively and behaviours that do not</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.9 State why problems with working relationships should be reported to the relevant person 5.10 Describe how to communicate clearly and why it is important to do so
6. Know how to develop own skills	6.1 State the importance of improving own knowledge and skills 6.2 Describe how to get feedback from team members and how this is helpful 6.3 Describe how a learning plan can improve own work 6.4 State why it is important to regularly review own learning plan

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

Unit number: D/601/6980
 Credit: 4
 GLH: 32
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to keep yourself clean and hygienic	1.1 Wear clean and hygienic clothes appropriate to the jobs being undertaken 1.2 Tie hair back and/or wear appropriate hair covering 1.3 Only wear jewellery and other accessories that do not cause food safety hazards 1.4 Change clothes when necessary 1.5 Wash hands thoroughly at appropriate times 1.6 Avoid unsafe behaviour that could contaminate the food working with 1.7 Report any cuts, boils grazes illness and infections promptly to the appropriate person 1.8 Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing
2. Know how to keep yourself clean and hygienic	2.1 State why clean and hygienic clothes must be worn 2.2 State why hair must be tied back or an appropriate hair covering be worn 2.3 State the different types of protective clothes are appropriate for different jobs in storage, preparation and cooking food 2.4 Describe the food safety hazards that jewellery and accessories can cause 2.5 State when clothing should be changed 2.6 State the importance of changing clothes 2.7 State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food 2.8 Describe how to wash hands safely 2.9 State the importance of not handling food when open cuts are present 2.10 Describe what to do if anyone has an open cut

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.11 State the importance of reporting illnesses and infections promptly</p> <p>2.12 State why stomach illnesses are particularly important to report</p> <p>2.13 State the importance of avoiding touching, face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food</p>
<p>3. Be able to keep working area clean and hygienic</p>	<p>3.1 Make sure surfaces and equipment are clean and in good condition</p> <p>3.2 Use clean and suitable cloths and equipment for wiping and cleaning between tasks</p> <p>3.3 Remove from use any surfaces and equipment that are damaged or have loose parts</p> <p>3.4 Report damaged surfaces, equipment to the person responsible for food safety</p> <p>3.5 Dispose of waste promptly, hygienically and appropriately</p> <p>3.6 Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings</p> <p>3.7 Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person</p> <p>3.8 Identify, take appropriate action on any signs of pests</p> <p>3.9 Report any signs of pest to the appropriate person</p>
<p>4. Know how to keep working area clean and hygienic</p>	<p>4.1 State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task</p> <p>4.2 Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task</p> <p>4.3 State the importance of only using clean and suitable cloths when cleaning before tasks</p> <p>4.4 State how to ensure that clean and suitable cloths are used before tasks</p> <p>4.5 Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety</p> <p>4.6 List the types of damaged surfaces or equipment that can cause food safety hazards</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.7 Describe how to deal with damaged surfaces and equipment</p> <p>4.8 State the importance of clearing and disposing of waste promptly and safely</p> <p>4.9 Describe how to safely dispose of waste</p> <p>4.10 Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards</p> <p>4.11 State the types of damage that should be looked out for</p> <p>4.12 State the types of pests that could be found in catering operations</p> <p>4.13 State how to recognise the signs that pest may be present</p>
5. Be able to store food safely	<p>5.1 Check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery</p> <p>5.2 Look at and retain any important labelling information</p> <p>5.3 Prepare food for storage</p> <p>5.4 Place food in storage as quickly as necessary to maintain its safety</p> <p>5.5 Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food</p> <p>5.6 Store food so that cross contamination is prevented</p> <p>5.7 Follow stock rotation procedures</p> <p>5.8 Safely dispose of food that is beyond 'use-by-date'</p> <p>5.9 Keep necessary records up-to-date</p>
6. Know how to store food safely	<p>6.1 State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date</p> <p>6.2 State the importance of preparing food for storage</p> <p>6.3 State why food must be put in the correct storage area</p> <p>6.4 State the temperature food should be stored at</p> <p>6.5 State the importance of keeping storage areas clean and tidy</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>6.6 Describe what to do if storage areas are not clean and tidy</p> <p>6.7 State the importance of storing food at the correct temperature</p> <p>6.8 Describe how to store food at the correct temperature</p> <p>6.9 State what types of food are raw</p> <p>6.10 State why types of food are ready-to-eat</p> <p>6.11 State why stock rotation n procedures are important</p> <p>6.12 State why food beyond its ‘use-by-date’ must be disposed of</p>
7. Be able to prepare, cook and hold food safely	<p>7.1 Check food before and during operations for any hazards</p> <p>7.2 Follow correct procedures for dealing with food hazards</p> <p>7.3 Follow organisational procedures for items that may cause allergic reactions</p> <p>7.4 Prevent cross-contamination between different types if food</p> <p>7.5 Use methods, times, temperatures and checks to make sure food is safe following operations</p> <p>7.6 Keep necessary records up-to-date</p>
8. Know how to maintain food safety	<p>8.1 Describe how to operate a food safety management system</p> <p>8.2 Explain the concept of hazards to food safety in a catering operation</p> <p>8.3 State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level</p> <p>8.4 Describe what may happen if hazards are not controlled</p> <p>8.5 State the types of hazards that may occur in a catering operation</p> <p>8.6 Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination</p> <p>8.7 State why monitoring is important</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>8.8 State the key stages in the monitoring process</p> <p>8.9 State the importance of knowing what to do when things go wrong</p> <p>8.10 State why some hazards are more important than others in terms of food safety</p> <p>8.11 State who to report to if there are food safety hazards</p>
<p>9. Know how to prepare, cook and hold food safely</p>	<p>9.1 State why it is necessary to defrost foods before cooking</p> <p>9.2 State when it is necessary to defrost foods before cooking</p> <p>9.3 Describe how to safely and thoroughly defrost food before cooking</p> <p>9.4 Describe how to recognise conditions leading to safety hazards</p> <p>9.5 State what to do if any food safety hazards are discovered</p> <p>9.6 State the importance of knowing that certain foods cause allergic reactions</p> <p>9.7 Describe organisational procedures to deal with foods possible of causing allergic reactions</p> <p>9.8 State what to do if a customer asks if a particular dish is free from certain food allergen</p> <p>9.9 Describe how cross-contamination can happen between different food types</p> <p>9.10 Describe how to avoid cross-contamination between different food types</p> <p>9.11 Explain why thorough cooking and reheating methods should be used</p> <p>9.12 State cooking, reheating, temperatures and times to use for food being worked with</p> <p>9.13 Describe how to check that food is thoroughly cooked or safely reheated</p> <p>9.14 State the importance of making sure that food is at the correct temperature before and during holding , prior to serving it to the customer</p> <p>9.15 State the types of foods that may need to be chilled or frozen because they are not for immediate consumption</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	9.16 Describe how to safely store food not for immediate consumption

Unit 4: Produce Basic Fish Dishes

Unit number: H/601/4938
 Credit: 4
 GLH: 34
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to produce basic fish dishes	1.1 Check fish meet dish requirements 1.2 Choose and use the right tools and equipment correctly 1.3 Combine fish with other ingredients 1.4 Cook fish to meet dish requirements 1.5 Garnish and present the dish to meet requirements 1.6 Make sure dishes have the correct flavour, colour, consistency and quantity 1.7 Make sure dishes are at correct temperature for holding and serving 1.8 Safely store any cooked fish not for immediate use
2. Understand how to produce basic fish dishes	2.1 Describe how to check the fish meet dish requirements 2.2 State what quality points to look for in fish 2.3 Describe what to do if there are any problems with the fish or other ingredients 2.4 State which tools and equipment to use for the relevant cooking method 2.5 State why it is important to use the correct tools and equipment 2.6 Explain why it is important to use the most appropriate cooking methods in relation to each type of fish 2.7 State the correct temperatures for cooking fish and why these temperatures are important 2.8 Describe how to garnish and present fish according to organisational requirements 2.9 Describe how to correct a dish to make sure it has the correct colour, consistency and flavour 2.10 State the correct temperature for holding and serving fish dishes

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.11 State healthy eating options when cooking and finishing fish

Assessment Guidance

The assessor **must** assess assessment criteria 1.1 - 1.7 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **fish**:
 - a) raw fish portions
 - b) processed fish products (i.e. fish cakes, coated fish portions)
 - c) whole fish

- at least **four** from **cooking by**:
 - a) frying – deep
 - b) frying – shallow
 - c) grilling
 - d) boiling (including boil in the bag)
 - e) steaming
 - f) baking
 - g) microwaving

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

Unit 5: Produce Basic Meat Dishes

Unit number: H/601/4941
 Credit: 4
 GLH: 34
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to produce basic meat dishes	1.1 Check meat meets type, cut, quality and quantity requirements 1.2 Choose and use tools and equipment correctly 1.3 Combine meat with other ingredients 1.4 Cook meat to meet dish requirements 1.5 Make sure dish has the correct flavour, consistency and quantity 1.6 Garnish and present the dish to meet organisational specifications 1.7 Make sure dishes are at correct temperature for holding and serving 1.8 Safely store cooked meat not for immediate use
2. Understand how to produce basic meat dishes	2.1 Describe how to check the meat is of correct type, cut and quantity for dishes 2.2 State what quality points to look for in prepared meat 2.3 Describe what to do if there any problems with the meat or other ingredients 2.4 Explain the benefits of sealing meat 2.5 State the most effective (or appropriate) methods of cooking different cuts of meat 2.6 State the correct tools and equipment to use for relevant cooking methods 2.7 State why it is important to use the correct tools and equipment 2.8 Describe how to use different cooking methods to meet dish requirements 2.9 State the correct temperature for cooking meat using various methods 2.10 Describe how to correct a meat dish to meet finishing requirements

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.11 Describe how to follow finishing methods, including garnishing and presentation 2.12 State correct temperature for holding and serving meat 2.13 State healthy eating options when cooking and finishing meat

Assessment Guidance

The assessor **must** assess assessment criteria 1.1 -1.7 by directly observing the candidate’s work.

The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate’s work for:

- **at least two from meat:**
 - a) raw meat portions
 - b) processed meat products (i.e. burgers, sausages)
 - c) meat joints

- **at least five from cooking by:**
 - a) grilling (over and under heat sources)
 - 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

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

Unit 6: Produce Basic Poultry Dishes

Unit number: R/601/7303
 Credit: 4
 GLH: 33
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to produce basic poultry dishes	1.1 Check poultry meets dish requirements 1.2 Choose and use tools and equipment correctly 1.3 Combine poultry with other ingredients 1.4 Cook poultry to meet dish requirements 1.5 Make sure dishes have the correct flavour, colour, consistency and quantity 1.6 Garnish and present dishes to meet requirements 1.7 Make sure dishes are at correct temperature for holding and serving 1.8 Safely store cooked poultry not for immediate use
2. Understand how to produce basic poultry dishes	2.1 Describe how to check the poultry meets dish requirements 2.2 State what quality points to look for in poultry items, including frozen and coated items 2.3 Describe what to do if there any problems with the poultry or other ingredients 2.4 State what tools and equipment to use for the relevant cooking methods 2.5 State why it is important to use the tools and equipment correctly 2.6 Describe how each of the cooking methods should be followed to meet dish requirements 2.7 State why it is important to use the correct cooking techniques 2.8 State the correct temperatures for cooking poultry and poultry products 2.9 Describe how to correct a poultry dish to meet finishing requirements 2.10 Describe how to follow finishing methods including: garnishing and presentation

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.11 State the correct temperature for holding and serving poultry dishes 2.12 State healthy eating options when cooking and finishing poultry

Assessment Guidance

The assessor **must** assess assessment criteria 1.1 -1.7 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **poultry**:
 - a) coated poultry products
 - b) raw poultry portions
 - c) whole birds

- at least **four** from **cooking by**:
 - a) grilling
 - b) griddling
 - c) roasting
 - d) poaching (including boil in the bag)
 - e) frying (deep/shallow/sautéing/stir)

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

Unit 7: Produce Basic Vegetable Dishes

Unit number: R/601/4949
 Credit: 4
 GLH: 32
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to produce basic vegetable dishes	1.1 Check the vegetables meet both quality and quantity requirements 1.2 Choose and use tools and equipment correctly 1.3 Combine vegetables with other ingredients 1.4 Cook vegetables to meet dish requirements 1.5 Make sure dish has the correct flavour, colour, texture and quantity 1.6 Finish and present dishes to meet requirements 1.7 Make sure dishes are at correct temperature for holding and serving 1.8 Safely store cooked vegetables not for immediate use
2. Understand how to produce basic vegetable dishes	2.1 Describe how to check vegetables meet dish requirements 2.2 State what quality points to look for in vegetables 2.3 Describe what to do if there are any problem with the vegetables or other ingredients 2.4 State what tools and equipment are needed to carry out the relevant cooking methods 2.5 Describe how each of the cooking methods should be followed to meet dish requirements 2.6 State the correct temperatures for cooking the relevant vegetable dishes 2.7 Describe how to maintain the nutritional value of vegetables during cooking and holding 2.8 State the main reasons for blanching vegetables 2.9 State which vegetables are suitable for high and low pressure steaming 2.10 Describe how to finish basic vegetable dishes 2.11 State the correct temperature for holding and serving vegetable dishes

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.12 State healthy eating options when cooking and finishing vegetable dishes

Assessment Guidance

The assessor **must** assess assessment criteria 1.1 -1.7 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **four** from **vegetables**:
 - a) roots and tubers
 - b) bulbs
 - c) flower heads
 - d) fungi
 - e) seeds and pods
 - f) leaves
 - g) stems
 - h) vegetable fruits
- at least **one** from **format**:
 - a) fresh
 - b) frozen
 - c) pre-prepared
- **at least four** from **cooking by**:
 - a) blanching
 - b) boiling
 - c) roasting
 - d) baking
 - e) grilling
 - f) frying (deep/shallow/stir)
 - g) steaming
 - h) combination cooking methods
 - i) microwaving

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

Unit 8: Cook-Chill Food

Unit number: L/601/4755
 Credit: 3
 GLH: 27
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to portion, pack and blast chill food	1.1 Make sure food is of the correct type, quality and quantity required 1.2 Deal correctly with any food that does not meet requirements 1.3 Portion, pack and cover food correctly 1.4 Blast-chill food and seal and label it correctly 1.5 Transport containers to the appropriate storage areas 1.6 Ensure that containers are handled correctly during transport and they remain undamaged 1.7 Monitor and record food temperatures accurately
2. Understand how to portion, pack and blast chill food	2.1 State why time and temperature is important when preparing cook-chill food 2.2 State why food containers must be sealed and labelled correctly before storage 2.3 State why portions must be controlled when filling packages 2.4 Describe what quality points to look for when portioning, packing and blast chilling food
3. Be able to cook-chill food	3.1 Store cook-chill items under the correct conditions 3.2 Follow stock rotation procedures correctly and use stock in date order 3.3 Maintain accurate records of food items that are received, stored and issued 3.4 Handle food items so that they remain undamaged 3.5 Monitor and record food temperatures accurately 3.6 Secure storage areas against unauthorised access

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.7 Report any problems with storage of cooking items promptly to proper person
4. Understand how to cook-chill food	4.1 State why it is important to monitor and record food temperatures regularly 4.2 State why stock rotation procedures must be followed 4.3 State why time and temperature are important when storing cook-chill food 4.4 State why storage areas should be secure from unauthorised access

Assessment Guidance

Portion, pack and blast-chill food

The assessor **must** assess assessment criteria 1.1, 1.3 – 1.7 by directly observing the candidate’s work.

The assessor may assess assessment criterion 1.2 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate’s work for:

- at least **four** from **food**:
 - a) meat dishes
 - b) poultry dishes
 - c) joints/whole birds
 - d) vegetables/fruits
 - e) vegetable dishes
 - f) fish dishes
 - g) sauces/soups
 - h) egg dishes
 - i) pasta dishes
 - j) desserts

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

Store cook-chill food

The assessor **must** assess assessment criteria 3.1-3.6 by directly observing the candidate’s work.

The assessor may assess assessment criteria 3.7 through questioning or witness testimony if no naturally occurring evidence is available.

Evidence for the points may be assessed through questioning or witness testimony.

Unit 9: Cook-Freeze Food

Unit number: D/601/4758

Credit: 3

GLH: 27

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to portion, pack and blast freeze food	1.1 Make sure food is of the correct type, quality and quantity required 1.2 Deal with any problems identified with the quality of the food correctly 1.3 Portion, pack and cover food correctly 1.4 Blast-freeze, seal and label food correctly 1.5 Transport containers to the appropriate storage area 1.6 Handle containers correctly ensuring they remain undamaged 1.7 Monitor and record food temperatures accurately
2. Understand how to portion, pack and blast freeze food	2.1 State why time and temperature are important when preparing cook-freeze food 2.2 State why food containers must be sealed and labelled correctly before storage 2.3 State why portions must be controlled when filling packages
3. Be able to store cook-freeze food	3.1 Follow stock rotation procedures and use stock accordingly 3.2 Maintain accurate records of food items that are received, stored and issued 3.3 Handle food items with care so they remain undamaged 3.4 Monitor and record food temperatures accurately 3.5 Secure storage areas against unauthorised access 3.6 Identify any problems with the storage of cook-freeze items and report them to the proper person
4. Understand how to store cook-freeze food	4.1 State why it is important to monitor and record food temperatures regularly

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.2 State why stock rotation procedures must be followed 4.3 State why time and temperature are important when storing cook-freeze food 4.4 State why storage areas should be secure from unauthorised access

Assessment Guidance

Portion, pack and blast-freeze food

The assessor **must** assess assessment criteria 1.1, 1.3-1.7 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.2 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **four** from **food**:
 - a) meat dishes
 - b) poultry dishes
 - c) joints/whole birds
 - d) vegetables/fruits
 - e) vegetable dishes
 - f) fish dishes
 - g) sauces/soups
 - h) egg dishes
 - i) desserts

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

Store cook-freeze food

The assessor **must** assess assessment criteria 3.1-3.5 by directly observing the candidate's work.

The assessor may assess assessment criterion 3.6 through questioning or witness testimony if no naturally occurring evidence is available.

Evidence for the points may be assessed through questioning or witness testimony.

Unit 10: Produce Basic Hot Sauces

Unit number: F/601/7328
 Credit: 4
 GLH: 36
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to produce a basic hot sauce	1.1 Check ingredients meet quality and quantity requirements 1.2 Choose and use tools and equipment correctly 1.3 Prepare, cook and finish the sauce to meet requirements 1.4 Make sure that the sauce has the correct flavour, colour, texture, consistency and finish 1.5 Present the sauce to meet requirements 1.6 Make sure the sauce is at the correct temperature for holding and serving 1.7 Safely store cooked sauces not for immediate use
2. Understand how to produce a basic hot sauce	2.1 Describe how to check ingredients meet dish requirements 2.2 State what qualities to look for in sauce ingredients 2.3 Describe how to use correct tools and equipment required for preparation, cooking and finishing hot sauces 2.4 State the importance of using the correct equipment and techniques 2.5 State the correct temperature for cooking various hot sauces 2.6 Describe how to identify when hot sauces have the correct flavour, colour, texture, consistency and finish 2.7 Describe how to present cooked sauces correctly 2.8 State the importance of holding and serving sauces at the correct temperature 2.9 State healthy eating options when making hot sauce dishes

Assessment Guidance

The assessor **must** assess assessment criterion 1.1-1.5 by directly observing the candidate's work.

For assessment criterion 1.6, 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 or serving) but must observe the other.

The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available

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

- at least **five** from **preparation, cooking and finishing methods**:
 - a) weighing/measuring
 - b) chopping
 - c) simmering
 - d) boiling
 - e) roux preparation
 - f) passing/straining/blending
 - g) skimming
 - g) whisking
 - i) adding cream

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

Unit 11: Produce Basic Rice, Pulse and Grain Dishes

Unit number: K/601/4861
 Credit: 3
 GLH: 25
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to produce basic rice, pulse and grain dishes	1.1 Check ingredients meet quality and quantity requirements 1.2 Choose and use tools and equipment correctly 1.3 Cook ingredients using the correct preparation and cooking methods 1.4 Make sure dishes have the correct flavour, colour, texture and quantity 1.5 Garnish and present food products to meet organisational standards 1.6 Make sure dishes are at the correct temperature for holding and serving 1.7 Make sure prepared food is stored safely that is not for immediate use
2. Understand how to produce basic rice, pulse and grain dishes	2.1 Describe how to check ingredients meet the dish requirements 2.2 State what quality points to look for in rice, pulse and grains 2.3 Describe what to do if there are problems with rice, pulse and grains 2.4 State the correct tools and equipment to carry out relevant preparation methods 2.5 State why it is important to use the correct equipment and techniques 2.6 Describe how to determine the correct cooking methods 2.7 Describe how to identify when rice, pulse and grain dishes have the correct colour, flavour, texture and quantity 2.8 State the correct temperature for holding and serving rice, pulse and grain dishes 2.9 Describe how rice, pulse and grains can be cooled which maintains effective food safety 2.10 State healthy eating options when making rice, pulse and grain dishes

Assessment Guidance

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

For assessment criterion 1.6, 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 or serving) but must observe the other.

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

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

- all **three** from **ingredients**:
 - a) rice
 - b) peas, beans and lentils
 - c) grain, including polenta

- at least **four** from **preparation and cooking methods**:
 - a) soaking and washing
 - b) boiling
 - c) braising
 - d) steaming
 - e) frying
 - f) baking
 - g) microwaving

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

Unit 12: Produce Basic Pasta Dishes

Unit number: F/601/7331
 Credit: 3
 GLH: 25
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to produce basic pasta dishes	1.1 Check pasta and other ingredient meet dish requirements 1.2 Choose and use the correct tools and equipment correctly 1.3 Prepare and cook the pasta and other ingredients to meet the dish requirements 1.4 Make sure pasta dish is of the correct flavour, colour, texture and quantity 1.5 Present and garnish the pasta dish to meet requirements 1.6 Make sure the temperature is correct for holding and serving pasta dishes 1.7 Safely store any cooked pasta dishes not for immediate use
2. Understand how to produce basic pasta dishes	2.1 Describe how to check the pasta and other ingredients meet dish requirements 2.2 State what quality points to look for in pasta and other ingredients used in the dish 2.3 Describe what to do if there are any problems with the pasta or other ingredients 2.4 State why time and temperature are important when cooking and finishing pasta dishes 2.5 Explain which tools and equipment to use for the relevant preparation and cooking methods 2.6 Describe how to carry out the relevant preparation and cooking methods 2.7 State why it is important to use the correct equipment and techniques 2.8 Describe how to identify when pasta has the correct flavour, colour, texture and quantity 2.9 State the correct temperature for holding and serving pasta dishes 2.10 Describe how to cool pasta to ensure effective food safely prior to storage

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.11 Describe how to safely store cooked pasta dishes 2.12 State healthy eating option when making pasta dishes

Assessment Guidance

The assessor **must** assess assessment criteria 1.1-1.5 by directly observing the candidate’s work.

For assessment criterion 1.6, 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 or serving) but must observe the other.

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

There must be performance evidence, gathered through observing the candidate’s work for:

- at least **three** from **pasta**
 - a) stuffed
 - b) shaped
 - c) lasagne
 - d) dried
 - e) pre-prepared fresh
- at least **three** from **preparation and cooking methods**
 - a. blanching
 - b. straining
 - c. mixing
 - d. boiling
 - e. baking

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

Unit 13: Produce Basic Bread and Dough Products

Unit number: K/601/4925
 Credit: 4
 GLH: 38
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to produce basic bread and dough products	1.1 Check the ingredients meet quality and quantity requirements for the dish 1.2 Choose and use the correct tools and equipment 1.3 Prepare and cook ingredients to meet requirements 1.4 Make sure the bread and dough products have the correct colour, texture and finish 1.5 Present the bread and dough product to meet requirements 1.6 Make sure the bread and dough product is at the correct temperature for holding and serving 1.7 Safely store any cooked bread and dough product not for immediate use
2. Understand how to produce basic bread and dough products	2.1 Describe how to check that the ingredients meet dish requirements 2.2 State what quality points to look for in bread and dough products 2.3 Describe what to do if there are any problems with the ingredients 2.4 State which tools and equipment should be used to carry out the relevant methods to prepare, cook and serve basic bread and dough products 2.5 Describe how to correctly carry the relevant cooking methods 2.6 State why it is important to use the correct tools, equipment and techniques 2.7 Describe how to identify when bread and dough products have the correct colour, texture and finish 2.8 Describe how to carry out relevant finishing methods

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.9 State the correct temperature and conditions for holding and serving bread and dough products 2.10 State how to safely store bread and dough products 2.11 State healthy eating options when making bread and dough products

Assessment Guidance

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

For assessment criterion 1.6, 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 or serving) but must observe the other.

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

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

- at least **two** from **bread and dough products**:
 - a) bun dough
 - b) bread dough
 - c) naan dough/pitta dough
 - d) pizza dough
 - e) soda bread dough
 - f) par-cooked products

- at least **seven** from **preparation and cooking methods**:
 - a) weighing/measuring
 - b) sieving
 - c) mixing/kneading
 - d) proving
 - e) knocking back
 - f) shaping
 - g) baking
 - h) frying

- at least **one** from **finishing methods**:
 - a) glazing
 - b) icing
 - c) filling
 - d) decorating

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

Unit 14: Produce Basic Pastry Products

Unit number: F/601/4946

Credit: 5

GLH: 43

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to produce basic pastry products	1.1 Check ingredients meet quality and quantity requirements 1.2 Choose and use the correct techniques, tools and equipment 1.3 Prepare and cook ingredients to meet dish requirements 1.4 Make sure pastry has the correct flavour, colour, texture and finish 1.5 Make sure the temperature is correct for holding and serving 1.6 Safely store any cooked pastry not for immediate use
2. Understand how to produce basic pastry products	2.1 Describe how to check the ingredients meet dish requirements 2.2 Describe what to do if there are any problems with the ingredients 2.3 State why it is important to follow the recipe when preparing pastry products correctly 2.4 Describe how to correctly use tools and equipment required for preparing, cooking and finishing basic pastry dishes 2.5 Describe how to carry out the relevant preparation, cooking and finishing methods 2.6 State why it is important to use the correct tools, equipment and techniques 2.7 State the correct temperatures for cooking pastry products 2.8 Describe how to identify when pastry products have the correct flavour, colour, texture and finish 2.9 State how to store pastry products after preparation and cooking 2.10 State healthy eating options when making pastry products

Assessment Guidance

The assessor **must** assess assessment criteria 1.1-1.4 by directly observing the candidate's work.

For assessment criterion 1.5, 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 or serving) but must observe the other.

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

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

- at least **three** from **pastry**:
 - a) short
 - b) sweet
 - c) suet
 - d) choux
 - e) puff
 - f) convenience

- at least **six** from **preparation methods**:
 - a) weighing/measuring
 - b) sifting
 - c) rubbing in
 - d) creaming
 - e) resting
 - f) piping
 - g) rolling
 - h) laminating/folding
 - i) cutting/shaping/trimming
 - j) lining

- at least **one** from **cooking methods**:
 - a) baking
 - b) steaming
 - c) combining cooking methods

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

Unit 15: Produce Basic Hot and Cold Desserts

Unit number: J/601/4964
 Credit: 3
 GLH: 28
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to produce hot and cold desserts	1.1 Check ingredients meet quality and quantity requirements 1.2 Choose and use the right tools and equipment 1.3 Use correct preparation and cooking methods to prepare desserts 1.4 Make sure dishes have the correct flavour, colour, texture and quantity 1.5 Finish and present the dish to meet organisational standards 1.6 Make sure dishes are at the correct temperature for holding and serving 1.7 Safely store any prepared ingredients not for immediate consumption
2. Understand how to produce hot and cold desserts	2.1 Describe how to check that ingredients meet dish requirements 2.2 Describe what to do if there are any problems with ingredients 2.3 State why time and temperature are important when finishing basic hot and cold desserts 2.4 State what quality points to look for in basic hot and cold desserts 2.5 Describe how to correctly carry out the relevant cooking methods 2.6 Describe how to carry out the relevant finishing methods 2.7 State why it is important to use the correct tools, equipment and techniques 2.8 Describe how to identify the correct colour, texture, consistency and quantity of hot and cold desserts 2.9 Describe what types of problems can occur when cooking and finishing hot and cold desserts and how to correct them

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.10 Describe how to store prepared hot and cold desserts 2.11 State healthy eating options when preparing hot and cold desserts

Assessment Guidance

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

For assessment criterion 1.6, 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 or serving) but must observe the other.

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

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

- at least **three** from **ingredients**:
 - 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

- at least **two** from **cooking methods**:
 - a) baking
 - b) frying
 - c) microwaving
 - d) steaming

- at least **three** from **finishing methods**:
 - a) garnishing
 - b) de-moulding
 - c) slicing
 - d) portioning
 - e) piping
 - f) glazing

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

Unit 16: Produce Basic Cakes, Sponges and Scones

Unit number: L/601/4934
 Credit: 4
 GLH: 32
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to produce basic cakes, sponges and scones	1.1 Check ingredients meet requirements 1.2 Choose and use tools and equipment correctly 1.3 Prepare, cook and finish the product to meet requirements 1.4 Make sure products have correct flavour, colour, texture and quantity 1.5 Present the product to meet requirements 1.6 Make sure products are at correct temperature for holding and serving 1.7 Safely store any cooked products not for immediate use
2. Understand how to produce basic cakes, sponges and scones	2.1 Describe how to check the ingredients meet requirements 2.2 State what quality points to look for in the ingredients 2.3 Describe what you should do if there is a problem with the ingredients 2.4 State the correct tools and equipment to carry out the necessary preparation and cooking methods 2.5 Describe how to carry out the necessary preparation and cooking methods according to product requirements 2.6 State why it is important to use the correct tools, equipment and techniques 2.7 Describe how to identify when cakes, sponges and scones have the correct flavour, colour, texture and quantity 2.8 Describe how to present basic cakes sponges and scones 2.9 Describe how to store cakes, sponges and scones

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.10 State healthy eating options when making cakes, sponges and scones

Assessment Guidance

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

For assessment criterion 1.6, 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 or serving) but must observe the other.

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

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

- at least **twelve** from **preparation and cooking methods**:
 - 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

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

- cakes (e.g. fruit cake, rock cakes, small cakes, shortcake/bread)
- sponges (e.g. Victoria sandwich, sponge biscuits, Swiss roll)
- scones

Evidence for the remaining points may be assessed through questioning or witness testimony

Unit 17: Produce Cold Starters and Salads

Unit number: H/601/4955
 Credit: 3
 GLH: 28
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to produce cold starters and salads	1.1 Check ingredients meet dish requirements 1.2 Choose and use tools and equipment correctly 1.3 Prepare products using the correct preparation methods 1.4 Make sure that food products have the correct flavour, colour, texture and quantity 1.5 Make sure that food products are garnished and presented to meet organisational requirements 1.6 Safely store any prepared food not for immediate consumption
2. Understand how to produce cold starters and salads	2.1 Describe how to check that food products and garnish ingredients meet requirements 2.2 State what quality points to look for in the presentation of cooked, cured and prepared foods 2.3 Describe what to do if there are any problems with the ingredients 2.4 State which tools and equipment should be used to carry out the relevant preparation methods 2.5 State why it is important to use the correct tools, equipment and techniques 2.6 Describe how to prepare the food products and garnish ingredients for cold presentation 2.7 Describe how to produce basic dressings and cold sauces 2.8 Describe how to finish and garnish cold starters and salads 2.9 Describe how to identify the correct colour, flavour, texture and quantity of food products

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.10 State why time and temperature are important when preparing cooked, cured and prepared food for presentation 2.11 State healthy eating options available when preparing and presenting food for cold presentation

Assessment Guidance

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

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

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

- at least **five** from **food products**:
 - a) bread products
 - b) salads
 - c) pre-prepared pastry items
 - d) cooked and cured meats
 - e) fish and shellfish
 - f) pre-prepared pates
 - g) cold dressings and sauces
 - h) pre-prepared vegetable items
- at least **four** from **preparation methods**:
 - a) de-frosting
 - b) washing
 - c) slicing
 - d) dressing
 - e) garnishing
 - f) portioning
 - g) combining ingredients

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

Unit 18: Produce Flour, Dough and Tray Baked Products

Unit number: M/601/4960
 Credit: 3
 GLH: 30
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to prepare flour, dough and tray baked products	1.1 Identify number of portions required for service 1.2 Ensure ingredients are of the type, quality and quantity required 1.3 Use the appropriate basic preparation methods to meet quality and organisational requirements when preparing ingredients 1.4 Make sure prepared ingredients are stored, clearly and accurately labelled in relation to legal requirements for temperature control
2. Understand how to prepare flour, dough and baked tray products	2.1 State why it is essential that ovens should be at the correct temperature before baking starts 2.2 State why time, temperature are important when preparing, cooking and storing basic flour, dough and baked tray products 2.3 State why prepared basic flour, dough and baked tray products should be stored at the required safe temperature before cooking
3. Be able to cook, finish and present flour, dough and tray baked products	3.1 Ensure that flour, dough and tray baked products are of the type, quality and quantity required 3.2 Combine the flour and tray baked products with other ingredients 3.3 Cook flour, dough and tray baked products using the appropriate basic cooking methods to meet quality and organisational requirements 3.4 Use basic finishing methods where necessary to meet quality and organisational requirements 3.5 Store and clearly and accurately label dishes not for immediate use, in line with legal requirements relating to temperature control
4. Understand how to cook, finish and present flour, dough and tray baked products	4.1 Describe what quality points to look for in basic flour, dough and tray baked ingredients 4.2 Describe the preparation and cooking methods for basic flour, dough and tray baked products

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>4.3 State how to identify when different flour, dough and tray baked products are cooked to dish requirements</p> <p>4.4 Describe how to present flour, dough and tray baked products</p> <p>4.5 Describe what problems can occur while preparing and cooking flour, dough and tray baked products, and to whom problems should be reported</p> <p>4.6 Describe how to ensure that products have the correct aroma, texture, temperature and consistency</p> <p>4.7 State why it is important to follow dish instructions, and use the correct equipment while portioning</p> <p>4.8 Describe healthy eating options when preparing, cooking and finishing basic flour, dough and tray baked products</p>

Assessment Guidance

Prepare flour, dough and tray baked products

The assessor **must** assess assessment criteria 1.1-1.4 by directly observing the candidate’s work.

There must be performance evidence, gathered through observing the candidate’s work for:

- at least **four** from **ingredients**:
 - a) pre-prepared pastry
 - b) cake/sponge mixes
 - c) scone mix
 - d) dough mix
 - e) biscuit mix
 - f) tray-bake mix

- at least **six** from **basic preparation methods**:
 - a) mixing
 - b) kneading
 - c) greasing
 - d) creaming/beating
 - e) lining
 - f) melting
 - g) glazing
 - h) portioning
 - i) rolling

- j) shaping
- k) cutting

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

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

The assessor **must** assess assessment criteria 3.1-3.5 by directly observing the candidate's work.

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

- at least **four** from **flour, dough and tray-bake products**:
 - a) pastry products
 - b) cakes/sponges
 - c) scones
 - d) dough products
 - e) biscuits
 - f) tray-bakes
- at least **one** from **basic cooking methods**:
 - a) baking
 - b) deep frying
- at least **four** from **basic finishing methods**:
 - a) dusting/sprinkling/dredging
 - b) filling
 - c) piping
 - d) spreading/coating
 - e) glazing
 - f) trimming
 - g) portioning

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

Unit 19: Prepare Hot and Cold Sandwiches

Unit number: K/601/4844
 Credit: 2
 GLH: 20
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to prepare hot and cold sandwiches	1.1 Check the bread and fillings to make sure that they meet quality and quantity requirements 1.2 Choose the right tools and equipment 1.3 Prepare sandwiches as required 1.4 Safely store any sandwich and fillings not for immediate use
2. Understand how to prepare hot and cold sandwiches	2.1 Explain how to check that bread and fillings are fit for purpose 2.2 State the correct tools and equipment for making sandwiches 2.3 Describe how to present sandwiches and bread products attractively 2.4 State the correct methods of storage to avoid spoiling sandwiches and bread products between preparation and consumption

Assessment Guidance

The assessor **must** assess assessment criteria 1.1, 1.2 & 1.3 by directly observing the candidate's work.

The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **bread**
 - a) sliced bread
 - b) un-sliced bread
 - c) wraps
 - d) bread rolls

- at least **four** from **fillings**;
 - a) fats/pastes/spreads
 - b) cooked meat and poultry
 - c) cooked fish
 - d) dairy products
 - e) salad/vegetables/fruit

f) sauces/dressings/relishes

- at least **two** from **preparation methods**;
 - a) slicing
 - b) preparing fillings
 - c) garnishing
 - d) heating/toasting

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

Unit 20: Produce Basic Egg Dishes

Unit number: L/601/7333
 Credit: 3
 GLH: 24
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Be able to produce basic egg dishes</p>	<p>1.1 Ensure that the eggs and other ingredients meet dish requirements</p> <p>1.2 Select and use the correct tools and equipment</p> <p>1.3 Prepare and cook eggs and other ingredients to meet dish requirements</p> <p>1.4 Ensure the egg dish has the correct colour, texture and quantity</p> <p>1.5 Present and finish the egg dish to meet requirements</p> <p>1.6 Ensure the egg dish is at the correct temperature for holding and serving</p> <p>1.7 Safely store cooked egg dishes not for immediate use</p>
<p>2. Understand how to produce basic egg dishes</p>	<p>2.1 Describe how to check the eggs and other ingredients meet dish requirements</p> <p>2.2 Describe what to do if there are problems with the egg or other ingredients</p> <p>2.3 State why time and temperature is important when cooking and finishing basic egg dishes</p> <p>2.4 Describe how to carry out the relevant preparation and cooking methods</p> <p>2.5 State why it is important to use the correct tools, equipment and techniques</p> <p>2.6 Describe how to identify when egg dishes have the correct colour, texture and quantity</p> <p>2.7 Describe how to finish basic egg dishes</p> <p>2.8 State the correct temperature for holding and serving egg dishes</p> <p>2.9 Describe how to safely store cooked egg dishes</p> <p>2.10 State healthy eating options when making egg dishes</p>

Assessment Guidance

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

For assessment criterion 1.6, 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 **or** serving) but must observe the other.

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

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

- at least **one** from **eggs**:
 - a) fresh egg
 - b) pasteurised egg

- at least **four** from **preparation and cooking methods**:
 - a) boiling
 - b) whisking
 - c) frying/griddling
 - d) poaching
 - e) baking
 - f) scrambling
 - g) bain marie

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

Unit 21: Produce Healthier Dishes

Unit number: A/601/4962
 Credit: 3
 GLH: 28
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to produce healthier dishes	1.1 Check ingredients meet dish requirements 1.2 Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre 1.3 Cook food in a way that maximises its nutritional value 1.4 Use flavourings that minimise the use of salt and sugar 1.5 Present dishes in a way that is attractive to the customer 1.6 Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish
2. Understand how to produce healthier dishes	2.1 Describe the concept of a balanced diet and how this is important to good health 2.2 State the government’s current guidelines for healthy eating 2.3 State the types and combinations of ingredients that make up a healthy dish 2.4 Describe the nutritional benefits of minimising the fat, sugar and salt content of dishes 2.5 Describe the nutritional benefits of starchy foods, fruits vegetables and pulses 2.6 Explain how to read and interpret food labelling 2.7 Describe how to select types, combinations and proportions of ingredients that will make a healthy dish 2.8 Describe what techniques can be used to prepare ingredients in a healthy way 2.9 Describe what techniques can be used to cook the dish in a way that maximises its nutritional value 2.10 State what healthier flavourings can be used to alternatives to salt and sugar

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.11 Explain why it is important to present healthier dishes to customers in an attractive way and how to do so 2.12 State why it is important to provide the customers with their choice of sauces, dressing, toppings and condiments 2.13 State appropriate alternative healthier types of sauces, dressings, toppings and condiments

Assessment Guidance

The assessor **must** assess assessment criteria 1.1-1.4 by directly observing the candidate's work.

The assessor may assess assessment criteria 1.5 and 1.6 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **four** from **dish**:
 - a) meat/poultry
 - b) fish
 - c) vegetables/fruit
 - d) eggs
 - e) pasta/rice/grain/pulses
 - f) soups/sauces
 - g) pastry
 - h) bread/dough
 - i) sponges/cakes/biscuits/scones

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

Unit 22: Maintain an Efficient Use of Food Resources

Unit number: J/601/4768
 Credit: 4
 GLH: 34
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Be able to maintain an efficient use of food resources</p>	<p>1.1 Gain information to anticipate the volume of customers to be served</p> <p>1.2 Check storage areas to ensure that sufficient volumes of food resources are available</p> <p>1.3 Check that available food items are of the type and quality required</p> <p>1.4 Organise food resources for immediate use in a manner that makes them accessible</p> <p>1.5 Follow portion control measures that meet organisational and dish requirements</p> <p>1.6 Organise food items for immediate use to reduce the risk of cross contamination</p> <p>1.7 Label and store food items in a safe manner for use in the next service period</p> <p>1.8 Identify items nearing the end of their shelf life</p> <p>1.9 Record any food wastage</p> <p>1.10 Identify any potential food shortages and report to relevant people</p>
<p>2. Understand how to maintain an efficient use of food resources</p>	<p>2.1 Describe the principals of stock and portion control</p> <p>2.2 Describe the financial impact of food resource wastage can have upon the organisation</p> <p>2.3 State organisational procedures for recording food usage</p> <p>2.4 State procedures for storing opened food items</p> <p>2.5 State the importance of maintaining minimum food stock levels</p> <p>2.6 Describe how stock items should be stored and labelled</p> <p>2.7 Describe how labelling systems used by the organisation operate</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.8 State the individuals responsible for re-ordering food stock items 2.9 Describe how food stock needing to be disposed of is recorded and reported

Assessment Guidance

The assessor **must** assess assessment criteria 1.1-1.7 by directly observing the candidate's work.

The assessor may assess assessment criteria 1.8, 1.9 and 1.10 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **three** from **information to be gained from:**
 - a) senior colleagues
 - b) booking information
 - c) records of sales patterns
 - d) records of anticipated customer volumes

- at least **two** from **portion control measures:**
 - a) use of scoops, measures and scales
 - b) counting of items
 - c) following standard recipe and brand standard

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

Unit 23: Maintain an Efficient Use of Resources in the Kitchen

Unit number: A/601/4766
 Credit: 3
 GLH: 23
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Be able to maintain an efficient use of resources in the kitchen</p>	<p>1.1 Follow manufacturers' guidelines to ensure that kitchen equipment is working at correct settings</p> <p>1.2 Use cooking equipment efficiently to reduce unnecessary waste of energy</p> <p>1.3 Ensure taps are not left running to reduce the waste of water</p> <p>1.4 Ensure correct disposal of packaging to minimise space</p> <p>1.5 Ensure packaging is disposed of in the correct place</p> <p>1.6 Report equipment faults or potential wastage to the appropriate person</p>
<p>2. Understand how to maintain an efficient use of resources in the kitchen</p>	<p>2.1 State the principals of energy efficiency and waste reduction</p> <p>2.2 Describe the financial impact that wastage of physical resources can have upon the organisation</p> <p>2.3 Describe how electricity and gas waste can be minimised</p> <p>2.4 List the different types of waste produced by the operation</p> <p>2.5 Describe how different types of waste should be safely handled</p> <p>2.6 Describe the organisational procedures for storing waste</p> <p>2.7 State who excessive waste should be reported to</p>

Assessment Guidance

The assessor **must** assess assessment criteria 1.2 by directly observing the candidate’s work.

The assessor may assess assessment criteria 1.1, 1.3, 1.4, 1.5 and 1.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the candidate’s work for:

- at least **three** from **cooking equipment**:
 - a) grills
 - b) ovens
 - c) hot plates
 - d) fridges and freezers
 - e) extraction equipment

- at least **two** from **waste**:
 - a) food waste
 - b) glass
 - c) card
 - d) plastic packaging

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

Unit 24: Prepare, Operate and Clean Specialist Food Preparation and Cooking Equipment

Unit number: J/601/4849
 Credit: 4
 GLH: 35
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to prepare specialist food preparation and cooking equipment	1.1 Ensure that the equipment is safe to operate 1.2 Check the equipment controls are set at the correct level before operating
2. Be able to operate specialist food preparation and cooking equipment	2.1 Follow manufacturers procedures to both switch on and operate equipment 2.2 Monitor the action of the equipment to ensure that it is operating at the correct temperature and speed 2.3 Shut down equipment at the end of service following the correct procedures 2.4 Re-assemble the equipment so it is ready to use and meets required health and safety and food safety standards 2.5 Report any identified problems or faults to the relevant person
3. Know how to operate specialist food preparation and cooking equipment	3.1 State the types of specialist equipment used with the organisation 3.2 State what each type of specialist equipment is used for 3.3 Describe the relevant hazards and potential hazards relating to specialist equipment 3.4 State how hazards and potential hazards can be minimised 3.5 State who to report any identified faults to
4. Be able to clean specialist food preparation and cooking equipment	4.1 Check the equipment is suitably clean to use 4.2 Disassemble the equipment correctly and safely to enable effective cleaning 4.3 Clean the equipment and its component parts using the correct methods and cleaning agents
5. Know how to clean specialist food preparation and cooking equipment	5.1 Describe how the equipment should be cleaned 5.2 List the relevant cleaning agents that should be used with the equipment

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	5.3 Describe how cleaning agents should be used to avoid accidents and potential food safety hazards

Assessment Guidance

Assessment guidance for this unit can be found in the Evidence Requirements and Assessment Guidance for Food Production and Cooking document from People1st. This can be found within Appendix 3 of this qualification specification.

Unit 25: Liaise with Care Team to Ensure that an Individual’s Nutritional Needs are Met

Unit number: Y/601/4760
 Credit: 3
 GLH: 26
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Be able to liaise with care team to ensure that an individual’s nutritional needs are met</p>	<p>1.1 Develop relationships with carers that recognises their role and expertise</p> <p>1.2 Identify with care team specific nutritional requirements of individuals and groups of customers</p> <p>1.3 Ensure that any information gained can be used and explored with carers, gaining clarification on specific points</p> <p>1.4 Work with appropriate people to gather information about resources, and options that are available to meet the identified nutritional needs</p> <p>1.5 Identify with carers what additional support is needed to ensure nutritional and fluid requirements are met including the consistency, timing and service of food</p> <p>1.6 Ensure that customer requirements are recorded and available to authorised people</p> <p>1.7 Seek additional help where the needs are outside of scope of personal responsibility and expertise</p>
<p>2. Understand how to liaise with care team to ensure that an individual’s nutritional needs are met</p>	<p>2.1 Describe the key care roles that operate within the organisation and the need to liaise with them</p> <p>2.2 State the nutritional requirements that customers may have</p> <p>2.3 State the appropriate meal options available to support nutritional requirements</p> <p>2.4 Describe the role of a ‘care plan’</p> <p>2.5 State the significance of meal times and rotated meal times</p> <p>2.6 Describe how nutritional screening is implemented within the organisation</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.7 Describe what information can be interpreted and used following nutritional screening 2.8 State what quantity of nutrients are typically needed to maintain a good dietary balance

Assessment Guidance

Assessment guidance for this unit can be found in the Evidence Requirements and Assessment Guidance for Food Production and Cooking document from People1st. This can be found within Appendix 3 of this qualification specification.

Unit 26: Prepare Meals for Distribution

Unit number: M/601/4845
 Credit: 2
 GLH: 16
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to prepare meals for distribution	1.1 Prepare trolleys and containers ensuring they are clean and suitable for holding food 1.2 Ensure that the temperature of trolleys and containers is at required level to protect the safety of the food 1.3 Check the required quantity and range of food against order information provided 1.4 Use approved methods to portion food to meet order and nutritional requirements of individuals 1.5 Cover food using appropriate materials in a manner that maintains the quality and safety of the food 1.6 Label food items highlighting items for patients with special dietary requirements according to organisational procedures 1.7 Load trolleys and containers to ensure that the quality and safety of the food is protected 1.8 Transport food to ensure that presentation standards of food are met
2. Understand how to prepare meals for distribution	2.1 State what equipment and different systems can be used to transfer food within the operation 2.2 List key food safety and health and safety considerations that need to be monitored to protect the safety of food 2.3 State temperatures at which it is safe to hold food 2.4 State the maximum times at which food can be safely held 2.5 Describe organisational procedures for labelling food 2.6 Describe organisational procedures for identifying ward and patient needs

Assessment Guidance

Assessment guidance for this unit can be found in the Evidence Requirements and Assessment Guidance for Food Production and Cooking document from People1st. This can be found within Appendix 3 of this qualification specification.

Unit 27: Modify the Content of Dishes

Unit number: F/601/4770

Credit: 4

GLH: 40

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to modify the content of dishes	1.1 Ensure that the preparation and cooking areas and equipment are safe, hygienic and ready for use 1.2 Prioritise and carry out work in an efficient manner 1.3 Obtain, and follow, clear and accurate information relating to dietary requirements 1.4 Ensure that the meal has been correctly prepared and cooked to the required stage, and that ingredients are of the type required 1.5 Incorporate substances to fortify the meal at the correct time to meet dish quality requirements 1.6 Ensure that finish and presentation of food or drinks meets organisational standards and dietary requirements 1.7 Ensure food or drink is maintained at the correct temperature until ready for service 1.8 Store and clearly and accurately label dishes not for immediate use in line with legal requirements relating to temperature control 1.9 Clean preparation and cooking areas and equipment to organisational and legal standards after use 1.10 Report any problems to the proper person 1.11 Modify the consistency of food and drink in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices
2. Be able to modify the content of dishes	2.1 State the main nutrient groups 2.2 State the quantity of nutrients typically needed to maintain a good dietary balance 2.3 Describe what food preparation and cooking methods can affect the dietary content of foods

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.4 Describe how modifying and fortifying food can add or remove vital nutrients</p> <p>2.5 Describe the importance of maintaining adequate nutritional levels</p> <p>2.6 State why it is important to follow exact specifications required for consumer given that individual needs may differ</p> <p>2.7 Describe why different types of consistency of food and drink are necessary for different types of consumer</p> <p>2.8 State why different consumers may require modified or fortified food and drink</p> <p>2.9 State what safe working practices should be followed when preparing food for special diets</p> <p>2.10 Describe why it is important to keep areas and equipment hygienic when modifying and fortify food</p> <p>2.11 State the main contamination threats when modifying food</p> <p>2.12 State why time and temperature are important when modifying food</p> <p>2.13 State why dishes should be stored at required safe temperature before cooking</p> <p>2.14 State why dishes not for immediate consumption should be cooled rapidly or maintained at a safe temperature after cooking</p> <p>2.15 State what foods can commonly present problems to those who suffer from severe allergenic reactions</p> <p>2.16 Describe what actions should be taken when producing food to prevent allergic reactions amongst consumers</p> <p>2.17 State where to obtain information about allergies</p> <p>2.18 State what foods or products can be used to modify or fortify dishes</p> <p>2.19 State whether the dish ingredients contain genetically modified organisms (GMOs) and what the organisational policy is on using GMOs</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.20 Describe what the quality of the food products should be in terms of aroma, texture, taste, and appearance on completion 2.21 Describe the level of consistency commonly required for different modification methods 2.22 State what food types contain high levels of fat, and how to reduce those levels or find alternatives 2.23 State the quantity of fat which should be within the diet 2.24 Describe what the components of glutens are 2.25 State why certain consumers require gluten free diets 2.26 Describe what action to take if dish ingredients are not available

Assessment Guidance

The assessor **must** assess assessment criteria 1.1, 1.4, 1.5, 1.6, 1.7 and 9 by directly observing the candidate's work.

The assessor may assess assessment criteria 1.2, 1.3, 1.8, 1.10 and 1.11 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **five** from **food and drink products**:
 - a) cereals/pulses
 - b) fruit
 - c) egg
 - d) meat
 - e) soups/stocks/sauces
 - f) cheese
 - g) pasta
 - h) fish
 - i) vegetables
 - j) liquids
- at least **four** from **dietary requirements**:
 - a) volume
 - b) consistency
 - c) aroma
 - d) appearance
 - e) nutrient levels
 - g) texture

- g) nutritional balance
- h) taste

- **at least five from modify/fortify:**
 - 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

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

Unit 28: Prepare and Cook Food to Meet the Requirements of Allergy Sufferers

Unit number: T/601/4782
 Credit: 3
 GLH: 26
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Be able to prepare and cook food to meet the requirements of allergy sufferers</p>	<p>1.1 Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminants</p> <p>1.2 Prioritise work and carry it out in an efficient and safe manner</p> <p>1.3 Obtain and follow, clear and accurate information relating to the particular allergenic condition being catered for</p> <p>1.4 Ensure that all ingredients are of the type, quality and quantity required and all relevant information provided on labelling is referred to</p> <p>1.5 Follow procedures to ensure that during preparation and cooking there is no contamination from anything that can cause an allergic reaction</p> <p>1.6 Finish dish to quality requirements and present to organisational standards</p> <p>1.7 Store and label in line with requirements for allergen control and general safety any dishes not for immediate use</p> <p>1.8 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</p> <p>1.9 Report problems or concerns to appropriate person</p> <p>1.10 Return cleaned equipment materials and personal protective equipment to areas segregated for allergens</p>
<p>2. Understand how to prepare and cook food to meet the requirements of allergy sufferers</p>	<p>2.1 State the main food allergens and those that occur most commonly</p> <p>2.2 State what food preparation and cooking methods can affect the allergenic content of foods</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.3 Describe the impact that anaphylaxis has upon the lifestyle of people 2.4 Describe the impact that eating particular food stuffs can have upon people who are allergic to them 2.5 Describe how the risk of allergic reaction can be minimised 2.6 State the methods used to prepare and cook food which prevents contamination 2.7 Describe how to effectively communicate information regarding allergens to colleagues

Assessment Guidance

Assessment guidance for this unit can be found in the Evidence Requirements and Assessment Guidance for Food Production and Cooking document from People1st. This can be found within Appendix 3 of this qualification specification.

Unit 29: Prepare Meals to Meet Relevant Nutritional Standards Set for School Meals

Unit number: F/601/5000
 Credit: 4
 GLH: 36
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Be able to prepare meals to meet relevant nutritional standards set for school meals</p>	<p>1.1 Liaise with colleagues and clients to identify the relevant nutritional standards and requirements</p> <p>1.2 Prepare menu items to fulfil nutritional and organisational standards</p> <p>1.3 Cook menu items to fulfil, nutritional and organisational standards</p> <p>1.4 Work in a manner that maximises the nutritional value of the food</p> <p>1.5 Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminating substances</p> <p>1.6 Finish dish to required quality standards</p> <p>1.7 Present dish to required quality standards</p> <p>1.8 Report any problems with meeting the nutritional standards to the appropriate person</p> <p>1.9 Conduct work in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices</p>
<p>2. Understand how to prepare meals to meet relevant nutritional standards set for school meals</p>	<p>2.1 Describe the relevant nutritional standards used within school meals context</p> <p>2.2 State the main nutrient groups</p> <p>2.3 Describe what quantity of nutrients are typically needed to maintain a good dietary balance</p> <p>2.4 Describe what food preparation and cooking methods can affect the nutritional content of foods</p> <p>2.5 State the importance of knowing calorific values per portion</p> <p>2.6 Describe what quantity of nutrients are typically needed to maintain a good dietary balance</p> <p>2.7 Describe the range of different special dietary requirements that may be encountered and the</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	impact that they have upon the production of food 2.8 Describe the differences between dietary, religious and cultural requirements 2.9 State the consequences of not providing food that meet nutritional requirements 2.10 State where to obtain information on different dietary requirements 2.11 Describe what safe working practices should be followed when preparing and cooking dishes to meet special dietary requirements

Assessment Guidance

Assessment guidance for this unit can be found in the Evidence Requirements and Assessment Guidance for Food Production and Cooking document from People1st. This can be found within Appendix 3 of this qualification specification.

Unit 30: Promote New Menu Items

Unit number: R/601/4966
 Credit: 3
 GLH: 24
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to promote new menu items	1.1 Liaise with colleagues and senior staff to identify what food items are to be promoted 1.2 Obtain relevant promotional material 1.3 Assemble and display promotional material in a manner that makes it clear attractive to the customer 1.4 Ensure service areas are clean and set up correctly 1.5 Inform customers of new menu items in a helpful and clear manner 1.6 Answer questions regarding, flavour, ingredients and nature of the food item to customers in a helpful and clear manner 1.7 Refer to promotional material and displays to highlight features of menu items 1.8 Provide feedback regarding the impact of promotions to the appropriate people
2. Understand how to promote new menu items	2.1 State why organisations use promotional activities 2.2 Describe the advantages and disadvantages of different types of promotional materials that can be used 2.3 State where promotional material can be obtained from and the organisational requirements for using it 2.4 State when promotional might commonly be used 2.5 Describe how food items can be promoted by staff when communicating with customers 2.6 State the key features that can be highlighted when describing new/promoted menu items to customers

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.7 State why it is important to know the ingredients contained within new/promoted menu items</p> <p>2.8 State which customer groups that might not be attracted to new/promoted items and why</p>

Assessment Guidance

Assessment guidance for this unit can be found in the Evidence Requirements and Assessment Guidance for Food Production and Cooking document from People1st. This can be found within Appendix 3 of this qualification specification.

Unit 31: Present Menu Items According to a Defined Brand Standard

Unit number: Y/601/4855
 Credit: 3
 GLH: 27
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to present menu items according to a defined brand standard	1.1 Collect and assemble relevant ingredients required for specific dishes
	1.2 Prepare dishes as specified within the relevant brand standard, ensuring cooking methods and ingredients are as prescribed
	1.3 Collect crockery and dishes which are relevant and designated as being required according to the brand standard
	1.4 Assemble prepared food items onto plates/dishes to accurately reflect presentation style and portion sizes as set out in brand standard
	1.5 Check that the dish has been prepared to the brand standard correctly
	1.6 Make adjustments to the presentation of the dish to ensure that the brand standard is reflected accurately
	1.7 Present the dish for service together with the specified accompaniments as set out within the brand standards
2. Understand how to present menu items according to defined brand standard	2.1 Describe brand literature and material to ensure familiarity with the required standards for each menu item
	2.2 Describe what a brand standard is
	2.3 Explain why organisation's use brand standards
	2.4 List implications of not adhering to the organisations brand standard
	2.5 State where information relating to brand standards can be obtained
	2.6 State which brand standards are relevant to own area of work
	2.7 Describe how menu items should be prepared to ensure that the brand standards are maintained correctly

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	2.8 State how brand standards are used to ensure portion control 2.9 State why portion control is important to the organisation 2.10 Describe what course of action to take if insufficient ingredients are available to achieve the required brand standard

Assessment Guidance

Assessment guidance for this unit can be found in the Evidence Requirements and Assessment Guidance for Food Production and Cooking document from People1st. This can be found within Appendix 3 of this qualification specification.

Unit 32: Give customers a positive impression of yourself and your organisation

Unit number: L/601/0933
 Credit: 5
 GLH: 33
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Establish rapport with customers	1.1 Meet their organisation’s standards of appearance and behaviour 1.2 Greet their customer respectfully and in a friendly manner 1.3 Communicate with their customer in a way that makes them feel valued and respected 1.4 Identify and confirm their customer’s expectations 1.5 Treat their customer courteously and helpfully at all times 1.6 Keep their customer informed and reassured 1.7 Adapt their behaviour to respond to different customer behaviour
2. Respond appropriately to customers	2.1 Respond promptly to a customer seeking help 2.2 Choose the most appropriate way to communicate with their customer 2.3 Check with their customer that they have fully understood their expectations 2.4 Respond promptly and positively to their customer’s questions and comments 2.5 Allow their customer time to consider their response and give further explanation when appropriate
3. Communicate information to customers	3.1 Quickly find information that will help their customer 3.2 Give their customer information they need about the services or products offered by their organisation 3.3 Recognise information that their customer might find complicated and check whether they fully understand 3.4 Explain clearly to their customers any reasons why their expectations cannot be met

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>4. Understand how to give customers a positive impression of themselves and the organisation</p>	<p>4.1 Describe their organisation’s standards for appearance and behaviour</p> <p>4.2 Explain their organisation’s guidelines for how to recognise what their customer wants and respond appropriately</p> <p>4.3 Identify their organisation’s rules and procedures regarding the methods of communication they use</p> <p>4.4 Explain how to recognise when a customer is angry or confused</p> <p>4.5 Identify their organisation’s standards for timeliness in responding to customer questions and requests for information</p>

Unit 33: Maintain and deal with payments

Unit number: M/601/5039
 Credit: 4
 GLH: 30
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to maintain and deal with payments	1.1 Make sure payment point is working and that all materials needs are available 1.2 Maintain the payment point and restock it when necessary 1.3 Enter/scan information into the payment point correctly 1.4 Tell the customer how much they have to pay 1.5 Acknowledge the customer’s payment and validate it where necessary 1.6 Follow correct procedure for chip and pin transactions 1.7 Put the payment in the right place according to organisational procedures 1.8 Give correct change for cash transactions 1.9 Carry out transactions without delay and give relevant confirmation to the customer 1.10 Make the payment point content available for authorised collection when ask to
2. Know how maintain and deal with payments	2.1 State the legal requirements for operating a payment point and taking payments from customers 2.2 Describe organisational security procedures for cash and other types of payments 2.3 Describe how to set up a payment point 2.4 Describe how to get stocks of materials needed to set up and maintain the payment point 2.5 State the importance of telling the customer of any delays and how to do so 2.6 Describe the types of problems that might happen with a payment point and how to deal with these 2.7 Describe how to change till/debit/credit machine rolls

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<p>2.8 Describe the correct procedures for handling payments</p> <p>2.9 Describe what to do if there are errors in handling payments</p> <p>2.10 Describe the procedures for dealing with hand held payment devices at tables</p> <p>2.11 State what procedure must be followed with regards to a payment that has been declined</p> <p>2.12 State what might happen if errors are not reported</p> <p>2.13 Describe the types of problems that may happen when taking payments and how to deal with these</p> <p>2.14 Describe the procedure for collecting the content of payment point and who should hand payments over to</p>

Unit 34: Provide a counter and takeaway service

Unit number: L/601/5016
 Credit: 3
 GLH: 30
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to serve customers at the counter	1.1 Give customers information that meets their needs, and promotes organisations' products and service 1.2 Find out what customers require, and if necessary tell them about any waiting time 1.3 Process the order promptly 1.4 Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type 1.5 Make sure there are appropriate condiments and accompaniments available for customers
2. Know how to serve customers at the counter	2.1 Describe safe and hygienic working practices for serving customers and why these are important 2.2 State why it is important to use separate serving equipment for each food item 2.3 State why portions must be controlled when serving customers 2.4 State why food and drink items must be served at the correct temperature 2.5 State why information given to customers must be accurate 2.6 Outline the types of unexpected situations that may occur when serving customers and how to deal with them
3. Be able to maintain counter and service areas	3.1 Keep work area tidy, hygienic and free from rubbish and food debris during service 3.2 Maintain enough stock of clean service items 3.3 Restock with food and drink items when necessary 3.4 Display and store food and drink items in line as required

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Clear work area of used and non- required service items at the appropriate times 3.6 Dispose of rubbish, used disposable items and food waste as required
4. Know how to maintain counter and service areas	4.1 Describe safe and hygienic working practices for clearing and why these are important 4.2 State why food which is prepared first should be served first 4.3 State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service 4.4 State why waste must be handled and disposed of correctly 4.5 State why a constant stock of service items should be maintained 4.6 State why maintaining food at the correct temperature is important and how this can be ensured 4.7 Outline the types of unexpected situations that may occur when clearing away and how to deal with them

Assessment Guidance

Serve customers at the counter

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

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

- **one** from **customers**
- at least **two** from **information**:
 - a) items available
 - b) ingredients
 - c) prices, special offers and promotions
- at least **two** from **food and drink items**:
 - a) hot food
 - b) cold food
 - c) hot drinks

- d) cold drinks
- at least **two** from **condiments and accompaniments**:
 - a) seasonings
 - b) sugars/sweeteners
 - c) prepared sauces/dressings

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

Maintain counter and service areas

The assessor **must** assess assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6 by directly observing the candidate's work.

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

- At least **three** from **service items**:
 - a) service utensils
 - b) food containers/dispensers
 - c) trays
 - d) crockery
 - e) cutlery
 - f) disposable items
- At least **two** from food and **drink items**:
 - a) hot food
 - b) cold food
 - c) hot drinks
 - d) cold drinks

Evidence for the remaining points may be assessed through questioning or witness testimony

Unit 35: Convert a Room for Dining

Unit number: M/601/4697
 Credit: 3
 GLH: 23
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to set up food dining areas	1.1 Ensure number of staff required are available to prepare food dining areas, and inform the proper person when more staff are required 1.2 Prioritise work and carry out in an efficient manner 1.3 Identify items requiring moving, the number of people needed to move each item and the amount of time required to do so 1.4 Move items not required in a safe way and pack away as required 1.5 Set up necessary dining and service equipment in a safe and hygienic manner to meet organisational requirements, using required number of people to move each item 1.6 Clean any unhygienic dining or service equipment or dining areas
2. Know how to set up food dining areas	2.1 State why it is important to lift heavy or bulk items using approved safe methods 2.2 Describe safe methods for lifting and carrying 2.3 Describe how to determine how many staff are needed for lifting and carrying different items 2.4 State what equipment commonly needs to be moved 2.5 Describe what specific packing requirements certain equipment may have 2.6 Describe the organisation's table layouts 2.7 Describe the organisation's service structure 2.8 State why, and to whom, problems such as damaged, dirty or missing equipment should be reported to
3. Be able to return food dining area to its original state	3.1 Ensure that the required number of staff are available to clear the food dining areas and inform the proper person when more staff are required

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.2 Prioritise work and carry out in an efficient manner 3.3 Clean surfaces and service equipment where required 3.4 Move dining equipment and service equipment in an orderly manner ensuring they are packed away correctly 3.5 Safely return any items to their proper place 3.6 Ensure that area is left as required by organisational standards
4. Understand how to return food dining area to its original state	4.1 State what materials and equipment are used for clearing different types of surfaces in food dining areas 4.2 State why work area needs to be inspected on completion 4.3 State what information is required in order to clean food dining surfaces

Assessment Guidance

Set up food dining areas

The assessor **must** assess assessment criteria 1.2, 1.3 and 1.5 by directly observing the candidate’s work.

For assessment criterion 1.1, ‘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.

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

There must be performance evidence, gathered through observing the candidate’s work for:

- at least **two** from **dining equipment**:
 - a) tables
 - b) chairs
 - c) service surface

- at least **three** from **service equipment**:
 - a) customer cutlery
 - b) service apparatus
 - c) customer plates/bowls
 - d) condiments

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

Return food dining area to its original state

The assessor **must** assess assessment criteria 3.2, 3.4, 3.5 and 3.6 by directly observing the candidate's work.

For assessment criterion 3.1, '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.

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

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

- at least **two** from **dining equipment**:
 - a) tables
 - b) chairs
 - c) service surface

- at least **three** from **service equipment**:
 - a) customer cutlery
 - b) customer plates/bowls
 - c) service apparatus
 - d) condiments

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

Unit 36: Complete Kitchen Documentation

Unit number: L/601/5372
 Credit: 3
 GLH: 25
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p>1. Be able to complete kitchen documentation</p>	<p>1.1 Ensure sufficient relevant documents are available and when necessary, obtain extra copies</p> <p>1.2 Complete relevant documents accurately and legibly to meet organisational requirements</p> <p>1.3 Ensure relevant documents arrive with proper person within time required</p> <p>1.4 Copy and file relevant documents in line with organisational requirements</p> <p>1.5 Respond to queries about completion of relevant documents, within the boundaries of authority</p>
<p>2. Understand how to complete kitchen documentation</p>	<p>2.1 State organisational documents that need to be completed</p> <p>2.2 State why it is important to complete documentation</p> <p>2.3 Describe how to complete particular documents</p> <p>2.4 State where to obtain appropriate documents from</p> <p>2.5 State when and where documentation is copied and kept</p> <p>2.6 State who should be contacted when problems occur and explain why</p> <p>2.7 Describe why kitchen documentation needs to remain confidential</p> <p>2.8 Describe what information required by law within the kitchen is required to be noted and kept</p> <p>2.9 State why it is important that information is accurate</p> <p>2.10 State why it is important that documents are not fraudulently completed</p>

Assessment Guidance

The assessor **must** assess assessment criteria 1.1 & 1.2 by directly observing the candidate's work.

The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **relevant documents**:
 - a) temperature charts
 - b) food safety information
 - c) accident report forms
 - d) equipment fault reports
 - e) stock usage report

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

Unit 37: Set Up and Close Kitchen

Unit number: L/601/4996
 Credit: 4
 GLH: 37
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Be able to prepare kitchen for food operations	1.1 Prioritise work and carry it out in an efficient manner 1.2 Check that food preparation and cooking tools and kitchen equipment are clean, and of the right type and in working order 1.3 Turn on appropriate kitchen equipment at the correct time and to correct setting 1.4 Report any unhygienic or defective tools or kitchen equipment, or other problems to the proper person 1.5 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for food operation
2. Understand how to prepare kitchen for food operations	2.1 State why knives/utensils should be handled correctly 2.2 State why and to whom all incidents should be reported 2.3 Describe how to safely turn on different types of equipment 2.4 State why faulty equipment and maintenance requirements should be reported to the proper person 2.5 State why it is important to ensure all appropriate equipment is safely turned off
3. Be able to prepare food items for operation and service	3.1 Prepare work and carry it out in an efficient manner 3.2 Ensure that there are sufficient ingredients in stock in line with establishment requirements 3.3 Prepare ingredients to the organisational needs and quality requirements 3.4 Report any ingredients that are not prepared to the correct quantity or quality to the proper person

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	3.5 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing food items ready for operations
4. Understand how to prepare food items for operation and service	4.1 State why machinery should be cleared between tasks 4.2 State why it is important to monitor the temperature of kitchen storage equipment and areas 4.3 Describe the organisational menu requirements in terms of the type, quality and number of ingredients
5. Be able to close kitchen after operations	5.1 Prioritise work and carry it out in an efficient manner 5.2 Check that tools are cleaned and stored to organisational and legal requirements 5.3 Check food storage equipment meets organisational and legal requirements for kitchen closure 5.4 Check that cooking equipment is turned off, unplugged and cleaned following manufacturer's and organisation's instructions 5.5 Report any un-cleaned tools, food storage or cooking equipment or problems to the appropriate person 5.6 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations
6. Understand how to close kitchen after operations	6.1 State why tools and equipment should be cleaned and stored following use 6.2 Describe organisational and legal requirements for food storage equipment when kitchen is closed 6.3 State organisational and legal requirements for turning off, unplugging and cleaning cooking equipment following use 6.4 State who problems should be reported to

Assessment Guidance

Prepare kitchen for food operations

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

The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **tools**:
 - a) knives
 - b) utensils

- at least **five** from **kitchen equipment**:
 - a) oven/combination oven
 - b) grill
 - c) hob
 - d) fryer
 - e) microwave
 - f) steamer
 - g) fridge/freezer

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

Prepare food items ready for operations

The assessor **must** assess assessment criteria 3.1, 3.2, 3.3 and 3.5 by directly observing the candidate's work.

The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **one** from **establishment requirements**
 - a) number of customers
 - b) menu requirements

- at least **two** from **ingredients**:
 - a) vegetables
 - b) garnishes
 - c) frozen products
 - d) fresh high risk products

- at least **two** from **prepare**:
 - a) washing
 - b) cutting

- c) defrosting
- d) weighing

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

Close kitchen after operations

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

The assessor may assess assessment criterion 5.5 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **two** from **tools**:
 - a) knives
 - b) utensils

- at least **two** from **food storage equipment**:
 - a) fridge
 - b) freezer
 - c) dry store/larder

- at least **four** from **cooking equipment**:
 - a) oven/combination oven
 - b) grill
 - c) hob
 - d) fryer
 - e) microwave
 - f) steamer

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

Unit 38: Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector

Unit number: T/601/7214
 Credit: 2
 GLH: 16
 Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Know employer and employee rights, responsibilities and own organisational procedures	1.1 State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health & Safety and other relevant legislation 1.2 State importance of having employment rights and responsibilities 1.3 Describe organisational procedures for health & safety, including documentation 1.4 Describe organisational procedures for equality & diversity, including documentation 1.5 Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support
2. Know factors that affect own organisation and occupation	2.1 Describe the role played by own occupation within organisation and industry 2.2 Describe career pathways available to them 2.3 State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry 2.4 Identify sources of information and advice on own industry, occupation, training and career 2.5 Describe principles, policies and codes of practice used by own organisation and industry 2.6 Describe issues of public concern that affect own organisation and industry

Appendix 3: Evidence Requirements and Assessment Guidance for Food Production and Cooking Units

The details below have been lifted from the People1st Evidence Requirements guidance document.

Introduction

This document contains evidence requirements and assessment guidance for the following Food Production and Cooking units;

- Prepare meals for distribution
- Prepare meals to meet relevant nutritional standards set for school meals
- Present menu items according to defined brand standard
- Prepare, operate and clean specialist food preparation and cooking equipment
- Liaise with care team to ensure that customer nutritional needs are met
- Prepare and cook food to meet the requirements of allergy sufferers
- 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 only¹: 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.

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

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

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 Assessment criteria/Report

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

Assessment Method: Professional Discussion

Professional discussion can be used as an assessment method for performance and knowledge and understanding. Professional discussion 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.

Appendix 4: Sample assessment material

The following pages include sample paperwork which can be used for setting and recording actions and tracking progress and can be found in the qualification assessment pack.

Assessment/Action Plan Sheet

Learner Name		Assessor Name			
Target set Learning Outcome/ Assessment Criteria	Agreed activity/evidence	Target date	Assessment Method	Target Achieved	Completed (assessor signature)
Learner Signature		Date		Planned next visit:	
Assessor Signature		Date			

Assessment Record Sheet

Learner		Assessor	
Date		Location	
Assessment Method*			
EV Ref	Details of the type of evidence and assessment criteria covered		
Assessor Signature:			
Learner/Witness Signature:			

* Assessment method key:			
Obs	Observation	Sim	Simulation/assignment
Pe	Product evidence	WT	Witness testimony
Q	Questioning	R	RPL

