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# Qualification Specification

## Highfield Level 2 Diploma for Professional Cooks (RQF)

Qualification Number: 603/7117/1

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## Highfield Level 2 Diploma for Professional Cooks (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.

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### Qualification regulation and support

The Highfield Level 2 Diploma for Professional Cook (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF includes those qualifications regulated by Ofqual and CCEA Regulation. This qualification is also regulated by Qualifications Wales.

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### Key facts

<b>Qualification number:</b>	603/7117/1
<b>Learning aim reference:</b>	60371171
<b>Credit value:</b>	67
<b>Assessment method:</b>	Portfolio of evidence and multiple-choice examination
<b>Guided learning hours (GLH):</b>	365
<b>Total qualification time (TQT):</b>	670

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### Qualification overview and objective

The objective of this qualification is to support a role in the workplace. It is designed for learners employed in professional catering roles of a cook or commis chef or for those wishing to develop their skills in the industry.

This qualification covers a variety of topics including:

- the principles of food safety and health and safety
  - kitchen equipment and knife skills
  - workplace standards and professional development
  - environmental awareness
  - nutrition, special diets and allergen awareness
  - cold food preparation and presentation
  - cooking methods
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### Entry requirements

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

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### Centre requirements

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

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## Guidance on delivery

The total qualification time for this qualification is 670 hours, of which 365 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.

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## Guidance on assessment

**Unit 1 – Principle of Food Safety for Catering:** this unit is assessed through multiple-choice examination, externally set and marked by Highfield Qualifications.

Learners must complete 20 questions within 45 minutes, and successful learners will need to achieve a mark of 66% (13/20) overall to pass. Completed examination papers should be returned to Highfield for marking and results will then be supplied to the centre afterwards.

**Unit 2 – Health and Safety within the workplace:** this unit is assessed through multiple-choice examination, externally set and marked by Highfield Qualifications. Learners must complete 20 questions within 45 minutes, and successful learners will need to achieve a mark of 60% (12/20) overall to pass. Completed examination papers should be returned to Highfield for marking and results will then be supplied to the centre afterwards.

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

Learners must achieve all of the pass criteria across all units, in order to be awarded a pass.

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.

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## Guidance on quality assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. 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.

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## Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing a learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) Policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

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### Assessor requirements

Highfield Qualifications recommends nominated assessors for this qualification to meet the following:

- have current, relevant occupational expertise and knowledge that has been gained through ‘hands-on’ experience in the industry and relevant qualifications
- hold or be working towards a recognised assessing qualification, which could include any of the following:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess Learner Performance Using a Range of Methods
  - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
- maintain appropriate continued professional development (CPD) for the subject area

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### Internal quality assurance (IQA) requirements

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

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

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### 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.

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### 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.

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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.**

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### **Progression opportunities**

On successful completion of this qualification, learners may wish to continue their development by undertaking a Commis Chef apprenticeship.

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### **Useful websites**

- <https://www.gov.uk/government/collections/apprenticeship-standards>
  - [www.people1st.co.uk](http://www.people1st.co.uk)
  - [www.highfieldqualifications.com](http://www.highfieldqualifications.com)
  - [www.highfield.co.uk](http://www.highfield.co.uk)
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## Appendix 1: Qualification structure

To complete the **Highfield Level 2 Diploma for Professional Cooks (RQF)**, learners must complete **all units** contained within the mandatory group:

Unit reference	Unit title	Level	GLH	Credit
L/617/7261	Principles of Food Safety for Catering	2	7	1
L/615/5244	Health and Safety within the Workplace	2	6	1
L/618/6316	Introduction to the Hospitality and Catering Industry	1	8	1
F/618/5793	Principles of Kitchen Equipment and Knife Skill Techniques	1	15	2
J/618/5794	Workplace Standards and Professional Development in the Catering Industry	1	10	2
L/618/5795	Culinary Numeracy and Units of Measurement	2	7	1
R/618/6317	Introduction to Nutrition and Diets	2	10	2
L/618/5800	Environmental Awareness in the Catering Industry	3	7	1
R/618/5801	Cold Food Preparation and Presentation	2	50	8
Y/618/6318	Cooking Methods: Frying	2	35	6
D/618/6319	Cooking Methods: Stewing and Braising	2	60	12
R/618/6320	Cooking Methods: Boiling, Poaching and Steaming	2	75	15
Y/618/6321	Cooking Methods: Baking, Roasting and Grilling	2	75	15

## Appendix 2: Qualification content

**Unit 1: Principles of Food Safety for Catering**

Unit number: L/617/7261

Credit: 1

GLH: 7

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the importance of food handlers keeping themselves and work areas clean and hygienic</b></p>	<p>1.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination</p> <p>1.2 Identify the key legal responsibilities of food handlers</p> <p>1.3 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices</p> <p>1.4 Identify how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals</p> <p>1.5 Recognise the importance of safe waste disposal</p> <p>1.6 Recognise the importance of pest control</p>
<p><b>2. Understand the importance of keeping food products safe</b></p>	<p>2.1 Recognise the importance of food safety procedures, safe food handling and avoiding unsafe behaviour</p> <p>2.2 Identify how to report food safety hazards, infestations and food spoilage</p> <p>2.3 Recognise the main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards</p> <p>2.4 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation</p> <p>2.5 Identify safe food handling and temperature control practices for preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>2.6 Identify how to deal with food spoilage including recognition and reporting, cuts, wounds, food</p>

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	handling practices

Indicative Content
<p><b>LO1 Understand the importance of food handlers keeping themselves and work areas clean and hygienic</b></p> <p>1.1 Recognise the importance of personal hygiene in food safety including their role in reducing the risk of contamination</p> <ul style="list-style-type: none"> <li>○ How good personal hygiene in a catering environment can reduce microbial, chemical, physical and allergenic contamination</li> </ul> <p>1.2 Identify key legal responsibilities of food handlers</p> <ul style="list-style-type: none"> <li>○ Requirement for:                     <ul style="list-style-type: none"> <li>- Food safety training &amp; supervision in the kitchen</li> <li>- Reporting of illness</li> <li>- Following rules and procedures implemented for food safety</li> </ul> </li> </ul> <p>1.3 Identify effective personal hygiene practices relating to protective clothing, hand washing, personal illness, cuts, wounds, food handling practices</p> <ul style="list-style-type: none"> <li>○ Practices in a catering environment regarding:                     <ul style="list-style-type: none"> <li>- Clean, suitable protective clothing</li> <li>- Jewellery and personal effects</li> <li>- Effective hand wash</li> <li>- Times to wash hands</li> <li>- Recognising illness which may cause food contamination</li> <li>- When to come to work and when to call in sick</li> <li>- Covering wounds</li> <li>- Personal habits to avoid</li> </ul> </li> </ul> <p>1.4 Identify how to keep the work area and equipment clean and tidy, by following procedures relating to cleaning methods, safe use of chemicals, storage of cleaning chemicals</p> <ul style="list-style-type: none"> <li>○ Reasons for cleaning</li> <li>○ Cleaning and disinfection techniques, including the order of cleaning</li> <li>○ Cleaning chemicals, including the purpose of detergent, disinfectant and sanitiser and following manufacturer’s instructions and safe storage</li> <li>○ Clear and clean as you go</li> </ul> <p>1.5 Recognise the importance of safe waste disposal</p> <ul style="list-style-type: none"> <li>○ Internal and external controls within catering businesses, including regular removal of waste, clean areas, secure and lidded externally, cleaned regularly</li> </ul> <p>1.6 Recognise the importance of pest control</p> <ul style="list-style-type: none"> <li>○ Hazards from pests</li> <li>○ Common food pests and signs of pests</li> <li>○ Reporting of signs</li> <li>○ Basic environmental control (which they are responsible for) such as clearing food spillages, keeping doors and windows closed, lids on bins</li> </ul>

## **LO2 Understand the importance of keeping food products safe**

2.1 Recognise the importance of food safety procedures, safe food handling and avoiding unsafe behaviour

- Benefits to customers, catering businesses and food handlers of effective procedures
- Costs of poor practices to a catering business

2.2 Identify how to report food safety hazards, infestations and food spoilage

- What to report, when to report, who to report to with regards to:
  - Hazards, infestations/signs of pests and spoilage in a catering environment

2.3 Recognise the main risks to food safety from contamination and cross-contamination from microbial, chemical, physical and allergenic hazards

- Meaning of terms contamination, cross-contamination, raw food to be cooked, high-risk food, low-risk food and ready-to-eat raw food
- Types of microbiological contaminants (bacteria, virus, mould)
- Common sources, routes and vehicles of microbiological contamination in a catering environment
- Recognition of main characteristics of food poisoning bacteria, factors influencing microbiological multiplication and survival (including spores and toxins) and consequences these may have for food safety and basic controls
- Examples of basic controls to prevent microbiological contamination, including keeping raw and ready to eat separate, use of correct equipment to prevent contamination (including colour coding), reporting damaged equipment, including work surfaces
- Examples of common physical hazards within food preparation areas and basic controls
- Examples of common chemical hazards within food preparation areas and basic controls
- Identification of common allergenic foods and risks associated with allergenic hazards.
- Awareness of ways to prevent allergenic contamination during food production

2.4 Identify safe food handling and temperature control practices for delivery, storage, date marking and stock rotation

- Basic contamination and temperature controls and checks to be made at delivery
- Importance of labelling
- Importance of stock rotation and date coding
- Importance of temperature control during storage, including correct temperatures and basic ways to achieve them

2.5 Identify safe food handling and temperature control practices for preparing, cooking, chilling, reheating, holding, serving and transporting food

- Preparation:
  - Separation of raw and ready to eat foods
  - Dedicated equipment
  - Not preparing too far in advance
- Cooking:
  - Following recipes
  - Cooking thoroughly
  - Safe temperatures
  - Preventing contamination
- Chilling:
  - The need to cool quickly
  - The need to prevent contamination
- Reheating:

- Meeting required temperature when reheating
- Only reheating once
- Holding:
  - Preventing contamination
  - No topping up
  - Safe temperature for hot and cold holding and time allowable out of these temperatures
- Serving & transporting food:
  - Avoiding contamination
  - Clean equipment
  - Suitable transportation and containers
  - Importance of temperature control

2.6 Outline how to deal with food spoilage including recognition and reporting

- Common signs of food spoilage
- The need to report spoiled food
- Separation of spoiled food

**Unit 2: Health and Safety within the Workplace**

Unit number: L/615/5244

Credit: 1

GLH: 6

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand roles and duties for health, safety and welfare in the workplace</b></p>	<p>1.1 Identify <b>employer’s duties</b> relating to health, safety and welfare at work</p> <p>1.2 Identify <b>employee’s duties</b> relating to health, safety and welfare at work</p> <p>1.3 Recognise the <b>benefits</b> of good health and safety in the workplace</p>
<p><b>2. Understand the process of risk assessment</b></p>	<p>2.1 Define the terms hazard, risk, accident, near miss and risk assessment</p> <p>2.2 Identify the <b>steps</b> involved in a risk assessment</p>
<p><b>3. Understand how risk assessments improve health and safety at work</b></p>	<p>3.1 Identify the common <b>hazards</b> and <b>effects</b> of workplace accidents, near misses and ill health in the workplace</p> <p>3.2 Recognise how risk assessment can reduce accidents, near misses and ill health</p> <p>3.3 Recognise examples of <b>risk controls</b> for common workplace hazards</p>
<p><b>4. Know the procedures for responding to accidents, near misses and ill-health in the workplace</b></p>	<p>4.1 Identify procedures that should be in place for dealing with <b>emergencies</b></p> <p>4.2 Recognise why it is important to record all accidents, near misses and ill health occurrences</p>

**Amplification**

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

**Employers duties**

- Providing, so far as is reasonably practicable a safe place to work
- Provide information, instruction, training and supervision
- Provide adequate welfare facilities
- Ensure safe access and egress
- Provide equipment and PPE which is suitable and fit for purpose
- Ensure policies and procedures are:
  - in place,
  - reviewed and

- updated

### **Employees duties**

- Duty of care
- Must follow the instructions, guidance and training given by their employer including on equipment
- Must not interfere with equipment provided for H&S
- Must report and record;
  - hazards that could cause a risk
  - accidents
  - near misses, and
  - diseases

### **Benefits**

- Economic
- Moral
- Duties or legal requirements

### **Steps**

- Identification of hazards and how they cause harm
- People at risk
- Evaluate
- Record
- Review

### **Hazards**

- Slips, trips and falls from height
- Ergonomics
- Manual handling
- Stress
- Hazardous materials
- Violence

### **Effects**

- Injury
- Illness
- Financial Loss
- Loss of Reputation

### **Risk controls**

- Good housekeeping
- Barriers and enclosures
- Safe lifting techniques and equipment
- Visual checks
- Safe storage of hazardous materials
- Design and layout of workstations
- Machine guards
- Personal protective equipment
- Regular breaks/reporting procedures

### **Emergencies**

- First aid
- Accidents

- Evacuation procedures

**Unit 3: Introduction to the Hospitality and Catering Industry**

Unit number: L/618/6316

Credit: 1

GLH: 8

Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the different establishments and services offered within the hospitality and catering industry</b></p>	<p>1.1 Identify the different <b>types of establishments</b> that operate in the hospitality and catering industry</p> <p>1.2 Describe the different services offered by the establishments that operate in the hospitality and catering industry</p> <p>1.3 Describe the various <b>food production and associated areas</b> in a traditional kitchen or catering establishment</p>
<p><b>2. Understand the organisational structure and responsibilities within the hospitality and catering industry</b></p>	<p>2.1 Outline the brigade structure of staffing hierarchy</p> <p>2.2 Define the term “partie system”</p> <p>2.3 Describe the responsibilities of specific job roles in the hospitality and catering industry</p> <p>2.4 Describe the working patterns/shifts within the hospitality and catering industry</p>

**Amplification**

**LO1 Understand the different establishments and services offered within the hospitality and catering industry**

- **Types of establishments**
  - HORECA:
    - hotels
    - restaurants
    - catering
  - other types, including:
    - private/personal chefs
    - sports team chefs
    - corporate chefs
    - celebrity chefs
    - TV chefs
    - culinary educators
- **Food production and associated areas**
  - hot kitchen
  - cold kitchen
  - pastry kitchen
  - production/banqueting kitchen

- speciality kitchens
- serving areas
- receiving and storage areas
- cleaning areas
- waste areas

**LO2 Understand the organisational structure and responsibilities within the hospitality and catering industry**

- **Brigade structure of staffing hierarchy**
  - managerial chefs:
    - executive chef
    - head chef
    - sous chef
  - kitchen chefs:
    - chef de partie (CDP)
    - cook/commis chef
    - apprentices/trainees
- **Partie system**
  - Sections of the kitchen delegated to carry out specific tasks and jobs
- **Work patterns**
  - Single shifts
  - Split-shift
  - Double shift
  - Straights (small breaks during shift)

**Unit 4: Principles of Kitchen Equipment and Knife Skill Techniques**  
 Unit number: F/618/5793  
 Credit: 2  
 GLH: 15  
 Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to care for food preparation and cooking equipment</b></p>	<p>1.1 Identify <b>mechanical and electrical food preparation</b> equipment</p> <p>1.2 Explain how to safely <b>store and care</b> for mechanical/electrical food preparation equipment</p> <p>1.3 Identify <b>kitchen smalls and utensils</b></p> <p>1.4 Explain how to safely <b>store and care</b> of utensils and kitchen smalls</p> <p>1.5 Identify different types of <b>cooking equipment</b></p> <p>1.6 Explain how to safely store and care for different types of cooking equipment</p> <p>1.7 Explain the different <b>cooking techniques</b></p>
<p><b>2. Understand how to use and care for knives and cutting equipment for different knife skill techniques</b></p>	<p>2.1 Identify different types of <b>knives and cutting equipment</b></p> <p>2.2 Describe the correct types of cutting surfaces</p> <p>2.3 Describe methods of sharpening and honing cutting tools</p> <p>2.4 Explain knife etiquette and safety</p> <p>2.5 Explain how to safely clean, maintain and store knives and cutting equipment</p> <p>2.6 Explain the methods of holding and using a knife including gripping and guiding hand controls</p> <p>2.7 Explain a variety of <b>knife cuts</b> using knife skill techniques</p>

Amplification
<p><b>LO1 Understand how to care for food preparation and cooking equipment</b></p> <ul style="list-style-type: none"> <li>• <b>Mechanical and electrical food preparation equipment</b> <ul style="list-style-type: none"> <li>○ scales</li> <li>○ mixers</li> </ul> </li> </ul>

- food processors
- bowl cutters
- bar blenders
- stick blenders
- bandsaws
- meat-slicers
- meat mincers
- pasta machines
- **Store and Care of mechanical/electrical food preparation equipment:**
  - unplugging, disassembling and cleaning as per manufacturer's instructions
  - sanitising before and after use
  - correctly storing scales
- **Kitchen smalls and equipment**
  - French balloon whisk
  - piano whisk
  - spatula
  - lifter
  - ladle
  - slotted spoon
  - spider
  - oyster shuck
  - peeler
  - corer
  - melon-baller
  - zester
  - grater
  - potato ricer/mill
  - mandolin slicer
  - sieve
  - chinois
  - conical strainer
  - strainer/colander
  - rolling pin
  - piping bag and nozzles
  - makisu mat (for sushi)
  - ramekins
  - dariole moulds
  - timbals
  - Bain Marie inserts
  - chaffing dishes
  - measuring cups and spoons
  - pestle and mortar
  - mallet
- **Cooking equipment**
  - ovens
  - combi-steamers
  - hobs
  - ranges
  - salamanders
  - deep-fat fryers

- tilting (Bratt) pans
- microwaves
- water baths
- pots
- pans
- trays
- tins
- dishes
- **Cooking techniques:**
  - wet/moist cooking methods
    - boiling
    - poaching
    - steaming
    - stewing
    - braising
  - dry cooking methods
    - roasting
    - baking
    - grilling
    - deep frying
    - shallow frying
    - sautéing
  - other thermal and non-thermal cooking methods
    - microwaving
    - smoking
    - curing
    - acidifying

**LO2 Understand how to use and care for knives and cutting equipment for different knife skill techniques**

- **Knives and cutting equipment**
  - chef's/cook's knife
  - paring/utility knife
  - turning knife
  - filleting knife
  - boning knife
  - bread knife
  - slicer
  - palette knife
  - off-set palette knife/lifter/spatula
  - cleaver
  - hacksaw
  - mezzaluna
  - oyster knife
  - cheese knife
  - scissors
- **Knife cuts**
  - cutting
  - dicing/cubing
  - slicing

- mincing
- chopping
- shaping (tourne)
- segmenting
- sawing
- chining
- carving
- shaving
- scoring
- skinning
- trimming
- boning (de-boning)
- butterflying
- tunnel-boning
- fabricating
- portioning
- jointing
- filleting
- strip cuts:
  - pont-neuf
  - baton
  - batonette
  - julienne
  - fine-julienne
  - allumette (potato)
- diced/cube cuts:
  - parmentier
  - macedoine
  - jardinière
  - brunoise
  - fine-brunoise
  - concassé (tomato)
- sliced cuts:
  - chiffonade
  - rondelle
  - paysanne
- rough cuts
  - mirepoix (medium)
  - matignon (fine)

**Unit 5: Workplace Standards and Professional Development in the Catering Industry**

Unit number: J/618/5794

Credit: 2

GLH: 10

Level: 1

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the reasons for and impact of complying with an organisation's standards of conduct and behaviour</b>	1.1 Describe the relevant standards of <b>conduct and personal presentation</b> 1.2 Describe the importance of following the relevant standards of conduct and personal presentation and skills that apply within an organisation 1.3 Describe the workplace <b>challenges</b> of the hospitality and catering environment
<b>2. Understand job roles and career pathways available within the organisation and wider hospitality industry</b>	2.1 Outline how own role relates to the rest of the hospitality business and the wider industry 2.2 Describe different progression opportunities available within own organisation and the wider hospitality industry 2.3 Describe where to find <b>sources</b> of information and advice
<b>3. Understand how to communicate and work effectively as a team member</b>	3.1 Outline ways of communicating with colleagues and customers 3.2 Discuss the importance of <b>feedback</b> 3.3 Explain the role of teamwork in the hospitality and catering industry
<b>4. Be able to contribute to own learning and development within the workplace</b>	4.1 Proactively seek <b>feedback</b> on own performance from various sources 4.2 Create learning plan with relevant person to improve own work performance 4.3 Prepare appropriately for performance reviews 4.4 Proactively keep learning plan up to date

**Amplification****LO1 Understand the reasons for and impact of complying with an organisation's standards of conduct and behaviour**

- **Professional Appearance:**
  - Uniform clean and in good condition:
    - Jacket
      - Double-breasted to protect the chest and stomach from heat and burns
      - long sleeves – to protect the arms from burns and scalds
      - no external pockets
      - press studs and Velcro rather than buttons
      - covers all own clothes
      - durable, easy to clean
      - preferably light coloured to show the state of cleanliness
    - Trousers
      - not tight-fitting to protect the legs
    - Apron
      - to protect the legs
    - Footwear
      - non-slip closed shoes
    - Headwear
      - chef hat/toque or skull cap/beanie - stops loose hair falling into food, helps absorb perspiration on the forehead
      - hairnet – used when hair extends beyond the hat
  - Personal grooming
  - Role-model of hygiene
- **Conduct:**
  - maintain good relationships with suppliers, customers, managers, colleagues and subordinates
  - maintain the professional image of the establishment
  - role-model in conduct and etiquette
  - clear communication
  - take pride in work
  - punctuality
  - reliability
  - honesty
  - integrity
- **Challenges:**
  - long hours
  - hot temperatures
  - high-stress situations
  - physical dangers and injuries such as:
    - burns
    - cuts
    - muscle sprains
    - sore feet
- **Where to find sources of information and advice:**
  - own industry
  - occupation

- training
- career development
- networking
- **Importance of feedback:**
  - a constructive way of improving the quality of food and service of the team

**Unit 6: Culinary Numeracy and Units of Measurement**

Unit number: L/618/5795

Credit: 1

GLH: 7

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the basic principles of numeracy</b></p>	<p>1.1 Identify the key <b>numeracy operations</b> routinely used in culinary skills</p> <p>1.2 Apply the key numeracy operations when following specific work instructions</p> <p>1.3 Add and subtract <b>VAT</b> using a calculator</p>
<p><b>2. Understand the basic principles of units of measurement</b></p>	<p>2.1 Explain the principles of weighing and measuring</p> <p>2.2 Describe the Metric and Imperial systems of measurement</p> <p>2.3 Explain the principles of <b>conversions</b></p> <p>2.4 Explain the principles of <b>scaling</b> recipes</p>

**Amplification**

**LO1 Understand the basic principles of numeracy**

- **Numeracy operations applied when following specific work instructions/recipes:**
  - add
  - subtract
  - multiply
  - divide
  - use fractions (halves, thirds, quarters, eighths)
  - percentage
  - ratios
  - decimal points

**LO2 Understand the basic principles of units of measurement**

- **Conversions**
  - conversion tables to look up corresponding metric and imperial equivalents
  - conversion formulas to apply factors to convert to metric and imperial units
  - gas oven temperatures are set according to gas mark equivalents
- **Scaling**
  - Simple scaling – using doubling/tripling/halving
  - Complex scaling – using a conversion factor

**Unit 7: Introduction to Nutrition and Diets**

Unit number: R/618/6317

Credit: 2

GLH: 10

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the concept of nutrition and healthy balanced diet</b></p>	<p>1.1 Outline the main <b>food groups</b></p> <p>1.2 Describe the food sources and benefits of <b>macronutrients</b></p> <p>1.3 Describe the food sources and benefits of <b>micronutrients</b></p> <p>1.4 Outline the nutritional guidelines for a healthy diet and lifestyle</p>
<p><b>2. Understand the different special dietary requirements and considerations</b></p>	<p>2.1 Describe <b>vegetarian</b> dietary requirements</p> <p>2.2 Describe different <b>religious</b> dietary requirements</p> <p>2.3 Explain the different special dietary requirements related to <b>health conditions</b></p> <p>2.4 Describe the different <b>lifestyle</b> and <b>life-stage</b> dietary requirements</p>

**Amplification**

**LO1 Understand the concept of nutrition and healthy balanced diet**

- **Food Groups**
  - fats and sugars
  - dairy
  - proteins (fish, poultry, meat, eggs, pulses, legumes, soya)
  - fruit and vegetables
  - cereal grains and starchy vegetables
- **Macronutrients**
  - carbohydrate
  - protein
  - fat (saturated, unsaturated, trans fats, cholesterol)
- **Micronutrients**
  - vitamins
  - minerals and trace elements
  - water
  - fibre
  - probiotic cultures
  - Phyto-nutrients and anti-oxidants

**LO2 Understand the different special dietary requirements and considerations**

- **Vegetarian dietary requirements**
  - vegan (plant-based - egg, dairy, honey free)
  - vegetarianism
    - lacto (egg-free, consumes dairy)
    - ovo (dairy-free, consumes egg)
    - ovo-lacto (consume both egg and dairy)
- **Religious dietary requirements**
  - Halal
  - Kosher
  - Hindu
- **Special dietary requirements for different health conditions**
  - allergies
    - nuts
    - fish
    - shellfish
    - eggs
    - soya
    - wheat
    - cow's milk
    - SO2
  - intolerances
    - wheat
    - gluten
    - lactose
  - medical diets
    - diabetic
    - cholesterol
    - low-salt
    - low-fat
- **Lifestyle and life-stage dietary requirements**
  - lifestyle diets
    - Atkins
    - paleo
    - no-carb
    - low-carb
    - low-fat
    - high-carb
    - restricted-calorie
  - Special life-stage Diets
    - young
    - elderly
    - sick
    - pregnant

**Unit 8: Environmental Awareness in the Catering Industry**

Unit number: L/618/5800

Credit: 1

GLH: 7

Level: 3

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to support environmental sustainability in a catering environment</b></p>	<p>1.1 Explain the <b>impact</b> of the hospitality and catering industry on the environment</p> <p>1.2 Describe the <b>types of waste</b> generated by the hospitality and catering industry</p> <p>1.3 Explain how to <b>manage waste</b> to mitigate the impact on the environment</p> <p>1.4 Describe methods for reducing water consumption and pollution in the hospitality and catering industry</p> <p>1.5 Explain <b>bio-degradable</b> and <b>re-useable</b> packaging</p>
<p><b>2. Understand the concepts of ethical considerations in the catering and hospitality industry</b></p>	<p>2.1 Discuss the ethical considerations with regards to the environmental impact of <b>conscious cooking</b></p> <p>2.2 Explain what constitutes environmentally friendly restaurants</p>

Amplification
<p><b>LO1 Understand how to support environmental sustainability in a catering environment</b></p> <ul style="list-style-type: none"> <li>• <b>Impact</b> <ul style="list-style-type: none"> <li>○ water pollution and shortage</li> <li>○ air pollution</li> <li>○ carbon emissions</li> <li>○ climate change</li> <li>○ fats, oils, herbicides and pesticides washed down the drains</li> </ul> </li> <li>• <b>Types of waste generated</b> <ul style="list-style-type: none"> <li>○ spoilage waste</li> <li>○ preparation waste</li> <li>○ plate waste</li> <li>○ packaging waste</li> </ul> </li> <li>• <b>Waste management</b> <ul style="list-style-type: none"> <li>○ production forecasting and menu planning</li> <li>○ stock management, rotation, FIFO and storage procedures</li> <li>○ preparation and production planning</li> <li>○ plate sizes and portion control</li> </ul> </li> </ul>

- staff awareness and training
- safe disposal
- the 3 rs – reduce (consume less), reuse (what you have), recycle (what you don't want)
- **Bio-degradable**
  - packaging that can be decomposed by bacteria or other organisms
- **Conscious cooking**
  - food miles
  - traceability – farm to fork
  - slow food movement
  - fair trade exports
  - adherence to listed endangered species
- **Environmentally friendly restaurants**
  - reduce waste
  - compost waste
  - grow their own vegetables and herbs
  - serve appropriate portion sizes
  - provide green food options
  - practice water efficiency
  - recycle
  - rethink take-out containers
  - reduce pollution
  - are energy efficient
  - sustainable interior decor

**Unit 9: Cold Food Preparation and Presentation**

Unit number: R/618/5801

Credit: 8

GLH: 50

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand how to prepare, store, finish and display cold food dishes for cold food presentation</b></p>	<p>1.1 Explain the concept of Cold Kitchen and Garde Manger</p> <p>1.2 Explain the principles of safe storage and display of cold food dishes</p> <p>1.3 Identify types of <b>Hors d’oeuvres (Cocktail Snacks) and amuse-bouche</b></p> <p>1.4 Identify <b>cold food dishes</b> and ingredients used for cold food presentation</p> <p>1.5 Explain the different <b>preparation methods</b> for cold food presentation</p> <p>1.6 Explain the concepts of <b>food preservation</b> for cold food presentation</p>
<p><b>2. Be able to prepare, cook and finish a variety of cold food dishes</b></p>	<p>2.1 Select clean, correct and functional tools and equipment for preparing food items.</p> <p>2.2 <b>Select</b> food items for preparation</p> <p>2.3 <b>Prepare</b> cold food dishes using the appropriate methods and techniques</p> <p>2.4 Combine and/or <b>cook</b> specific ingredients for cold food dishes.</p> <p>2.5 <b>Monitor</b> the preparation, cooking and finishing of cold food dishes.</p> <p>2.6 <b>Finish</b> cold food dishes in accordance with the work instructions.</p> <p>2.7 <b>Comply</b> with hygienic and safe working practices</p> <p>2.8 Plan work, manage time and budgetary requirements, minimize wastage and optimize trimmings</p>

## Amplification

### Learners must cover the following:

- At least two types of cocktail snacks
- At least one type of sandwich
- At least four types of complex salads
- At least two types of bound salads
- At least one type of pâté or rilette
- At least one type of terrine, mousseline, savoury parfait or savoury mousse
- At least four types of dressings and cold sauces, including mayonnaise and vinaigrette
- At least four preparation methods

### Amplification

#### LO1 Understand how to prepare, store, finish and display cold food dishes for cold food

#### Presentation

- **Types of Hors d'oeuvres (Cocktail Snacks) and amuse-bouche:**
  - self-standing snacks
  - rested in spoons
  - in pastry cases
  - served in terrines
  - demi-tasse and shot glasses
  - stuffed snacks
  - rolled/wrapped snacks
  - sushi
  - spiked snacks on cocktail sticks or wooden skewer sticks
  - piped items
  - canapés
  - open-faced sandwiches
- **Cold food dishes**
  - canapés, toasts, breads, sandwiches, wraps and rolls
  - pastry items
  - terrines and seafood cocktails
  - salads, vegetables and fruit
  - dressings, oils, sauces, dips, preserves and spreads
  - forcemeats, farce, sausages, pâté, rillettes, terrines, mousselines and mousse
  - fabricated and stuffed protein preparations
  - fresh, cooked, smoked and cured protein preparations
  - eggs, dairy and cheese
- **Preparation methods**
  - washing, peeling, trimming and re-washing
  - cutting, dicing/cubing, chopping, slicing, shredding, shaving, carving, shaping, segmenting, boning/deboning, fabricating, filleting, skinning, purging, de-bearding, gutting, scaling and pin boning
  - coring, melon-balling, grating, skewering, tying and securing
  - brining, injecting, marinating, glazing, egg-washing
  - folding in, whipping, blending/blitzing/pureeing, mincing, lining, stuffing, filling moulding, layering, piping, spreading, rolling, rolling out, batting out, stamping/cutting-out
  - dressing, garnishing, seasoning

- **Food preservation**
  - smoking
  - dry curing
  - wet curing
  - macerating
  - candying
  - confit (preserving with fat)
  - vacuum packing
  - bottling
  - canning
  - freezing
  - chilling

**LO2 Be able to prepare, cook and finish a variety of cold food dishes**

- **Select food items for preparation:**
  - to reflect the commodity type, correct quality and quantity required
- **Prepare cold food dishes using the appropriate methods and techniques:**
  - according to the commodity type, cooking process or work instruction
- **Cook specific ingredients:**
  - boiling
  - poaching
  - steaming
  - stewing
  - braising
  - roasting
  - grilling
  - baking
  - frying
  - microwaving
- **Monitor:**
  - time
  - temperature
  - level of cooking medium
  - quality points
- **Finish:**
  - remove
  - drain
  - hold
  - rest
  - store
  - garnish
  - serve
  - present
- **Comply with hygienic and safe working practices:**
  - by maintaining personal health, hygiene, professional appearance and professional behaviour, food safety and quality assurance, and workplace safety

**Unit 10: Cooking Methods: Frying**

Unit number: Y/618/6318

Credit: 6

GLH: 35

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the methods of deep frying, shallow frying and sauté frying</b></p>	<p>1.1 Explain methods of deep frying, shallow frying and sauté frying</p> <p>1.2 List the advantages and disadvantages of deep frying, shallow frying and sauté frying</p>
<p><b>2. Be able to prepare and cook food items by deep frying, shallow frying and sauté frying</b></p>	<p>2.1 Select clean, correct and functional tools and equipment for deep frying, shallow frying and sauté frying</p> <p>2.2 Select food items for deep frying, shallow frying and sauté frying to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare and cook food items for deep frying, shallow frying and sauté frying according to the commodity type, cooking process or work instruction</p> <p>2.4 Monitor the preparation and cooking of deep-fried, shallow fried and sautéed items</p> <p>2.5 Comply with hygienic and safe working practices</p> <p>2.6 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings during food preparation</p>

Range
<p><b>Learners must cover the following:</b></p> <p><b>Deep Frying</b></p> <ul style="list-style-type: none"> <li>At least six types of food items, including protein, vegetables, potato, dough/pastry</li> <li>At least four preparation methods, including blanching, battering and breadcrumbing (breading)</li> </ul> <p><b>Shallow Frying</b></p> <ul style="list-style-type: none"> <li>At least six types of food items, including protein, vegetables, potato, dough/pastry</li> <li>At least four preparation methods, including flouring and breadcrumbing (breading)</li> </ul> <p><b>Sauté/Stir Frying</b></p> <ul style="list-style-type: none"> <li>At least four types of food items, including protein, starch and vegetables</li> </ul>

**Unit 11: Cooking Methods: Stewing and Braising**

Unit number: D/618/6319

Credit: 12

GLH: 60

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<b>1. Understand the methods of stewing and braising</b>	1.1 Explain the methods of stewing and braising 1.2 List the advantages and disadvantages of stewing and braising
<b>2. Be able to prepare and cook food items by stewing and braising</b>	2.1 Select clean, correct and functional tools and equipment for stewing and braising 2.2 Select food items for stewing and braising to reflect the commodity type, correct quality and quantity required 2.3 Prepare and cook food items for stewing and braising (including pot roasting) according to the commodity type, cooking process or work instruction 2.4 Monitor the preparation and cooking of stewed and braised items 2.5 Comply with hygienic and safe working practices 2.6 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings during food preparation

Range
<p><b>Learners must cover the following:</b></p> <p><b>Stewing</b></p> <ul style="list-style-type: none"> <li>• At least four types of food items, including protein, fruit, pulses</li> <li>• At least four preparation methods</li> </ul> <p><b>Braising</b></p> <ul style="list-style-type: none"> <li>• At least four types of food items, including protein, vegetables, rice</li> <li>• At least four preparation methods</li> </ul>

**Unit 12: Cooking Methods: Boiling, Poaching and Steaming**

Unit number: R/618/6320

Credit: 15

GLH: 75

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the methods of boiling, poaching and steaming</b></p>	<p>1.1 Explain the cooking methods of boiling, poaching and steaming</p> <p>1.2 List the advantages and disadvantages of boiling, poaching and steaming</p>
<p><b>2. Be able to prepare and cook food items by boiling, poaching and steaming</b></p>	<p>2.1 Select clean, correct and functional tools and equipment for boiling, poaching and steaming</p> <p>2.2 Select food items for boiling, poaching and steaming to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare and cook food items for boiling, poaching and steaming according to the commodity type, cooking process or work instruction.</p> <p>2.4 Monitor the preparation and cooking of boiled, poached and steamed items</p> <p>2.5 Comply with hygienic and safe working practices</p> <p>2.6 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings during food preparation.</p>

Range
<p><b>Learners must cover the following:</b></p> <p><b>Boiling</b></p> <ul style="list-style-type: none"> <li>At least four types of food items, including protein, vegetables, starch</li> <li>At least four preparation methods, including blanching and refreshing and from a hot start and a cold start</li> </ul> <p><b>Poaching</b></p> <ul style="list-style-type: none"> <li>At least four types of food items, including protein and fruit</li> <li>At least four preparation methods</li> </ul> <p><b>Steaming</b></p> <ul style="list-style-type: none"> <li>At least four types of food items, including protein, vegetables, pudding</li> <li>At least four preparation methods, including en papillote, low pressure and high pressure</li> </ul>

**Unit 13: Cooking Methods: Baking, Roasting and Grilling**

Unit number: Y/618/6321

Credit: 15

GLH: 75

Level: 2

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
<p><b>1. Understand the methods of baking, roasting and grilling</b></p>	<p>1.1 Explain the cooking methods of baking, roasting and grilling</p> <p>1.2 List the advantages and disadvantages of baking, roasting and grilling</p>
<p><b>2. Be able to prepare and cook food items by baking, roasting and grilling</b></p>	<p>2.1 Select clean, correct and functional tools and equipment for baking, roasting and grilling</p> <p>2.2 Select food items for baking, roasting and grilling to reflect the commodity type, correct quality and quantity required</p> <p>2.3 Prepare and cook food items for baking, roasting and grilling according to the commodity type, cooking process or work instruction.</p> <p>2.4 Monitor the preparation and cooking of baked, roasted and grilled items</p> <p>2.5 Comply with hygienic and safe working practices</p> <p>2.6 Plan work, manage time and budgetary requirements, minimise wastage and optimise trimmings during food preparation.</p>

Range
<p><b>Learners must cover the following:</b></p> <p><b>Baking</b></p> <ul style="list-style-type: none"> <li>At least four types of food items, including protein, vegetables, potato, bakery items</li> <li>At least four preparation methods</li> </ul> <p><b>Roasting</b></p> <ul style="list-style-type: none"> <li>At least four types of food items, including protein, vegetables, potato</li> <li>At least four preparation methods</li> </ul> <p><b>Grilling</b></p> <ul style="list-style-type: none"> <li>At least four types of food items, including protein, vegetables, bread</li> <li>At least four preparation methods, including au gratin</li> </ul>

### Appendix 3: Sample assessment material

#### Portfolio of evidence

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

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

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

Suggested types of evidence for this qualification include the following:

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

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

**Evidence Tracking Sheet - Example**

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

  

<p>Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet</p>	<p>Assessment method key:</p> <table border="1"> <tr> <td>Obs</td> <td>Observation</td> <td>Wt</td> <td>Witness testimony</td> </tr> <tr> <td>Pe</td> <td>Product evidence</td> <td>R</td> <td>Recipe</td> </tr> <tr> <td>Q</td> <td>Questioning</td> <td>O</td> <td>Observation log</td> </tr> <tr> <td>Sim</td> <td>Simulation/assignment</td> <td>PD</td> <td>Professional Discussion</td> </tr> </table>	Obs	Observation	Wt	Witness testimony	Pe	Product evidence	R	Recipe	Q	Questioning	O	Observation log	Sim	Simulation/assignment	PD	Professional Discussion	<p>Fill in each assessment method used, using the key</p>
Obs	Observation	Wt	Witness testimony															
Pe	Product evidence	R	Recipe															
Q	Questioning	O	Observation log															
Sim	Simulation/assignment	PD	Professional Discussion															
Assessor Signature		Date:																
IQA Signature (if sampled)		Date:																
EQS Signature (if sampled)		Date:																

If sampled, the IQA/EQS must also sign and date this tracking sheet