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Specification

Edexcel Level 3 NVQ Diploma in Professional Cookery (QCF)

Edexcel Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF)

Edexcel Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) (QCF)

For first registration August 2010

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

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

Contents

Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 3 NVQ Diplomas in Professional Cookery (QCF):

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 3 NVQ Diploma in Professional Cookery (QCF)	500/9321/6	01/06/10
Edexcel Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF)	500/9322/8	01/06/10
Edexcel Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) (QCF)	500/9323/X	01/06/10

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

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

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These titles replace the following qualification from Edexcel Level 3 NVQ in Professional Cookery:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
Edexcel Level 3 NVQ in Professional Cookery	500/4202/6	01/06/08	31/07/10

Key features of the Edexcel Level 3 NVQ Diploma in Professional Cookery (QCF)

These qualifications:

- are nationally recognised

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

The Edexcel Level 3 NVQ Diploma in Professional Cookery (QCF), the Edexcel Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking (QCF) and the Edexcel Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) (QCF) have been approved as components required for the Hospitality Apprenticeship framework.

What is the purpose of these qualifications?

These qualifications are designed for learners employed in hospitality roles such as chefs or conference and banqueting assistants/managers, who need to develop or consolidate their skills. Learners are required to take mandatory units which cover aspects of maintaining food safety, and the health, hygiene, safety and security of the working environment, and developing productive working relationships with colleagues in a hospitality environment. Learners then have a choice of option units covering different professional cookery areas such as preparation and cooking or patisserie and confectionery. There is a wide range of option units allowing learners to choose units to meet the needs of their own work role.

Who are these qualifications for?

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

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression

- ensure equality of opportunity for all wishing to access the qualifications.

At level 3 learners are expected to be in an operational role in the workplace.

The Edexcel NVQs in Professional Cookery are suitable for people already employed in the hospitality industry and for those wishing to gain entry into the industry.

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

- fine dining restaurants

- quick service restaurants

- hotels

- bed and breakfasts

- youth hostels

- holiday parks

- contract caterers

- armed forces

- schools

- care homes.

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

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

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

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

- chef

- conference and banqueting assistant/manager.

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

Learners will be able to progress to the Edexcel Level 3 NVQs in the Hospitality suite and the Edexcel Level 4 HNC Diploma and Level 5 HND Diploma in Hospitality Management.

Further information on progression pathways is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Professional Cookery (QCF)?

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

To achieve the full Edexcel Level 3 NVQ Certificate in Professional Cookery (QCF), learners must attain a minimum of 56 credits in total.

Learners must complete all mandatory units from Group A (17 credits) plus the remaining optional units from Group B (39 credits).

	Units	Level	Credit	GLH
	A – mandatory units			
	Credit value required: minimum 17			
Unit 1	M/501/0428 – Develop Productive Working Relationships with Colleagues	2	9	27
Unit 2	T/502/5531 – Maintain the Health, Hygiene, Safety and Security of the Working Environment	3	4	27
Unit 3	D/601/6980 – Maintain Food Safety When Storing, Preparing and Cooking Food	2	4	32
	B – optional units			
	Credit value required: minimum 39			
Unit 4	F/601/5479 – Prepare Fish for Complex Dishes	3	3	21
Unit 5	R/601/5485 – Prepare Shellfish for Complex Dishes	3	4	28
Unit 6	H/601/5488 – Prepare Meat for Complex Dishes	3	4	28
Unit 7	A/601/5495 – Prepare Poultry for Complex Dishes	3	3	23
Unit 8	R/601/5499 – Prepare Game for Complex Dishes	3	4	28
Unit 29	A/601/4962 – Produce Healthier Dishes	2	3	28
Unit 9	H/601/5507 – Cook and Finish Complex Fish Dishes	3	4	38
Unit 10	K/601/5556 – Cook and Finish Complex Shellfish Dishes	3	4	31

	Units	Level	Credit	GLH
Unit 11	M/601/5557 – Cook and Finish Complex Meat Dishes	3	4	31
Unit 12	M/601/5560 – Cook and Finish Complex Poultry Dishes	3	4	31
Unit 13	A/601/5562 – Cook and Finish Complex Game Dishes	3	4	36
Unit 14	M/601/5591 – Cook and Finish Complex Vegetable Dishes	3	4	30
Unit 15	A/601/5657 – Prepare, Cook and Finish Complex Hot Sauces	3	4	25
Unit 16	F/601/5661 – Prepare, Cook and Finish Complex Soups	3	4	29
Unit 17	R/601/5664 – Prepare, Cook and Finish Fresh Pasta Dishes	3	4	29
Unit 18	D/601/5666 – Prepare, Cook and Finish Complex Bread and Dough Products	3	4	27
Unit 19	H/601/5670 – Prepare, Cook and Finish Complex Cakes, Sponges, Biscuits and Scones	3	5	35
Unit 20	M/601/5672 – Prepare, Cook and Finish Complex Pastry Products	3	3	29
Unit 21	T/601/5673 – Prepare, Process and Finish Complex Chocolate Products	3	5	42
Unit 22	J/601/5676 – Prepare, Process and Finish Marzipan, Pastillage and Sugar Products	3	5	42
Unit 23	L/601/5677 – Prepare, Cook and Present Complex Cold Products	3	5	38
Unit 24	Y/601/5682 – Prepare, Cook and Present Canapés and Cocktail Products	3	4	32
Unit 25	K/601/5704 – Prepare, Cook and Finish Dressings and Cold Sauces	3	3	20
Unit 26	L/601/5694 – Prepare, Cook and Finish Complex Hot Desserts	3	3	26
Unit 27	R/601/5700 – Prepare, Cook and Finish Complex Cold Desserts	3	3	30
Unit 28	D/601/5702 – Produce Sauces, Fillings and Coatings for Complex Desserts	3	4	33
Unit 30	H/502/4097 – Contribute to the Control of Resources	3	4	30

	Units	Level	Credit	GLH
Unit 31	K/502/4117 – Contribute to the Development of Recipes and Menus	4	4	22
Unit 32	D/502/4163 – Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink	3	5	35
Unit 33	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16

What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF)?

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

To achieve the full Edexcel Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF), learners must attain a minimum of 56 credits in total.

Learners must complete all mandatory units from Group A (17 credits) plus optional units from Group A1 (33 credits) and the remaining optional units from Group B1 (6 credits).

	Units	Level	Credit	GLH
	A – mandatory units			
	Credit value required: minimum 17			
Unit 1	M/501/0428 – Develop Productive Working Relationships with Colleagues	2	9	27
Unit 2	T/502/5531 – Maintain the Health, Hygiene, Safety and Security of the Working Environment	3	4	27
Unit 3	D/601/6980 – Maintain Food Safety When Storing, Preparing and Cooking Food	2	4	32
	B – optional units			
	Credit value required: minimum 39			
	A1 – optional units			
	Credit value required: minimum 33			
Unit 4	F/601/5479 – Prepare Fish for Complex Dishes	3	3	21
Unit 6	H/601/5488 – Prepare Meat for Complex Dishes	3	4	28
Unit 7	A/601/5495 – Prepare Poultry for Complex Dishes	3	3	23
Unit 9	H/601/5507 – Cook and Finish Complex Fish Dishes	3	4	38
Unit 11	M/601/5557 – Cook and Finish Complex Meat Dishes	3	4	31
Unit 12	M/601/5560 – Cook and Finish Complex Poultry Dishes	3	4	31

	Units	Level	Credit	GLH
Unit 14	M/601/5591 – Cook and Finish Complex Vegetable Dishes	3	4	30
Unit 15	A/601/5657 – Prepare, Cook and Finish Complex Hot Sauces	3	4	25
Unit 25	K/601/5704 – Prepare, Cook and Finish Dressings and Cold Sauces	3	3	20
	B1 – optional units			
	Credit value required: minimum 6			
Unit 5	R/601/5485 – Prepare Shellfish for Complex Dishes	3	4	28
Unit 8	R/601/5499 – Prepare Game for Complex Dishes	3	4	28
Unit 10	K/601/5556 – Cook and Finish Complex Shellfish Dishes	3	4	31
Unit 13	A/601/5562 – Cook and Finish Complex Game Dishes	3	4	36
Unit 16	F/601/5661 – Prepare, Cook and Finish Complex Soups	3	4	29
Unit 17	R/601/5664 – Prepare, Cook and Finish Fresh Pasta Dishes	3	4	29
Unit 18	D/601/5666 – Prepare, Cook and Finish Complex Bread and Dough Products	3	4	27
Unit 19	H/601/5670 – Prepare, Cook and Finish Complex Cakes, Sponges, Biscuits and Scones	3	5	35
Unit 20	M/601/5672 – Prepare, Cook and Finish Complex Pastry Products	3	3	29
Unit 21	T/601/5673 – Prepare, Process and Finish Complex Chocolate Products	3	5	42
Unit 22	J/601/5676 – Prepare, Process and Finish Marzipan, Pastillage and Sugar Products	3	5	42
Unit 23	L/601/5677 – Prepare, Cook and Present Complex Cold Products	3	5	38
Unit 24	Y/601/5682 – Prepare, Cook and Present Canapés and Cocktail Products	3	4	32
Unit 26	L/601/5694 – Prepare, Cook and Finish Complex Hot Desserts	3	3	26
Unit 27	R/601/5700 – Prepare, Cook and Finish Complex Cold Desserts	3	3	30

	Units	Level	Credit	GLH
Unit 28	D/601/5702 – Produce Sauces, Fillings and Coatings for Complex Desserts	3	4	33
Unit 29	A/601/4962 – Produce Healthier Dishes	2	3	28
Unit 30	H/502/4097 – Contribute to the Control of Resources	3	4	30
Unit 31	K/502/4117 – Contribute to the Development of Recipes and Menus	4	4	22
Unit 32	D/502/4163 – Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink	3	5	35
Unit 33	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16

What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) (QCF)?

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

To achieve the full Edexcel Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) (QCF), learners must attain a minimum of 46 credits in total.

Learners must complete all mandatory units from Group A (17 credits) plus the remaining optional units from Group B (29 credits).

	Units	**Level**	**Credit**	**GLH**
	A – mandatory units			
	Credit value required: minimum 17			
Unit 1	M/501/0428 – Develop Productive Working Relationships with Colleagues	2	9	27
Unit 2	T/502/5531 – Maintain the Health, Hygiene, Safety and Security of the Working Environment	3	4	27
Unit 3	D/601/6980 – Maintain Food Safety When Storing, Preparing and Cooking Food	2	4	32
	B – optional units			
	Credit value required: minimum 29			
Unit 18	D/601/5666 – Prepare, Cook and Finish Complex Bread and Dough Products	3	4	27
Unit 19	H/601/5670 – Prepare, Cook and Finish Complex Cakes, Sponges, Biscuits and Scones	3	5	35
Unit 20	M/601/5672 – Prepare, Cook and Finish Complex Pastry Products	3	3	29
Unit 21	T/601/5673 – Prepare, Process and Finish Complex Chocolate Products	3	5	42
Unit 22	J/601/5676 – Prepare, Process and Finish Marzipan, Pastillage and Sugar Products	3	5	42
Unit 26	L/601/5694 – Prepare, Cook and Finish Complex Hot Desserts	3	3	26
Unit 27	R/601/5700 – Prepare, Cook and Finish Complex Cold Desserts	3	3	30

	Units	Level	Credit	GLH
Unit 28	D/601/5702 – Produce Sauces, Fillings and Coatings for Complex Desserts	3	4	33
Unit 30	H/502/4097 – Contribute to the Control of Resources	3	4	30
Unit 31	K/502/4117 – Contribute to the Development of Recipes and Menus	4	4	22
Unit 32	D/502/4163 – Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink	3	5	35
Unit 33	T/601/7214 – Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16

How are the qualifications graded and assessed?

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

To pass a unit learners must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or

- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or

- as part of a training programme.

Assessment requirements/strategy

The assessment requirements/strategy for these qualifications have been included in *Annexe D*. They have been developed by People 1st in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments

- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers

- quality control of assessment

- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role

- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace

- the **Recognition of Prior Learning (RPL)** where learners can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification

- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persists at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, where permitted by the assessment strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EPW)

- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

What do you need to offer these qualifications?

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel Online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

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

What resources are required to deliver these qualifications?

Each qualification is designed to support learners working in the hospitality industry. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment requirements/strategy*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:

> The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code:

> This is the unit owner's reference number for the specified unit.

Unit reference number:

> This code is a unique reference number for the unit.

QCF level:

> All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.

Credit value:

> All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours:

> A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.

Unit summary:

> This provides a summary of the purpose of the unit.

Assessment requirements/evidence requirements:

> The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Assessment methodology:

> This provides a summary of the assessment methodology to be used for the unit.

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

> **Portfolio reference:** The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.

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

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

> **Assessment criteria:** The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

> **Evidence type:** Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1: Develop Productive Working Relationships with Colleagues

Unit code: HSL2

Unit reference number: M/501/0428

QCF level: 2

Credit value: 9

Guided learning hours: 27

Unit summary

This unit is about developing working relationships with colleagues, within your own organisation and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Develop productive working relationships with colleagues	1.1	Establish working relationships with all colleagues who are relevant to the work being carried out			
	1.2	Recognise, agree and respect the roles and responsibilities of colleagues			
	1.3	Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions			
	1.4	Fulfil agreements made with colleagues and let them know			
	1.5	Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements			
	1.6	Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out			
	1.7	Exchange information and resources with colleagues to make sure that all parties can work effectively			
	1.8	Provide feedback to colleagues on their performance and seek feedback from colleagues on their own performance in order to identify areas for improvement			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Use appropriate behaviours for developing productive working relationships with colleagues	2.1	Present information clearly, concisely, accurately and in ways that promote understanding			
		2.2	Demonstrate that they seek to understand people's needs and motivations			
		2.3	Demonstrate that they make time available to support others			
		2.4	Demonstrate that they clearly agree what is expected of others and hold them to account			
		2.5	Demonstrate that they know how to work to develop an atmosphere of professionalism and mutual support			
		2.6	Demonstrate model behaviour that shows respect, helpfulness and co-operation			
		2.7	Demonstrate that they keep promises and honour commitments			
		2.8	Consider the impact of their own actions on others			
		2.9	Say no to unreasonable requests			
		2.10	Demonstrate that they show respect for the views and actions of others			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know and understand how to develop productive working relationships with colleagues using general knowledge	3.1 Demonstrate the benefits of developing productive working relationships with colleagues			
		3.2 Demonstrate the principles of effective communication and how to apply them in order to communicate effectively with colleagues			
		3.3 Demonstrate how to identify disagreements with colleagues and the techniques for sorting them out			
		3.4 Demonstrate how to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them			
		3.5 Demonstrate how to take account of diversity issues when developing working relationships with colleagues			
		3.6 Demonstrate the importance of exchanging information and resources with colleagues			
		3.7 Demonstrate how to get and make use of feedback on their performance from colleagues			
		3.8 Demonstrate how to provide colleagues with useful feedback on their performance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know and understand how to develop productive working relationships with colleagues using industry and sector specific knowledge	4.1	Demonstrate they know about regulations and codes of practice that apply in the industry or sector			
		4.2	Demonstrate they know about standards of behaviour and performance in the industry or sector			
		4.3	Demonstrate they know about the working culture of the industry or sector			
5	Know and understand how to develop productive working relationships with colleagues using context specific knowledge	5.1	Identify current and future work being carried out			
		5.2	Identify colleagues who are relevant to the work being carried out, their work roles and responsibilities			
		5.3	Identify processes within the organisation for making decisions			
		5.4	Identify line management responsibilities and relationships within the organisation			
		5.5	Practice the organisation's values and culture			
		5.6	Identify power, influence and politics within the organisation			
		5.7	Adhere to standards of behaviour and performance expected in the organisation			
		5.8	Identify information and resources that different colleagues might need			
		5.9	Reach agreements with colleagues			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 2: Maintain the Health, Hygiene, Safety and Security of the Working Environment

Unit code: HSL4

Unit reference number: T/502/5531

QCF level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit covers the competence that hospitality supervisors require to maintain the health, hygiene, safety and security of their area of responsibility.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to maintain the health, hygiene, safety and security of the working environment	1.1	Make sure they have information on the health, hygiene, safety and security procedures that apply to their area of responsibility			
		1.2	Make sure colleagues have relevant information on the health, hygiene, safety and security issues within their area of responsibility			
		1.3	Make colleagues aware of the importance of following health, hygiene, safety and security procedures			
		1.4	Check that colleagues follow the health, hygiene, safety and security procedures in their area of responsibility			
		1.5	Monitor their area of responsibility for risks to health, hygiene, safety and security			
		1.6	Deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff			
		1.7	Record or report risks and any health, hygiene, safety or security action taken, following organisational procedures			
		1.8	Pass on information about how health, hygiene, safety or security procedures are working			
		1.9	Make suggestions as to how health, hygiene, safety or security procedures can be improved			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to maintain the health, hygiene, safety and security of the working environment	2.1	Describe the main areas of health, hygiene and safety laws and regulations that affect work in their area of responsibility			
		2.2	Identify the statutory authorities that enforce the health, hygiene and safety laws and regulations relevant to their work			
		2.3	Explain the implications of breaking the law on health, hygiene and safety both for themselves and their organisation			
		2.4	Describe their organisation's health, hygiene, safety and security procedures as relevant to their work			
		2.5	Describe their own responsibilities for health, hygiene, safety and security			
		2.6	Describe the procedures they should follow to make recommendations about health, hygiene, safety and security			
		2.7	Identify to whom they should make recommendations about health, hygiene, safety and security			
		2.8	Identify the person(s) responsible for first aid, health, hygiene, safety and security in their organisation and their responsibilities			
		2.9	Explain the importance of making sure permanent and temporary staff understand health, hygiene, safety and security procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 Explain how to communicate effectively with permanent and temporary staff on issues to do with health, hygiene, safety and security			
	2.11 Identify the types of information about health, hygiene, safety and security that they should record and store			
	2.12 Describe the procedures they should follow to record and store information about health, hygiene, safety and security			
	2.13 Identify other people and organisations who need to have access to information about health, hygiene, safety and security			
	2.14 Identify the information on health, hygiene, safety and security they might have to give to external authorities			
	2.15 Describe the typical health, hygiene, safety and security hazards that exist, or may exist, in their area of responsibility			
	2.16 Explain how to monitor their area of responsibility to make sure they maintain the health, hygiene, safety and security of employees, customers and other members of the public			
	2.17 Identify how frequently they should carry out health, hygiene, safety and security inspections			
	2.18 Explain the limits of their authority when directly dealing with risks and hazards – what they can do themselves and what they need to report			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.19 Explain how to assess the risks associated with the typical health, hygiene, safety and security hazards that exist, or may exist, in their area of responsibility			
	2.20 Explain how to eliminate or minimise the risk associated with typical health, hygiene, safety and security hazards			
	2.21 Explain how to identify, report or deal with faults with the equipment they are responsible for			
	2.22 Explain how to develop contingency plans that will reduce the impact of any health, hygiene, safety and security problems that occur			
	2.23 Describe their organisation's emergency procedures			
	2.24 Explain what they should do in the event of an emergency, including bomb alert and fire			
	2.25 Describe the evacuation procedures that relate to their area of responsibility			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

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

Unit code: 2GEN3/09

Unit reference number: D/601/6980

QCF level: 2

Credit value: 4

Guided learning hours: 32

Unit summary

This unit covers the main competencies needed for preparing and cooking food safely, and focuses on the four main areas of control – cooking, cleaning, chilling and preventing cross-contamination, in addition to supplies being satisfactory. It provides staff with a broad understanding of reviewing hazards and hazard procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff that directly prepare and cook food.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to keep yourself clean and hygienic	1.1	Wear clean and hygienic clothes appropriate to the jobs being undertaken			
		1.2	Tie hair back and/or wear appropriate hair covering			
		1.3	Only wear jewellery and other accessories that do not cause food safety hazards			
		1.4	Change clothes when necessary			
		1.5	Wash hands thoroughly at appropriate times			
		1.6	Avoid unsafe behaviour that could contaminate the food working with			
		1.7	Report any cuts, boils, grazes, illness and infections promptly to the appropriate person			
		1.8	Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing			
2	Know how to keep yourself clean and hygienic	2.1	State why clean and hygienic clothes must be worn			
		2.2	State why hair must be tied back or an appropriate hair covering be worn			
		2.3	State the different types of protective clothes appropriate for different jobs in storage, preparation and cooking food			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.4	Describe the food safety hazards that jewellery and accessories can cause			
	2.5	State when clothing should be changed			
	2.6	State the importance of changing clothes			
	2.7	State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food			
	2.8	Describe how to wash hands safely			
	2.9	State the importance of not handling food when open cuts are present			
	2.10	Describe what to do if anyone has an open cut			
	2.11	State the importance of reporting illnesses and infections promptly			
	2.12	State why stomach illnesses are particularly important to report			
	2.13	State the importance of avoiding touching face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to keep working area clean and hygienic	3.1	Make sure surfaces and equipment are clean and in good condition			
		3.2	Use clean and suitable cloths and equipment for wiping and cleaning between tasks			
		3.3	Remove from use any surfaces and equipment that are damaged or have loose parts			
		3.4	Report damaged surfaces, equipment to the person responsible for food safety			
		3.5	Dispose of waste promptly, hygienically and appropriately			
		3.6	Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings			
		3.7	Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person			
		3.8	Identify, take appropriate action on any signs of pests			
		3.9	Report any signs of pests to the appropriate person			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to keep working area clean and hygienic	4.1	State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task			
		4.2	Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task			
		4.3	State the importance of only using clean and suitable cloths when cleaning before tasks			
		4.4	State how to ensure that clean and suitable cloths are used before tasks			
		4.5	Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety			
		4.6	List the types of damaged surfaces or equipment that can cause food safety hazards			
		4.7	Describe how to deal with damaged surfaces and equipment			
		4.8	State the importance of clearing and disposing of waste promptly and safely			
		4.9	Describe how to safely dispose of waste			
		4.10	Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		4.11	State the types of damage that should be looked out for			
		4.12	State the types of pests that could be found in catering operations			
		4.13	State how to recognise the signs that pests may be present			
5	Be able to store food safely	5.1	Check that food is undamaged, at appropriate temperature and within 'use-by date' on delivery			
		5.2	Look at and retain any important labelling information			
		5.3	Prepare food for storage			
		5.4	Place food in storage as quickly as necessary to maintain its safety			
		5.5	Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food			
		5.6	Store food so that cross-contamination is prevented			
		5.7	Follow stock rotation procedures			
		5.8	Safely dispose of food that is beyond 'use-by date'			
		5.9	Keep necessary records up-to-date			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to store food safely	6.1	State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by date			
		6.2	State the importance of preparing food for storage			
		6.3	State why food must be put in the correct storage area			
		6.4	State the temperature food should be stored at			
		6.5	State the importance of keeping storage areas clean and tidy			
		6.6	Describe what to do if storage areas are not clean and tidy			
		6.7	State the importance of storing food at the correct temperature			
		6.8	Describe how to store food at the correct temperature			
		6.9	State what types of food are raw			
		6.10	State why types of food are ready-to-eat			
		6.11	State why stock rotation procedures are important			
		6.12	State why food beyond its 'use-by date' must be disposed of			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to prepare, cook and hold food safely	7.1	Check food before and during operations for any hazards			
		7.2	Follow correct procedures for dealing with food hazards			
		7.3	Follow organisational procedures for items that may cause allergic reactions			
		7.4	Prevent cross-contamination between different types of food			
		7.5	Use methods, times, temperatures and checks to make sure food is safe following operations			
		7.6	Keep necessary records up to date			
8	Know how to maintain food safety	8.1	Describe how to operate a food safety management system			
		8.2	Explain the concept of hazards to food safety in a catering operation			
		8.3	State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level			
		8.4	Describe what may happen if hazards are not controlled			
		8.5	State the types of hazards that may occur in a catering operation			
		8.6	Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		8.7	State why monitoring is important			
		8.8	State the key stages in the monitoring process			
		8.9	State the importance of knowing what to do when things go wrong			
		8.10	State why some hazards are more important than others in terms of food safety			
		8.11	State who to report to if there are food safety hazards			
9	Know how to prepare, cook and hold food safely	9.1	State why it is necessary to defrost foods before cooking			
		9.2	State when it is necessary to defrost foods before cooking			
		9.3	Describe how to safely and thoroughly defrost food before cooking			
		9.4	Describe how to recognise conditions leading to safety hazards			
		9.5	State what to do if any food safety hazards are discovered			
		9.6	State the importance of knowing that certain foods cause allergic reactions			
		9.7	Describe organisational procedures to deal with foods capable of causing allergic reactions			
		9.8	State what to do if a customer asks if a particular dish is free from certain food allergen			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	9.9 Describe how cross-contamination can happen between different food types			
	9.10 Describe how to avoid cross-contamination between different food types			
	9.11 Explain why thorough cooking and reheating methods should be used			
	9.12 State cooking, reheating, temperatures and times to use for food being worked with			
	9.13 Describe how to check that food is thoroughly cooked or safely reheated			
	9.14 State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer			
	9.15 State the types of foods that may need to be chilled or frozen because they are not for immediate consumption			
	9.16 Describe how to safely store food not for immediate consumption			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment requirements/evidence requirements

Keep yourself clean and hygienic

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

The assessor may assess assessment criteria 1.4, 1.6, 1.7 and 1.8 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **four** from **clothes**

    a   trousers

    b   tops/jackets

    c   coats

    d   disposable gloves

    e   shoes

    f   headgear

    g   aprons

- at least **five** from appropriate **times to wash your hands**

    a   after going to the toilet or in contact with faeces

    b   when going into food preparation and cooking areas including after any work breaks

    c   after touching raw food and waste

    d   before handling raw food

    e   after disposing of waste

    f   after cleaning

    g   changing dressings or touching open wounds

- **none** from **unsafe behaviour**

    a   failure to wash hands thoroughly when necessary

    b   touching your face, nose of mouth, blowing your nose

    c   chewing gum

    d   eating

    e   smoking

    f   scratching

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

Keep your working area clean and hygienic
The assessor **must** assess assessment criteria 3.1, 3.2, 3.5 and 3.6 by directly observing the learner's work. The assessor may assess assessment criteria 3.3, 3.4, 3.5, 3.8 and 3.9 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:
 	
• at least two from surfaces and equipment
 	
   a   surfaces and utensils for preparing, cooking and holding food
 	
   b   surfaces and utensils used for displaying and serving food
 	
   c   appropriate cleaning equipment
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Store food safely
The assessor **must** assess assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7 by directly observing the learner's work. The assessor may assess assessment criteria 5.8 and 5.9 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:
 	
• at least **two** from **storage areas**
 	
   a   ambient temperature
 	
   b   refrigerator
 	
   c   freezer
 	
Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, cook and hold food safely
The assessor **must** assess assessment criteria 7.4, 7.5 and 7.5 by directly observing the learner's work.   The assessor may assess assessment criteria 7.1, 7.2, 7.3 and 7.6 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:
 	
 • at least **four** from **operations**
 	
    a   defrosting food
 	
    b   preparing food, including washing and peeling
 	
    c   cooking food
 	
    d   reheating food
 	
    e   holding food before serving
 	
    f   cooling cooked food not for immediate consumption
 	
    g   freezing cooked food not for immediate consumption
 	
 • **none** from **hazards**
 	
    a   bacteria and other organisms
 	
    b   chemical
 	
    c   physical
 	
    d   allergenic
 	
 Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

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Unit 4: Prepare Fish for Complex Dishes

Unit code: 3FP1/10

Unit reference number: F/601/5479

QCF level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit is about preparing fresh, unprepared fish for complex dishes. The unit is for staff who have complex preparation skills and are capable of working with no supervision.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare fish for complex dishes	1.1	Select the type and quantity of fish needed for the dish			
		1.2	Check the fish to make sure it meets quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the fish to maintain its quality and meet the requirements of the dish			
		1.5	Safely store any prepared fish not for immediate use			
2	Understand how to prepare fish for complex dishes	2.1	State the approximate yields of prepared fish			
		2.2	Explain how to control portions to minimise waste			
		2.3	Describe the suitable cuts for each type of fish			
		2.4	Describe the main characteristics of each type of fish			
		2.5	State nutritional values for each type of fish			
		2.6	Explain preparation methods for different complex fish dishes			
		2.7	Explain how to select the correct type, quality and quantity of fish to meet dish requirements			
		2.8	Describe what quality points to look for in fresh fish			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.9	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
	2.10	Describe what to do if there are any problems with the fish or other ingredients			
	2.11	Describe how to carry out different preparation methods			
	2.12	Describe how to store prepared fish			
	2.13	State healthy eating options when preparing fish for complex dishes			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Assessment requirements/evidence requirements

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

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

- all from fish
    - a   white fish – round
    - b   white fish – flat
    - c   oily

- at least **seven** from **prepare by**, which must include at least **four** from **cutting**
    - a   gutting
    - b   filleting
    - c   cutting
        - darne
        - goujons
        - plait
        - paupiette
        - supreme
        - tronçon
    - d   trimming
    - e   skinning
    - f   marinading
    - g   coating
    - h   topping (for example with herb crust)
    - i   covering (for example, en croûte)

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

Unit 5: Prepare Shellfish for Complex Dishes

Unit code:	3FP2/10
Unit reference number:	R/601/5485
QCF level:	3
Credit value:	4
Guided learning hours:	28

Unit summary

This unit is about preparing a broad range of fresh shellfish for complex dishes. The unit also covers a range of preparation methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare shellfish for complex dishes	1.1	Select the type and quantity of shellfish needed for the dish			
		1.2	Check the shellfish to make sure it meets quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the shellfish to maintain its quality and meet the requirements of the dish			
		1.5	Safely store any prepared shellfish not for immediate use			
2	Understand how to prepare shellfish for complex dishes	2.1	Explain how to select the correct type, quality and quantity of shellfish to meet dish requirements			
		2.2	Describe what quality points to look for in fresh shellfish			
		2.3	Describe how to detect live shellfish			
		2.4	Describe what to do if there are any problems with the shellfish			
		2.5	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.6	Explain how to carry out different preparation methods			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.7	Explain how to control portions and minimise waste			
	2.8	State the approximate yields of prepared shellfish			
	2.9	Explain the most suitable preparation methods for each type of shellfish			
	2.10	Explain how to store prepared shellfish			
	2.11	State healthy eating options when preparing shellfish for complex dishes			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

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

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

- at least **five** from **shellfish**

    a   oysters

    b   crabs

    c   prawns/shrimps

    d   langoustines

    e   lobsters/crawfish

    f   crayfish

    g   scampi/Dublin Bay prawns

    h   mussels

    i   scallops

    j   cockles/clams

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

    a   trimming

    b   shelling

    c   washing

    d   marinading

    e   coating

    f   blending

    g   cutting

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

Unit 6:   Prepare Meat for Complex Dishes

Unit code: 3FP3/10

Unit reference number: H/601/5488

QCF level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is about preparing red and white meat for complex dishes. The unit covers a range of preparation methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare meat for complex dishes	1.1	Select the type, cut and quantity of meat needed for the dish			
		1.2	Check the meat to make sure it meets quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the meat to maintain its quality and meet the requirements of the dish			
		1.5	Safely store any prepared meat not for immediate use			
2	Understand how to prepare meat for complex dishes	2.1	Explain how to select the correct type, cut, quality and quantity of meat to meet dish requirements			
		2.2	Describe what quality points to look for in fresh meat			
		2.3	Describe what to do if there are any problems with the meat or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain how to carry out different preparation methods			
		2.6	Explain how to control portions and minimise waste			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.7	Describe the approximate yields of prepared meat and how to make use of by-products			
	2.8	Describe the main characteristics of the different types of meat dishes			
	2.9	Describe the current trends in relation to preparing meat dishes for cooking			
	2.10	State the nutritional value of meat			
	2.11	Describe how to store prepared meat			
	2.12	State healthy eating options when preparing meat for complex dishes			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)   Date: _____

Assessment requirements/evidence requirements

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

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

- **bot**h from **meat**
    a   red meat
    b   white meat

- at least **six** from **prepare by**
    a   boning
    b   trimming
    c   rolling
    d   tenderising
    e   chining
    f   tying
    g   larding/barding
    h   portioning by weight
    i   portioning for dish
    j   slicing
    k   mincing
    l   seasoning/marinading

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

Unit 7: Prepare Poultry for Complex Dishes

Unit code:	3FP4/10
Unit reference number:	A/601/5495
QCF level:	3
Credit value:	3
Guided learning hours:	23

Unit summary

This unit is about preparing poultry for complex dishes. The unit covers a range of preparation methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare poultry for complex dishes	1.1	Select the type and quantity of poultry needed for the dish			
		1.2	Check the poultry to make sure it meets quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the poultry to maintain its quality and meet the requirements of the dish			
		1.5	Safely store any prepared poultry not for immediate use			
2	Understand how to prepare poultry for complex dishes	2.1	Explain how to select the correct type, quality and quantity of poultry to meet dish requirements			
		2.2	Describe what quality points to look for in fresh poultry			
		2.3	Describe what to do if there are any problems with the poultry or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain how to carry out different preparation methods			
		2.6	Explain how to control portions and minimise waste			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.7	State the approximate yields of prepared poultry			
	2.8	Describe the main characteristics of the different types of poultry dishes			
	2.9	State the nutritional value of poultry			
	2.10	Explain how to store prepared poultry			
	2.11	State healthy eating options when preparing poultry for complex dishes			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Assessment requirements/evidence requirements

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

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

- at least **three** from **poultry**

  a duck

  b guinea fowl

  c goose

  d chicken

  e turkey

- at least s**even** from **prepare by**

  a checking and preparing the cavity

  b boning

  c seasoning

  d marinading

  e trimming

  f cutting

  g ballottine

  h blending

  i sieving

  j stuffing/filling

  k tying/trussing

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

Unit 8:   Prepare Game for Complex Dishes

Unit code: 3FP5/10

Unit reference number: R/601/5499

QCF level: 3

Credit value: 4

Guided learning hours: 28

Unit summary

This unit is about preparing game for complex dishes using a broad range of preparation methods. The game covered by the unit are in fur and in feather.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare game for complex dishes	1.1	Select the type and quantity of game needed for the dish			
		1.2	Check the game to make sure it meets quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the game to maintain its quality and meet the requirements of the dish			
		1.5	Safely store any prepared game not for immediate use			
2	Understand how to prepare game for complex dishes	2.1	Explain how to select the correct type, quality and quantity of game to meet dish requirements			
		2.2	Describe what quality points to look for in fresh game			
		2.3	Describe what to do if there are any problems with the game or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain how to carry out different preparation methods			
		2.6	Explain how to control portions and minimise waste			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.7	State the approximate yields of prepared game			
	2.8	Describe the main characteristics of the different types of game dishes			
	2.9	Describe the current trends in relation to preparing complex game dishes			
	2.10	Explain how to store prepared game			
	2.11	State healthy eating options when preparing game for complex dishes			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Assessment requirements/evidence requirements

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

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

- **both** from **game**
  - a in fur
  - b in feather
- at least **six** from **prepare by**
  - a skinning
  - b plucking
  - c checking for and removing shot
  - d washing
  - e seasoning
  - f marinading
  - g trimming
  - h cutting
    - portion
    - dice
    - stuffing/filling
  - j tunnelling (bones)
  - k chining
  - l ballottine

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

Unit 9: Cook and Finish Complex Fish Dishes

Unit code:	3FC1/10
Unit reference number:	H/601/5507
QCF level:	3
Credit value:	4
Guided learning hours:	38

Unit summary

This unit is about cooking and finishing complex fish dishes using a broad range of cooking and finishing methods. This unit is for staff who have complex cooking and finishing skills and are capable of working with no supervision.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to cook complex fish dishes	1.1	Select type and quantity of fish needed for dish			
		1.2	Check the fish meets quality standards			
		1.3	Choose and use tools and equipment correctly			
		1.4	Combine fish with other ingredients			
		1.5	Cook fish to meet requirements of the dish			
		1.6	Make sure the dish has the correct flavour, colour, consistency and quantity			
2	Understand how to cook complex fish dishes	2.1	Explain how to select the correct type, quality and quantity of fish to meet dish requirements			
		2.2	State what quality points you should look for in fish			
		2.3	Describe what to do if there are any problems with the fish or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods			
		2.5	Explain how to combine fish with other ingredients to create a complex and balanced dish			
		2.6	Explain how to carry out different cooking methods according to dish requirements			
		2.7	State the correct temperature for cooking fish			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 Describe the current trends and methodologies in relation to cooking complex fish dishes			
	2.9 State healthy eating options when cooking and finishing complex fish dishes			
3 Be able to finish complex fish dishes	3.1 Garnish and present the dish to meet requirements			
	3.2 Make sure the dish is at the correct temperature for holding and serving			
	3.3 Safely store any cooked fish not for immediate use			
4 Understand how to finish complex fish dishes	4.1 Describe appropriate garnishes, dressings, sauces and glazes for a range of complex fish dishes			
	4.2 Explain how to minimise and correct common faults in complex fish dishes			
	4.3 Explain how to adjust the flavour, consistency and colour of complex fish dishes			
	4.4 Describe the current trends and methodologies in relation to finishing complex fish dishes			
	4.5 State the correct temperature for holding and serving complex fish dishes			
	4.6 Describe how to store complex fish dishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work.

For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

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

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

- at least **two** from **fish**

  a   white fish – round

  b   white fish – flat

  c   oily

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

  a   frying

  - deep

  - shallow

  b   grilling

  c   en papillotte

  d   baking

  e   steaming

  f   poaching

  - deep

  - shallow

  g   combining cooking methods

- at least **two** from **finishing** by

  a   coating with a sauce

  b   dressing

  c   garnishing

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

Unit 10: Cook and Finish Complex Shellfish Dishes

Unit code: 3FC2/10

Unit reference number: K/601/5556

QCF level: 3

Credit value: 4

Guided learning hours: 31

Unit summary

This unit is about cooking and finishing complex shellfish dishes using a broad range of shellfish. The unit also involves a range of cooking techniques and finishing methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to cook complex shellfish dishes	1.1	Select type and quantity of shellfish needed for dish			
		1.2	Check the shellfish meets quality standards			
		1.3	Choose and use tools and equipment correctly			
		1.4	Combine shellfish with other ingredients			
		1.5	Cook shellfish to meet requirements of the dish			
		1.6	Make sure the dish has the correct flavour, colour, consistency and quantity			
2	Understand how to cook complex shellfish dishes	2.1	Explain how to select the correct type, quality and quantity of shellfish to meet dish requirements			
		2.2	State what quality points to look for in shellfish			
		2.3	Describe what to do if there are any problems with the shellfish or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods			
		2.5	Explain how to combine shellfish with other ingredients to create a complex and balanced dish			
		2.6	Explain how to carry out different cooking methods according to dish requirements			
		2.7	State the correct temperature for cooking shellfish			
		2.8	State healthy eating options when cooking and finishing complex shellfish dishes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to finish complex shellfish dishes	3.1	Garnish and present dish to meet requirements			
		3.2	Make sure the dish is at correct temperature for holding and serving			
		3.3	Safely store cooked shellfish not for immediate use			
4	Understand how to finish complex shellfish dishes	4.1	Explain how to adjust the flavour, consistency and colour of complex shellfish dishes			
		4.2	Explain how to minimise and correct common faults in complex shellfish dishes			
		4.3	Describe appropriate garnishes, dressings, sauces and glazes for a range of complex shellfish dishes			
		4.4	State the correct temperature for holding and serving complex shellfish dishes			
		4.5	Describe how to store complex shellfish dishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work.

For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

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

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

- at least **five** from **shellfish**

    a   oysters

    b   prawns/shrimps

    c   langoustines

    d   lobster/crawfish

    e   crayfish

    f   scampi/Dublin Bay prawns

    g   mussels

    h   scallops

    i   crabs

    j   cockles (fresh)/clams

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

    a   boiling

    b   steaming

    c   sautéing

    d   grilling

    e   baking

    f   frying

    - deep

    - shallow

    g   stewing

    h   en papillotte

    i   combining cooking methods

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

| Unit 11: | **Cook and Finish Complex Meat Dishes** |

Unit code: 3FC3/10

Unit reference number: M/601/5557

QCF level: 3

Credit value: 4

Guided learning hours: 31

Unit summary

This unit is about cooking and finishing complex red and white meat dishes. The unit covers a range of cooking techniques and finishing methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to cook complex meat dishes	1.1	Select type, cut and quantity of meat and other ingredients needed for dish			
		1.2	Check the meat meets quality standards			
		1.3	Choose and use tools and equipment correctly			
		1.4	Combine meat with other ingredients			
		1.5	Cook meat to meet requirements of the dish			
		1.6	Make sure the dish has the correct flavour, colour, consistency and quantity			
2	Understand how to cook complex meat dishes	2.1	Explain how to select the correct type, quality and quantity of meat to meet dish requirements			
		2.2	State what quality points to look for in red meat			
		2.3	State what quality points to look for in white meat			
		2.4	Describe what to do if there are any problems with the meat or other ingredients			
		2.5	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods			
		2.6	Explain how to combine meat with other ingredients to create a complex and balanced dish			
		2.7	Explain how to carry out different cooking methods according to dish requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.8	State the correct temperature for cooking red and white meat			
		2.9	Explain how to check that the meat is cooked correctly			
		2.10	State healthy eating options when cooking and finishing meat dishes			
3	Be able to finish complex meat dishes	3.1	Garnish and present dish to meet requirements			
		3.2	Make sure the dish is at correct temperature for holding and serving			
		3.3	Safely store cooked meat not for immediate use			
4	Understand how to finish complex meat dishes	4.1	Explain how to adjust the flavour, consistency and colour of complex meat dishes			
		4.2	Explain how to minimise and correct common faults in complex dishes			
		4.3	Describe appropriate garnishes, dressings, sauces and glazes for a range of complex meat dishes			
		4.4	State the correct temperature for holding and serving complex meat dishes			
		4.5	Describe how to store complex meat dishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work.

For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

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

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

- **both** from **meat**
  a red
  b white

- at least **four** from **cooking** by
  a grilling (over fire and under fire)
  b frying
    - deep
    - shallow
    - stir
  c boiling
  d braising
  e steaming
  f stewing
  g roasting
  h pot roasting
  i sous vide
  j combining cooking methods

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

Unit 12: Cook and Finish Complex Poultry Dishes

Unit code: 3FC4/10

Unit reference number: M/601/5560

QCF level: 3

Credit value: 4

Guided learning hours: 31

Unit summary

This unit is about cooking and finishing complex poultry dishes using a range of techniques and finishing methods. The poultry covered by the unit are: duck, guinea fowl, goose, chicken, turkey.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to cook complex poultry dishes	1.1	Select type and quantity of poultry needed for the dish			
		1.2	Check the poultry meets quality standards			
		1.3	Choose and use tools and equipment correctly			
		1.4	Combine poultry with other ingredients			
		1.5	Cook poultry to meet requirements of the dish			
		1.6	Make sure the dish has the correct flavour, colour, consistency and quantity			
2	Understand how to cook complex poultry dishes	2.1	Explain how to select the correct type, quality and quantity of poultry to meet dish requirements			
		2.2	State what quality points to look for in poultry			
		2.3	Describe what to do if there are any problems with the poultry or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods			
		2.5	Explain how to combine poultry with other ingredients to create a complex and balanced dish			
		2.6	Explain how to carry out different cooking methods appropriate to each type of poultry			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.7	State the correct temperature for cooking poultry			
		2.8	Explain how to check that the poultry is cooked to the correct extent			
		2.9	State healthy eating options when cooking and finishing complex poultry dishes			
3	Be able to finish complex poultry dishes	3.1	Garnish and present dish to meet requirements			
		3.2	Make sure the dish is at correct temperature for holding and serving			
		3.3	Safely store any cooked poultry not for immediate use			
4	Understand how to finish complex poultry dishes	4.1	Explain how to adjust the flavour, consistency and colour of complex poultry dishes			
		4.2	Explain how to minimise and correct common faults in complex poultry dishes			
		4.3	Describe appropriate garnishes, dressings, sauces and glazes for a range of complex poultry dishes			
		4.4	State the correct temperature for holding and serving complex poultry dishes			
		4.5	Describe how to store complex poultry dishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work.

For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

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

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

- at least **three** from **poultry**

    a duck

    b guinea fowl

    c goose

    d chicken

    e turkey

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

    a grilling/griddling

    b sautéing

    c roasting

    d combination

    e poaching

    f pot roasting

    g frying

    - stir

    - deep

    - shallow

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

Unit 13: Cook and Finish Complex Game Dishes

Unit code: 3FC5/10

Unit reference number: A/601/5562

QCF level: 3

Credit value: 4

Guided learning hours: 36

Unit summary

This unit is about cooking and finishing complex game dishes covering a broad range of techniques and finishing methods. The game covered by this unit are furred and feathered.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to cook complex game dishes	1.1	Select type and quantity of game needed for the dish			
		1.2	Check the game meets quality standards			
		1.3	Choose and use tools and equipment correctly			
		1.4	Combine game with other ingredients			
		1.5	Cook game to meet requirements of the dish			
		1.6	Make sure the dish has the correct flavour, colour, consistency and quantity			
2	Understand how to cook complex game dishes	2.1	Explain how to select the correct type, quality and quantity of game to meet dish requirements			
		2.2	State what quality points you should look for in game			
		2.3	Describe what to do if there are any problems with the game or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods			
		2.5	Explain how to combine game with other ingredients to create a complex and balanced dish			
		2.6	Explain how to carry out different cooking methods appropriate to each type of game			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.7	State the correct temperature for cooking game			
		2.8	Describe current trends in relation to game dishes			
		2.9	Describe which cooking methods are appropriate to each type of game			
		2.10	State the appropriate degree of cooking required for each type of complex game dish			
		2.11	State healthy eating options when cooking and finishing complex game dishes			
3	Be able to finish complex game dishes	3.1	Garnish and present dish to meet requirements			
		3.2	Make sure the dish is at correct temperature for holding and serving			
		3.3	Safely store any cooked game not for immediate use			
4	Understand how to finish complex game dishes	4.1	Explain how to adjust the flavour, consistency and colour of complex game dishes			
		4.2	Explain how to minimise and correct common faults in complex game dishes			
		4.3	Describe appropriate garnishes, dressings, sauces and glazes for a range of complex game dishes			
		4.4	State the correct temperature for holding and serving complex game dishes			
		4.5	Describe how to store complex game dishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work.

For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

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

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

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

    a   furred

    b   feathered

- at least **thre**e from **cooking by**

    a   sautéing

    b   roasting

    c   pot roasting

    d   braising

    e   stewing

    f   combining cooking methods

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

Unit 14: Cook and Finish Complex Vegetable Dishes

Unit code: 3FC6/10

Unit reference number: M/601/5591

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit is about cooking and finishing complex vegetable dishes including a broad range of vegetables. The unit uses a range of cooking techniques and finishing methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to cook complex vegetables dishes	1.1	Select type and quantity of vegetables needed for dish			
		1.2	Check the vegetables meet quality standards			
		1.3	Choose and use tools and equipment correctly			
		1.4	Combine vegetables with other ingredients			
		1.5	Cook vegetables and other ingredients to meet requirements of the dish			
		1.6	Make sure the dish has the correct flavour, colour, consistency and quantity			
2	Understand how to cook complex vegetables dishes	2.1	Explain how to select the correct type, quality and quantity of vegetables to meet dish requirements			
		2.2	Describe what quality points to look for in vegetables			
		2.3	Describe what to do if there are any problems with the vegetables or other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different cooking methods			
		2.5	Explain how to combine vegetables with other ingredients to create a complex and balanced dish			
		2.6	Explain how to carry out different cooking methods according to dish requirements			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.7	State the correct temperature for cooking vegetables			
	2.8	Describe what cooking methods are appropriate to each type of complex vegetable dish			
	2.9	Describe how to maximise and retain nutritional content of complex vegetable dishes during cooking			
	2.10	Describe how to minimise and correct common faults in complex vegetable dishes			
	2.11	State healthy eating options when cooking and finishing complex vegetable dishes			
3 Be able to finish complex vegetables dishes	3.1	Finish the dish to meet requirements			
	3.2	Make sure the dish is at correct temperature for holding and serving			
	3.3	Safely store any cooked items not for immediate use			
4 Understand how to finish complex vegetables dishes	4.1	Explain how to carry out different finishing methods			
	4.2	Explain how to adjust the flavour, consistency and colour of complex vegetables dishes			
	4.3	State the correct temperature for holding and serving complex vegetables dishes			
	4.4	Describe how to store complex vegetables dishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 3.1 by directly observing the learner's work.

For assessment criterion 3.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

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

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

- at least **eight** from **vegetables**

    a   roots

    b   bulbs

    c   flower heads

    d   fungi

    e   seeds and pods

    f   tubers

    g   leaves

    h   stems

    i   vegetable fruits

- at least **seven** from **cooking by**

    a   blanching

    b   boiling

    c   roasting

    d   baking

    e   grilling

    f   braising

    g   frying – shallow

    h   frying – deep

- at least **four** from **other ingredients**

    a   nuts

    b   meat substitutes

    c   pulses

    d   pastry

    e   rice

    f   pasta

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

Unit 15: Prepare, Cook and Finish Complex Hot Sauces

Unit code: 3FPC1/10

Unit reference number: A/601/5657

QCF level: 3

Credit value: 4

Guided learning hours: 25

Unit summary

This unit is about preparing, cooking and finishing a broad range of complex sauces using a range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare complex hot sauces	1.1	Select the type and quantity of ingredients needed for the sauce			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the sauce to meet requirements			
2	Understand how to prepare complex hot sauces	2.1	Explain how to select correct type, quality and quantity of ingredients to meet sauce requirements			
		2.2	Describe what quality points to look for in sauce ingredients			
		2.3	Explain what to do if there is a problem with the ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cook complex hot sauces	3.1	Combine the ingredients according to dish requirements			
		3.2	Cook the sauce to meet requirements			
		3.3	Make sure the sauce has the correct flavour, colour, consistency and quantity			
4	Understand how to cook complex hot sauces	4.1	Describe how to carry out different cooking methods according to sauce requirements			
		4.2	State the correct temperature for cooking sauces			
		4.3	Explain how to identify when sauces have the correct colour, flavour, consistency and quantity			
		4.4	State healthy eating options when preparing, cooking and finishing complex hot sauces			
5	Be able to finish complex hot sauces	5.1	Present the sauce to meet requirements			
		5.2	Make sure the dish is at correct temperature for holding and serving			
		5.3	Safely store any cooked sauce not for immediate use			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
6 Understand how to finish complex hot sauces	6.1	Describe how to finish and present complex sauces			
	6.2	Explain how to minimise and correct common faults in complex sauces, stocks, gravies and glazes			
	6.3	Describe how to adjust the taste and flavour of complex sauces, stocks, gravies and glazes			
	6.4	Describe how to balance the flavour, texture, colour, consistency and quality of the final dish with sauce			
	6.5	State the appropriate accompaniments and garnishes for different complex sauces			
	6.6	Describe the quality points relating to complex sauces			
	6.7	State the correct temperature for holding and serving sauces			
	6.8	Describe how to store cooked sauces			

Learner name: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3 and 5.1 by directly observing the learner's work.

For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

- **all** from **preparation** and **cooking methods**

    a   weighing/measuring

    b   chopping

    c   simmering

    d   reducing

    e   boiling

    f   make roux

    g   passing/straining/blending

    h   skimming

    i   whisking

Learners must demonstrate through performance that they can make the following sauces:

- compound butter sauce

- derivatives of white and brown sauce

- emulsified sauces

- cream-thickened sauce

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Unit 16: Prepare, Cook and Finish Complex Soups

Unit code: 3FPC2/10

Unit reference number: F/601/5661

QCF level: 3

Credit value: 4

Guided learning hours: 29

Unit summary

This unit is about preparing, cooking and finishing a range of complex soups, for example: consommé, bisque, chowder, velouté, cold soups. The unit involves using a range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare complex soups	1.1	Select the type and quantity of ingredients needed for the soup			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Combine the ingredients ready for cooking			
		1.5	Prepare the soup to meet requirements			
2	Understand how to prepare complex soups	2.1	Explain how to select correct type, quality and quantity of ingredients to meet dish requirements			
		2.2	Describe quality points to look for in soup ingredients			
		2.3	Describe what to do if there is a problem with the ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain how to carry out different preparation methods according to dish requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cook complex soups	3.1	Cook the soup to meet requirements			
		3.2	Make sure the soup has the correct flavour, colour, consistency and quantity			
4	Understand how to cook complex soups	4.1	Describe how to carry out different cooking methods			
		4.2	State the correct temperature for cooking soups			
		4.3	Explain how to identify when soups have the correct colour, flavour, consistency and quantity			
		4.4	Describe how to cook different complex soups			
		4.5	State healthy eating options when preparing, cooking and finishing complex soups			
5	Be able to finish complex soups	5.1	Finish and present the soup to meet requirements			
		5.2	Make sure the dish is at correct temperature for holding and serving			
		5.3	Safely store any cooked soup not for immediate use			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
6 Understand how to finish complex soups	6.1	Describe how to follow different finishing methods			
	6.2	Explain how to minimise and correct common faults in complex soups			
	6.3	Describe how to adjust the taste and flavour of complex soups			
	6.4	State the correct temperature for holding and serving complex soups			
	6.5	Describe how to store soups			
	6.6	Explain how to finish different complex soups			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess statement/assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 3.1 and 3.2 by directly observing the learner's work.

For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

- **all** from **preparation, cooking and finishing methods**

    a weighing/measuring

    b chopping

    c simmering

    d clarifying

    e boiling

    f whisking

    g passing/straining

    h skimming

    i liaison with garnish

Learners must demonstrate through performance that they can make the following soups:

- consommé

- bisque

- cold soup

- velouté

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

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Unit 17: Prepare, Cook And Finish Fresh Pasta Dishes

Unit code: 3FPC3/10

Unit reference number: R/601/5664

QCF level: 3

Credit value: 4

Guided learning hours: 29

Unit summary

This unit is about preparing, cooking and finishing fresh pasta dishes. The types of pasta covered are fresh pasta and filled pasta. The unit also covers a range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare fresh pasta dishes	1.1	Select the type and quantity of pasta needed for the dish			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the fresh pasta and other ingredients to meet dish requirements			
2	Understand how to prepare fresh pasta dishes	2.1	Explain how to select correct type, quality and quantity of pasta to meet dish requirements			
		2.2	Describe what quality points to look for in pasta and other ingredients			
		2.3	Describe what to do if there is a problem with the pasta and other ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain how to carry out different preparation methods according to dish requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cook fresh pasta dishes	3.1	Cook the pasta and other ingredients to meet dish requirements			
		3.2	Make sure the dish has the correct flavour, colour, consistency and quantity			
		3.3	State healthy eating options when preparing, cooking and finishing complex pasta dishes			
4	Understand how to cook fresh pasta dishes	4.1	Describe how to carry out different cooking methods			
		4.2	Explain how to identify when freshly made pasta has the correct qualities			
		4.3	State the correct temperature for cooking complex pasta dishes			
		4.4	Explain how to identify when fresh pasta has the correct qualities			
5	Be able to finish fresh pasta dishes	5.1	Present the dish to meet requirements			
		5.2	Make sure the dish is at correct temperature for holding and serving			
		5.3	Safely store any cooked pasta not for immediate use			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
6 Understand how to finish fresh pasta dishes	6.1	Describe how to follow different finishing methods			
	6.2	Explain how to minimise and correct common faults with fresh pasta dishes			
	6.3	Explain how to identify when fresh pasta dishes have the correct flavour, texture and quantity			
	6.4	State the correct temperature for holding and serving complex pasta dishes			
	6.5	Describe how to store complex pasta dishes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3 and 5.1 by directly observing the learner's work.

For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

- **both** from **pasta**

    a   filled pasta

    b   unfilled pasta

- **all** from **preparation and cooking methods**

    a   weighing/measuring

    b   sieving

    c   pulling/kneading

    d   resting

    e   rolling

    f   portioning

    g   boiling

    h   baking

    i   combining cooking methods

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

Unit 18: Prepare, Cook and Finish Complex Bread and Dough Products

Unit code: 3FPC4/10

Unit reference number: D/601/5666

QCF level: 3

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is about preparing, cooking and finishing complex bread and dough products. The unit covers a range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare bread and dough products	1.1	Select the type and quantity of ingredients needed for the product			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet dish requirements			
2	Understand how to prepare bread and dough products	2.1	Explain how to select correct type, quality and quantity of ingredients to meet product requirements			
		2.2	Describe what to do if there is a problem with the ingredients			
		2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.4	Describe how to carry out different preparation methods according to product requirements			
		2.5	Describe the quality points relating to prepared fermented dough products			
		2.6	Explain how to control portion and minimise waste			
		2.7	State the effects of different temperatures and humidity on the ingredients used			
		2.8	Explain the processing methods appropriate to each type of fermented dough products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cook bread and dough products	3.1	Cook the ingredients to meet requirements			
		3.2	Identify how to carry out different cooking methods according to product requirements			
4	Be able to finish bread and dough products	4.1	Make sure the bread and dough product has the correct colour, texture and finish			
		4.2	Present the bread and dough product to meet requirements			
		4.3	Make sure the bread and dough product is at correct temperature for holding and serving			
		4.4	Safely store any cooked bread and dough product not for immediate use			
5	Understand how to finish bread and dough products	5.1	Describe the ideal storage and holding conditions for processed dough products			
		5.2	Explain what precautions should be taken when storing dough products			
		5.3	Explain how to minimise and correct common faults in complex bread and dough products			
		5.4	Describe the quality points relating to finished dough products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1, 4.2, 4.3 and 4.4 by directly observing the learner's work.

For assessment criterion 4.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 4.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

- **all** from **bread and dough**

    a   enriched dough

    b   laminated dough

    c   bread dough

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

    a   weighing/measuring

    b   sieving

    c   mixing/kneading

    d   proving

    e   knocking back

    f   shaping

    g   laminating

    h   folding

    i   baking

    j   frying

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

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Unit 19: Prepare, Cook and Finish Complex Cakes, Sponges, Biscuits and Scones

Unit code: 3FPC5/10

Unit reference number: H/601/5670

QCF level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit is about preparing, cooking and finishing complex cakes, sponges, biscuits and scones. The unit also covers a broad range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare complex cakes, sponges, biscuits and scones	1.1	Select the type and quantity of ingredients needed for the dish			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the product to meet requirements			
2	Understand how to prepare complex cakes, sponges, biscuits and scones	2.1	Explain how to select correct type, quality and quantity of ingredients to meet dish requirements			
		2.2	Describe what quality points to look for in the ingredients			
		2.3	Describe what to do if there is a problem with the ingredients			
		2.4	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain the effects of various preparation and aeration methods on different complex cake, sponge, biscuit and scone products			
		2.6	Explain how the choice of flour and fat preparations relates to the end product			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.7	Explain what preparation methods are appropriate to each type of complex cake, sponge, biscuit and scone product			
	2.8	Describe how to carry out the necessary preparation methods according to product requirements			
3 Be able to cook complex cakes, sponges, biscuits and scones	3.1	Cook the product to meet requirements			
	3.2	Make sure the dish has the correct flavour, colour, consistency and quantity			
4 Understand how to cook complex cakes, sponges, biscuits and scones	4.1	Describe how to carry out the necessary cooking methods according to product requirements			
	4.2	State the correct temperature for cooking each type of complex cake, sponge, biscuit and scone product			
	4.3	Explain how to identify when cake, sponge, biscuit and scone products have the correct colour, flavour, texture and quantity			
	4.4	State healthy eating options when preparing, cooking complex cake, sponge, biscuit and scone products			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to finish complex cakes, sponges, biscuits and scones	5.1	Finish the product to meet requirements			
		5.2	Present the product to meet requirements			
		5.3	Make sure the product is at correct temperature for holding and serving			
		5.4	Safely store any cooked product not for immediate use			
6	Understand how to finish complex cakes, sponges, biscuits and scones	6.1	Explain how to minimise and correct common faults with complex cake, sponge, biscuit and scone products			
		6.2	Explain how to control portions and minimise waste			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work.

For assessment criterion 5.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **15** from **preparation, cooking and finishing methods**

  a   weighing/measuring

  b   creaming/beating

  c   whisking

  d   folding

  e   rubbing in

  f   greasing

  g   glazing

  h   portioning

  i   piping

  j   shaping

  k   filling

  l   rolling

  m   lining

  n   trimming/icing

  o   spreading/smoothing

  p   kneading

  q   proving

  r   dusting/dredging/sprinkling

  s   mixing

  t   stacking

  u   coating

  v   slicing

  w   baking

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

Unit 20: Prepare, Cook and Finish Complex Pastry Products

Unit code:	3FPC6/10
Unit reference number:	M/601/5672
QCF level:	3
Credit value:	3
Guided learning hours:	29

Unit summary

This unit is about preparing, cooking and finishing a range of complex pastry products. The unit also covers a range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare complex pastry products	1.1	Select the type and quantity of ingredients needed for the dish			
		1.2	Accurately weigh ingredients required			
		1.3	Check the ingredients to make sure they meet quality standards			
		1.4	Choose and use tools and equipment correctly			
		1.5	Prepare the ingredients to meet dish requirements			
2	Understand how to prepare complex pastry products	2.1	State how to store raw ingredients before preparation and cooking			
		2.2	Describe how to select the correct type, quality and quantity of ingredients to meet product requirements			
		2.3	Describe what to do if there is a problem with the ingredients			
		2.4	State the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.5	Explain how to carry out different preparation methods according to recipe requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cook complex pastry products	3.1	Cook ingredients to meet dish requirements			
		3.2	Make sure the pastry product has the correct flavour, colour, consistency and quantity			
4	Understand how to cook complex pastry products	4.1	Describe how to carry out different cooking methods according to recipe requirements			
		4.2	State the correct temperature for cooking each type of complex pastry product			
		4.3	Describe how to identify when pastry products have the correct colour, flavour, consistency and finish			
		4.4	Explain how the use of different ingredients can affect the flavour of pastry			
		4.5	State healthy eating options when preparing, cooking and finishing complex pastry products			
5	Be able to finish complex pastry products	5.1	Present the pastry product to meet requirements			
		5.2	Make sure the pastry product is at correct temperature for holding and serving			
		5.3	Safely store any cooked pastry product not for immediate use			
6	Understand how to finish complex pastry products	6.1	Describe how to minimise and correct common faults with complex pastry products			
		6.2	Explain how to store complex pastry products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **six** from **pastry product**
  - a short
  - b sweet
  - c suet
  - d choux
  - e puff/flaky
  - f sable
  - g convenience
  - h hot water paste

- at least **12** from **preparation and cooking methods**
  - a weighing/measuring
  - b sifting
  - c rubbing in
  - d creaming
  - e kneading
  - f resting
  - g aerating
  - h conditioning/chilling
  - i piping
  - j laminating
  - k rolling
  - l folding
  - m lining/moulding
  - n trimming
  - o baking
  - p combining cooking methods

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

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Unit 21: Prepare, Process and Finish Complex Chocolate Products

Unit code: 3FPC7/10

Unit reference number: T/601/5673

QCF level: 3

Credit value: 5

Guided learning hours: 42

Unit summary

This unit is about preparing, processing and finishing complex chocolate products, for example small chocolate centre pieces, competition pieces, truffles, moulds/shapes, eg Easter eggs. The unit covers a range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare complex chocolate products	1.1	Select the type and quantity of ingredients needed for product			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet dish requirements			
2	Understand how to prepare complex chocolate products	2.1	Explain how to select the correct type, quality and quantity of ingredients to meet product requirements			
		2.2	Describe what to do if there is a problem with the ingredients			
		2.3	State the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
3	Be able to process complex chocolate products	3.1	Process ingredients to meet dish requirements			
		3.2	Make sure the chocolate products have the correct flavour, colour, texture and quantity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to process complex chocolate products	4.1	Explain how to carry out different processing methods according to product requirements			
		4.2	Describe how to identify when chocolate products have the correct colour, flavour, texture and quantity			
		4.3	State when couverture can be used and how it can be tempered			
		4.4	Describe what common faults can occur with chocolate products			
		4.5	State healthy eating options when dealing with complex chocolate products			
5	Be able to finish complex chocolate products	5.1	Decorate and present the chocolate product to meet requirements			
		5.2	Safely store any processed chocolate product not for immediate use			
6	Understand how to finish complex chocolate products	6.1	Describe how to correct the product to achieve requirements			
		6.2	Describe what items can be used to decorate chocolate products			
		6.3	Describe the current trends in relation to chocolate products			
		6.4	Explain how to store complex chocolate products			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work.

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

- **all** from **chocolate**

  a   plain chocolate

  b   white chocolate

  c   milk chocolate

- at least **eight** from **preparation and processing methods**

  a   rolling

  b   mixing

  c   drying

  d   manipulating

  e   blending colour and flavour

  f   cutting

  g   spreading

  h   melting

  i   tempering

  j   modelling

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

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Unit 22: Prepare, Process and Finish Marzipan, Pastillage and Sugar Products

Unit code: 3FPC8/10

Unit reference number: J/601/5676

QCF level: 3

Credit value: 5

Guided learning hours: 42

Unit summary

This unit is about preparing, processing and finishing marzipan, pastillage and sugar products, for example: cake decoration, wedding cakes, nougatine/croquante, sugar base, Italian meringue, fudge. The unit covers a broad range of preparation, processing and finishing techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare marzipan, pastillage and sugar products	1.1	Select the type and quantity of ingredients needed for the product			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet dish requirements			
2	Understand how to prepare marzipan, pastillage and sugar products	2.1	Explain how to select the correct type, quality and quantity of ingredients to meet product requirements			
		2.2	Describe what to do if there is a problem with the ingredients			
		2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
3	Be able to process marzipan, pastillage and sugar products	3.1	Process ingredients to meet dish requirements			
		3.2	Make sure the marzipan, pastillage and sugar products have the correct flavour, colour, texture and quantity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to process marzipan, pastillage and sugar products	4.1	Explain how to carry out different processing methods according to product requirements			
		4.2	State correct times and temperatures for cooking			
		4.3	Explain how to identify when marzipan, pastillage and sugar products have the correct colour, flavour, texture and quantity			
		4.4	Describe what common faults can occur with marzipan, pastillage and sugar products			
		4.5	State healthy eating options when preparing, processing and finishing marzipan, pastillage and sugar products			
5	Be able to finish marzipan, pastillage and sugar products	5.1	Decorate and present the marzipan, pastillage and sugar products to meet requirements			
		5.2	Safely store any processed marzipan, pastillage and sugar products not for immediate use			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
6 Understand how to finish marzipan, pastillage and sugar products	6.1	Explain the common faults that can occur with sugar and pastillage products			
	6.2	Explain how to correct the product to achieve requirements			
	6.3	Describe items that can be used to decorate the products			
	6.4	Describe the current trends in relation to pastillage and sugar products			
	6.5	Describe how to store pastillage and sugar products			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work.

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

- at least **seven** from **pastillage and sugar**

  a   sugar paste/cover paste

  b   marzipan

  c   pastillage

  d   royal icing

  e   spun sugar

  f   dipped fruit

  g   Italian meringue

  h   fudge

  i   poured sugar

  j   rock sugar

- at least **nine** from **preparation and processing methods**

  a   boiling

  b   dipping

  c   moulding

  d   pouring

  e   rolling

  f   mixing

  g   drying

  h   piping

  i   pulling

  j   manipulating

  k   blending (colour and flavour)

  l   cutting

  m   spreading

  n   spinning

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

Unit 23: Prepare, Cook and Present Complex Cold Products

Unit code: 3FPC9/10

Unit reference number: L/601/5677

QCF level: 3

Credit value: 5

Guided learning hours: 38

Unit summary

This unit is about producing a broad range of complex cold products using a range of preparation, cooking and finishing techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare complex cold products	1.1	Select the type and quantity of ingredients needed for the product			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet requirements			
2	Understand how to prepare complex cold products	2.1	Explain how to select correct type, quality and quantity of ingredients to meet product requirements			
		2.2	Describe what to do if there is a problem with the ingredients			
		2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.4	Explain how to carry out different preparation methods according to dish requirements			
3	Be able to cook complex cold products	3.1	Cook the ingredients to meet requirements			
		3.2	Make sure the complex cold products have the correct flavour, colour, consistency and quantity			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand how to cook complex cold products	4.1	Describe how to carry out different cooking methods			
	4.2	Explain how to identify when complex cold products have the correct colour, flavour, texture and quantity			
	4.3	Describe common faults that can occur with complex cold products			
	4.5	State healthy eating options when dealing with complex cold products			
5 Be able to present complex cold products	5.1	Garnish and present the complex cold products to meet requirements			
	5.2	Make sure the complex cold products are at correct temperature for holding and serving			
	5.3	Safely store any cooked complex cold products not for immediate use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to present complex cold products	6.1	Describe how to follow different presenting methods			
		6.2	Explain how to minimise and correct common faults in complex cold products			
		6.3	Explain how to correct products to achieve requirements			
		6.4	State items that can be used to garnish complex cold products			
		6.5	Describe how to garnish and present complex cold products			
		6.6	Describe how to deal with items returned from buffet			
		6.7	Describe current trends in relation to complex cold products			
		6.8	Describe how to store complex cold products			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2 and 5.1 by directly observing the learner's work.

For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **16** from **complex cold products**

    a   cooked red meat

    b   cooked white meat

    c   joints of meat

    d   cooked poultry

    e   salads

    f   vegetables and fruit

    g   eggs

    h   farinaceous products

    i   fish (whole and portioned)

    j   game

    k   dairy products

    l   fungi

    m   rice

    n   pulses

    o   terrines

    p   pâté

    q   smoked items

    r   mousses

    s   cold savoury/buffet appetisers

- at least **11** from **preparation, cooking and finishing methods**

  a boiling

  b roasting

  c combination cooking methods

  d poaching (shallow and deep)

  e baking

  f steaming

  g pressing and reforming

  h shaping and moulding

  i filleting

  j deboning

  k skinning and trimming

  l blending/liquidising

  m rolling

  n carving

  o trussing and tying

  p mincing and processing)

  q sieving

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

Unit 24:

Prepare, Cook and Present Canapés and Cocktail Products

Unit code: 3FPC10/10

Unit reference number: Y/601/5682

QCF level: 3

Credit value: 4

Guided learning hours: 32

Unit summary

This unit is about producing canapés and cocktail products, for example: canapés, filled short pastry items, filled puff pastry items, filled choux items, cocktail brochettes, bouchées. The unit covers a range of preparation, finishing and presentation techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare canapés and cocktail products	1.1	Select the type and quantity of ingredients needed for product			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet product requirements			
2	Know how to prepare canapés and cocktail products	2.1	Explain how to select correct type, quality and quantity of ingredients to meet product requirements			
		2.2	Describe what to do if there is a problem with the ingredients			
		2.3	Describe the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.4	Describe how to carry out different preparation methods according to dish requirements			
3	Be able to cook canapés and cocktail products	3.1	Make sure the canapés and cocktail products have the correct flavour, colour, texture and quantity			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Understand how to cook canapés and cocktail products	4.1	Describe how to carry out different cooking methods			
	4.2	Explain how to identify when canapés and cocktail products have the correct colour, flavour, texture and quantity			
	4.3	Describe common faults that can occur with canapés and cocktail products			
	4.4	State healthy eating options when dealing with canapés and cocktail products			
5 Be able to present canapés and cocktail products	5.1	Finish the ingredients to meet requirements			
	5.2	Decorate and present canapés and cocktail products to meet requirements			
	5.3	Make sure the canapés and cocktail products are at the correct temperature for holding and serving			
	5.4	Safely store any cooked canapés and cocktail products not for immediate use			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
6 Understand how to present canapés and cocktail products	6.1	Describe how to follow different presentation methods			
	6.2	Explain how to correct products to achieve requirements			
	6.3	Describe what items can be used to decorate canapés and cocktail products			
	6.4	Describe how to garnish and present canapés and cocktail products			
	6.5	Describe how to deal with items returned from buffet			
	6.6	Describe current trends in relation to canapés and cocktail products			
	6.7	Describe how to store canapés and cocktail products			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.2, 5.1 and 5.2 by directly observing the learner's work.

For assessment criterion 5.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **four** from **canapés and cocktails**

    a   canapés

    b   filled short pastry items

    c   filled puff pastry items

    d   filled choux items

    e   cocktail brochettes

    f   bouchées

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

    a   baking

    b   slicing

    c   filling

    d   pouring

    e   mixing

    f   chilling

    g   cutting

    h   piping

    i   spreading

    j   skewering

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

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Unit 25: Prepare, Cook and Finish Dressings and Cold Sauces

Unit code: 3FPC11/10

Unit reference number: K/601/5704

QCF level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about preparing, cooking and finishing a broad range of dressings and cold sauces. The unit covers a range of preparation and cooking techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare dressings and cold sauces	1.1	Select the type and quantity of ingredients needed for the sauce			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the dressings/sauces to meet requirements			
2	Understand how to prepare dressings and cold sauces	2.1	Explain how to select correct type, quality and quantity of ingredients to meet dish requirements			
		2.2	Explain what quality points to look for in dressings/sauces ingredients			
		2.3	State the correct tools and equipment and the reasons for using them when carrying out different preparation methods			
		2.4	Describe how to carry out different preparation methods according to dish requirements			
3	Be able to cook dressings and cold sauces	3.1	Cook the dressings and sauces to meet requirements			
		3.2	Make sure the dressings and sauces have the correct flavour, colour, consistency and quantity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to cook dressings and cold sauces	4.1	Describe how to carry out different cooking methods			
		4.2	State the correct temperature for cooking dressings/sauces			
		4.3	Explain how to identify when dressings/sauces have the correct colour, flavour, consistency and quantity			
		4.4	State healthy eating options when preparing, cooking and finishing dressings and cold sauces			
5	Be able to finish dressings and cold sauces	5.1	Finish the dressings and sauces to meet requirements			
		5.2	Make sure the dish is at correct temperature for holding and serving			
		5.3	Safely store any cooked dressings and sauces not for immediate use			
6	Understand how to finish dressings and cold sauces	6.1	Describe how to present cooked dressings/sauces			
		6.2	Explain how to adjust the taste and flavour of dressings and cold sauces			
		6.3	Describe the appropriate accompaniments and garnishes for different dressings and cold sauces			
		6.4	Describe the quality points relating to dressings and cold sauces			
		6.5	Describe how to store dressings and cold sauces			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

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

  a   weighing and measuring

  b   boiling

  c   simmering

  d   reducing

  e   chopping

  f   whisking

  g   blanching

  h   sieving/stirring

  i   liquidising/blending

  j   emulsifying

  k   processing

Learners must demonstrate through performance that they can make at least five of the following sauces:

- derivative of mayonnaise

- coulis

- egg and oil emulsion

- flavoured oil based dressing

- sour cream/yoghurt based

- fruit/vegetable thickened, for example dips

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

Unit 26: Prepare, Cook and Finish Complex Hot Desserts

Unit code: 3FPC12/10

Unit reference number: L/601/5694

QCF level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is about preparing, cooking and finishing complex hot desserts, for example: hot soufflés, paste-based desserts, fruit-based desserts, sponge-based desserts. The unit covers a range of preparation, cooking and finishing techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare complex hot desserts	1.1	Select the type and quantity of ingredients needed for the dessert			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet requirements			
2	Understand how to prepare complex hot desserts	2.1	Describe what quality points to look for in main ingredients			
		2.2	Explain how to control portions and minimise waste			
		2.3	Describe the appropriate preparation methods for different complex hot desserts			
		2.4	Explain the effects various temperature and humidities can have on ingredients used			
		2.5	Describe the correct tools and equipment and the reasons for using them when preparing complex hot desserts			
		2.6	Describe the types of problems when preparing hot desserts and correct methods of dealing with them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to cook complex hot desserts	3.1	Cook the ingredients to meet requirements			
4	Understand how to cook complex hot desserts	4.1	Explain which cooking methods relate to each type of complex hot dessert			
		4.2	Describe the type of problems that may occur when cooking hot desserts and how to deal with these correctly			
		4.3	Explain how to minimise common faults			
		4.4	State healthy eating options when dealing with complex hot desserts			
5	Be able to finish complex hot desserts	5.1	Make sure the dessert has the correct colour, texture and finish			
		5.2	Finish and present the dessert to meet requirements			
		5.3	Make sure the dessert is at correct temperature for holding and serving			
		5.4	Safely store any desserts not for immediate use			
6	Understand how to finish complex hot desserts	6.1	Describe the quality points relating to the finished product			
		6.2	Explain the appropriate finishing methods for each type of product			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 5.1 and 5.2 by directly observing the learner's work.

For assessment criterion 5.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **three** from **desserts**
    - a   hot soufflés
    - b   paste based
    - c   fruit-based desserts
    - d   sponge-based desserts

- at least **five** from **preparation methods**
    - a   creaming
    - b   folding
    - c   aeration
    - d   use of moulds
    - e   incorporating fat
    - f   separation/combining of colours/flavours/ingredients

- at least **four** from **cooking methods**
    - a   steaming
    - b   deep fat frying
    - c   bain marie
    - d   baking
    - e   microwaving

- at least **five** from **finishing methods**
    - a   gratinate
    - b   cooling
    - c   piping
    - d   demoulding
    - e   glazing
    - f   portioning

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

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Unit 27: Prepare, Cook and Finish Complex Cold Desserts

Unit code:	3FPC13/10
Unit reference number:	R/601/5700
QCF level:	3
Credit value:	3
Guided learning hours:	30

Unit summary

This unit is about preparing, cooking, processing and finishing complex cold desserts, for example: cheesecakes, mousses, meringues, sorbets. The unit covers a range of preparation, cooking, processing and finishing techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare complex cold desserts	1.1	Select the type and quantity of ingredients needed for the dessert			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet requirements			
2	Understand how to prepare complex cold desserts	2.1	State the correct tools and equipment and the reasons for using them when preparing complex cold desserts			
		2.2	Explain how to control portions and minimise waste			
		2.3	Describe the appropriate preparation methods for different complex cold desserts			
		2.4	Describe the types of problems that may occur when preparing cold desserts and how to deal with these correctly			
3	Be able to cook complex cold desserts	3.1	Cook the ingredients to meet requirements			
		3.2	Process the dessert to meet dish requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to cook complex cold desserts	4.1	State which processing methods are appropriate to each type of product			
		4.2	State the quality points relating to processed products			
		4.3	Describe how to adjust flavours and minimise common faults			
		4.4	Describe the type of problems that may occur when cooking and processing cold desserts and how to deal with these correctly			
		4.5	State healthy eating options when preparing and cooking complex cold desserts			
5	Be able to finish complex cold desserts	5.1	Make sure the dessert has the correct colour, texture and finish			
		5.2	Make sure the dessert is at correct temperature for holding and serving			
		5.3	Safely store any desserts not for immediate use			
6	Understand how to finish complex cold desserts	6.1	State the quality points relating to the finished product			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 3.1, 3.2 and 5.1 by directly observing the learner's work.

For assessment criterion 5.2 where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 5.3through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **four** from **desserts**
  - a   egg-based set
  - b   mousses/cold soufflés
  - c   meringue based
  - d   cheesecake
  - e   paste-based goods
  - f   fruit/crème bavarois
  - g   ice-cream based/sorbet based

- at least **five** from **preparation methods**
  - a   creaming
  - b   aeration
  - c   combining
  - d   sieving/passing
  - e   pureeing
  - f   folding
  - g   addition of colours/flavours
  - h   straining

- at least **two** from **cooking methods**
  - a   poaching
  - b   baking
  - c   boiling
  - d   steaming

- at least **three** from **processing methods**
  - a   demoulding
  - b   freezing
  - c   refrigeration
  - d   chilling

- at least **five** from **finishing methods**

  a cooling

  b stacking

  c glazing

  d filling

  e portioning

  f cutting

  g piping

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

Unit 28: Produce Sauces, Fillings and Coatings for Complex Desserts

Unit code:	3FPC14/10
Unit reference number:	D/601/5702
QCF level:	3
Credit value:	4
Guided learning hours:	33

Unit summary

This unit is about producing sauces, fillings and coatings, for example: syrups, butter cream, sugar glazes. The unit covers a range of preparation, cooking and finishing techniques.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to produce sauces, fillings and coatings for complex desserts	1.1	Select the type and quantity of ingredients needed for the sauces, fillings and coatings			
		1.2	Check the ingredients to make sure they meet quality standards			
		1.3	Select the appropriate tools and equipment and use correctly			
		1.4	Prepare the ingredients to meet dish requirements			
		1.5	Process ingredients to meet dish requirements			
		1.6	Make sure the sauce, filling and coating have the correct colour, texture and finish			
		1.7	Finish and present the sauce, filling and coating to meet requirements			
		1.8	Make sure the sauce, filling and coating are at the correct temperature for holding and serving			
		1.9	Safely store any sauce, filling and coating not for immediate use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to produce sauces, fillings and coatings for complex desserts	2.1	Describe what quality points to look for relating to finished sauces, fillings and coatings			
		2.2	Describe the correct tools and equipment and the reasons for using them when producing sauces, fillings and coatings for hot desserts			
		2.3	Describe the consistency required for finished sauces, fillings and coatings			
		2.4	Describe how to adjust flavours and minimise common faults			
		2.5	State the effects of different temperatures and humidity on ingredients used			
		2.6	Explain the uses of various sauces, fillings and coatings			
		2.7	Describe the types of problems that may occur with sauces, fillings and coatings and how to deal with these correctly			
		2.8	State healthy eating options when producing sauces, fillings and coatings			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7 by directly observing the learner's work.

For assessment criterion 1.8, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them, ie either holding **or** serving, but must observe the other.

The assessor may assess assessment criterion 1.9 through questioning or witness testimony if no naturally occurring evidence is available.

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

- at least **eight** from **sauces, fillings and coatings**
  - a   crème anglaise
  - b   sabayon
  - c   fruit coulis
  - d   ganache
  - e   crème chantilly
  - f   preserves
  - g   fruit glazes
  - h   crème patissiere
  - i   syrups
  - j   butter cream
  - k   royal icing
  - l   jams
  - m sugar glazes
- at least **four** from **preparation methods**
  - a   mixing
  - b   whisking
  - c   boiling
  - d   separating
  - e   creaming
- at least **five** from **processing methods**
  - a   reducing
  - b   liquidising
  - c   blending
  - d   addition of colouring
  - e   emulsifying
  - f   addition of flavouring

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

Unit 29:   Produce Healthier Dishes

Unit code: 2PR17

Unit reference number: A/601/4962

QCF level: 2

Credit value: 3

Guided learning hours: 28

Unit summary

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

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to produce healthier dishes	1.1	Check ingredients meet dish requirements			
		1.2	Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre			
		1.3	Cook food in a way that maximises its nutritional value			
		1.4	Use flavourings that minimise the use of salt and sugar			
		1.5	Present dishes in a way that is attractive to the customer			
		1.6	Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish			
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			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.5	Describe the nutritional benefits of starchy foods, fruits, vegetables and pulses			
	2.6	Explain how to read and interpret food labelling			
	2.7	Describe how to select types, combinations and proportions of ingredients that will make a healthy dish			
	2.8	Describe what techniques can be used to prepare ingredients in a healthy way			
	2.9	Describe what techniques can be used to cook the dish in a way that maximises its nutritional value			
	2.10	State what healthier flavourings can be used as alternatives to salt and sugar			
	2.11	Explain why it is important to present healthier dishes to customers in an attractive way and how to do so			
	2.12	State why it is important to provide the customers with their choice of sauces, dressing, toppings and condiments			
	2.13	State appropriate alternative healthier types of sauces, dressings, toppings and condiments			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Assessment requirements/evidence requirements

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

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

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

- at least **four** from **dish**

  a meat/poultry

  b fish

  c vegetables/fruit

  d eggs

  e pasta/rice/grain/pulses

  f soups/sauces

  g pastry

  h bread/dough

  i sponges/cakes/biscuits/scones

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

Unit 30: Contribute to the Control of Resources

Unit code: HSL3

Unit reference number: H/502/4097

QCF level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit covers the competence that hospitality supervisors require to control the use of resources – equipment, people and supplies – in their area of responsibility.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to the control of resources	1.1	Compare the resources available to them with the resources they need for their work			
		1.2	Follow the correct procedures to obtain additional resources needed for their work			
		1.3	Deal with any problems in obtaining resources following agreed procedures and keeping relevant people informed			
		1.4	Check the quality, quantity and suitability of resources before they are needed for use			
		1.5	Make sure that equipment and materials are correctly stored and maintained			
		1.6	Encourage their colleagues to make efficient use of resources and minimise waste			
		1.7	Monitor the use of resources in their area of responsibility			
		1.8	Make sure that resources are used effectively, efficiently and in line with organisational and legal requirements			
		1.9	Keep records about resources up to date, accurate and in the specified place			
		1.10	Recommend ways of making better use of resources following organisational requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to contribute to the control of resources	2.1	Identify the equipment, colleagues and supplies that are used in their area of responsibility			
		2.2	Describe normal consumption levels for resources in their area of responsibility			
		2.3	Explain how to work out what resources are needed for planned work			
		2.4	Explain how to identify what resources are available for planned work			
		2.5	Explain how to make sure the resources already available are suitable for planned work			
		2.6	Explain how to identify what additional resources are needed for planned work			
		2.7	Identify the approximate costs of the resources used in their area of responsibility			
		2.8	Explain how resource costs affect their organisation's financial targets			
		2.9	Explain the importance of working within agreed spending limits			
		2.10	Describe the procedures to follow when it is necessary to go beyond agreed spending limits			
		2.11	Explain why it is important to follow the correct procedures when it is necessary to go beyond agreed spending limits			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.12 Describe their organisation's policies for ordering resources			
	2.13 Identify who is responsible for ordering resources			
	2.14 Identify their organisation's regular suppliers			
	2.15 Describe the procedures to follow to obtain required resources			
	2.16 Describe the procedures to store the resources in their area of responsibility			
	2.17 Explain how to ensure resources are stored correctly			
	2.18 Describe the appropriate lifting and handling methods and techniques for resources in their area			
	2.19 Describe the health and safety requirements for the resources they are responsible for			
	2.20 Explain the environmental impact of the resources they are responsible for			
	2.21 Describe their organisation's policies for: – using resources – controlling waste – recycling			
	2.22 Explain how to count, check and monitor the use of resources			
	2.23 Explain how to keep waste to a minimum			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.24 Explain how to encourage colleagues to make efficient use of resources to benefit their organisation and the environment			
	2.25 Explain how to make recommendations to improve the use of resources to decision makers in their organisation			
	2.26 Identify the records they need to keep on the use of resources			
	2.27 Explain the advantages of using computerised stock control systems			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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

Unit 31: Contribute to the Development of Recipes and Menus

Unit code: HSL9

Unit reference number: K/502/4117

QCF level: 4

Credit value: 4

Guided learning hours: 22

Unit summary

This unit covers the competence hospitality supervisors need to plan and introduce new menu items. It involves researching the menu item, taking account of food combinations, flavours and dietary requirements and implementing the new items.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to the development of recipes and menus	1.1	Take account of food combinations, flavours and dietary requirements			
		1.2	Calculate ingredient ratios, cooking times and temperatures for producing the recipe in varying quantities			
		1.3	Identify suitable suppliers/sources			
		1.4	Identify methods of presenting, holding and distributing the product			
		1.5	Cost recipe suggestions			
		1.6	Take account of available resources			
		1.7	Pass on relevant information about the suitability of the new menu item following organisational procedures			
		1.8	Offer suggestions on menu layout and presentation			
		1.9	Introduce recipe suggestions in accordance with: – the style and policy of the organisation – available resources – the expectations and standards of customers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.10	Make sure staff have the information, skills and resources needed to support the introduction of the new menu item			
		1.11	Collect feedback from staff and customers			
		1.12	Evaluate feedback from staff and customers			
2	Understand how to contribute to the development of recipes and menus	2.1	Explain the existing style and policy of the organisation in relation to recipes and menus			
		2.2	Explain how location and styles of operation can affect proposed menu items			
		2.3	Explain the concept of a balanced diet and why it is important to good health			
		2.4	Describe current government guidelines for healthy eating			
		2.5	Explain how to keep up to date with information on healthy eating			
		2.6	Describe the types, combinations and proportions of ingredients that make up a healthy dish			
		2.7	Explain the nutritional benefits of minimising the fat, sugar and salt content of dishes			
		2.8	Explain the nutritional benefits of starchy foods, fruit, vegetables and pulses			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.9	Identify healthier flavourings that can be used as alternatives to salt and sugar			
	2.10	Describe the quality standards required for each recipe item to be included			
	2.11	Explain how to assess the quality of potential ingredients			
	2.12	Explain how available equipment can affect the production of food items			
	2.13	Identify the factors that need to be considered in selecting presentation, holding and distribution methods			
	2.14	Explain how to cost proposed recipes and work out gross profit			
	2.15	Explain the effect supplier choice can have on food quality			
	2.16	Explain how to identify and assess the suitability of suppliers or supply sources			
	2.17	Explain how to record information relating to proposed recipes			
	2.18	Identify who to make records of proposed recipes available to			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.19	Identify who to consult to gain feedback on proposed recipes			
	2.20	Explain how to carry out and evaluate test runs of recipes			
	2.21	Explain why staff skills should be assessed prior to proposing new recipes and menu items			
	2.22	Describe what training may be needed to support the implementation of new menu items			
	2.23	Explain how to brief staff on new menu items and implementation plans			
	2.24	Describe how to gain feedback from staff on operational problems which may arise			
	2.25	Explain how to allocate resources to staff to enable them to implement new menu items			
	2.26	Identify lead times required by the organisation for the implementation of new menu items			
	2.27	Explain how to estimate lead times for the preparation of new menu items			
	2.28	Explain why measures should be closely monitored when introducing new items			
	2.29	Explain why it is important to gain feedback from customers on new items and ways of doing this			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 32: Ensure Food Safety Practices are Followed in the Preparation and Serving of Food and Drink

Unit code: HSL30

Unit reference number: D/502/4163

QCF level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit covers the competence that hospitality supervisors need to maintain food safety during the preparation and serving of food.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to ensure food safety practices are followed in the preparation and serving of food and drink	1.1	Make sure relevant information about food safety procedures is available			
		1.2	Make sure that good hygiene practices are in place			
		1.3	Carry out own responsibilities for the implementation of food safety procedures			
		1.4	Provide feedback to the person responsible for the organisation's food safety procedures on the effectiveness of these procedures			
		1.5	Monitor and be constantly alert to the possibility of food safety hazards in own area of responsibility			
		1.6	Identify indicators of potential sources of food safety hazards			
		1.7	Identify actual food safety hazards			
		1.8	Identify control measures appropriate to the identified food safety hazards			
		1.9	Report any new potential food safety hazards for review and evaluation of food safety procedures to the person responsible			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to ensure food safety practices are followed in the preparation and serving of food and drink	2.1 Explain the importance of having food safety procedures			
	2.2 Describe the current food safety legislation requirements affecting own responsibilities			
	2.3 Describe own responsibilities under the organisation's food safety procedures including:			
	– helping to check the procedures			
	– assisting with hazard analysis			
	– allocating and supervising food safety responsibilities			
	– identifying and meeting staff training needs			
	– reporting to management			
	– ensuring the proper application and monitoring of control measures			
	– monitoring of control measures			
	– ensuring corrective action is taken when control measures fail			
	– following recording procedures			
	2.4 Explain how to implement own responsibilities in own workplace			
	2.5 Describe the different types of food safety hazards (microbiological, physical, chemical and allergenic)			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.6	Describe the common examples of food safety hazards in the following groups: microbiological; physical; chemical; allergenic			
	2.7	Describe the significant food safety hazards in own workplace			
	2.8	Describe the conditions that affect microbial growth			
	2.9	Describe the indicators of food safety hazards in own area of responsibility (eg food spoilage, temperature controls, condition of premises)			
	2.10	Explain the importance of being constantly alert to the possibility of food safety hazards in own area of responsibility			
	2.11	Explain how to look out for food safety hazards			
	2.12	Describe the principal causes of food safety hazards, eg human factors (including lack of effective supervision), lack of labelling information, supplier quality, cross-contamination, premises and waste, personal health, handling issues and pests			
	2.13	Describe the dangers of pest infestation			
	2.14	Describe effective pest control measures			
	2.15	Identify effective equipment and surface cleaning methods			
	2.16	Explain why surface cleaning is important			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.17 Explain the importance of hygienic and effective waste disposal			
	2.18 Describe the correct methods to control waste			
	2.19 Describe the personal hygiene practices that staff should follow according to operational requirements including:			
	– hand washing			
	– wearing of protective clothing			
	– footwear and headgear			
	– wearing of jewellery and accessories			
	– treatment and covering of cuts, boils, grazes and wounds			
	– reporting of illnesses and infections to the appropriate person			
	2.20 Explain the importance of food temperature control			
	2.21 Identify the temperature levels and controls for the types of food in own area of responsibility during:			
	– delivery			
	– storage			
	– preparation			
	– cooking			
	– cooling and reheating			
	– holding and service			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.22	Explain the dangers of cross-contamination			
	2.23	Describe methods to eliminate cross-contamination for any type of food safety hazard			
	2.24	Explain how to communicate responsibilities for food safety procedures to staff			
	2.25	Explain how to make sure staff understand food safety responsibilities			
	2.26	Explain how to ensure that staff receive appropriate training to meet their food safety responsibilities according to own level of responsibility and autonomy			
	2.27	Identify the types of failures that may occur with control measures			
	2.28	Identify the corrective actions to take for failures with control measures			
	2.29	Explain the importance of providing feedback to the person responsible for the food safety procedures			
	2.30	Identify the types of issues that should be communicated to the person responsible for the food safety procedures			
	2.31	Explain the importance of contributing to the evaluation of the food safety procedures			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Assessment requirements/evidence requirements

It is highly recommended that this unit is completed within an NVQ when units *Supervise Food Production Operations*, *Supervise Functions or Supervise Drink Services are also selected.*

N025069 – Specification – Edexcel Level 3 NVQ Diploma in Professional Cookery (QCF) –
Issue 1 – November 2010 © Edexcel Limited 2010

Unit 33: Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector

Unit code: PERR/10

Unit reference number: T/601/7214

QCF level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to understand employment rights and responsibilities.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Know employer and employee rights, responsibilities and own organisational procedures	1.1	State employer and employee rights and responsibilities under employment law, including the Disability Discrimination Act, health and safety and other relevant legislation			
	1.2	State importance of having employment rights and responsibilities			
	1.3	Describe organisational procedures for health and safety, including documentation			
	1.4	Describe organisational procedures for equality and diversity, including documentation			
	1.5	Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Know factors that affect own organisation and occupation	2.1	Describe the role played by own occupation within organisation and industry			
	2.2	Describe career pathways available to them			
	2.3	State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry			
	2.4	Identify sources of information and advice on own industry, occupation, training and career			
	2.5	Describe principles, policies and codes of practice used by own organisation and industry			
	2.6	Describe issues of public concern that affect own organisation and industry			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Further information

Our customer service numbers are:

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

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- Functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

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

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

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

People 1st
2nd Floor
Armstrong House
38 Market Square
Uxbridge
UB8 1LH

Telephone: 01895 817000
Email: info@people1st.co.uk
Website: www.people1st.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building functional skills into your programme

- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active

- is designed to be supportive and thought-provoking

- builds on best practice

- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the hospitality industry

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

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

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

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
					NVQ Diploma in Professional Cookery (Chinese Cuisine) (QCF)
					NVQ Diploma in Professional Cookery (Indian Cuisine) (QCF)
					NVQ Diploma in Professional Cookery (Thai Cuisine) (QCF)

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

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

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.

- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.

- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres, and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

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

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

- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

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

- direct centres to take actions

- limit or suspend certification

- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to learners within the centre during their programme of study and any specific support that might be necessary to allow learners to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications for further details. www.edexcel.com.

Annexe D: Assessment requirements/strategy

Hospitality, Leisure, Travel and Tourism Sector Assessment Strategy for competence based units of assessment and qualifications (in England, Wales and Northern Ireland) and Scottish Vocational Qualifications (SVQs)

1 Introduction

The sector assessment strategy applies to all competence based units and qualifications that sit within the industries represented by People 1st. Competence based units and qualifications are those that are accredited to the Qualifications and Credit Framework, for England, Wales and Northern Ireland, which include National Vocational Qualifications (NVQs). In Scotland it applies to all sector Scottish Vocational Qualifications (SVQs). The sector assessment strategy comes into force on the 1st August 2009 and will apply to any new competence based units and qualifications. It will also replace other assessment strategies, currently used for existing NVQs and SVQs, as and when they are updated and re-accredited. See www.people1st.co.uk for a list of all competence based units and qualification that are covered by the sector assessment strategy.

There are four components to the sector assessment strategy which set out requirements and guidance relating to:

- external quality control
- assessment principles
- occupational expertise of assessors and verifiers
- continuous professional development.

The purpose of the sector assessment strategy is for People 1st and awarding organisations/bodies to work in partnership to:

- maximise the quality assurance arrangements for the sector's competence based units and qualifications and maintain standardisation across assessment practice
- assure employers and learners that the sector's competence based units and qualification are consistently assessed to the national occupational standards, and
- promote continuous professional development amongst assessors and verifiers.

  The content of the assessment strategy has been reviewed in close consultation with employers, awarding organisations/bodies, training providers and other sector stakeholders. While many of these stakeholders have an interest in the assessment strategy, its primary audience are awarding organisations/bodies that offer competence based units and qualifications in the hospitality, leisure, travel and tourism industries. Prospective or approved centres should not need to work directly with this document as its requirements will be incorporated within the procedures of their chosen awarding organisation/body.

The strategy should be used alongside the assessment and quality assurance guidance published by the regulatory authorities. Further information about competence based units and qualifications can be found at www.people1st.co.uk. Feedback or comments on the sector assessment strategy can be emailed to qualifications@people1st.co.uk.

2 External Quality Control

2.1 Risk Assessment and Management of Centres

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions. Awarding organisations/bodies achieve this by operating their existing systems for quality monitoring, risk assessment and management of their approved centres, following guidance issued by the regulatory authorities.

As part of this process People 1st requires awarding organisations/bodies to:

- ensure that external verification, monitoring and support provided to centres takes into account their level of risk. For example new assessment centres, and those that are experiencing difficulty in meeting the assessment requirements, should be given additional support by their awarding organisation/body

- supply People 1st with standardised information on their statistical monitoring, including registration and certification figures, on a quarterly basis. This data will remain confidential and no individual awarding organisation's/body's data will be published

- report annually on the outcomes of, and any issues arising from, external verification and quality control arrangements

- highlight specific issues relating to the assessment of the sector's competence based units and qualifications that require immediate attention, as and when they arise

- contribute to the awarding organisations'/bodies' forums to review and discuss matters relating to the assessment of the sector's competence based units and qualifications. The forum will meet at least biannually, or during key stages of projects and reviews

- resolve issues relating to the assessment and verification of the sector's competence based units and qualifications with the action(s), and in the timeframe, agreed.

3 Assessment

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market. As such, assessment of the sector's competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the learner's supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for learners to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

- the majority of assessment of the sector's competence based units and qualifications will be based on **performance evidence**, ie direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation/body, (see section 3.4).

- opportunities to ascertain learner's **accreditation of prior learning** is maximised by early contact between the assessor and learner and during initial assessment/induction period.

Please note: External tests do not form part of People 1st' s assessment strategy, other than linkage to IATA approved tests in Unit TT27, Sell Multi-Sector Air Travel, part of the Travel S/NVQ (where it may be a specific requirement and therefore applicable in that instance).

3.1 Witness Testimony

People 1st recognise the use of *witness testimony* and *expert witness testimony* as appropriate methods for assessors to collect evidence on learners' performance.

Witness testimonies can be obtained from people that are occupationally competent and whom may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent, and do not have a knowledge of the national occupational standards, such as other people within the learner's workplace, customers and suppliers. The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's/body's minimum observations requirements must be met.

Expert witnesses may be used where additional support relating to the assessment of technical competence is required. Expert witnesses may be:

- other approved assessors that are recognised to assess the relevant national occupational standards, or

- line managers, other managers or experienced colleagues that are not approved assessors, but whom the awarding organisation/body agrees has current occupational competence, knowledge and expertise to make a judgement on a learner's competence.

Expert witnesses must be able to demonstrate through relevant qualifications, practical experience and knowledge that they are qualified to provide an expert opinion on a learner's performance in relation to the unit being assessed. People 1st believe that it is unlikely for an expert witness to be fully expert within any of the sector's occupational areas in less than twelve months to two years. The final judgement on the validity of the expert witness testimony rests with the assessor and such testimonies may only be used in line with awarding organisation's/body's requirements.

3.2 Professional Discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

3.3 Simulation

Simulation can only be used to assess learners for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

See **Appendix A** for competence based units which permit the use of simulation.

Awarding organisations/bodies must issue adequate guidance which informs centres how simulation should be planned and organised, ensuring that demands on learners are neither more nor less than they would encounter in a real work situation. In particular:

- a centre's overall strategy for simulation must be examined and approved by the external verifier

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the unit seeks to assess

- ideally, there should be a range of simulations to cover the same aspect of the standard

- the physical environment for the simulation, and the nature of the contingency, must be realistic

- learners should carry out the simulation in a professional manner

- the learner should be given no indication as to what the simulation will present.

3.4 Realistic Working Environment

Assessment of the sector's competence based units and qualifications should ideally be carried out within the workplace, however, where this is not possible learners can be assessed within an approved Realistic Working Environment (RWE) that replicates a real work setting. The criteria for RWE currently operated in the sector can be found at **Appendix B**.

4 Occupational expertise of assessors and verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in **Appendix C**. Guidance on additional qualifications and/or training relevant to assessors and verifiers can be found in **Appendix D**

4.1 Using employers' in-house training programmes to assess competence based units and qualifications (please note this section is not applicable for centres which are either colleges or training providers)

a People 1st recognises that employers within the Sector provide robust in-house training, development and assessment programmes which meet the standards for Assessors and Verifiers. Where an employer maps its in-house training, development and assessment programme to the Assessor and Verifier standards and has this approved by their awarding organisation/body, People 1st fully supports the removal of the need to achieve the Assessor and Verifier Units. The individual assessing and verifying the qualifications must still meet the other mandatory requirements for occupational competence as specified in **Appendix C**.

b   It should also be noted that People 1st encourages employers and awarding organisations/bodies to examine in-house employer training, development and assessment programmes to see whether these provide robust evidence against the relevant competence based units and/or qualifications (England, Wales and Northern Ireland) or the SVQs (Scotland). Where a direct mapping of the in-house training, development and assessment programme can be made to the:

- relevant Units (based on the National Occupational Standards), and assessment meets the requirements of the assessment strategy and awarding organisation/body evidence requirement,

then awarding organisations/bodies should recognise this training for the purposes of achievement of the specified qualification or Unit.

In both instances specified in (a) and (b) above the awarding organisation/body will be required to ensure that a copy of the mapping is available to the Qualification Regulators.

5   Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at **Appendix E**.

Appendix A

Competence based units in Hospitality, Leisure, Travel and Tourism that permits simulation

Unit number	Unit title	Competence based qualifications that the unit is used in
1GEN1	Maintain a safe, hygienic and secure working environment	Level 1 and 2 NVQ/SVQ Hospitality and Catering
HSL4	Maintain the health, hygiene, safety and security of the working environment	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
GS3009	Maintain the health, hygiene, safety and security of the working environment (adapted from HS4)	Level 3 NVQ Gambling Operations
People 1st have a special dispensation for the imported Customer Service units listed below to be assessed in a Realistic Working Environment (RWE) conforming to People 1st's criteria specified in Appendix B of this Assessment Strategy. This would only apply to these Units when delivered as part of the L3 Diploma in Hospitality Supervision and Leadership (NVQ) and L3 Hospitality Supervision and Leadership SVQ.		
CfA Unit 26	Improve the customer relationship	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership
CfA Unit 32	Monitor and solve customer service problems	Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership

CfA Unit 42	Lead a team to improve customer service	**Level 3 Diploma in Hospitality Supervision and Leadership Skills (NVQ) and Level 3 SVQ in Hospitality Supervision and Leadership**

People 1st does not permit the use of simulation, other than as listed below:

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:

there is a high risk to the security or safety of the learner, individuals, key people in their lives and others

the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that learners wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating learners

there would otherwise be a breach of confidentiality or privacy.

The following two units are the only accepted Realistic Working Environments, and no other Realistic Working Environments will be accepted.

TT09	Assist with travel and tourism problems and emergencies	Level 2 NVQ/SVQ in Travel Services and Level 2 NVQ/SVQ in Tourism Services
TT37	Deal with travel and tourism problems and emergencies	Level 3 NVQ/SVQ in Travel Services and Level 3 NVQ/SVQ in Tourism Services

Appendix B

Criteria for Realistic Working Environments

It is essential for organisations operating a Realistic Working Environment (RWE) to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours learners work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the awarding organisation's/body's criteria for this purpose. EVs are expected to ensure RWEs meet the criteria set out below on at least one visit.

Hospitality		
1	**The work situation being represented is relevant to the competence based units and qualifications being assessed**	• The type of work situation being represented mirrors the relevant setting eg quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, housekeeping department, front office, reception or reservations. • Appropriate industrial equipment, furnishings and resources (eg ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered. • Industry trends are considered in the product and service offer.
2	**The learner's work activities reflect those found in the situation being represented**	• Learners operate in a professional capacity with corresponding job schedules and/or descriptions. • Learners are clear on their work activities and responsibilities.
3	**The RWE is operated in the same manner as a real work situation**	• Customers are not prompted to behave in a particular manner. • Customer feedback is maintained and acted upon.

4	**The RWE is underpinned by commercial principles and responsibilities**	• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements. • There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions. • Learners are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising wastage. • Legislative regulations are adhered to eg food safety, health and safety, equal opportunities, trade description. • Consumer information is provided on products and services eg allergy advice on food products.
Gambling		
1	**The work situation being represented is relevant to the competence based units and qualifications being assessed**	• The type of work situation being represented mirrors the relevant setting eg betting shop, bingo hall, casino. • Appropriate industrial equipment, furnishings and resources that replicate the work situation are used, ensuring that assessment requirements can be covered. • Industry trends are considered in the work situation represented.
2	**The learner's work activities reflect those found in the situation being represented**	• Learners operate in a professional capacity with corresponding job schedules and/or descriptions. • Learners are clear on their work activities and responsibilities.
3	**The RWE is operated in the same manner as a real work situation**	• Customers are not prompted to behave in a particular manner. • Customer feedback is maintained and acted upon.

4	**The RWE is underpinned by commercial principles and responsibilities**	• Organisational charts indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements.
		• There is evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions.
		• Learners are encouraged to carry out their function in line with business expectations, eg within timescales and budget, minimising wastage.
		• Legislative regulations are adhered to eg health and safety, equal opportunities, trade description.

Appendix C

Occupational Expertise of Assessors and Verifiers

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

✓ = mandatory

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that are being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications. These should be achieved within 18 months of commencing their role. These are as follows:			
D35 or V2.			✓
D34 or V1 — In the case that the IV is working towards their V1 unit, a representative sample of verification decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D34 or V1 unit. This colleague must have the same occupational expertise.		✓	
D32/D33 or A1/A2 — In the case that the assessor is working towards the A1/A2 units, a representative sample of assessment decisions, as agreed with the awarding organisation/body, must be counter-signed by a colleague who has achieved either the D32/D33 or A1/A2 units. This colleague must have the same occupational expertise.	✓		
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 the awarding organisation's/body's assessment requirements and practise standardised assessment principles.	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, ie time and budget.	✓	✓	

Assessors, Internal Verifiers and External Verifiers must:	A	IV	EV
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.		✔	✔
Hold qualifications, or have undertaken training, that have legislative relevance to the competence based units and qualifications being assessed (See Appendix D).	✔	Good practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Appendix E).	✔	✔	✔

Appendix D

Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either received training or achieve qualifications. People 1st is **not** stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

Qualification/Training	Competence based unit/qualification	A	IV	EV
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Drink Service	✓		
	Hospitality Supervision and Leadership *(with food and drink units)*	✓		
Licensing	Food and Drink Service	✓	Good Practice	
	Hospitality Supervision *(with food and drink units)*			

Appendix E

Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	- Internal and external work placements - Work experience and shadowing (eg within associated departments) - External visits to other organisations - Updated and new training and qualifications (www.uksp.co.uk) - Training sessions to update skills - Visits to educational establishments - Trade fairs
Keeping up to date with sector developments and new legislation	- Relevant sector websites - Membership of professional bodies - Papers and documents on legislative change - Networking events - Seminars, conferences, workshops, membership of committees/working parties (eg People 1st events) - Staff development days
Standardising and best practice in assessment	- Regular standardisation meetings with colleagues - Sharing best practice through internal meetings, news letters, email circulars - Comparison of assessment and verification in other sectors - Attending awarding organisation/body meetings/seminars

Downloadable guidance on CPD can be found at www.ifl.ac.uk