

Level 2 NVQ Diploma in Hospitality (7132) – Framework version

Guidance document/recording forms

Level 2 NVQ Diploma in Food Production and Cooking (7132-06)

Level 2 NVQ Diploma in Kitchen Services (7132-14)



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**Level 2 NVQ Diploma in
Hospitality (7132) –**

Framework version

Guidance document/recording forms

Contents

1	About your logbook
1.1	Contact details
1.2	Introduction to the logbook
2	About Framework NVQs and SVQs
2.1	What are NVQs and SVQs?
2.2	The structure of NVQs and SVQs
3	About your centre
3.1	Types of centres
3.2	Assessment roles
4	About N/SVQ Learners
5	The assessment process
5.1	Before you start your N/SVQ
6	Completing your logbook
Your CV	
Skill scan/Initial assessment	
Expert / Witness Status list	
Expert Witness Record	
Summary of Unit Achievement	
7	Units
Appendix 1	Summary of City & Guilds assessment policies
Appendix 2	Observation sheets

1 About your logbook

1.1 Contact details

Learner name	
Learner enrolment no	
Centre name	
Centre number	
Start date	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

Your Assessor(s)	
Your Internal Verifier	
Your centre contact	

1 About your logbook

1.2 Introduction to the logbook

This logbook will help you complete your Qualifications Credit Framework National Vocational Qualification (NVQ) or Scottish Vocational Qualification (SVQ). It contains

- the units you need to achieve to complete your qualification
- information about your responsibilities as a Learner
- forms you can use to record and organise your evidence.

It will also tell you:

- about Framework NVQs and SVQs
- what you need to do to complete your Framework NVQs and SVQs
- who will help you.

About City & Guilds

City & Guilds is your awarding organisation for this qualification. City & Guilds is the UK's leading awarding organisation for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website **www.cityandguilds.com**.

2 About Framework NVQs and SVQs

2.1 What are NVQs and SVQs?

Framework National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs) are nationally recognised qualifications gained in the workplace or in a realistic working environment. They are based on National Occupational Standards, which are standards written by employers and experts in your industry.

When you achieve your qualification it will prove that you can work to the standards expected by employers in your industry. Your qualification will show you are competent to do a job and have the skills, knowledge and understanding needed to do it well.

N/SVQs are work based qualifications, so you should choose the qualification that best matches the type of work you already carry out, or expect to carry out in the future. If you are not in work, your centre will need to arrange a work placement for you to gain the necessary skills and to be assessed.

Choosing your qualification

There are different levels of qualifications. The table gives a brief description of the different N/SVQ levels. You don't always have to start at level 1 as you can start at the level that best matches your work or role.

Level	What you have to show to achieve the qualification
1	Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.
2	Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well defined tasks and address straight forward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.
3	Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

2 About Framework NVQs and SVQs

2.2 The structure of NVQs and SVQs

How is an N/SVQ made up?

Each N/SVQ is made up of a number of **units**. Each unit covers a different work activity and a credit value attached to the unit. To achieve the full qualification you have to complete a set number of units outlined within the qualification.

Your centre will explain which units you need to take and help you choose those that best match your job.

Mandatory units

You will have to complete all of these units to get your qualification

Optional units

You may be able to choose from a number of optional units. You will be helped to choose the best optional units to match your job or interests.

If you are taking an apprenticeship then you must take Unit 666 entitled Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector (PERR/10).

Structure of a unit

Units describe what you must be able to do to show you can competently perform activities in your job. Units are broken down into

- **outcomes** – these are either related to tasks you must be able to do or knowledge you must know or understand
- **what you must do** – which describe what you have to do to for each practical task
- **what you must know how to** – describing what you need to know and understand
- **what you must cover/range statements** – describe the situations in which you must be able to perform the tasks

3 About your centre

3.1 Types of centres

Assessment for your qualification will be carried out at your centre. Your centre may be your place of work, a college, training provider or a combination of these.

City & Guilds approves centres to offer qualifications and regularly monitors them to make sure they meet our quality standards and follow our assessment policies.

Centre responsibilities

Your centre is responsible for the administration of your qualification. Centre staff will

- register you with City & Guilds
- give you your City & Guilds enrolment number
- apply for your certificate(s) when you have completed your N/SVQ or units.

Centres are also responsible for supporting you as you work towards your qualification. Centres will

- carry out an initial assessment with you
- tell you about any learning or training (and resources) you will need to help you complete your qualification
- provide an induction programme to explain how the assessment process works
- produce an assessment plan for you.

3 About your centre

3.2 Assessment roles

Who will be involved in your qualification?

Assessment for your qualification is carried out at your centre. Your centre may be your place of work, a college, training provider or a combination of these. The people involved in the assessment process are listed below.

The assessor

This may be your manager or supervisor at work or maybe someone specifically sent into your workplace to carry out the assessment. They will

- carry out an initial assessment of the tasks you do as part of your job role and check these against the qualification content
- observe you carrying out your job over a period of time
- ask you questions about the work you do
- assess when you are competent and meet the national standards

The internal verifier

- is employed by your centre to maintain the quality of the occupational assessment

The external verifier

- is employed by City & Guilds to ensure that your centre meets the required national standard

Witnesses

- Witnesses do not determine your overall competence but may provide evidence of your work for your assessor to judge.

Which qualification should you choose?

You should choose an NVQ that best matches the kind of work you already carry out. You don't always have to start at level 1 and the NVQ should reflect the job role that you currently do or intend to do.

How is an NVQ made up?

Each NVQ is made up of a number of **units** each covering a different work activity. Each unit also has a credit value, following the qualification rules you must achieve the minimum number of credits required. You will be required to undertake a combination of **mandatory** and **optional** units.

Mandatory Units – You will have to achieve all of these to get your NVQ. You may also have to achieve some optional units.

Optional Units – You may be able to choose from a number of optional units. You will be helped to choose the best optional units to match your job or interests.

4 About N/SVQ Learners

Learner role and responsibilities

Your responsibilities as a City & Guilds learner are to

- provide your centre with your personal details so you can be registered with City & Guilds
- participate in an initial assessment and induction
- agree a personal assessment plan with your assessor
- collect and organise your evidence as agreed in your assessment plan
- attend regular meetings with your assessor to discuss your progress and to amend your plan when required
- meet with other centre and City & Guilds staff to talk about your qualification and evidence
- make sure you understand and comply with Health and Safety law and regulations
- be clear about your right of appeal if you feel the assessment is not fair

Your centre **may** ask you to agree and sign a learning contract with them to show how you will be assessed for your qualification.

Learner enrolment number

Make sure you keep a note of your unique City & Guilds enrolment number on the front page of this logbook.

You will need this number again if you take any other City & Guilds qualifications. Using the same enrolment number helps City & Guilds keep a record of every unit and qualification you complete.

Moving to a new centre

If you change jobs or move to a new centre before you complete your N/SVQ, you may be able to complete it at a new centre. Ask your centre to apply for any certificates of unit credit for you before you leave, and add them to your N/SVQ records.

A new centre will need your Learner Enrolment Number, your assessment records and evidence to help you complete your qualification.

5 The assessment process

5.1 Before you start your N/SVQ

The assessment process

Once you have chosen your units you will make and agree an assessment plan with your assessor. This will show

- the units that the plan covers
- when you will be assessed
- where the assessment will take place
- what you will be doing
- what evidence you will produce

The plan should also indicate the methods of assessment to be used to collect your evidence. For example;

- Observation
- Work product – photographs, videos
- Projects and assignments
- Questioning
- Candidate peer reports
- Witness testimonies
- Expert witness
- Professional discussion
- Simulation – is allowed only where stated in the unit

Your assessor will find tasks which you do and agree the best method of assessment from the above list some tasks will produce evidence for more than one unit. If you don't meet the standards the first time you are assessed, you can take time to improve your skills and be assessed again when you are ready.

You and the assessor will agree what you need to do for each unit and will record this in your assessment and review plan.

6 Completing your logbook

Recording forms

City & Guilds has developed these recording forms, for new and existing centres to use as appropriate. Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which **must be approved** for use by the **external verifier** before they are used. Alternatively, City & Guilds endorses various electronic e-portfolios.

Learner and centre contact details

This form can be used to record candidate and centre details and the NVQ being assessed. It is the first page of the candidate portfolio.

CV

This can be used if the candidate does not have an appropriate Curriculum Vitae (CV) for inclusion in the portfolio. The CV helps to indicate “inference of competence over time” by showing what jobs have previously been undertaken by you the learner.

Skill scan/Initial assessment

This can be used to record the skills and knowledge which the learner already has as part of an initial action plan.

Expert/witness status list

This is used to record the details of all those that have witnessed learner evidence.

Expert witness record

This is used to record details of the individual expert witnesses.

Unit record

A unit record summaries all the activities and tasks undertaken to complete the unit.

Unit assessment and verification declaration

This written declaration should be completed at the end of each unit to meet the QCA requirement for a statement on authenticity. It is signed by the assessor and learner and states that the evidence is authentic and that the assessment was conducted under specified conditions or context.

Summary of Unit achievement

The unit declaration sheet can be completed as an ongoing process. Once all the units that make up your qualification have been completed, you along with your assessor must complete the form by signing and dating the declaration statement that all of the evidence meets the required criteria.

Please photocopy forms as required

Your CV

If you already have your own CV you can use that instead of this form.

Name

Address

Telephone Number

Date of birth

Education (school attended and dates)

Qualifications (gained and dates)

Employment history and/or voluntary work

Current work role and main responsibilities

Courses attended in the last 5 years

Interests

Expert Witness Record

An Expert Witness has contributed to the evidence included in this learner's Unit Records.

Expert Witness details

Surname		First name	
----------------	--	-------------------	--

Job title		Name of workplace	
------------------	--	--------------------------	--

Relationship to candidate	manager <input type="checkbox"/> supervisor <input type="checkbox"/> Subject matter expert: specify: <input type="checkbox"/>
----------------------------------	---

I confirm that I fully understand the standards that I will be providing an expert opinion on to confirm the technical competency of the learner.

Witness signature		Date	
--------------------------	--	-------------	--

Assessor details

Surname		First name	
----------------	--	-------------------	--

I confirm that the Expert Witness, detailed above, is:

(please tick)

1. technically competent in all of the areas they will be providing an expert opinion on
2. has been fully briefed on the role of an Expert Witness
3. has been briefed on and understands the occupational standards
4. has been briefed on and understands how to record their evidence

Assessor's signature		Date	
-----------------------------	--	-------------	--

This completed form should be inserted into the front of the learner's Unit Records file

Unit record – Example 2

UNIT 101 (1GEN1)

3

MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1	O	Ref Obs 1	TD
2	Q	Ref pages 12 - 13	TD
3	WT	Ref section 1 page 2	TD
4	WP	Ref temperature checks file Chef's office 14.04.10 – 21.04.10	TD

Questioning

Questions can be recorded on a separate sheet located somewhere in the portfolio.

Expert witness

As per previous example.

Referencing

The way in which an assessor references evidence can vary. Assessor may choose to use the terms appendices, ref portfolio referencing.

Remember – whatever referencing terms are used they should always be standard throughout each portfolio.

Observations

Observations can be recorded elsewhere on centre documents designed for the purpose and stored in a portfolio. Here the box is used to reference where the observational report evidence can be located.

Work product

Can be left in situ and signposted, as per previous example.

Photocopy if required

*Assessment method key: **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

7 Units

Level 2 NVQ Diploma in Food Production and Cooking

The Level 2 NVQ Diploma in Food Production and Cooking is suggested for candidates working within local authority catering, school meals, residential and care homes, the National Health Service, either as contractors or direct caterers, and licensed retail outlets.

To achieve the full qualification candidates must attain a minimum of 40 credits in total.

- All of the mandatory units (10 credits)
- A minimum of 16 credits from Section A
- A minimum of 14 credits from Section B

MANDATORY UNITS

		Unit title	Credit value	GLH
2GEN3	203	Maintain food safety when storing, preparing and cooking food	4	32
1GEN4	104	Work effectively as part of a hospitality team	3	25
1GEN1	101	Maintain a safe, hygienic and secure working environment	3	25

SECTION A OPTIONAL UNITS

2PR1	281	Produce basic fish dishes	4	34
2PR2	282	Produce basic meat dishes	4	34
2PR3	283	Produce basic poultry dishes	4	33
2PR4	284	Produce basic vegetable dishes	4	32
2PR5	285	Cook-chill food	3	27
2PR6	286	Cook-freeze food	3	27
2PR7	287	Produce basic hot sauces	4	36
2PR8	288	Produce basic rice, pulse and grain dishes	3	25
2PR9	289	Produce basic pasta dishes	3	25
2PR11	290	Produce basic bread and dough products	4	38
2PR12	291	Produce basic pastry products	5	43
2PR13	292	Produce basic cakes, sponges and scones	4	32
2PR14	293	Produce basic hot and cold desserts	3	28
2PR15	294	Produce cold starters and salads	3	28
2PR16	295	Produce flour, dough and tray-baked products	3	32

SECTION B OPTIONAL UNITS

1PR1	117	Prepare hot and cold sandwiches	2	20
1PR10	143	Produce basic egg dishes	3	24
2PR17	296	Produce healthier dishes	3	28
2PR19	297	Maintain an efficient use of food resources	4	34

2PR20	298	Maintain an efficient use of resources in the kitchen	3	23
2PR21	299	Prepare, operate and clean specialist food preparation and cooking equipment	4	35
2PR22	248	Liaise with care team to ensure that an individuals' nutritional needs are met	3	26
1PR23	144	Prepare meals for distribution	2	16
2PR24	262	Modify the content of dishes	4	40
2PR25	234	Prepare and cook food to meet the requirements of allergy sufferers	3	26
1PR26	145	Prepare meals to meet relevant nutritional standards set for school meals	4	36
2PR27	235	Promote new menu items	3	24
1PR28	146	Present menu items according to a defined brand standard	3	27
2GEN1	201	Give customers a positive impression of self and your organisation	5	33
2GEN9	205	Maintain and deal with payments	4	30
1FS4	110	Provide a counter/takeaway service	3	34
2FS5	210	Convert a room for dining	3	34
2P&C1	271	Complete kitchen documentation	3	25
2P&C2	272	Set up and close kitchen	4	37
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

Level 2 NVQ Diploma in Kitchen Services

To achieve Level 2 NVQ Diploma in Professional Cookery candidates must achieve a total of 37 credits.

Candidates must achieve

- All of the mandatory units (10 credits)
- A minimum of 11 credits from Section A
- A minimum of 16 credits from Section B and

MANDATORY UNITS

		Unit title	Credit value	GLH
2GEN3	203	Maintain Food Safety when storing, preparing and cooking food	4	32
1GEN4	104	Work effectively as part of a hospitality team	3	25
1GEN1	101	Maintain a safe, hygienic and secure working environment	3	25

SECTION A

1FC1	118	Cook Vegetables	3	22
1FP2	116	Prepare and finish simple salad and fruit dishes	2	16
1FPC1	119	Prepare and cook fish	3	23
1FPC2	120	Prepare and cook meat and poultry	4	33
1PR1	117	Prepare hot and cold sandwiches	2	20
1FS4	110	Provide a counter and takeaway service	3	34
1PR20	298	Maintain an efficient use of resources in the kitchen	3	23
1PR28	146	Present menu items according to a defined brand standard	3	27

SECTION B

2PR14	293	Produce basic hot and cold desserts	3	28
2PR15	294	Produce cold starters and salads	3	28
2PR17	296	Produce healthier dishes	3	28
2PR19	297	Maintain an efficient use of food resources	4	34
2PR21	299	Prepare, operate and clean specialist food preparation and cooking equipment	4	35
2PR27	235	Promote new menu items	3	24
2P&C1	271	Complete kitchen documentation	3	25
2P&C2	272	Set up and close the kitchen	4	37
PERR	666	Employment rights & responsibilities in the hospitality, leisure, travel and tourism sector	2	16

UNIT 101 (1GEN1)

**MAINTAIN A SAFE,
HYGIENIC AND SECURE
WORKING ENVIRONMENT**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to maintain a safe,
hygienic and secure working environment**

August 2010 Version 1.0



MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

This unit is about basic health, hygiene, safety and security. This includes maintaining a clean and hygienic personal appearance, getting any cuts and grazes treated and reporting illnesses and infections. The unit also covers safety and security in your workplace – helping to spot and deal with hazards and following emergency procedures when necessary

This unit has **four** outcomes:

Outcome 1

Be able to maintain personal health and hygiene

Outcome 2

Know how to maintain personal health and hygiene

Outcome 3

Be able to help maintain a hygienic, safe and secure workplace

Outcome 4

Know how to maintain a hygienic, safe and secure workplace

The typical day-to-day activities you might carry out for this unit include:

- keeping your personal appearance neat, tidy and hygienic
- getting cuts and scratches treated and reporting illnesses
- practising fire and other emergency procedures
- helping to keep your customers, colleagues and visitors safe by dealing with hazards
- working in a healthy and safe way
- maintaining hygiene in your work
- following security procedures

MAINTAIN A SAFE, HYGIENIC AND SECURE WORKING ENVIRONMENT

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO MAINTAIN PERSONAL HEALTH AND HYGIENE (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Wear clean, smart and appropriate clothing, footwear and headgear	C	C	C	C
2 Keep hair neat and tidy and wear it in line with organisational standards	C	C	C	C
3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards	C	C	C	C
4 Get any cuts, grazes and wounds treated by the appropriate person	C	C	C	C
5 Report illness and infections promptly to the appropriate person	C	C	C	C

BE ABLE TO HELP MAINTAIN A HYGIENIC, SAFE AND SECURE WORKPLACE (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
6	Identify any hazards or potential hazards and deal with these correctly	C	C	C	C
7	Report any accidents or near accidents quickly and accurately to the proper person	C	C	C	C
8	Follow health , hygiene and safety procedures during work	C	C	C	C
9	Practise emergency procedures correctly	C	C	C	C
10	Follow organisational security procedures	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Hazards

All must be covered. At least **1** of these must be observed by your assessor.

1	Relating to equipment	C	C	C	C
2	Relating to areas where you work	C	C	C	C
3	Relating to personal clothing	C	C	C	C

Ways of dealing with hazards

All must be covered. At least **1** of these must be observed by your assessor.

1	Putting them right yourself	C	C	C	C
2	Reporting them to appropriate colleagues	C	C	C	C
3	Warning other people	C	C	C	C

Emergency procedures

All must be covered. At least **1** of these must be observed by your assessor.

1	Fire	C	C	C	C
2	Threat	C	C	C	C
3	Security	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to maintain personal health and hygiene (OUTCOME 2)

Ref.

K1 State own responsibilities under the Health and Safety at Work Act

K2 State general rules on hygiene that must be followed

K3 State correct clothing, footwear and headgear that should be worn at all times

K4 State the importance of maintaining good personal hygiene

K5 Describe how to deal with cuts, grazes and wounds and why it is important to do so

K12 Describe the type of emergencies that may happen in the workplace and how to deal with these

K13 State where to find first aid equipment and who the registered first-aider is in the workplace

K14 State safe lifting and handling techniques that should be followed

K15 State other ways of working safely that are relevant to own position and why these are important

K16 Describe organisational emergency procedures, in particular fire, and how these should be followed

Know how to maintain a hygienic, safe and secure workplace (OUTCOME 4)

Ref.

K6 State the importance of working in a healthy, safe and hygienic way

K7 State where information about Health and Safety in your workplace can be obtained

K8 Describe the types of hazard in the workplace that may occur and how to deal with these

K9 State hazards that can be dealt with personally and hazards that must be reported to someone else

K10 State how to warn other people about hazards and why this is important

K11 State why accidents and near accidents should be reported and who these should be reported to

K17 State the possible causes for fire in the workplace

K18 Describe how to minimise the risk of fire

K19 State where to find fire alarms and how to set them off

K20 State why a fire should never be approached unless it is safe to do so

K21 State the importance of following fire safety laws

K22 Describe organisational security procedures and why these are important

K23 State the correct procedures for dealing with customer property

K24 State the importance of reporting all usual/non-routine incidents to the appropriate person

UNIT 104 (1GEN4)

**WORK EFFECTIVELY AS
PART OF A HOSPITALITY
TEAM**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to work effectively
as part of a hospitality team**

August 2010 Version 1.0



WORK EFFECTIVELY AS PART OF A HOSPITALITY TEAM

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

This unit has **six** outcomes:

Outcome 1

Be able to plan and organise own work

Outcome 2

Be able to work effectively with team members

Outcome 3

Be able to develop own skills

Outcome 4

Know how to plan and organise own work

Outcome 5

Know how to work effectively with team members

Outcome 6

Know how to develop own skills

WORK EFFECTIVELY AS PART OF A HOSPITALITY TEAM

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which might include observation of your performance, witness testimony or questioning.

BE ABLE TO PLAN AND ORGANISE OWN WORK

(OUTCOME 1)

Shaded numbers must be observed	1	2	3	4
1 Make sure the requirements of the work are understood	C	C	C	C
2 Ask questions if the requirements of the work are not clear	C	C	C	C
3 Accurately follow instructions	C	C	C	C
4 Plan work and prioritise tasks in order of importance	C	C	C	C
5 Keep everything needed for the work organised and available	C	C	C	C
6 Keep work areas clean and tidy	C	C	C	C
7 Keep waste to a minimum	C	C	C	C
8 Ask for help from the relevant person if it is needed	C	C	C	C
9 Provide work on time and as agreed	C	C	C	C

BE ABLE TO WORK EFFECTIVELY WITH TEAM MEMBERS

(OUTCOME 2)

Shaded numbers must be observed	1	2	3	4
10 Give team members help when they ask for it	C	C	C	C
11 Ensure the help given to team members is within the limits of own job role	C	C	C	C
12 Ensure the help given to team members does not prevent own work being completed on time	C	C	C	C
13 Pass on important information to team members as soon as possible	C	C	C	C
14 Maintain good working relationships with team members	C	C	C	C
15 Report any problems with working relationships to the relevant person	C	C	C	C
16 Communicate clearly and effectively with team members	C	C	C	C

BE ABLE TO DEVELOP OWN SKILLS

(OUTCOME 3)

**Shaded numbers must
be observed**

	1	2	3	4
17 Seek feedback on own work and deal with this feedback positively	C	C	C	C
18 Identify with the relevant person aspects of own work which are up to standard and areas that could be improved	C	C	C	C
19 Agree what has to be done to improve their work	C	C	C	C
20 Agree a learning plan with the relevant person	C	C	C	C
21 Seek opportunities to review and develop learning plan	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to plan and organise own work (OUTCOME 4) Ref.

K1. State why it is essential to understand the requirements of the work

K2. List the benefits of planning and organising work

K3. Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions

K4. List the benefits of keeping everything needed for own work organised and available

K5. State why it is important to keep work areas clean and tidy

K6. State why it is important to keep waste to a minimum

K7. State when to ask for help and who can be asked

Know how to work effectively with team members (OUTCOME 5) Ref.

K9. State the importance of effective teamwork

K10. State the people in own team and explain how they fit into the organisation

K11. List the responsibilities of the team and why it is important to the organisation as a whole

K12. Describe how to maintain good working relationships with team members

K13. State how to determine if helping

a team member will prevent own work from being completed on time

K14. State the limits of own job role and what can and cannot be done when helping team members

K15. State why essential information needs to be passed on to a team member as soon as possible

K16. List the types of behaviour that help teams to work effectively and behaviours that do not

K17. State why problems with working relationships should be reported to the relevant person

K18. Describe how to communicate clearly and why it is important to do so

Know how to develop own skills (OUTCOME 6) Ref.

K19. State the importance of improving own knowledge and skills

K20. Describe how to get feedback from team members and how this is helpful

K21. Describe how a learning plan can improve own work

K22. State why it is important to regularly review own learning plan

UNIT 110 (1FS4)

**PROVIDE A COUNTER
AND TAKEAWAY SERVICE**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to provide a
counter and takeaway service**

August 2010 Version 1.0



PROVIDE A COUNTER AND TAKEAWAY SERVICE

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

This unit has **four** outcomes:

Outcome 1

Be able to serve customers at the counter

Outcome 2

Know how to serve customers at the counter

Outcome 3

Be able to maintain counter and service areas

Outcome 4

Know how to maintain counter and service areas

The typical day-to-day activities you might carry out for this unit include:

- greeting customers
- providing information
- taking orders
- serving customers with their orders
- providing seasonings and sauces
- cleaning and clearing away

PROVIDE A COUNTER AND TAKEAWAY SERVICE

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO SERVE CUSTOMERS AT THE COUNTER (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Give customers information that meets their needs, and promotes organisations' products and service	C	C	C	C
2 Find out what customers require, and if necessary tell them about any waiting time	C	C	C	C
3 Process the order promptly	C	C	C	C
4 Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type	C	C	C	C
5 Make sure there are appropriate condiments and accompaniments available for customers	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Customers

All must be covered. At least **1** of these must be observed by your assessor.

1	Customers with routine needs	C	C	C	C
2	Customers with non-routine needs	C	C	C	C

Information

All must be covered. At least **2** of these must be observed by your assessor.

1	Items available	C	C	C	C
2	Ingredients	C	C	C	C
3	Prices, special offers and promotions	C	C	C	C

Food and drink items

All must be covered. At least **2** of these must be observed by your assessor.

1	Hot food	C	C	C	C
2	Cold food	C	C	C	C
3	Hot drinks	C	C	C	C
4	Cold drinks	C	C	C	C

Condiments and accompaniments

All must be covered. At least **2** of these must be observed by your assessor.

1	Seasonings	C	C	C	C
2	Sugars/sweeteners	C	C	C	C
3	Prepared sauces/dressings	C	C	C	C

BE ABLE TO MAINTAIN COUNTER AND SERVICE AREAS (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
6 Keep work area tidy, hygienic and free from rubbish and food debris during service	C	C	C	C
7 Maintain enough stock of clean service items	C	C	C	C
8 Restock with food and drink items when necessary	C	C	C	C
9 Display and store food and drink items in line as required	C	C	C	C
10 Clear work area of used and non-required service items at the appropriate times	C	C	C	C
11 Dispose of rubbish, used disposable items and food waste as required	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Service items

All must be covered. At least **3** of these must be observed by your assessor.

1	Service utensils	C	C	C	C
2	Food containers/ dispensers	C	C	C	C
3	Trays	C	C	C	C
4	Crockery	C	C	C	C
5	Cutlery	C	C	C	C
6	Disposable items	C	C	C	C

Drink items

All must be covered. At least **2** of these must be observed by your assessor.

1	Hot food	C	C	C	C
2	Cold food	C	C	C	C
3	Hot drinks	C	C	C	C
4	Cold drinks	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to serve customers at the counter (OUTCOME 2)	Ref.	Know how to maintain counter and service areas (OUTCOME 4)	Ref.
K1 Describe safe and hygienic working practices for serving customers and why these are important		K7 Describe safe and hygienic working practices for clearing and why these are important	
K2 State why it is important to use separate serving equipment for each food item		K8 State why food which is prepared first should be served first	
K3 State why portions must be controlled when serving customers		K9 State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service	
K4 State why food and drink items must be served at the correct temperature		K10 State why waste must be handled and disposed of correctly	
K5 State why information given to customers must be accurate		K11 State why a constant stock of service items should be maintained	
K6 Outline the types of unexpected situations that may occur when serving customers and how to deal with them		K12 State why maintaining food at the correct temperature is important and how this can be ensured	
		K13 Outline the types of unexpected situations that may occur when clearing away and how to deal with them	

UNIT 116 (1FP2)

**PREPARE AND FINISH
SIMPLE SALAD AND
FRUIT DISHES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
finish simple salad and fruit dishes**

August 2010 Version 1.0



PREPARE AND FINISH SIMPLE SALAD AND FRUIT DISHES

This unit is about preparing and presenting salad and fruit dishes, for example:

- fruit salad
- mixed salad
- grapefruit cocktail

The unit covers the following types of salad and fruit ingredients:

- frozen fruit
- fresh fruit
- fresh salad
- prepared fruit
- prepared salad

You will use the following preparation and finishing methods:

- peeling
- trimming
- washing
- soaking
- mixing
- cutting
- storing.

This unit has **four** outcomes:

Outcome 1

Be able to prepare simple salad and fruit dishes

Outcome 2

Understand how to prepare simple salad and fruit dishes

Outcome 3

Be able to finish simple salad and fruit dishes

Outcome 4

Understand how to finish simple salad and fruit dishes

PREPARE AND FINISH SIMPLE SALAD AND FRUIT DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO PREPARE SIMPLE SALAD AND FRUIT DISHES (OUTCOME 1)

Shaded numbers must be observed 1 2 3 4

1	Check the ingredients to make sure they are fit for preparation	C	C	C	C
2	Choose the correct tools and equipment	C	C	C	C
3	Prepare the ingredients correctly for the dish	C	C	C	C

BE ABLE TO FINISH SIMPLE SALAD AND FRUIT DISHES (OUTCOME 3)

Shaded numbers must be observed 1 2 3 4

4	Present the dish to meet requirements	C	C	C	C
5	Safely store any prepared items not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Ingredients

All must be covered. At least **3** of these must be observed by your assessor.

1	Frozen fruit	C	C	C	C
2	Fresh fruit	C	C	C	C
3	Fresh salad	C	C	C	C
4	Prepared fruit	C	C	C	C
5	Prepared salad	C	C	C	C

Prepare by

All must be covered. At least **3** of these must be observed by your assessor.

1	Peeling	C	C	C	C
2	Trimming	C	C	C	C
3	Washing	C	C	C	C
4	Soaking	C	C	C	C
5	Cutting	C	C	C	C
6	Mixing	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare simple salad and fruit dishes (OUTCOME 2) Ref.

-
- K1 State how to store salad and fruit before preparation
-
- K2 Describe how to check the salad, fruit or other ingredients to make sure they are fit for use
-
- K3 Describe what to do if there is a problem with the salad, fruit or other ingredients
-
- K4 State what tools and equipment are needed to carry out the relevant cooking methods
-
- K5 State why it is important to use the correct tools and equipment
-
- K6 State why it is important to avoid cross contamination with meat and fish products and how to do so
-

Understand how to finish simple salad and fruit dishes (OUTCOME 4) Ref.

-
- K7 Describe how to store prepared salads and fruit that is not for immediate use
-

UNIT 117 (1PR1)

PREPARE HOT AND COLD SANDWICHES

Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare hot and cold sandwiches

August 2010 Version 1.0



PREPARE HOT AND COLD SANDWICHES

This unit is about preparing hot and cold sandwiches including:

- burgers
- wraps
- rolls
- paninis
- fajitas

This unit has **two** outcomes:

Outcome 1

Be able to prepare hot and cold sandwiches

Outcome 2

Understand how to prepare hot and cold sandwiches

PREPARE HOT AND COLD SANDWICHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE HOT AND COLD SANDWICHES (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Check the bread and fillings to make sure that they meet quality and quantity requirements	C	C	C	C
2 Choose the right tools and equipment	C	C	C	C
3 Prepare sandwiches as required	C	C	C	C
4 Safely store any sandwich and fillings not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Bread

All must be covered. At least **2** of these must be observed by your assessor.

1	Sliced bread	C	C	C	C
2	Un-sliced bread	C	C	C	C
3	Wraps	C	C	C	C
4	Bread rolls	C	C	C	C

Fillings

All must be covered. At least **4** of these must be observed by your assessor.

1	Fats/pastes/spreads	C	C	C	C
2	Cooked meat and poultry	C	C	C	C
3	Cooked fish	C	C	C	C
4	Dairy products	C	C	C	C
5	Salad/vegetables/fruit	C	C	C	C
6	Sauces/dressings/relishes	C	C	C	C

Preparation methods

All must be covered. At least **2** of these must be observed by your assessor.

1	Slicing	C	C	C	C
2	Preparing fillings	C	C	C	C
3	Garnishing	C	C	C	C
4	Heating/toasting	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare hot and cold sandwiches (OUTCOME 2)	Ref.
--	-------------

K1	Explain how to check that bread and fillings are fit for purpose
----	--

K2	State the correct tools and equipment for making sandwiches
----	---

K3	Describe how to present sandwiches and bread products attractively
----	--

K4	State the correct methods of storage to avoid spoiling sandwiches and bread products between preparation and consumption
----	--

UNIT 118 (1FC1)

COOK VEGETABLES

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to cook vegetables
August 2010 Version 1.0**



COOK VEGETABLES

This unit is about cooking and finishing vegetables for simple dishes, for example:

- chips (fresh and frozen)
- boiled vegetables
- fried onions
- mashed potatoes

The unit covers the following types of vegetables:

- frozen
- pre-prepared fresh

This unit has **two** outcomes:

Outcome 1

Be able to cook vegetables

Outcome 2

Understand how to cook vegetables

The typical day-to-day activities you might carry out for this unit include:

- checking the vegetables are fit for cooking
- where necessary, avoiding contamination from meat and fish products
- choosing the right tools and equipment
- cooking the vegetables
- making sure the dish is held and served at the correct temperature
- storing cooked vegetables not for immediate use

COOK VEGETABLES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO COOK VEGETABLES (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Choose and use the correct tools and equipment	C	C	C	C
2	Check vegetables meet quality standards	C	C	C	C
3	Cook vegetables to meet requirements	C	C	C	C
4	Finish vegetables as required	C	C	C	C
5	Make sure vegetables are at the correct temperature for holding and serving	C	C	C	C
6	Safely store any cooked vegetables not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Vegetables

All must be covered. At least **1** of these must be observed by your assessor.

1	Frozen	C	C	C	C
2	Pre-prepared fresh	C	C	C	C

Cooking methods

All must be covered. At least **2** of these must be observed by your assessor.

1	Boiling	C	C	C	C
2	Frying	C	C	C	C
3	Grilling	C	C	C	C
4	Microwaving	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to cook vegetables (OUTCOME 2)

Ref.

-
- | | |
|----|--|
| K1 | Describe how to store frozen and unfrozen vegetables before cooking |
| K2 | Describe what to look for in vegetables before cooking |
| K3 | Describe what to do if there are any problems with the vegetables |
| K4 | State what tools and equipment to use for cooking vegetables |
| K5 | State why its important to use correct tools and equipment |
| K6 | Describe how to carry out cooking methods for vegetables correctly |
| K7 | Describe why it may be necessary to avoid contamination from meat and fish products and how to do so |
| K8 | State how to store vegetables that are not for immediate use |
-

UNIT 119 (1FPC1)

**PREPARE AND COOK
FISH**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
cook fish**

August 2010 Version 1.0



PREPARE AND COOK FISH

This unit is about preparing and cooking fish for simple dishes, for example:

- fish burger
- battered fish (prepared)
- breaded fish (prepared)
- scampi (prepared)

The unit covers the following types of fish:

- coated fish
- pre-prepared uncoated fish

The unit is appropriate for staff who have only very basic preparation and cooking skills and are working under close supervision.

You will use the following preparation and cooking methods:

- coating
- deep frying
- grilling
- baking

This unit has **two** outcomes:

Outcome 1

Be able to prepare and cook fish

Outcome 2

Understand how to prepare and cook fish

The typical day-to-day activities you might carry out for this unit include:

- checking that the fish is fit for cooking
- defrosting fish, when necessary
- choosing the right tools and equipment
- preparing and cooking the fish correctly for the dish
- presenting the fish
- storing fish not for immediate use

PREPARE AND COOK FISH

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE AND COOK FISH (OUTCOME 1)**What you must do**

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Safely store any fish not for immediate use	C	C	C	C
2 De-frost fish when necessary	C	C	C	C
3 Check fish is fit for cooking	C	C	C	C
4 Choose right tools and equipment	C	C	C	C
5 Prepare fish to meet requirements	C	C	C	C
6 Cook fish as required	C	C	C	C
7 Finish fish as required	C	C	C	C
8 Make sure fish is at the correct temperature for holding and serving	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Fish

All must be covered. At least **2** of these must be observed by your assessor.

1	Coated	C	C	C	C
2	Un-coated	C	C	C	C
3	Frozen	C	C	C	C
4	Un-frozen	C	C	C	C

Cooking methods

All must be covered. At least **2** of these must be observed by your assessor.

1	Boiling	C	C	C	C
2	Frying	C	C	C	C
3	Grilling	C	C	C	C

Preparation methods

All must be covered. At least **2** of these must be observed by your assessor.

1	De-frosting	C	C	C	C
2	Coating	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare and cook fish (OUTCOME 2) Ref.

K1 Describe how to store frozen and unfrozen fish correctly before cooking

K2 Describe how to check that coated and uncoated fish, frozen and unfrozen, is fit for preparation and cooking

K3 Describe how to decide whether fish needs de-frosting before cooking and why it is important

K4 State how to de-frost pre-prepared fish

K5 Describe what to do if there are any problems with fish or other ingredients

K6 State the right temperatures and cooking times for different types of fish

K7 State the right tools and equipment to prepare and cook fish

K8 State why it is important to use the right tools and equipment

K9 State the correct cooking methods to use

K10 Describe how to decide when different types of fish are properly cooked

K11 Describe how to garnish and present cooked fish

UNIT 120 (1FPC2)

**PREPARE AND COOK
MEAT AND POULTRY**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to prepare and
cook meat and poultry**

August 2010 Version 1.0



PREPARE AND COOK MEAT AND POULTRY

This unit is about preparing and cooking meat and poultry for simple dishes, for example:

- minute steaks
- burgers
- chops
- sausages
- bacon
- chicken nuggets

The unit covers the following types of meat/poultry:

- coated
- pre-prepared uncoated
- steaks
- chops
- cuts of chicken

You will use the following preparation methods:

- defrosting, when necessary
- basic seasoning

You will use the following cooking methods:

- grilling/griddling
- shallow frying
- deep frying
- microwaving

You will use the following finishing methods:

- garnishing
- presentation

This unit has **two** outcomes:

Outcome 1

Be able to prepare and cook meat/poultry

Outcome 2

Understand how to prepare and cook meat/poultry

The typical day-to-day activities you might carry out for this unit include:

- storing fresh or frozen meat and poultry not for immediate use
- choosing tools and equipment for preparing, cooking and finishing
- checking the meat/poultry to make sure it is fit for preparation and cooking
- defrosting meat/poultry where appropriate
- seasoning meat/poultry
- cooking meat/poultry
- garnishing and presenting the dish
- making sure the dish is held and served at the correct temperature

PREPARE AND COOK MEAT AND POULTRY

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE AND COOK MEAT/POULTRY (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Safely store any meat/poultry not for immediate use	C	C	C	C
2	De-frost meat/poultry when necessary	C	C	C	C
3	Check that meat/poultry is fit for cooking	C	C	C	C
4	Choose the right tools and equipment	C	C	C	C
5	Prepare meat/poultry to meet requirements	C	C	C	C
6	Cook meat/poultry as required	C	C	C	C
7	Finish meat/poultry as required	C	C	C	C
8	Make sure meat/poultry is at the correct temperature for holding and serving	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Meat/poultry

All must be covered. At least **2** of these must be observed by your assessor.

1	Pre-prepared	C	C	C	C
2	Uncoated	C	C	C	C
3	Steaks	C	C	C	C
4	Chops	C	C	C	C
	Chicken cuts	C	C	C	C

Cooking methods

All must be covered. At least **2** of these must be observed by your assessor.

1	Grilling/griddling	C	C	C	C
2	Shallow frying	C	C	C	C
3	Deep frying	C	C	C	C
4	Microwaving	C	C	C	C

Preparation methods

All must be covered. At least **1** of these must be observed by your assessor.

1	Defrosting	C	C	C	C
2	Seasoning	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare and cook meat/poultry (OUTCOME 2)	Ref.
--	-------------

K1	Describe how to store fresh and frozen meat/poultry correctly before cooking
----	--

K2	Describe how to check that meat/poultry is fit for preparation and cooking
----	--

K3	Describe what to do if there are problems with the meat/poultry or other ingredients
----	--

K4	Describe how to decide when meat/poultry needs defrosting before cooking and why this is important
----	--

K5	State the right tools and equipment for: defrosting, seasoning and storing meat/poultry
----	---

K6	Describe how to prepare meat/poultry using different cooking methods
----	--

K7	State the correct tools and equipment for different cooking methods
----	---

K8	State why it is important to use correct tools and equipment
----	--

K9	Describe how to carry out different cooking methods
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K10	Describe how to finish and season meat/poultry according to requirements
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K11	State the correct temperatures for holding meat/poultry
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UNIT 143 (1PR10)

**PRODUCE BASIC EGG
DISHES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce basic
egg dishes**

August 2010 Version 1.0



PRODUCE BASIC EGG DISHES

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

- scrambled eggs
- poached eggs
- omelettes
- scotch eggs
- baked eggs
- sweet egg dishes

The preparation and cooking techniques covered include:

- whisking
- boiling
- frying
- griddling
- poaching
- scrambling
- baking
- bain marie

This unit has **two** outcomes:

Outcome 1

Be able to produce basic egg dishes

Outcome 2

Understand how to produce basic egg dishes

PRODUCE BASIC EGG DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC EGG DISHES

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other.

	1	2	3	4
Shaded numbers must be observed				
1 Ensure that the eggs and other ingredients meet dish requirements	C	C	C	C
2 Select and use the correct tools and equipment	C	C	C	C
3 Prepare and cook eggs and other ingredients to meet dish requirements	C	C	C	C
4 Ensure the egg dish has the correct colour, texture and quantity	C	C	C	C
5 Present and finish the egg dish to meet requirements	C	C	C	C
6 Ensure the egg dish is at the correct temperature for holding and serving	C	C	C	C
7 Safely store cooked egg dishes not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Eggs

All must be covered. At least **1** of these must be observed by your assessor.

1	Fresh egg	C	C	C	C
2	Pasteurised egg	C	C	C	C

Preparation and cooking methods

All must be covered. At least **4** of these must be observed by your assessor.

1	Boiling	C	C	C	C
2	Whisking	C	C	C	C
3	Frying/griddling	C	C	C	C
4	Poaching	C	C	C	C
5	Baking	C	C	C	C
6	Scrambling	C	C	C	C
7	Bain marie	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic egg dishes (OUTCOME 2) **Ref.**

K1 Describe how to check the eggs and other ingredients meet dish requirements

K2 Describe what to do if there are problems with the eggs or other ingredients

K3 State why time and temperature is important when cooking and finishing basic egg dishes

K4 Describe how to carry out the relevant preparation and cooking methods

K5 State why it is important to use the correct tools, equipment and techniques

K6 Describe how to identify when egg dishes have the correct colour, texture and quantity

K7 Describe how to finish basic egg dishes

K8 State the correct temperature for holding and serving egg dishes

K9 Describe how to safely store cooked egg dishes

K10 State healthy eating options when making egg dishes

UNIT 144 (1PR23)

PREPARE MEALS FOR DISTRIBUTION

Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare meals for distribution

August 2010 Version 1.0



PREPARE MEALS FOR DISTRIBUTION

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

This unit has **two** outcomes:

Outcome 1

Be able to prepare meals for distribution

Outcome 2

Understand how to prepare meals for distribution

The typical day-to-day activities you might carry out for this unit include:

- preparing trolleys and containers so that they are ready to hold food
- covering and portioning food so that its quality is maintained
- correctly labelling food and in particular highlighting those dishes/meals suited to specific dietary requirements or individuals needs

PREPARE MEALS FOR DISTRIBUTION

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE MEALS FOR DISTRIBUTION

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Prepare trolleys and containers ensuring they are clean and suitable for holding food	C	C	C	C
2 Ensure that the temperature of trolleys and containers is at required level to protect the safety of the food	C	C	C	C
3 Check the required quantity and range of food against order information provided	C	C	C	C
4 Use approved methods to portion food to meet order and nutritional requirements of individuals	C	C	C	C
5 Cover food using appropriate materials in a manner that maintains the quality and safety of the food	C	C	C	C
6 Label food items highlighting items for patients with special dietary requirements according to organisational procedures	C	C	C	C

7 Load trolleys and containers to ensure that the quality and safety of the food is protected **C C C C C**

8 Transport food to ensure that presentation standards of food are met **C C C C C**

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare meals for distribution (OUTCOME 2) **Ref.**

K1 State what equipment and different systems that can be used to transfer food within the operation

K2 List key food safety and health and safety considerations that need to be monitored to protect the safety of food

K3 State temperatures at which it is safe to hold food

K4 State the maximum times at which food can be safely held

K5 Describe organisational procedures for labelling food

K6 Describe organisational procedures for identifying ward and patient needs

UNIT 145 (1PR26)

**PREPARE MEALS TO
MEET RELEVANT
NUTRITIONAL
STANDARDS SET FOR
SCHOOL MEALS**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare meals to meet relevant nutritional standards set for school meals

August 2010 Version 1.0



PREPARE MEALS TO MEET RELEVANT NUTRITIONAL STANDARDS SET FOR SCHOOL MEALS

This unit is about producing dishes that meet the relevant nutritional standards and specifications set for school meals services. The skills described highlight the need to be aware of the requirements to meet the relevant nutritional standards.

This unit has **two** outcomes:

Outcome 1

Be able to prepare meals to meet relevant nutritional standards set for school meals

Outcome 2

Understand how to prepare meals to meet relevant nutritional standards set for school meals

PREPARE MEALS TO MEET RELEVANT NUTRITIONAL STANDARDS SET FOR SCHOOL MEALS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE MEALS TO MEET RELEVANT NUTRITIONAL STANDARDS SET FOR SCHOOL MEALS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Liaise with colleagues and clients to identify the relevant nutritional standards and requirements	C	C	C	C
2 Prepare menu items to fulfil nutritional and organisational standards	C	C	C	C
3 Cook menu items to fulfil nutritional and organisational standards	C	C	C	C
4 Work in a manner that maximises the nutritional value of the food	C	C	C	C
5 Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminating substances	C	C	C	C
6 Finish dish to required quality standards	C	C	C	C
7 Present dish to required quality standards	C	C	C	C

8 Report any problems with meeting the nutritional standards to the appropriate person **C C C C C**

9 Conduct work in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices **C C C C C**

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare meals to meet relevant nutritional standards set for school meals Ref.
(OUTCOME 2)

K1 Describe the relevant nutritional standards used within school meals context

K2 State the main nutrient groups

K3 Describe what quantity of nutrients are typically needed to maintain a good dietary balance

K4 Describe what food preparation and cooking methods can affect the nutritional content of foods

K5 State the importance of knowing calorific values per portion

K6 Describe what quantity of nutrients are typically needed to maintain a good dietary balance

K7 Describe the range of different special dietary requirements that may be encountered and the impact that they have upon the production of food

K8 Describe the differences between dietary, religious and cultural requirements

K9 State the consequences of not providing food that meets nutritional requirements

K10 State where to obtain information on different dietary requirements

K11 Describe what safe working practices should be followed when preparing and cooking dishes to meet special dietary requirements

UNIT 146 (1PR28)

**PRESENT MENU ITEMS
ACCORDING TO A
DEFINED BRAND
STANDARD**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to present menu items according to a defined brand standard

August 2010 Version 1.0



PRESENT MENU ITEMS ACCORDING TO A DEFINED BRAND STANDARD

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

This unit has **two** outcomes:

Outcome 1

Be able to present menu items according to a defined brand standard

Outcome 2

Understand how to present menu items according to defined brand standard

PRESENT MENU ITEMS ACCORDING TO A DEFINED BRAND STANDARD

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRESENT MENU ITEMS ACCORDING TO A DEFINED BRAND STANDARD (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Collect and assemble relevant ingredients required for specific dishes	C	C	C	C
2 Prepare dishes as specified within the relevant brand standard, ensuring cooking methods and ingredients are as prescribed	C	C	C	C
3 Collect crockery and dishes which are relevant and designated as being required according to the brand standard	C	C	C	C
4 Assemble prepared food items onto plates/dishes to accurately reflect presentation style and portion sizes as set out in brand standard	C	C	C	C
5 Check that the dish has been prepared to the brand standard correctly	C	C	C	C

6 Make adjustments to the presentation of the dish to ensure that the brand standard is reflected accurately

C C C C C

7 Present the dish for service together with the specified accompaniments as set out within the brand standards

C C C C C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to present menu items according to defined brand standard (OUTCOME 2) Ref.

K1 Examine brand literature and material to ensure familiarity with the required standards for each menu item

K2 Describe what a brand standard is

K3 Explain why organisations use brand standards

K4 List implications of not adhering to the organisations brand standard

K5 State where information relating to brand standards can be obtained

K6 State which brand standards are relevant to your area of work

K7 Describe how menu items should be prepared to ensure that the brand standards are maintained correctly

K8 State how brand standards are used to ensure portion control

K9 State why portion control is important to the organisation

K10 Describe what course of action you should take if insufficient ingredients are available to achieve the required brand standard

UNIT 201 (2GEN1)

**GIVE CUSTOMERS A
POSITIVE IMPRESSION
OF YOURSELF AND YOUR
ORGANISATION**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to give customers a
positive impression of yourself and your
organisation**

August 2010 Version 1.0



GIVE CUSTOMERS A POSITIVE IMPRESSION OF YOURSELF AND YOUR ORGANISATION

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

This unit has **four** outcomes:

Outcome 1

Establish rapport with customers

Outcome 2

Respond appropriately to customers

Outcome 3

Communicate information to customers

Outcome 4

Understand how to give customers a positive impression of themselves and the organisation

GIVE CUSTOMERS A POSITIVE IMPRESSION OF YOURSELF AND YOUR ORGANISATION

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

ESTABLISH RAPPORT WITH CUSTOMERS

(OUTCOME 1)

Shaded numbers must be observed	1	2	3	4
1 Meet their organisation's standards of appearance and behaviour	C	C	C	C
2 Greet their customer respectfully and in a friendly manner	C	C	C	C
3 Communicate with their customer in a way that makes them feel valued and respected	C	C	C	C
4 Identify and confirm their customer's expectations	C	C	C	C
5 Treat their customer courteously and helpfully at all times	C	C	C	C
6 Keep their customer informed and reassured	C	C	C	C
7 Adapt their behaviour to respond to different customer behaviour	C	C	C	C

RESPOND APPROPRIATELY TO CUSTOMERS (OUTCOME 2)

8 Respond promptly to a customer seeking help	C	C	C	C
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What you must cover

You must show that you have covered **ALL** of the following:

Creating a positive impression with customers

All must be covered.

1	During routine delivery of customer service	C	C	C	C
2	During a busy time in your job	C	C	C	C
3	During a quiet time in your job	C	C	C	C
4	When people, systems or resources have let you down	C	C	C	C

Communicate with customers effectively

All must be covered.

1	Using appropriate spoken or written language	C	C	C	C
2	Applying the conventions and rules appropriate to the method of communication you have chosen	C	C	C	C

9	Choose the most appropriate way to communicate with their customer	C C C C C
10	Check with their customer that they have fully understood their expectations	C C C C C
11	Respond promptly and positively to their customer's questions and comments	C C C C C
12	Allow their customer time to consider their response and give further explanation when appropriate	C C C C C

COMMUNICATE INFORMATION TO CUSTOMERS (OUTCOME 3)

Shaded numbers must be observed	1	2	3	4	
13	Quickly find information that will help their customer	C	C	C	C
14	Give their customer information they need about the services or products offered by their organisation	C	C	C	C
15	Recognise information that their customer might find complicated and check whether they fully understand	C	C	C	C
16	Explain clearly to their customers any reasons why their expectations cannot be met	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to give customers Ref. a positive impression of themselves and the organisation (OUTCOME 4)

- K1 Describe their organisation's standards for appearance and behaviour

- K2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately

- K3 Identify their organisation's rules and procedures regarding the methods of communication they use

- K4 Explain how to recognise when a customer is angry or confused

- K5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information

UNIT 203 (2GEN3)

**MAINTAIN FOOD SAFETY
WHEN STORING,
PREPARING AND
COOKING FOOD**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to maintain food safety when storing, preparing and cooking food.

August 2010 Version 1.0



MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

This unit describes the craft 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-based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff that directly prepare and cook food. Separate units are available for those who serve and handle food in other ways, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

This unit has **nine** outcomes:

Outcome 1

Be able to keep self clean and hygienic

Outcome 2

Know how to keep self clean and hygienic

Outcome 3

Be able to keep working area clean and hygienic

Outcome 4

Know how to keep working area clean and hygienic

Outcome 5

Be able to store food safely

Outcome 6

Know how to store food safely

Outcome 7

Be able to prepare, cook and hold food safely

Outcome 8

Know how to prepare, cook and hold food safely

Outcome 9

Know how to maintain food safety

The typical day-to-day activities you might carry out for this unit include:

- Wearing the correct clean and suitable clothing appropriate for the job you do
- washing your hands thoroughly at appropriate times during handling, preparing and cooking food
- tying hair back and/or wearing appropriate hair covering
- avoiding unsafe behaviour such as touching your nose or mouth, chewing gum or smoking when working
- dealing correctly with cuts and grazes and reporting any illnesses you may be suffering from
- wiping and cleaning using clean and suitable cloths and equipment between tasks
- dealing correctly with any damaged or faulty surfaces and equipment
- disposing of waste quickly, safely and appropriately
- reporting any damage to walls, ceilings, food equipment, furniture and fittings
- reporting signs of any pests if they are present
- checking and storing deliveries at the correct temperatures
- keeping raw and ready-to-eat foods separate from each other
- rotating stock correctly
- completing accurate and timely records
- when necessary, defrosting foods safely
- checking foods for condition of food safety hazards before and during preparation, cooking/reheating
- using methods that prevent cross contamination that can happen between, for example, raw food, food in storage and preparation, and food that is ready to eat
- following correct procedures for foods that may cause allergenic reactions
- cooking/re-heating food thoroughly and safely
- holding cooked food at the correct temperature and for the correct time
- when necessary, chilling or freezing cooked food safely

MAINTAIN FOOD SAFETY WHEN STORING, PREPARING AND COOKING FOOD

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO KEEP SELF CLEAN AND HYGIENIC (OUTCOME 1)

What you must do

You must show that you can perform **consistently** to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Wear clean and hygienic clothes appropriate to the jobs being undertaken	C	C	C	C
2	Tie hair back and/or wear appropriate hair covering	C	C	C	C
3	Only wear jewellery and other accessories that do not cause food safety hazards	C	C	C	C
4	Change clothes when necessary	C	C	C	C
5	Wash hands thoroughly at appropriate times	C	C	C	C
6	Avoid unsafe behaviour that could contaminate the food working with	C	C	C	C
7	Report any cuts, boils, grazes, illness and infections promptly to the appropriate person	C	C	C	C
8	Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Clothes

All must be covered. At least **4** of these must be observed once by your assessor.

1	Trousers	C	C	C	C
2	Tops/jackets	C	C	C	C
3	Coats	C	C	C	C
4	Disposable gloves	C	C	C	C
5	Shoes	C	C	C	C
6	Headgear	C	C	C	C
7	Aprons	C	C	C	C

Appropriate times to wash your hands

All must be covered. At least **5** of these must be observed once by your assessor.

1	After going to the toilet or in contact with faeces	C	C	C	C
2	When going into food preparation and cooking areas including after any work breaks	C	C	C	C
3	After touching raw food and waste	C	C	C	C
4	Before handling raw food	C	C	C	C
5	After disposing of waste	C	C	C	C
6	After cleaning	C	C	C	C
7	After changing dressings or touching open wounds	C	C	C	C

Unsafe behaviour

All must be covered. **None** of these must be observed once by your assessor.

1	Failure to wash hands thoroughly, when necessary	C	C	C	C
2	Touching your face, nose or mouth	C	C	C	C
3	Blowing your nose	C	C	C	C
4	Chewing gum	C	C	C	C
5	Eating	C	C	C	C
6	Smoking	C	C	C	C
7	Scratching	C	C	C	C

BE ABLE TO KEEP WORKING AREA CLEAN AND HYGIENIC (OUTCOME 3)

What you must do

You must show that you can perform **consistently** to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed 1 2 3 4

9	Make sure surfaces and equipment are clean and in good condition	C	C	C	C	C
10	Use clean and suitable cloths and equipment for wiping and cleaning between tasks	C	C	C	C	C
11	Remove from use any surfaces and equipment that are damaged or have loose parts	C	C	C	C	C
12	Report damaged surfaces, equipment to the person responsible for food safety	C	C	C	C	C
13	Dispose of waste promptly, hygienically and appropriately	C	C	C	C	C
14	Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings	C	C	C	C	C
15	Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person	C	C	C	C	C
16	Identify, take appropriate action on any signs of pests	C	C	C	C	C
17	Report any signs of pest to the appropriate person	C	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Surfaces and equipment

All must be covered. At least **2** of these must be observed once by your assessor.

1	Surfaces and utensils for preparing, cooking and holding food	C	C	C	C	C
2	Surfaces and utensils used for displaying and serving food	C	C	C	C	C
3	Appropriate cleaning equipment	C	C	C	C	C

BE ABLE TO STORE FOOD SAFELY (OUTCOME 5)**What you must do**

You must show that you can perform **consistently** to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
18 Check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery	C	C	C	C
19 Look at and retain any important labelling information	C	C	C	C
20 Prepare food for storage	C	C	C	C
21 Place food in storage as quickly as necessary to maintain its safety	C	C	C	C
22 Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food	C	C	C	C
23 Store food so that cross contamination is prevented	C	C	C	C
24 Follow stock rotation procedures	C	C	C	C
25 Safely dispose of food that is beyond 'use-by-date'	C	C	C	C
26 Keep necessary records up-to-date	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Storage areas

All must be covered. At least **2** of these must be observed once by your assessor.

1	Ambient temperature	C	C	C	C
2	Refrigerator	C	C	C	C
3	Freezer	C	C	C	C

BE ABLE TO PREPARE, COOK AND HOLD FOOD SAFELY (OUTCOME 7)

What you must do

You must show that you can perform **consistently** to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
27 Check food before and during operations for any hazards	C	C	C	C
28 Follow correct procedures for dealing with food hazards	C	C	C	C
29 Follow organisational procedures for items that may cause allergic reactions	C	C	C	C
30 Prevent cross-contamination between different types if food	C	C	C	C
31 Use methods, times, temperatures and checks to make sure food is safe following operations	C	C	C	C
32 Keep necessary records up-to-date	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Operations

All must be covered. At least **4** of these must be observed once by your assessor.

1	Defrosting food	C	C	C	C
2	Preparing food, including washing and peeling	C	C	C	C
3	Cooking food	C	C	C	C
4	Reheating food	C	C	C	C
5	Holding food before serving	C	C	C	C
6	Cooling cooked food not for immediate consumption	C	C	C	C
7	Freezing cooked food not for immediate consumption	C	C	C	C

Hazards

All must be covered. **None** of these must be observed once by your assessor.

1	Bacteria and other organisms	C	C	C	C
2	Chemical	C	C	C	C
3	Physical	C	C	C	C
4	Allergenic	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to keep self clean and hygienic (Outcome 2) Ref.

- | | |
|-----|--|
| K1 | State why clean and hygienic clothes must be worn |
| K2 | State why hair must be tied back or an appropriate hair covering be worn |
| K3 | State the different types of protective clothes are appropriate for different jobs in storage, preparation and cooking food |
| K4 | Describe the food safety hazards that jewellery and accessories can cause |
| K5 | State when clothing should be changed |
| K6 | State the importance of changing clothes |
| K7 | 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 |
| K8 | Describe how to wash hands safely |
| K9 | State the importance of not handling food when open cuts are present |
| K10 | Describe what to do if anyone has an open cut |
| K11 | State the importance of reporting illnesses and infections promptly |
| K12 | State why stomach illnesses are particularly important to report |

- | | |
|-----|--|
| K13 | State the importance of avoiding touching , face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food |
|-----|--|

Know how to keep working area clean and hygienic (Outcome 4) Ref.

- | | |
|-----|--|
| K14 | State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task |
| K15 | Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task |
| K16 | State the importance of only using clean and suitable cloths when cleaning before tasks |
| K17 | State how to ensure that clean and suitable cloths are used before tasks |
| K18 | Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety |
| K19 | List the types of damaged surfaces or equipment that can cause food safety hazards |
| K20 | Describe how to deal with damaged surfaces and equipment |
| K21 | State the importance of clearing and disposing of waste promptly and safely |
| K22 | Describe how to safely dispose of waste |

K23 Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards

K24 State the types of damage that should be looked out for

K25 State the types of pests that could be found in catering operations

K26 State how to recognise the signs that pest may be present

Know how to store food safely
(Outcome 6)

Ref.

K27 State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date

K28 State the importance of preparing food for storage

K29 State why food must be put in the correct storage area

K30 State the temperature food should be stored at

K31 State the importance of keeping storage areas clean and tidy

K32 Describe what to do if storage areas are not clean and tidy

K33 State the importance of storing food at the correct temperature

K34 Describe how to store food at the correct temperature

K35 State what types of food are raw

K36 State why types of food are ready-to-eat

K37 State why stock rotation n procedures are important

K38 State why food beyond its 'use-by-date' must be disposed of

Know how to prepare, cook and hold food safely (Outcome 8)

Ref.

K39 State why it is necessary to defrost foods before cooking

K40 State when it is necessary to defrost foods before cooking

K41 Describe how to safely and thoroughly defrost food before cooking

K42 Describe how to recognise conditions leading to safety hazards

K43 State what to do if any food safety hazards are discovered

K44 State the importance of knowing that certain foods cause allergic reactions

K45 Describe organisational procedures to deal with foods possible of causing allergic reactions

K46 State what to if a customer asks if a particular dish is free from certain food allergen

K47 Describe how cross-contamination can happen between different food types

K48 Describe how to avoid cross-contamination between different food types

K49 Explain why thorough cooking and reheating methods should be used

K50 State cooking , reheating, temperatures and times to use for food being worked with

K51 Describe how to check that food is thoroughly cooked or safely reheated

K52 State the importance of making sure that food is at the correct temperature before and during holding , prior to serving it to the customer

K53 State the types of foods that may need to be chilled or frozen because they are not for immediate consumption

K54 Describe how to safely store food not for immediate consumption

Know how to maintain food safety Ref. (Outcome 9)

K55 Describe how to operate a food safety management system

K56 Explain the concept of hazards to food safety in a catering operation

K57 State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level

K58 Describe what may happen if hazards are not controlled

K59 State the types of hazards that may occur in a catering operation

K60 Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination

K61 State why monitoring is important

K62 State the key stages in the monitoring process

K63 State the importance of knowing what to do when things go wrong

K64 State why some hazards are more important than others in terms of food safety

K65 State who to report to if there are food safety hazards

UNIT 205 (2GEN9)

MAINTAIN AND DEAL WITH PAYMENTS

Successful assessment of the unit proves that the learner has achieved the national occupational standard to maintain and deal with payments

August 2010 Version 1.0



MAINTAIN AND DEAL WITH PAYMENTS

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

This unit has **two** outcomes:

Outcome 1

Be able to maintain and deal with payments

Outcome 2

Know how to maintain and deal with payments

MAINTAIN AND DEAL WITH PAYMENTS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO MAINTAIN AND DEAL WITH PAYMENTS

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Make sure payment point is working and that all materials needed are available	C	C	C	C
2 Maintain the payment point and restock it when necessary	C	C	C	C
3 Enter/scan information into the payment point correctly	C	C	C	C
4 Tell the customer how much they have to pay	C	C	C	C
5 Acknowledge the customer's payment and validate it where necessary	C	C	C	C
6 Follow correct procedure for chip and pin transactions	C	C	C	C
7 Put the payment in the right place according to organisational procedures	C	C	C	C
8 Give correct change for cash transactions	C	C	C	C
9 Carry out transactions without delay and give relevant confirmation to the customer	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Materials

All must be covered. At least **2** of these must be observed by your assessor.

1	Cash	C	C	C	C
2	Cash equivalents	C	C	C	C
3	Relevant stationary	C	C	C	C
4	Till/credit/debit rolls	C	C	C	C

Payments

All must be covered. At least **2** of these must be observed by your assessor.

1	Cash	C	C	C	C
2	Cheques	C	C	C	C
3	Credit cards	C	C	C	C
4	Debit cards	C	C	C	C
5	Cash equivalents	C	C	C	C

Make the payment
point content
available for
authorised collection
when ask to



What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to maintain and deal with payments (OUTCOME 2)

Ref.

K1 State the legal requirements for operating a payment point and taking payments from customers

K2 Describe organisational security procedures for cash and other types of payments

K3 Describe how to set up a payment point

K4 Describe how to get stocks of materials needed to set up and maintain the payment point

K5 State the importance of telling the customer of any delays and how to do so

K6 Describe the types of problems that might happen with a payment point and how to deal with these

K7 Describe how to change till/debit/credit machine rolls

K8 Describe the correct procedures for handling payments

K9 Describe what to do if there are errors in handling payments

K10 Describe the procedures for dealing with hand held payment devices at tables

K11 State what procedure must be followed with regards to a payment that has been declined

K12 State what might happen if errors are not reported

K13 Describe the types of problems that may happen when taking payments and how to deal with these

K14 Describe the procedure for collecting the content of payment point and who should hand payments over to

UNIT 210 (2FS5)

CONVERT A ROOM FOR DINING

Successful assessment of the unit proves that the learner has achieved the national occupational standard to convert a room for dining

August 2010 Version 1.0



CONVERT A ROOM FOR DINING

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

This unit has **four** outcomes:

Outcome 1

Be able to set up food dining areas

Outcome 2

Know how to set up food dining areas

Outcome 3

Be able to return food dining area to its original state

Outcome 4

Understand how to return food dining area to its original state

The typical day-to-day activities you might carry out for this unit include:

- preparing additional dining areas and service equipment
- making sure that service areas and equipment are clean and ready for use
- returning areas to their normal state after use
- working with other team members
- reporting problems to a more senior member of staff

CONVERT A ROOM FOR DINING

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO SET UP FOOD DINING AREAS

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Ensure number of staff required are available to prepare food dining areas, and inform the proper person when more staff are required	C	C	C	C
2 Prioritise work and carry out in an efficient manner	C	C	C	C
3 Identify items requiring moving, the number of people needed to move each item and the amount of time required to do so	C	C	C	C
4 Move items not required in a safe way and pack away as required	C	C	C	C
5 Set up necessary dining and service equipment in a safe and hygienic manner to meet organisational requirements, using required number of people to move each item	C	C	C	C
6 Clean any unhygienic dining or service equipment or dining areas	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Dining equipment

All must be covered. At least **2** of these must be observed by your assessor.

1	Tables	C	C	C	C
2	Chairs	C	C	C	C
3	Service surface	C	C	C	C

Service equipment

All must be covered. At least **3** of these must be observed by your assessor.

1	Customer cutlery	C	C	C	C
2	Service apparatus	C	C	C	C
3	Customer plates/bowls	C	C	C	C
4	Condiments	C	C	C	C

BE ABLE TO RETURN FOOD DINING AREA TO ITS ORIGINAL STATE (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
7 Ensure that the required number of staff are available to clear the food dining areas and inform the proper person when more staff are required	C	C	C	C
8 Prioritise work and carry out in an efficient manner	C	C	C	C
9 Clean surfaces and service equipment where required	C	C	C	C
10 Move dining equipment and service equipment in an orderly manner ensuring they are packed away correctly	C	C	C	C
11 Safely return any items to their proper place	C	C	C	C
12 Ensure that area is left as required by organisational standards	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Dining equipment

All must be covered. At least **2** of these must be observed by your assessor.

1	Tables	C	C	C	C
2	Chairs	C	C	C	C
3	Service surface	C	C	C	C

Service equipment

All must be covered. At least **3** of these must be observed by your assessor.

1	Customer cutlery	C	C	C	C
2	Customer plates/bowls	C	C	C	C
3	Service apparatus	C	C	C	C
4	Condiments	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to set up food dining areas (OUTCOME 2)

Ref.

- | | |
|----|---|
| K1 | State why it is important to lift heavy or bulk items using approved safe methods |
| K2 | Describe the safe methods for lifting and carrying |
| K3 | Describe how to determine how many staff are needed for lifting and carrying different items |
| K4 | State what equipment commonly needs to be moved |
| K5 | Describe what specific packing requirements certain equipment may have |
| K6 | Describe the organisational table layouts |
| K7 | Describe the organisation's service structure |
| K8 | State why, and to whom, problems such as damaged, dirty or missing equipment should be reported |

Understand how to return food dining area to its original state (OUTCOME 4)

Ref.

- | | |
|-----|---|
| K9 | State what materials and equipment are used for clearing different types of surfaces in food dining areas |
| K10 | State why work area needs to be inspected on completion |
| K11 | State what information is required in order to clean food dining surfaces |

UNIT 234 (2PR25)

**PREPARE AND COOK
FOOD TO MEET THE
REQUIREMENTS OF
ALLERGY SUFFERERS**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare and cook food to meet the requirements of allergy sufferers

August 2010 Version 1.0



PREPARE AND COOK FOOD TO MEET THE REQUIREMENTS OF ALLERGY SUFFERERS

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

This unit has **two** outcomes:

Outcome 1

Be able to prepare and cook food to meet the requirements of allergy sufferers

Outcome 2

Understand how to prepare and cook food to meet the requirements of allergy sufferers

PREPARE AND COOK FOOD TO MEET THE REQUIREMENTS OF ALLERGY SUFFERERS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE AND COOK FOOD TO MEET THE REQUIREMENTS OF ALLERGY SUFFERERS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
1 Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminants	C	C	C	C
2 Prioritise work and carry it out in an efficient and safe manner	C	C	C	C
3 Obtain and follow, clear and accurate information relating to particular allergenic condition being catered for	C	C	C	C
4 Ensure that all ingredients are of the type, quality and quantity required and all relevant information provided on labelling is referred to	C	C	C	C
5 Follow procedures to ensure that during preparation and cooking there is no contamination from anything that can cause an allergic reaction	C	C	C	C

6 Finish dish to quality requirements and present to organisational standards	C	C	C	C
7 Store and label in line with requirements for allergen control and general safety any dishes not for immediate use	C	C	C	C
8 Clean preparation and cooking areas and equipment to organisational and legal standards after use ensuring that equipment and work areas set aside for the preparation of meals for allergy sufferers are not compromised	C	C	C	C
9 Report problems or concerns to appropriate person	C	C	C	C
10 Return cleaned equipment materials and personal protective equipment to areas segregated for allergens	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare and cook food to meet the requirements of allergy sufferers **Ref.**
(OUTCOME 2)

K1 State the main food allergens and those that occur most commonly

K2 State what food preparation and cooking methods can affect the allergenic content of foods

K3 Describe the impact that anaphylaxis has upon the lifestyle of people

K4 Describe the impact that eating particular food stuffs can have upon people who are allergic to them

K5 Describe how the risk of allergic reaction can be minimised

K6 State the methods used to prepare and cook food which prevents contamination

K7 Describe how to effectively communicate information regarding allergens to colleagues

UNIT 235 (2PR27)

**PROMOTE NEW MENU
ITEMS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to promote new
menu items**

August 2010 Version 1.0



PROMOTE NEW MENU ITEMS

This unit is about promoting menu items that have been recently introduced and/or are being sold as part of a promotion. This includes using promotional materials such as tent cards and posters to display around the service area. The unit also reflects the competencies required to highlight new dishes that may appeal to the customer.

This unit has **two** outcomes:

Outcome 1

Be able to promote new menu items

Outcome 2

Understand how to promote new menu items

PROMOTE NEW MENU ITEMS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PROMOTE NEW MENU ITEMS

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Liaise with colleagues and senior staff to identify what food items are to be promoted	C	C	C	C
2 Obtain relevant promotional material	C	C	C	C
3 Assemble and display promotional material in a manner that makes it clear and attractive to the customer	C	C	C	C
4 Ensure service areas are clean and set up correctly	C	C	C	C
5 Inform customers of new menu items in a helpful and clear manner	C	C	C	C
6 Answer questions regarding, flavour, ingredients and nature of the food item to customers in a helpful and clear manner	C	C	C	C
7 Refer to promotional material and displays to highlight features of menu items	C	C	C	C
8 Provide feedback regarding the impact of promotions to the appropriate people	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to promote new menu items (OUTCOME 2) **Ref.**

- | | |
|----|--|
| K1 | State why organisations use promotional activities |
| K2 | Describe the advantages and disadvantages of different types of promotional materials that can be used |
| K3 | State where promotional material can be obtained from and the organisational requirements for using it |
| K4 | State when promotional material might commonly be used |
| K5 | Describe how food items can be promoted by staff when communicating with customers |
| K6 | State the key features that can be highlighted when describing new/promoted menu items to customers |
| K7 | State why it is important to know the ingredients contained within new/promoted menu items |
| K8 | State which customer groups might not be attracted to new/promoted items and why |
-

UNIT 248 (2PR22)

**LIAISE WITH CARE TEAM
TO ENSURE THAT AN
INDIVIDUAL'S
NUTRITIONAL NEEDS
ARE MET**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to liaise with care team to ensure that an individual's nutritional needs are met

August 2010 Version 1.0



LIAISE WITH CARE TEAM TO ENSURE THAT AN INDIVIDUAL'S NUTRITIONAL NEEDS ARE MET

This unit is about working with care team staff to ensure that clients in the care sector and patients in hospitals receive adequate nutrition and fluids through the provision of meals. The unit requires that the individual has a basic knowledge of the nutritional requirements of the general population and how food meets these.

This unit has **two** outcomes:

Outcome 1

Be able to liaise with care team to ensure that an individual's nutritional needs are met

Outcome 2

Understand how to liaise with care team to ensure that an individual's nutritional needs are met

The typical day-to-day activities you might carry out for this unit include:

- liaising with care team members
- delivering specific nutritional requirements according to agreed plans

LIAISE WITH CARE TEAM TO ENSURE THAT AN INDIVIDUAL'S NUTRITIONAL NEEDS ARE MET

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO LIAISE WITH CARE TEAM TO ENSURE THAT AN INDIVIDUAL'S NUTRITIONAL NEEDS ARE MET (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
1 Develop relationships with carers that recognises their role and expertise	C	C	C	C
2 Identify with care team specific nutritional requirements of individuals and groups of customers	C	C	C	C
3 Ensure that any information gained can be used and explored with carers, gaining clarification on specific points	C	C	C	C
4 Work with appropriate people to gather information about resources, and options that are available to meet the identified nutritional needs	C	C	C	C
5 Identify with carers what additional support is needed to ensure nutritional and fluid requirements are met including the consistency, timing and service of food	C	C	C	C

6 Ensure that customer requirements are recorded and available to authorised people C C C C

7 Seek additional help where the needs are outside of scope of personal responsibility and expertise C C C C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to liaise with care Ref. team to ensure that an individual's nutritional needs are met (OUTCOME 2)

- K1 Describe the key care roles that operate within the organisation and the need to liaise with them

- K2 State the nutritional requirements that customers may have

- K3 State the appropriate meal options available to support nutritional requirements

- K4 Describe the role of a 'care plan'

- K5 State the significance of meal times and rotated meal times

- K6 Describe how nutritional screening is implemented within the organisation

- K7 Describe what information can be interpreted and used following nutritional screening

- K8 State what quantity of nutrients are typically needed to maintain a good dietary balance

UNIT 262 (2PR24)

MODIFY THE CONTENT OF DISHES

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to modify the
content of dishes**

August 2010 Version 1.0



MODIFY THE CONTENT OF DISHES

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

This unit has **two** outcomes:

Outcome 1

Be able to modify the content of dishes

Outcome 2

Understand how to modify the content of dishes

MODIFY THE CONTENT OF DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO MODIFY THE CONTENT OF DISHES

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Ensure that the preparation and cooking areas and equipment are safe, hygienic and ready for use	C	C	C	C
2 Prioritise and carry out work in an efficient manner	C	C	C	C
3 Obtain, and follow, clear and accurate information relating to dietary requirements	C	C	C	C
4 Ensure that the meal has been correctly prepared and cooked to the required stage, and that ingredients are of the type required	C	C	C	C
5 Incorporate substances to fortify the meal at the correct time to meet dish quality requirements	C	C	C	C
6 Ensure that finish and presentation of food or drinks meets organisational standards and dietary requirements	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Food and drink products

All must be covered. At least **5** of these must be observed by your assessor.

1	Cereals/pulses	C	C	C	C
2	Fruit	C	C	C	C
3	Egg	C	C	C	C
4	Meat	C	C	C	C
5	Soups/stocks/sauces	C	C	C	C
6	Cheese	C	C	C	C
7	Pasta	C	C	C	C
8	Fish	C	C	C	C
9	Vegetables	C	C	C	C
10	Liquids	C	C	C	C

Dietary requirements

All must be covered. At least **4** of these must be observed by your assessor.

1	Volume	C	C	C	C
2	Consistency	C	C	C	C
3	Aroma	C	C	C	C
4	Appearance	C	C	C	C
5	Nutrient levels	C	C	C	C
6	Texture	C	C	C	C
7	Nutritional balance	C	C	C	C
8	Taste	C	C	C	C

7	Ensure food or drink is maintained at the correct temperature until ready for service	C C C C C
8	Store and clearly and accurately label dishes not for immediate use in line with legal requirements relating to temperature control	C C C C C
9	Clean preparation and cooking areas and equipment to organisational and legal standards after use	C C C C C
10	Report any problems to the proper person	C C C C C
11	Modify the consistency of food and drink in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices	C C C C C

Modify/fortify

All must be covered. At least **5** of these must be observed by your assessor.

1	Purée	C C C C C
2	Mash to a soft form	C C C C C
3	Liquidise	C C C C C
4	Mince to a soft form	C C C C C
5	Smooth	C C C C C
6	Add calorific value	C C C C C
7	Use thickening agent/texture modification	C C C C C
8	Modify the protein	C C C C C
9	Modify the fat content	C C C C C
10	Modify the sugar/carbohydrate level	C C C C C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to modify the content of dishes (OUTCOME 2)

	Ref.
K1 State the main nutrient groups	rapidly or maintained at a safe temperature after cooking
K2 State the quantity of nutrients typically needed to maintain a good dietary balance	K15 State what foods can commonly present problems to those who suffer from severe allergenic reactions
K3 Describe what food preparation and cooking methods can affect the dietary content of foods	K16 Describe what actions should be taken when producing food to prevent allergic reactions amongst consumers
K4 Describe how modifying and fortifying food can add or remove vital nutrients	K17 State where to obtain information about allergies
K5 Describe the importance of maintaining adequate nutritional levels	K18 State what foods or products can be used to modify or fortify dishes
K6 State why it is important to follow exact specifications required for consumer given that individual needs may differ	K19 State whether the dish ingredients contain genetically modified organisms (GMOs) and what the organisational policy is on using GMOs
K7 Describe why different types of consistency of food and drink are necessary for different types of consumer	K20 Describe what the quality of the food products should be in terms of aroma, texture, taste, and appearance on completion
K8 State why different consumers may require modified or fortified food and drink	K21 Describe the level of consistency commonly required for different modification methods
K9 State what safe working practices should be followed when preparing food for special diets	K22 State what food types contain high levels of fat, and how to reduce those levels or find alternatives
K10 Describe why it is important to keep areas and equipment hygienic when modifying and fortify food	K23 State the quantity of fat which should be within the diet
K11 State the main contamination threats when modifying food	K24 Describe what the components of glutens are
K12 State why time and temperature are important when modifying food	K25 State why certain consumers require gluten free diets
K13 State why dishes should be stored at required safe temperature before cooking	K26 Describe what action to take if dish ingredients are not available
K14 State why dishes not for immediate consumption should be cooled	

UNIT 271 (2P&C1)

**COMPLETE KITCHEN
DOCUMENTATION**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to complete
kitchen documentation**

August 2010 Version 1.0



COMPLETE KITCHEN DOCUMENTATION

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

This unit has **two** outcomes:

Outcome 1

Be able to complete kitchen documentation

Outcome 2

Understand how to complete kitchen documentation

The typical day-to-day activities you might carry out for this unit include:

- make sure you have an adequate supply of documents
- complete documents correctly
- hand on completed documents to the proper person
- copy and file documents
- respond to queries about documents

COMPLETE KITCHEN DOCUMENTATION

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO COMPLETE KITCHEN DOCUMENTATION (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Ensure sufficient relevant documents are available and when necessary, obtain extra copies	C	C	C	C
2 Complete relevant documents accurately and legibly to meet organisational requirements	C	C	C	C
3 Ensure relevant documents arrive with proper person within time required	C	C	C	C
4 Copy and file relevant documents in line with organisational requirements	C	C	C	C
5 Respond to queries about completion of relevant documents, within the boundaries of authority	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Relevant documents

All must be covered. At least **2** of these must be observed by your assessor.

1	Temperature charts	C	C	C	C
2	Food safety information	C	C	C	C
3	Accident report forms	C	C	C	C
4	Equipment fault reports	C	C	C	C
5	Stock usage reports	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to complete kitchen documentation (OUTCOME 2)	Ref.
---	-------------

K1	State organisational documents that need to be completed
----	--

K2	State why it is important to complete documentation
----	---

K3	Describe how to complete particular documents
----	---

K4	State where to obtain appropriate documents from
----	--

K5	State when and where documentation is copied and kept
----	---

K6	State who should be contacted when problems occur and explain why
----	---

K7	Describe why kitchen documentation needs to remain confidential
----	---

K8	Describe what information required by law within the kitchen is required to be noted and kept
----	---

K9	State why it is important that information is accurate
----	--

K10	State why it is important that documents are not fraudulently completed
-----	---

UNIT 272 (2P&C2)

SET UP AND CLOSE KITCHEN

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to set up and close
kitchen**

August 2010 Version 1.0



SET UP AND CLOSE KITCHEN

This unit is about ensuring that all equipment is ready for kitchen operations. It also covers ensuring that common ingredients are ready for the cooking process. Finally it details the skills required to shut down the kitchen at the end of the shift.

This unit has **six** outcomes:

Outcome 1

Be able to prepare kitchen for food operations

Outcome 2

Understand how to prepare kitchen for food operations

Outcome 3

Be able to prepare food items for operation and service

Outcome 4

Understand how to prepare food items for operation and service

Outcome 5

Be able to close kitchen after operations

Outcome 6

Understand how to close kitchen after operations

The typical day-to-day activities you might carry out for this unit include:

- checking food preparation tools and equipment
- turning on and setting up kitchen equipment
- checking ingredients
- cleaning and storing tools
- checking food storage areas prior to closure
- checking all equipment is turned off and safe
- reporting any problems

SET UP AND CLOSE KITCHEN

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE KITCHEN FOR FOOD OPERATIONS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Prioritise work and carry it out in an efficient manner	C	C	C	C
2 Check that food preparation and cooking tools and kitchen equipment are clean, and of the right type and in working order	C	C	C	C
3 Turn on appropriate kitchen equipment at the correct time and to correct setting	C	C	C	C
4 Report any unhygienic or defective tools or kitchen equipment, or other problems, to the proper person	C	C	C	C
5 Conduct work in line with legal requirements, work place procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for food operation	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Tools

All must be covered. At least **2** of these must be observed by your assessor.

1	Knives	C	C	C	C
2	Utensils	C	C	C	C

Kitchen equipment

All must be covered. At least **5** of these must be observed by your assessor.

1	Oven/combination oven	C	C	C	C
2	Grill	C	C	C	C
3	Hob	C	C	C	C
4	Fryer	C	C	C	C
5	Microwave	C	C	C	C
6	Steamer	C	C	C	C
7	Fridge/freezer	C	C	C	C

BE ABLE TO PREPARE FOOD ITEMS FOR OPERATION AND SERVICE (OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
6 Prepare work and carry it out in an efficient manner	C	C	C	C
7 Ensure that there are sufficient ingredients in stock in line with establishment requirements	C	C	C	C
8 Prepare ingredients to the organisational needs and quality requirements	C	C	C	C
9 Report any ingredients that are not prepared to the correct quantity or quality to proper person	C	C	C	C
10 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing food items ready for operations	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Establishment requirements

All must be covered. At least **1** of these must be observed by your assessor.

1	Number of customers	C	C	C	C
2	Menu requirements	C	C	C	C

Ingredients

All must be covered. At least **2** of these must be observed by your assessor.

1	Vegetables	C	C	C	C
2	Garnishes	C	C	C	C
3	Frozen products	C	C	C	C
4	Fresh high-risk products	C	C	C	C

Prepare

All must be covered. At least **2** of these must be observed by your assessor.

1	Washing	C	C	C	C
2	Cutting	C	C	C	C
3	Defrosting	C	C	C	C
4	Weighing	C	C	C	C

BE ABLE TO CLOSE KITCHEN AFTER OPERATIONS (OUTCOME 5)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which must include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
11 Prioritise work and carry it out in an efficient manner	C	C	C	C

12 Check that tools are cleaned and stored to organisational and legal requirements	C	C	C	C
---	---	---	---	---

13 Check food storage equipment meets organisational and legal requirements for kitchen closure	C	C	C	C
---	---	---	---	---

14 Check that cooking equipment is turned off, unplugged and cleaned following manufacture's and organisation's instructions	C	C	C	C
--	---	---	---	---

15 Report any un-cleaned tools, food storage or cooking equipment or problems to the appropriate person	C	C	C	C
--	---	---	---	---

16 Conduct work in line with legal requirements, work place procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations	C	C	C	C
--	---	---	---	---

What you must cover

You must show that you have covered **ALL** of the following:

Tools

All must be covered. At least **2** of these must be observed by your assessor.

1	Knives	C	C	C	C
2	Utensils	C	C	C	C

Food storage equipment

All must be covered. At least **2** of these must be observed by your assessor.

1	Fridge	C	C	C	C
2	Freezer	C	C	C	C
3	Dry store/larger	C	C	C	C

Cooking equipment

All must be covered. At least **4** of these must be observed by your assessor.

1	Oven/combination oven	C	C	C	C
2	Grill	C	C	C	C
3	Hob	C	C	C	C
4	Fryer	C	C	C	C
5	Microwave	C	C	C	C
6	Steamer	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare kitchen for food operations (OUTCOME 2)

Ref.

-
- K1 State why knives/utensils should be handled correctly
-
- K2 State why and to whom all incidents should be reported
-
- K3 Describe how to safely turn on different types of equipment
-
- K4 State why faulty equipment and maintenance requirements should be reported to the proper person
-
- K5 State why it is important to ensure all appropriate equipment is safely turned off
-

Understand how to close kitchen after operations (OUTCOME 6)

Ref.

-
- K9 State why tools and equipment should be cleaned and stored following use
-
- K10 Describe organisational and legal requirements for food storage equipment when kitchen is closed
-
- K11 State organisational and legal requirements for turning off, unplugging and cleaning cooking equipment following use
-
- K12 State who problems should be reported to
-

Understand how to prepare food items for operation and service (OUTCOME 4)

Ref.

-
- K6 State why machinery should be cleared between tasks
-
- K7 State why it is important to monitor the temperature of kitchen storage equipment and areas
-
- K8 Describe the organisational menu requirements in terms of the type, quality and number of ingredients
-

UNIT 281 (2PR1)

PRODUCE BASIC FISH DISHES

Successful assessment of the unit proves that the learner has achieved the national occupational standard to produce basic fish dishes

August 2010 Version 1.0



PRODUCE BASIC FISH DISHES

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

- grilled salmon steaks
- battered fish
- fish cakes
- fish pies

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

This unit has **two** outcomes:

Outcome 1

Be able to produce basic fish dishes

Outcome 2

Understand how to produce basic fish dishes

PRODUCE BASIC FISH DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC FISH DISHES

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Check fish meets dish requirements	C	C	C	C
2 Choose and use the right tools and equipment correctly	C	C	C	C
3 Combine fish with other ingredients	C	C	C	C
4 Cook fish to meet dish requirements	C	C	C	C
5 Garnish and present the dish to meet requirements	C	C	C	C
6 Make sure dishes have the correct flavour, colour, consistency and quantity	C	C	C	C
7 Make sure dishes are at correct temperature for holding and serving	C	C	C	C
8 Safely store any cooked fish not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Fish

All must be covered. At least **2** of these must be observed by your assessor.

1	Raw fish portions	C	C	C	C
2	Processed fish products (ie fish cakes, coated fish portions)	C	C	C	C
3	Whole fish	C	C	C	C

Cooking by

All must be covered. At least **4** of these must be observed by your assessor.

1	Frying – deep	C	C	C	C
2	Frying – shallow	C	C	C	C
3	Grilling	C	C	C	C
4	Boiling (including boil in the bag)	C	C	C	C
5	Steaming	C	C	C	C
6	Baking	C	C	C	C
7	Microwaving	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic fish dishes (OUTCOME 2) **Ref.**

- | | |
|-----|--|
| K1 | Describe how to check the fish meets dish requirements |
| K2 | State what quality points to look for in fish |
| K3 | Describe what to do if there are any problems with the fish or other ingredients |
| K4 | State which tools and equipment to use for the relevant cooking method |
| K5 | State why it is important to use the correct tools and equipment |
| K6 | Explain why it is important to use the most appropriate cooking methods in relation to each type of fish |
| K7 | State the correct temperatures for cooking fish and why these temperatures are important |
| K8 | Describe how to garnish and present fish according to organisational requirements |
| K9 | Describe how to correct a dish to make sure it has the correct colour, consistency and flavour |
| K10 | State the correct temperature for holding and serving fish dishes |
| K11 | State healthy eating options when cooking and finishing fish |
-

UNIT 282 (2PR2)

**PRODUCE BASIC MEAT
DISHES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce basic
meat dishes**

August 2010 Version 1.0



PRODUCE BASIC MEAT DISHES

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

- steaks and cutlets
- stews and casseroles
- curries
- minced dishes – ie lasagne, shepherd's pie

This unit has **two** outcomes:

Outcome 1

Be able to produce basic meat dishes

Outcome 2

Understand how to produce basic meat dishes

PRODUCE BASIC MEAT DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC MEAT DISHES

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Check meat meets type, cut, quality and quantity requirements	C	C	C	C
2 Choose and use tools and equipment correctly	C	C	C	C
3 Combine meat with other ingredients	C	C	C	C
4 Cook meat to meet dish requirements	C	C	C	C
5 Make sure dish has the correct flavour, consistency and quantity	C	C	C	C
6 Garnish and present the dish to meet organisational specifications	C	C	C	C
7 Make sure dishes are at correct temperature for holding and serving	C	C	C	C
8 Safely store cooked meat not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Meat

All must be covered. At least **2** of these must be observed by your assessor.

1	Raw meat portions	C	C	C	C
2	Processed meat products (ie burgers, sausages)	C	C	C	C
3	Meat joints	C	C	C	C

Cooking by

All must be covered. At least **5** of these must be observed by your assessor.

1	Grilling (over and under heat sources)	C	C	C	C
2	Griddling	C	C	C	C
3	Frying (shallow/stir)	C	C	C	C
4	Boiling (including boil in the bag)	C	C	C	C
5	Braising	C	C	C	C
6	Steaming	C	C	C	C
7	Stewing	C	C	C	C
8	Roasting	C	C	C	C
9	Baking	C	C	C	C
10	Microwaving	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic meat dishes (OUTCOME 2) **Ref.**

- | | |
|-----|---|
| K1 | Describe how to check the meat is of correct type, cut and quantity for dishes |
| K2 | State what quality points to look for in prepared meat |
| K3 | Describe what to do if there any problems with the meat or other ingredients |
| K4 | Explain the benefits of sealing meat |
| K5 | State the most effective (or appropriate) methods of cooking different cuts of meat |
| K6 | State the correct tools and equipment to use for relevant cooking methods |
| K7 | State why it is important to use the correct tools and equipment |
| K8 | Describe how to use different cooking methods to meet dish requirements |
| K9 | State the correct temperature for cooking meat using various methods |
| K10 | Describe how to correct a meat dish to meet finishing requirements |
| K11 | Describe how to follow finishing methods including , garnishing and presentation |
| K12 | State correct temperature for holding and serving meat |
| K13 | State healthy eating options when cooking and finishing meat |
-

UNIT 283 (2PR3)

**PRODUCE BASIC
POULTRY DISHES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce basic
poultry dishes**

August 2010 Version 1.0



PRODUCE BASIC POULTRY DISHES

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

- sautéed chicken
- chicken kiev
- chicken and bacon pie

This unit has **two** outcomes:

Outcome 1

Be able to produce basic poultry dishes

Outcome 2

Understand how to produce basic poultry dishes

PRODUCE BASIC POULTRY DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC POULTRY

DISHES (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Check poultry meets dish requirements	C	C	C	C
2	Choose and use tools and equipment correctly	C	C	C	C
3	Combine poultry with other ingredients	C	C	C	C
4	Cook poultry to meet dish requirements	C	C	C	C
5	Make sure dishes have the correct flavour, colour, consistency and quantity	C	C	C	C
6	Garnish and present dishes to meet requirements	C	C	C	C
7	Make sure dishes are at correct temperature for holding and serving	C	C	C	C
8	Safely store cooked poultry not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Poultry

All must be covered. At least **2** of these must be observed by your assessor.

1	Coated poultry products	C	C	C	C
2	Raw poultry portions	C	C	C	C
3	Whole birds	C	C	C	C

Cooking by

All must be covered. At least **4** of these must be observed by your assessor.

1	Grilling	C	C	C	C
2	Griddling	C	C	C	C
3	Roasting	C	C	C	C
4	Poaching (including boil in the bag)	C	C	C	C
5	Frying (deep/shallow/sautéing/stir)	C	C	C	C
6	Steaming	C	C	C	C
7	Baking	C	C	C	C
8	Microwaving	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic poultry dishes (OUTCOME 2) **Ref.**

- | | |
|-----|---|
| K1 | Describe how to check the poultry meets dish requirements |
| K2 | State what quality points to look for in poultry items, including frozen and coated items |
| K3 | Describe what to do if there are any problems with the poultry or other ingredients |
| K4 | State what tools and equipment to use for the relevant cooking methods |
| K5 | State why it is important to use the tools and equipment correctly |
| K6 | Describe how each of the cooking methods should be followed to meet dish requirements |
| K7 | State why it is important to use the correct cooking techniques |
| K8 | State the correct temperatures for cooking poultry and poultry products |
| K9 | Describe how to correct a poultry dish to meet finishing requirements |
| K10 | Describe how to follow finishing methods including: garnishing and presentation |
| K11 | State the correct temperature for holding and serving poultry dishes |
| K12 | State healthy eating options when cooking and finishing poultry |
-

UNIT 284 (2PR4)

**PRODUCE BASIC
VEGETABLE DISHES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce basic
vegetable dishes**

August 2010 Version 1.0



PRODUCE BASIC VEGETABLE DISHES

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

- vegetable curry
- roasted vegetables
- stuffed vegetables

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

This unit has **two** outcomes:

Outcome 1

Be able to produce basic vegetable dishes

Outcome 2

Understand how to produce basic vegetable dishes

PRODUCE BASIC VEGETABLE DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC VEGETABLE DISHES

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
1	Check the vegetables meet both quality and quantity requirements	C	C	C	C
2	Choose and use tools and equipment correctly	C	C	C	C
3	Combine vegetables with other ingredients	C	C	C	C
4	Cook vegetables to meet dish requirements	C	C	C	C
5	Make sure dish has the correct flavour, colour, texture and quantity	C	C	C	C
6	Finish and present dishes to meet requirements	C	C	C	C
7	Make sure dishes are at correct temperature for holding and serving	C	C	C	C
8	Safely store cooked vegetables not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Vegetables

All must be covered. At least **4** of these must be observed by your assessor.

1	Roots and tubers	C	C	C	C
2	Bulbs	C	C	C	C
3	Flower heads	C	C	C	C
4	Fungi	C	C	C	C
5	Seeds and pods	C	C	C	C
6	Leaves	C	C	C	C
7	Stems	C	C	C	C
8	Vegetable fruits	C	C	C	C

Format

All must be covered. At least **1** of these must be observed by your assessor.

1	Fresh	C	C	C	C
2	Frozen	C	C	C	C
3	Pre-prepared	C	C	C	C

Cooking by

All must be covered. At least **4** of these must be observed by your assessor.

1	Blanching	C	C	C	C
2	Boiling	C	C	C	C
3	Roasting	C	C	C	C
4	Baking	C	C	C	C
5	Grilling	C	C	C	C
6	Frying (deep/shallow/stir)	C	C	C	C
7	Steaming	C	C	C	C
8	Combination cooking methods	C	C	C	C
9	microwaving	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic vegetable dishes (OUTCOME 2) **Ref.**

- | | |
|-----|---|
| K1 | Describe how to check vegetables meet dish requirements |
| K2 | State what quality points to look for vegetables |
| K3 | Describe what to do if there are any problem with the vegetables or other ingredients |
| K4 | State what tools and equipment are needed to carry out the relevant cooking methods |
| K5 | Describe how each of the cooking methods should be followed to meet dish requirements |
| K6 | State the correct temperatures for cooking the relevant vegetable dishes |
| K7 | Describe how to maintain the nutritional value of vegetables during cooking and holding |
| K8 | State the main reasons for blanching vegetables |
| K9 | State which vegetables are suitable for high- and low-pressure steaming |
| K10 | Describe how to finish basic vegetable dishes |
| K11 | State the correct temperature for holding and serving vegetable dishes |
| K12 | State healthy eating options when cooking and finishing vegetable dishes |
-

UNIT 285 (2PR5)

COOK-CHILL FOOD

Successful assessment of the unit proves that the learner has achieved the national occupational standard to cook-chill food

August 2010 Version 1.0



COOK-CHILL FOOD

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

This unit has **four** outcomes:

Outcome 1

Be able to portion pack and blast-chill food

Outcome 2

Understand how to portion, pack and blast-chill food

Outcome 3

Be able to cook-chill food

Outcome 4

Understand how to cook-chill food

COOK-CHILL FOOD

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PORTION PACK AND BLAST

CHILL FOOD (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Make sure food is of the correct type, quality and quantity required	C	C	C	C
2 Deal correctly with any food that does not meet requirements	C	C	C	C
3 Correctly portion, pack and cover food	C	C	C	C
4 Blast-chill food and seal and label it correctly	C	C	C	C
5 Transport containers to the appropriate storage areas	C	C	C	C
6 Handle containers correctly during transport to ensure they remain undamaged	C	C	C	C
7 Monitor and record food temperatures accurately	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Food

All must be covered. At least **4** of these must be observed by your assessor.

1	Meat dishes	C	C	C	C
2	Poultry dishes	C	C	C	C
3	Joints/whole birds	C	C	C	C
4	Vegetables/fruits	C	C	C	C
5	Vegetable dishes	C	C	C	C
6	Fish dishes	C	C	C	C
7	Sauces/soups	C	C	C	C
8	Egg dishes	C	C	C	C
9	Pasta dishes	C	C	C	C
10	Desserts	C	C	C	C

BE ABLE TO COOK-CHILL FOOD (OUTCOME 3)**What you must do**

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
8 Store cook-chill items under the correct conditions	C	C	C	C
9 Follow stock rotation procedures correctly and use stock in date order	C	C	C	C
10 Maintain accurate records of food items that are received, stored and issued	C	C	C	C
11 Handle food items so that they remain undamaged	C	C	C	C
12 Monitor and record food temperatures accurately	C	C	C	C
13 Secure storage areas against unauthorised access	C	C	C	C
14 Report any problems with storage of cooking items promptly to proper person	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to portion pack and blast chill food (OUTCOME 2) **Ref.**

- K1 State why time and temperature is important when preparing cook-chill food

- K2 State why food containers must be sealed and labelled correctly before storage

- K3 State why portions must be controlled when filling packages

- K4 Describe what quality points to look for when portioning, packing and blast-chilling food

Understand how to cook-chill food **Ref.** (OUTCOME 4)

- K5 State why it is important to monitor and record food temperatures regularly

- K6 State why stock rotation procedures must be followed

- K7 State why time and temperature are important when storing cook-chill food

- K8 State why storage areas should be secure from unauthorised access

UNIT 286 (2PR6)

COOK-FREEZE FOOD

Successful assessment of the unit proves that the learner has achieved the national occupational standard to cook-freeze food
August 2010 Version 1.0



COOK-FREEZE FOOD

This unit is about portioning and packing food and sealing and labelling cook-freeze food correctly. It also covers storing cook-freeze food correctly, stock rotation procedures and maintaining accurate records.

This unit has **four** outcomes:

Outcome 1

Be able to portion, pack and blast freeze food

Outcome 2

Understand how to portion, pack and blast freeze food

Outcome 3

Be able to store cook-freeze food

Outcome 4

Understand how to store cook-freeze food

COOK-FREEZE FOOD

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PORTION, PACK AND BLAST FREEZE FOOD (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Make sure the food is of the correct type, quality and quantity required	C	C	C	C
2 Deal correctly with any food that does not meet requirements	C	C	C	C
3 Correctly portion, pack and cover food	C	C	C	C
4 Blast-freeze food and correctly seal and label it	C	C	C	C
5 Transport containers to the appropriate storage area	C	C	C	C
6 Handle containers correctly during transport to ensure they remain undamaged	C	C	C	C
7 Monitor and record food temperatures accurately	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Food

All must be covered. At least **4** of these must be observed by your assessor.

1	Meat dishes	C	C	C	C
2	Poultry dishes	C	C	C	C
3	Joints/whole birds	C	C	C	C
4	Vegetables/fruits	C	C	C	C
5	Vegetable dishes	C	C	C	C
6	Fish dishes	C	C	C	C
7	Sauces/soups	C	C	C	C
8	Egg dishes	C	C	C	C
9	Desserts	C	C	C	C

BE ABLE TO STORE COOK-FREEZE FOOD (OUTCOME 3)**What you must do**

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
8 Store cook-chill items under the correct conditions	C	C	C	C
9 Follow stock rotation procedures correctly and use stock in date order	C	C	C	C
10 Maintain accurate records of food items that are received, stored and issued	C	C	C	C
11 Handle food items with care so they remain undamaged	C	C	C	C
12 Monitor and record food temperatures accurately	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to portion, pack and blast freeze food (OUTCOME 2) **Ref.**

K1 State why time and temperature are important when preparing cook-freeze food

K2 State why containers must be sealed and labelled correctly before storage

K3 State why portions must be controlled when filling packages

Understand how to store cook-freeze food (OUTCOME 4) **Ref.**

K4 State why it is important to monitor and record food temperatures regularly

K5 State why time and temperature are important when storing cook-freeze food

K6 State why stock rotation procedures must be followed

K7 State why storage areas should be secure from unauthorised access

UNIT 287 (2PR7)

PRODUCE BASIC HOT SAUCES

Successful assessment of the unit proves that the learner has achieved the national occupational standard to produce basic hot sauces

August 2010 Version 1.0



PRODUCE BASIC HOT SAUCES

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

- thickened gravy (jus lie)
- roast gravy (jus roti)
- curry gravy
- white sauce
- brown sauce
- velouté
- purée

This unit has **two** outcomes:

Outcome 1

Be able to produce a basic hot sauce

Outcome 2

Understand how to produce a basic hot sauce

PRODUCE BASIC HOT SAUCES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE A BASIC HOT SAUCE

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other

Shaded numbers must be observed	1	2	3	4
1 Check ingredients meet quality and quantity requirements	C	C	C	C
2 Choose and use tools and equipment correctly	C	C	C	C
3 Prepare, cook and finish the sauce to meet requirements	C	C	C	C
4 Make sure that the sauce has the correct flavour, colour, texture, consistency and finish	C	C	C	C
5 Present the sauce to meet requirements	C	C	C	C
6 Make sure the sauce is at the correct temperature for holding and serving	C	C	C	C
7 Safely store cooked sauces not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Preparation, cooking and finishing methods

All must be covered. At least **5** of these must be observed by your assessor.

1	Weighing/measuring	C	C	C	C
2	Chopping	C	C	C	C
3	Simmering	C	C	C	C
4	Boiling	C	C	C	C
5	Roux preparation	C	C	C	C
6	Passing/straining/blending	C	C	C	C
7	Skimming	C	C	C	C
8	Whisking	C	C	C	C
9	Adding cream	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce a basic hot sauce (OUTCOME 2)	Ref.
--	-------------

- | | |
|----|--|
| K1 | Describe how to check ingredients meet dish requirements |
| K2 | State what qualities to look for in sauce ingredients |
| K3 | Describe how to use correct tools and equipment required for preparation, cooking and finishing hot sauces |
| K4 | State the importance of using the correct equipment and techniques |
| K5 | State the correct temperature for cooking various hot sauces |
| K6 | Describe how to identify when hot sauces have the correct flavour, colour, texture, consistency and finish |
| K7 | Describe how to present cooked sauces correctly |
| K8 | State the importance of holding and serving sauces at the correct temperature |
| K9 | State healthy eating options when making hot sauce dishes |
-

UNIT 288 (2PR8)

**PRODUCE BASIC RICE,
PULSE AND GRAIN
DISHES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce basic
rice, pulse and grain dishes**

August 2010 Version 1.0



PRODUCE BASIC RICE, PULSE AND GRAIN DISHES

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

This unit has **two** outcomes:

Outcome 1

Be able to produce basic rice, pulse and grain dishes

Outcome 2

Understand how to produce basic rice, pulse and grain dishes

PRODUCE BASIC RICE, PULSE AND GRAIN DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC RICE, PULSE AND GRAIN DISHES (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other

Shaded numbers must be observed		1	2	3	4
1	Check ingredients meet quality and quantity requirements	C	C	C	C
2	Choose and use tools and equipment correctly	C	C	C	C
3	Cook ingredients using the correct preparation and cooking methods	C	C	C	C
4	Make sure dishes have the correct flavour, colour, texture and quantity	C	C	C	C
5	Garnish and present food products to meet organisational standards	C	C	C	C
6	Make sure dishes are at the correct temperature for holding and serving	C	C	C	C
7	Make sure prepared food is stored safely that is not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Ingredients

All must be covered. All **3** of these must be observed by your assessor.

1	Rice	C	C	C	C
2	Peas, beans and lentils	C	C	C	C
3	Grain, including polenta	C	C	C	C

Preparation and cooking methods

All must be covered. At least **4** of these must be observed by your assessor.

1	Soaking and washing	C	C	C	C
2	Boiling	C	C	C	C
3	Braising	C	C	C	C
4	Steaming	C	C	C	C
5	Frying	C	C	C	C
6	Baking	C	C	C	C
7	Microwaving	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic rice, pulse and grain dishes Ref. (OUTCOME 2)

- | | |
|-----|---|
| K1 | Describe how to check ingredients meet the dish requirements |
| K2 | State what quality points to look for in rice, pulses and grains |
| K3 | Describe what to do if there are problems with rice, pulses and grains |
| K4 | State the correct tools and equipment to carry out relevant preparation methods |
| K5 | State why it is important to use the correct equipment and techniques |
| K6 | Describe how to determine the correct cooking methods |
| K7 | Describe how to identify when rice, pulse and grain dishes have the correct colour, flavour, texture and quantity |
| K8 | State the correct temperature for holding and serving rice, pulse and grain dishes |
| K9 | Describe how to cool rice, pulse and grain dishes to ensure effective food safety |
| K10 | State healthy eating options when making rice, pulse and grain based dishes |
-

UNIT 289 (2PR9)

PRODUCE BASIC PASTA DISHES

Successful assessment of the unit proves that the learner has achieved the national occupational standard to produce basic pasta dishes

August 2010 Version 1.0



PRODUCE BASIC PASTA DISHES

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

- meat- and vegetable-based lasagne
- macaroni cheese
- spaghetti bolognaise
- tagliatelle based dishes
- stuffed pasta dishes, ie cannelloni, ravioli, tortellini

This unit has **two** outcomes:

Outcome 1

Be able to produce basic pasta dishes

Outcome 2

Understand how to produce basic pasta dishes

PRODUCE BASIC PASTA DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC PASTA DISHES

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding or serving) but must observe the other.

Shaded numbers must be observed	1	2	3	4
1 Check pasta and other ingredients meet dish requirements	C	C	C	C
2 Choose and use the correct tools and equipment correctly	C	C	C	C
3 Prepare and cook the pasta and other ingredients to meet the dish requirements	C	C	C	C
4 Make sure pasta dish is of the correct flavour, colour, texture and quantity	C	C	C	C
5 Present and garnish the pasta dish to meet requirements	C	C	C	C
6 Make sure the temperature is correct for holding and serving pasta dishes	C	C	C	C
7 Safely store any cooked pasta dishes not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Pasta

All must be covered. At least **3** of these must be observed by your assessor.

1	Stuffed pasta	C	C	C	C
2	Shaped pasta	C	C	C	C
3	Lasagne	C	C	C	C
4	Dried pasta	C	C	C	C
5	Pre-prepared fresh pasta	C	C	C	C

Preparation and cooking methods

All must be covered. At least **3** of these must be observed by your assessor.

1	Blanching	C	C	C	C
2	Straining	C	C	C	C
3	Mixing	C	C	C	C
4	Boiling	C	C	C	C
5	Baking	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic pasta dishes (OUTCOME 2) **Ref.**

K1 Describe how to check the pasta and other ingredients meet dish requirements

K2 State what quality points to look for in pasta and other ingredients used in the dish

K3 Describe what to do if there are any problems with the pasta or other ingredients

K4 State why time and temperature are important when cooking and finishing pasta dishes

K5 Explain which tools and equipment to use for the relevant preparation and cooking methods

K6 Describe how to carry out the relevant preparation and cooking methods

K7 State why it is important to use the correct equipment and techniques

K8 Describe how to identify when pasta has the correct flavour, colour, texture and quantity

K9 State the correct temperature for holding and serving pasta dishes

K10 Describe how to cool pasta to ensure effective food safety prior to storage

K11 Describe how to safely store cooked pasta dishes

K12 State healthy eating options when making pasta dishes

UNIT 290 (2PR11)

**PRODUCE BASIC BREAD
AND DOUGH PRODUCTS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce basic
bread and dough products**

August 2010 Version 1.0



PRODUCE BASIC BREAD AND DOUGH PRODUCTS

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

- buns
- bread, bread rolls
- naans
- pitta breads
- pizzas
- soda bread dough

This unit has **two** outcomes:

Outcome 1

Be able to produce basic bread and dough products

Outcome 2

Understand how to produce basic bread and dough products

PRODUCE BASIC BREAD AND DOUGH PRODUCTS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC BREAD AND DOUGH PRODUCTS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding **or** serving) but must observe the other.

Shaded numbers must be observed	1	2	3	4
1 Check the ingredients meet quality and quantity requirements for the dish	C	C	C	C
2 Choose and use the correct tools and equipment	C	C	C	C
3 Prepare and cook ingredients to meet requirements	C	C	C	C
4 Make sure the bread and dough products have the correct colour, texture and finish	C	C	C	C
5 Present the bread and dough product to meet requirements	C	C	C	C
6 Make sure the bread and dough product is at the correct temperature for holding and serving	C	C	C	C
7 Safely store any cooked bread and dough product not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Bread and dough products

All must be covered. At least **2** of these must be observed by your assessor.

1	Bun dough	C	C	C	C
2	Bread dough	C	C	C	C
3	Naan dough/pitta dough	C	C	C	C
4	Pizza dough	C	C	C	C
5	Soda bread dough	C	C	C	C
6	Par-cooked products	C	C	C	C

Preparation and cooking methods

All must be covered. At least **7** of these must be observed by your assessor.

1	Weighing/ Measuring	C	C	C	C
2	Sieving	C	C	C	C
3	Mixing/kneading	C	C	C	C
4	Proving	C	C	C	C
5	Knocking back	C	C	C	C
6	Shaping	C	C	C	C
7	Baking	C	C	C	C
8	Frying	C	C	C	C

Finishing methods

All must be covered. At least **1** of these must be observed by your assessor.

1	Glazing	C	C	C	C
2	Icing	C	C	C	C
3	Filling	C	C	C	C
4	Decorating	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic bread and dough products **Ref.** **(OUTCOME 2)**

- | | |
|-----|--|
| K1 | Describe how to check that the ingredients meet dish requirements |
| K2 | State what quality points to look for in bread and dough products |
| K3 | Describe what to do if there are any problems with the ingredients |
| K4 | State which tools and equipment should be used to carry out the relevant methods to prepare, cook and serve basic bread and dough products |
| K5 | Describe how to correctly carry the relevant cooking methods |
| K6 | State why it is important to use the correct tools, equipment and techniques |
| K7 | Describe how to identify when bread and dough products have the correct colour, texture and finish |
| K8 | Describe how to carry out relevant finishing methods |
| K9 | State the correct temperature and conditions for holding and serving bread and dough products |
| K10 | State how to safely store bread and dough products |
| K11 | State healthy eating options when making bread and dough products |
-

UNIT 291 (2PR12)

PRODUCE BASIC PASTRY PRODUCTS

Successful assessment of the unit proves that the learner has achieved the national occupational standard to produce basic pastry products

August 2010 Version 1.0



PRODUCE BASIC PASTRY PRODUCTS

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

- chocolate éclair
- apple tart
- savoury quiche
- apple turnover/pie
- pie toppings

This unit has **two** outcomes:

Outcome 1

Be able to produce basic pastry products

Outcome 2

Understand how to produce basic pastry products

PRODUCE BASIC PASTRY PRODUCTS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC PASTRY PRODUCTS

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

For assessment criteria 5, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding **or** serving) but must observe the other.

	1	2	3	4
Shaded numbers must be observed				
1 Check ingredients meet quality and quantity requirements	C	C	C	C
2 Choose and use the correct techniques, tools and equipment	C	C	C	C
3 Prepare and cook ingredients to meet dish requirements	C	C	C	C
4 Make sure pastry has the correct flavour, colour, texture and finish	C	C	C	C
5 Make sure the temperature is correct for holding and serving	C	C	C	C
6 Safely store any cooked pastry not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Pastry

All must be covered. At least **3** of these must be observed by your assessor.

1	Short	C	C	C	C
2	Sweet	C	C	C	C
3	Suet	C	C	C	C
4	Choux	C	C	C	C
5	Puff	C	C	C	C
6	Convenience	C	C	C	C

Preparation methods

All must be covered. At least **6** of these must be observed by your assessor.

1	Weighing/ measuring	C	C	C	C
2	Sifting	C	C	C	C
3	Rubbing in	C	C	C	C
4	Creaming	C	C	C	C
5	Resting	C	C	C	C
6	Piping	C	C	C	C
7	Rolling	C	C	C	C
8	Laminating/folding	C	C	C	C
9	Cutting/shaping/ trimming	C	C	C	C
10	Lining	C	C	C	C

Cooking methods

All must be covered. At least **1** of these must be observed by your assessor.

1	Baking	C	C	C	C
2	Steaming	C	C	C	C
3	Combining cooking methods	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic pastry products (OUTCOME 2) **Ref.**

- | | |
|-----|---|
| K1 | Describe how to check the ingredients meet dish requirements |
| K2 | Describe what to do if there are any problems with the ingredients |
| K3 | State why it is important to follow the recipe when preparing pastry products correctly |
| K4 | Describe how to correctly use tools and equipment required for preparing, cooking and finishing basic pastry dishes |
| K5 | Describe how to carry out the relevant preparation, cooking and finishing methods |
| K6 | State why it is important to use the correct tools, equipment and techniques |
| K7 | State the correct temperatures for cooking pastry products |
| K8 | Describe how to identify when pastry products have the correct flavour, colour, texture and finish |
| K9 | State how to store pastry products after preparation and cooking |
| K10 | State healthy eating options when making pastry products |
-

UNIT 292 (2PR13)

**PRODUCE BASIC CAKES,
SPONGES AND SCONES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce basic
cakes, sponges and scones**

August 2010 Version 1.0



PRODUCE BASIC CAKES, SPONGES AND SCONES

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

- basic cakes and sponges
- basic scones
- sponge biscuits

This unit has **two** outcomes:

Outcome 1

Be able to produce basic cakes, sponges and scones

Outcome 2

Understand how to produce basic cakes, sponges and scones

The typical day-to-day activities you might carry out for this unit include:

- checking ingredients meet requirements
- selecting tools and equipment for preparation and cooking
- preparing and cooking the ingredients
- finishing the product
- making sure the product meets other requirements such as colour, flavour, texture and quantity
- storing cooked cakes, sponges and scones not for immediate use

PRODUCE BASIC CAKES, SPONGES AND SCONES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE BASIC CAKES, SPONGES AND SCONES

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (i.e. either holding **or** serving) but must observe the other.

	1	2	3	4
Shaded numbers must be observed				
1 Check ingredients meet requirements	C	C	C	C
2 Choose and use tools and equipment correctly	C	C	C	C
3 Prepare, cook and finish the product to meet requirements	C	C	C	C
4 Make sure products have correct flavour, colour, texture and quantity	C	C	C	C
5 Present the product to meet requirements	C	C	C	C
6 Make sure products are at correct temperature for holding and serving	C	C	C	C
7 Safely store any cooked products not for immediate use	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Preparation, cooking and finishing methods

All must be covered. At least **12** of these must be observed by your assessor.

1	Using prepared mixes	C	C	C	C
2	Weighing/measuring	C	C	C	C
3	Creaming/beating	C	C	C	C
4	Whisking	C	C	C	C
5	Folding	C	C	C	C
6	Rubbing in	C	C	C	C
7	Greasing	C	C	C	C
8	Glazing	C	C	C	C
9	Portioning	C	C	C	C
10	Piping	C	C	C	C
11	Shaping	C	C	C	C
12	Baking	C	C	C	C
13	Filling	C	C	C	C
14	Rolling	C	C	C	C
15	Lining	C	C	C	C
16	Trimming/icing	C	C	C	C
17	Spreading/smoothing	C	C	C	C
18	Kneading	C	C	C	C
19	Dusting/dredging/sprinkling	C	C	C	C
20	Mixing	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce basic cakes, sponges and scones Ref. (OUTCOME 2)

- | | |
|-----|--|
| K1 | Describe how to check the ingredients meet requirements |
| K2 | State what quality points to look for in the ingredients |
| K3 | Describe what you should do if there is a problem with the ingredients |
| K4 | State the correct tools and equipment to carry out the necessary preparation and cooking methods |
| K5 | Describe how to carry out the necessary preparation and cooking methods according to product requirements |
| K6 | State why it is important to use the correct tools, equipment and techniques |
| K7 | Describe how to identify when cakes, sponges and scones have the correct flavour, colour, texture and quantity |
| K8 | Describe how to present basic cakes sponges and scones |
| K9 | Describe how to store cakes, sponges and scones |
| K10 | State healthy eating options when making cakes, sponges and scones |
-

UNIT 293 (2PR14)

**PRODUCE BASIC HOT
AND COLD DESSERTS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce basic
hot and cold desserts**

August 2010 Version 1.0



PRODUCE BASIC HOT AND COLD DESSERTS

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

This unit has **two** outcomes:

Outcome 1

Be able to produce hot and cold desserts

Outcome 2

Understand how to produce hot and cold desserts

PRODUCE BASIC HOT AND COLD DESSERTS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE HOT AND COLD DESSERTS

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

For assessment criteria 6, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness testimony for one of them (ie either holding **or** serving) but must observe the other.

Shaded numbers must be observed	1	2	3	4
1 Check ingredients meet quality and quantity requirements	C	C	C	C
2 Choose and use the right tools and equipment	C	C	C	C
3 Use correct preparation and cooking methods to prepare desserts	C	C	C	C
4 Make sure dishes have the correct flavour, colour, texture and quantity	C	C	C	C
5 Finish and present the dish to meet organisational standards	C	C	C	C
6 Make sure dishes are at the correct temperature for holding and serving	C	C	C	C
7 Safely store any prepared ingredients not for immediate consumption	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Ingredients

All must be covered. At least **3** of these must be observed by your assessor.

1	Ice cream	C	C	C	C
2	Pre-prepared pastry-based products	C	C	C	C
3	Pre-prepared sponge-based products	C	C	C	C
4	Pre-prepared egg-based products	C	C	C	C
5	Fresh fruit	C	C	C	C
6	Pre-prepared fruit	C	C	C	C

Cooking methods

All must be covered. At least **2** of these must be observed by your assessor.

1	Baking	C	C	C	C
2	Frying	C	C	C	C
3	Microwaving	C	C	C	C
4	Steaming	C	C	C	C

Finishing methods

All must be covered. At least **3** of these must be observed by your assessor.

1	Garnishing	C	C	C	C
2	De-moulding	C	C	C	C
3	Slicing	C	C	C	C
4	Portioning	C	C	C	C
5	Piping	C	C	C	C
6	Glazing	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce hot and cold desserts (OUTCOME 2) **Ref.**

- | | |
|-----|--|
| K1 | Describe how to check that ingredients meet dish requirements |
| K2 | Describe what to do if there are any problems with ingredients |
| K3 | State why time and temperature are important when finishing basic hot and cold desserts |
| K4 | State what quality points to look for in basic hot and cold desserts |
| K5 | Describe how to correctly carry out the relevant cooking methods |
| K6 | Describe how to carry out the relevant finishing methods |
| K7 | State why it is important to use the correct tools, equipment and techniques |
| K8 | Describe how to identify the correct colour, texture, consistency and quantity of hot and cold desserts |
| K9 | Describe what types of problems can occur when cooking and finishing hot and cold desserts and how to correct them |
| K10 | Describe how to store prepared hot and cold desserts |
| K11 | State healthy eating options when preparing hot and cold desserts |
-

UNIT 294 (2PR15)

**PRODUCE COLD
STARTERS AND SALADS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce cold
starters and salads**

August 2010 Version 1.0



PRODUCE COLD STARTERS AND SALADS

This unit is about preparing and presenting cold products such as salads, bread products, pies, pâtés and cured meats. It also covers the holding of such foods to maintain effective food safety.

This unit has **two** outcomes:

Outcome 1

Be able to produce cold starters and salads

Outcome 2

Understand how to produce cold starters and salads

PRODUCE COLD STARTERS AND SALADS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE COLD STARTERS AND SALADS

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Check ingredients meet dish requirements	C	C	C	C
2 Choose and use tools and equipment correctly	C	C	C	C
3 Prepare products using the correct preparation methods	C	C	C	C
4 Make sure that food products have the correct flavour, colour, texture and quantity	C	C	C	C
5 Make sure that food products are garnished and presented to meet organisational requirements	C	C	C	C
6 Safely store any prepared food not for immediate consumption	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Food products

All must be covered. At least **5** of these must be observed by your assessor.

1	Bread products	C	C	C	C
2	Salads	C	C	C	C
3	Pre-prepared pastry items	C	C	C	C
4	Cooked and cured meats	C	C	C	C
5	Fish and shellfish	C	C	C	C
6	Pre-prepared pâtés	C	C	C	C
7	Cold dressings and sauces	C	C	C	C
8	Pre-prepared vegetable items	C	C	C	C

Preparation methods

All must be covered. At least **4** of these must be observed by your assessor.

1	Defrosting	C	C	C	C
2	Washing	C	C	C	C
3	Slicing	C	C	C	C
4	Dressing	C	C	C	C
5	Garnishing	C	C	C	C
6	Portioning	C	C	C	C
7	Combining ingredients	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce cold starters and salads (OUTCOME 2) **Ref.**

K1 Describe how to check that food products and garnish ingredients meet requirements

K2 State what quality points to look for in the presentation of cooked, cured and prepared foods

K3 Describe what to do if there are any problems with the ingredients

K4 State which tools and equipment should be used to carry out the relevant preparation methods

K5 State why it is important to use the correct tools, equipment and techniques

K6 Describe how to prepare the food products and garnish ingredients for cold presentation

K7 Describe how to produce basic dressings and cold sauces

K8 Describe how to finish and garnish cold starters and salads

K9 Describe how to identify the correct colour, flavour, texture and quantity of food products

K10 State why time and temperature are important when preparing cooked, cured and prepared foods for presentation

K11 State healthy eating options available when preparing and presenting food for cold presentation

UNIT 295 (2PR16)

**PRODUCE FLOUR, DOUGH
AND TRAY-BAKED
PRODUCTS**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to produce flour,
dough and tray-baked products**

August 2010 Version 1.0



PRODUCE FLOUR, DOUGH AND TRAY-BAKED PRODUCTS

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

This unit has **four** outcomes:

Outcome 1

Be able to prepare flour, dough and tray-baked products

Outcome 2

Understand how to prepare flour, dough and tray-baked products

Outcome 3

Be able to cook, finish and present flour, dough and tray-baked products

Outcome 4

Understand how to cook, finish and present flour, dough and tray-baked products

The typical day to day activities you might carry out for this unit include:

- making sure that preparation and cooking areas and equipment are hygienic and ready for use
- calculating portions
- checking and preparing ingredients
- storing and labelling items not for immediate use
- combining flour, dough and tray-baked products with other ingredients
- cooking and finishing flour, dough and tray-baked products
- cleaning and clearing away

PRODUCE FLOUR, DOUGH AND TRAY-BAKED PRODUCTS

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PREPARE FLOUR, DOUGH AND TRAY-BAKED PRODUCTS (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Identify number of portions required for service	C	C	C	C
2 Ensure ingredients are of the type, quality and quantity required	C	C	C	C
3 Use the appropriate basic preparation methods to meet quality and organisational requirements when preparing ingredients	C	C	C	C
4 Make sure prepared ingredients are stored, clearly and accurately labelled in line with legal requirements for temperature control	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Ingredients

All must be covered. At least **4** of these must be observed by your assessor.

1	Pre-prepared pastry	C	C	C	C
2	Cake/sponge mixes	C	C	C	C
3	Scone mix	C	C	C	C
4	Dough mix	C	C	C	C
5	Biscuit mix	C	C	C	C
6	Tray-bake mix	C	C	C	C

Basic preparation methods

All must be covered. At least **6** of these must be observed by your assessor.

1	Mixing	C	C	C	C
2	Kneading	C	C	C	C
3	Greasing	C	C	C	C
4	Creaming/beating	C	C	C	C
5	Lining	C	C	C	C
6	Melting	C	C	C	C
7	Glazing	C	C	C	C
8	Portioning	C	C	C	C
9	Rolling	C	C	C	C
10	Shaping	C	C	C	C
11	Cutting	C	C	C	C

BE ABLE TO COOK, FINISH AND PRESENT FLOUR, DOUGH AND TRAY-BAKED PRODUCTS

(OUTCOME 3)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed		1	2	3	4
5	Ensure that flour, dough and tray-baked products are of the type, quality and quantity required	C	C	C	C
6	Combine the flour, dough and tray-baked products with other ingredients	C	C	C	C
7	Cook flour, dough and tray-baked products using the appropriate basic cooking methods to meet quality and organisational requirements	C	C	C	C
8	Use basic finishing methods where necessary to meet quality and organisational requirements	C	C	C	C
9	Store and clearly and accurately label dishes not for immediate use, in line with legal requirements relating to temperature control	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Flour, dough and tray-baked products

All must be covered. At least **4** of these must be observed by your assessor.

1	Pastry products	C	C	C	C
2	Cakes/sponges	C	C	C	C
3	Scones	C	C	C	C
4	Dough products	C	C	C	C
5	Biscuits	C	C	C	C
6	Tray-bakes	C	C	C	C

Basic cooking methods

All must be covered. At least **1** of these must be observed by your assessor.

1	Baking	C	C	C	C
2	Deep frying	C	C	C	C

Basic finishing methods

All must be covered. At least **4** of these must be observed by your assessor.

1	Dusting/sprinkling/dredging	C	C	C	C
2	Filling	C	C	C	C
3	Piping	C	C	C	C
4	Spreading/coating	C	C	C	C
5	Glazing	C	C	C	C
6	Trimming	C	C	C	C
7	Portioning	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to prepare flour, dough and tray-baked products (OUTCOME 2) **Ref.**

K1 State why it is essential that ovens should be at the correct temperature before baking starts

K2 State why time and temperature are important when preparing, cooking and storing basic flour, dough and tray-baked products

K3 State why prepared basic flour, dough and tray-baked products should be stored at the required safe temperature before cooking

problems should be reported

K9 Describe how to ensure that products have the correct aroma, texture, temperature and consistency

K10 State why it is important to follow dish instructions, and use the correct equipment while portioning

K11 Describe healthy eating options when preparing, cooking and finishing basic flour, dough and tray-baked products

Understand how to cook, finish and present flour, dough and tray-baked products (OUTCOME 4) **Ref.**

K4 Describe what quality points to look for in basic flour, dough and other ingredients for tray-baked products

K5 Describe the preparation and cooking methods for basic flour, dough and tray-baked products

K6 State how to identify when different flour, dough and tray-baked products are cooked to dish requirements

K7 Describe how to present flour, dough and tray-baked products

K8 Describe what problems can occur while preparing and cooking flour, dough and tray-baked products, and to whom

UNIT 296 (2PR17)

PRODUCE HEALTHIER DISHES

Successful assessment of the unit proves that the learner has achieved the national occupational standard to produce healthier dishes

August 2010 Version 1.0



PRODUCE HEALTHIER DISHES

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

This unit has **two** outcomes:

Outcome 1

Be able to produce healthier dishes

Outcome 2

Understand how to produce healthier dishes

The typical day-to-day activities you might carry out for this unit include:

- checking the ingredients for the dish
- preparing the ingredients in a way that minimises fat, salt, sugar and maximises fibre content
- cooking the dish in a way that maximises its nutritional value
- using flavourings that minimise the use of salt and sugar
- presenting the dish in a way that is attractive to the customer
- serving the dish in a way that gives the customer a choice of sauces, dressings, toppings and condiments

PRODUCE HEALTHIER DISHES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO PRODUCE HEALTHIER DISHES

(OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Check ingredients meet dish requirements	C	C	C	C
2 Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre	C	C	C	C
3 Cook food in a way that maximises its nutritional value	C	C	C	C
4 Use flavourings that minimise the use of salt and sugar	C	C	C	C
5 Present dishes in a way that is attractive to the customer	C	C	C	C
6 Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Dish

All must be covered. At least **4** of these must be observed by your assessor.

1	Meat/poultry	C	C	C	C
2	Fish	C	C	C	C
3	Vegetables/fruit	C	C	C	C
4	Eggs	C	C	C	C
5	Pasta/rice/grain/pulses	C	C	C	C
6	Soups/sauces	C	C	C	C
7	Pastry	C	C	C	C
8	Bread/dough	C	C	C	C
9	Sponges/cakes/biscuits/scones	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to produce healthier dishes (OUTCOME 2)

Ref.

K1 Describe the concept of a balanced diet and how this is important to good health

K2 State the government's current guidelines for healthy eating

K3 State the types and combinations of ingredients that make up a healthy dish

K4 Describe the nutritional benefits of minimising the fat, sugar and salt content of dishes

K5 Describe the nutritional benefits of starchy foods, fruits, vegetables and pulses

K6 Explain how to read and interpret food labelling

K7 Describe how to select types, combinations and proportions of ingredients that will make a healthy dish

K8 Describe what techniques can be used to prepare ingredients in a healthy way

K9 Describe what techniques can be used to cook the dish in a way that maximises its nutritional value

K10 State what healthier flavourings can be used as alternatives to salt and sugar

K11 Explain why it is important to present healthier dishes to customers in an attractive way and how to do so

K12 State why it is important to provide the customers with their choice of sauces, dressing, toppings and condiments

K13 State appropriate alternative healthier types of sauces, dressings, toppings and condiments

UNIT 297 (2PR19)

**MAINTAIN AN EFFICIENT
USE OF FOOD
RESOURCES**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to maintain an
efficient use of food resources**

August 2010 Version 1.0



MAINTAIN AN EFFICIENT USE OF FOOD RESOURCES

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

This unit has **two** outcomes:

Outcome 1

Be able to maintain an efficient use of food resources

Outcome 2

Understand how to maintain an efficient use of food resources

The typical day-to-day activities you might carry out for this unit include:

- checking storage areas to see how much food resource is available and ready for use
- informing colleagues as to food items that may need re-ordering
- finding out the anticipated number of customers to be served in a particular time period
- planning and estimating the volume of food resource that will be required during service
- maintaining records and reporting levels of wastage

MAINTAIN AN EFFICIENT USE OF FOOD RESOURCES

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO MAINTAIN AN EFFICIENT USE OF FOOD RESOURCES (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed

	1	2	3	4
1 Gain information to anticipate the volume of customers to be served	C	C	C	C
2 Check storage areas to ensure that sufficient volumes of food resources are available	C	C	C	C
3 Check that available food items are of the type and quality required	C	C	C	C
4 Organise food resources for immediate use in a manner that makes them accessible	C	C	C	C
5 Follow portion control measures that meet organisational and dish requirements	C	C	C	C
6 Organise food items for immediate use to reduce the risk of cross contamination	C	C	C	C
7 Label and store food items in a safe manner for use in the next service period	C	C	C	C
8 Identify items nearing the end of their shelf life	C	C	C	C
9 Record any food wastage	C	C	C	C
10 Identify any potential food shortages and report to relevant people	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Information to be gained from

All must be covered. At least **3** of these must be observed by your assessor.

1	Senior colleagues	C	C	C	C
2	Booking information	C	C	C	C
3	Records of sales patterns	C	C	C	C
4	Records of anticipated customer volumes	C	C	C	C

Portion control measures

All must be covered. At least **2** of these must be observed by your assessor.

1	Use of scoops, measures and scales	C	C	C	C
2	Counting of items	C	C	C	C
3	Following standard recipe and brand standard	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to maintain an efficient use of food resources

(OUTCOME 2)

Ref.

-
- | | |
|----|---|
| K1 | Describe the principles of stock and portion control |
| K2 | Describe the financial impact that food resource wastage can have upon the organisation |
| K3 | State organisational procedures for recording food usage |
| K4 | State procedures for storing opened food items |
| K5 | State the importance of maintaining minimum food stock levels |
| K6 | Describe how stock items should be stored and labelled |
| K7 | Describe how labelling systems used by the organisation operate |
| K8 | State the individuals responsible for re-ordering food stock items |
| K9 | Describe how food stock needing to be disposed of is recorded and reported |
-

UNIT 298 (2PR20)

**MAINTAIN AN EFFICIENT
USE OF RESOURCES IN
THE KITCHEN**

**Successful assessment of the unit proves
that the learner has achieved the national
occupational standard to maintain an
efficient use of resources in the kitchen**

August 2010 Version 1.0



MAINTAIN AN EFFICIENT USE OF RESOURCES IN THE KITCHEN

This unit is about working in an efficient way to ensure that physical resources used in the kitchen, including energy and water, are not wasted.

This unit has **two** outcomes:

Outcome 1

Be able to maintain an efficient use of resources in the kitchen

Outcome 2

Understand how to maintain an efficient use of resources in the kitchen

The typical day-to-day activities you might carry out for this unit include:

- using ovens efficiently, including monitoring temperatures and shutting down when not required.
- using fridges and freezers effectively to maximise their performance
- using water in a manner that reduces unnecessary wastage
- the responsible use of electrical items including lighting, air conditioning and vents
- disposing of packaging and waste in a responsible manner

MAINTAIN AN EFFICIENT USE OF RESOURCES IN THE KITCHEN

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

BE ABLE TO MAINTAIN AN EFFICIENT USE OF RESOURCES IN THE KITCHEN (OUTCOME 1)

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

Shaded numbers must be observed	1	2	3	4
1 Follow manufacturers guidelines to ensure that kitchen equipment is working at correct settings	C	C	C	C
2 Use cooking equipment efficiently to reduce unnecessary waste of energy	C	C	C	C
3 Ensure taps are not left running to reduce the waste of water	C	C	C	C
4 Ensure correct disposal of packaging to minimise space	C	C	C	C
5 Ensure packaging is disposed of in the correct place	C	C	C	C
6 Report equipment faults or potential wastage to the appropriate person	C	C	C	C

What you must cover

You must show that you have covered **ALL** of the following:

Cooking equipment

All must be covered. At least **3** of these must be observed by your assessor.

1	Grills	C	C	C	C	C
2	Ovens	C	C	C	C	C
3	Hot plates	C	C	C	C	C
4	Fridges and freezers	C	C	C	C	C
5	Extraction equipment	C	C	C	C	C

Waste

All must be covered. At least **2** of these must be observed by your assessor.

1	Food waste	C	C	C	C	C
2	Glass	C	C	C	C	C
3	Card	C	C	C	C	C
4	Plastic packaging	C	C	C	C	C

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Understand how to maintain an efficient use of resources in the kitchen (OUTCOME 2)	Ref.
--	-------------

- | | |
|----|---|
| K1 | State the principles of energy efficiency and waste reduction |
| K2 | Describe the financial impact that wastage of physical resources can have upon the organisation |
| K3 | Describe how electricity and gas waste can be minimised |
| K4 | List the different types of waste produced by the operation |
| K5 | Describe how different types of waste should be safely handled |
| K6 | Describe the organisational procedures for storing waste |
| K7 | State who excessive waste should be reported to |
-

UNIT 299 (2PR21)

**PREPARE, OPERATE AND
CLEAN SPECIALIST FOOD
PREPARATION AND
COOKING EQUIPMENT**

Successful assessment of the unit proves that the learner has achieved the national occupational standard to prepare, operate and clean specialist food preparation and cooking equipment

August 2010 Version 1.0



PREPARE, OPERATE AND CLEAN SPECIALIST FOOD PREPARATION AND COOKING EQUIPMENT

This unit is about operating and maintaining cooking equipment that is specific to the operation.

This unit has **five** outcomes:

Outcome 1

Be able to prepare specialist food preparation and cooking equipment

Outcome 2

Be able to operate specialist food preparation and cooking equipment

Outcome 3

Know how to operate specialist food preparation and cooking equipment

Outcome 4

Be able to clean specialist food preparation and cooking equipment

Outcome 5

Know how to clean specialist food preparation and cooking equipment

The typical day-to-day activities you might carry out for this unit include:

- setting up the machinery safely and preparing it for use
- operating the controls and settings to ensure that food is prepared/cooked to the required standard
- switching off equipment
- cleaning of equipment, disposing of waste
- servicing the equipment to a state where it is safe and ready to use again

‘Specialist equipment’ may include items specific to the operation or those which do not appear in all kitchen environments. This may include items such as pressure fryers, combination ovens and food holding systems.

PREPARE, OPERATE AND CLEAN SPECIALIST FOOD PREPARATION AND COOKING EQUIPMENT

Evidence

This space is to record the evidence you need to do to complete this unit. The criteria that you should be able to complete are within the learning outcomes.

No.	Method*	Summary of evidence or portfolio reference	Assessor initials
1			
2			
3			
4			

Photocopy if required

***Assessment method key:** **O** Observation; **PD** Professional discussion; **Q** Questioning; **WP** Work product; **WT** Witness testimony; **Oth** Other

What you must do

You must show that you can perform consistently to the same standard. This will be assessed by your assessor using various methods which **must** include observation of your performance.

BE ABLE TO PREPARE SPECIALIST FOOD PREPARATION AND COOKING EQUIPMENT

(OUTCOME 1)

Shaded numbers must be observed 1 2 3 4

- | | | | | | | |
|----------|--|----------|----------|----------|----------|----------|
| 1 | Ensure that the equipment is safe to operate | C | C | C | C | C |
| 2 | Check the equipment controls are set at the correct level before operating | C | C | C | C | C |

BE ABLE TO OPERATE SPECIALIST FOOD PREPARATION AND COOKING EQUIPMENT

(OUTCOME 2)

Shaded numbers must be observed 1 2 3 4

- | | | | | | | |
|----------|---|----------|----------|----------|----------|----------|
| 3 | Follow manufacturer's procedures to both switch on and operate equipment | C | C | C | C | C |
| 4 | Monitor the action of the equipment to ensure that it is operating at the correct temperature and speed | C | C | C | C | C |
| 5 | Shut down equipment at the end of service following the correct procedures | C | C | C | C | C |

- | | | | | | | |
|----------|--|----------|----------|----------|----------|----------|
| 6 | Re-assemble the equipment so it is ready to use and meets required health and safety and food safety standards | C | C | C | C | C |
|----------|--|----------|----------|----------|----------|----------|

- | | | | | | | |
|----------|---|----------|----------|----------|----------|----------|
| 7 | Report any identified problems or faults to the relevant person | C | C | C | C | C |
|----------|---|----------|----------|----------|----------|----------|

BE ABLE TO CLEAN SPECIALIST FOOD PREPARATION AND COOKING EQUIPMENT

(OUTCOME 4)

Shaded numbers must be observed 1 2 3 4

- | | | | | | | |
|-----------|---|----------|----------|----------|----------|----------|
| 8 | Check the equipment is suitably clean to use | C | C | C | C | C |
| 9 | Disassemble the equipment correctly and safely to enable effective cleaning | C | C | C | C | C |
| 10 | Clean the equipment and its component parts using the correct methods and cleaning agents | C | C | C | C | C |

What you must know

Evidence for this section can be collected in a variety of ways. Your assessor will discuss with you how to collect and record this information.

Know how to operate specialist food preparation and cooking equipment (OUTCOME 3)	Ref.	Know how to clean specialist food preparation and cooking equipment (OUTCOME 5)	Ref.
K1	State the types of specialist equipment used within the organisation	K6	Describe how the equipment should be cleaned
K2	State what each type of specialist equipment is used for	K7	List the relevant cleaning agents that should be used with the equipment
K3	Describe the relevant hazards and potential hazards relating to specialist equipment	K8	Describe how cleaning agents should be used to avoid accidents and potential food safety hazards
K4	State how hazards and potential hazards can be minimised		
K5	State who to report any identified faults to		

Appendix 1 Summary of City & Guilds assessment policies

Health and Safety

All N/SVQ centres have to make sure that they provide a safe and healthy environment for training, including induction and assessment. City & Guilds external verifiers check this when they visit assessment sites.

You are responsible for making sure that you understand, and comply with, the Health and Safety practice and policies in the workplace where you will be assessed. Your assessment may be stopped if you do not comply, and your assessor will explain the reason why to you. You may need to retake your assessment at a later date.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website **www.cityandguilds.com**, City & Guilds Customer Relations Team or from your centre.

Access to assessment

City & Guilds qualifications are open to all learners, whatever their gender, race, creed, age or special needs. Some learners may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special assessment requirements, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website **www.cityandguilds.com**, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. For example, you may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information from the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can contact City & Guilds.

Our complaints policy is on our website **www.cityandguilds.com** or is available from the City & Guilds Customer Relations Team or your centre.

Appendix 2 Observation sheets

Observation sheet - Food and Beverage Service



Learner:	Assessor:	Ref:
-----------------	------------------	-------------

Activity observed

101/1GEN1

- 1 Personal Hygiene(204.1)
- 1,2 Clean smart footwear
- 3.Clean smart headgear
- 8.Follow health, hygiene and safety practices

201/2GEN1

- 2.Greet customers
- 3.Respect/friendly
- 3.Customer valued
- 4. Customer expectation identified
- 5.Courteous
- 6.Keep informed
- 7.Adapt to different behaviour
- 8.Respond promptly and positively
- 14.Provide information
- 15. Check customer understanding

104/1GEN4

- 4.Plan work/tasks
- 5.Organise work effectively
- 6.Clean tidy work areas
- 7.Keep waste to a minimum
- 9.Work to deadlines

204/2GEN4

- 4.Wash hands
- 3.Change clothes
- 8.Surfaces and equipment are clean
- 15 Food within use by date & undamaged
- 16.Store food correctly
- 20.Follow stock rotation
- 23.Protect food from hazards
- 25.Maintained time temperature for food safety

Duration of assessment	Service period	Breakfast	Lunch	Dinner	Function
Number of covers	Type of service	a la carte	Table d hote	Function	
Counter.....					

Observation sheet - Food and Beverage Service

Questions asked during observation with answers

Feedback

Learner signature.....

Assessor signature..... Date:

Observation sheets - Cookery



Observation sheet - Candidate:	Assessor:	Ref:
---------------------------------------	------------------	-------------

Activity observed

101/1GEN1

- 1 Personal Hygiene(204.1)
- 1,2 Clean smart footwear
- 3.Clean smart headgear
- 8.Follow health, hygiene and safety practices

102/1GEN2

- 2. Clean knives
- 3.Sharpen knives
- 4. Knife appropriate to task
- 6.Knives used safely
- 7.Knives cleaned and stored correctly

OPTIONAL UNITS

- 1. Check ingredients are fir for preparation/cooking
- 02. Check & use correct techniques ,tools and equipment
- 03. Combine the food to meet requirements
- 04 Cook food to meet requirements of the dish
- 0 5/7Finish food as required for the dish
- 0 6. Ensure dish is at correct temperature for holding& storing
- 8. Safely store food not for immediate use

104/1GEN4

- 4.Plan work/tasks
- 5.Organise work effectively
- 6.Clean tidy work areas
- 7.Keep waste to a minimum
- 9.Work to deadlines

203/2GEN3

- 5.Wash hands
- 4..Change clothes
- 9.Surfaces and equipment are clean
- 10.Clean clothes used
- 18. Food within use by date & undamaged
- 20.Prepare food for storage
- 21. Store food quickly
- 23 Avoid cross contamination
- 27 Check food for hazards
- 29. Avoid allergic contamination
- 30. Prevent contamination across different types of food
- 31. Time and temperature

Duration of assessment	Service period	Breakfast	Lunch	Dinner	Function
Number of covers	Type of service	a la carte	Table d hote	Function	
Counter... ..					

Observation sheets - Cookery

Questions asked during observation with answers

Feedback

Learner signature..

Assessor signature..

Date:

Observation sheet – Front of House - Reception

Candidate:	Assessor:	Ref:
-------------------	------------------	-------------

Activity observed

101/1GEN1

- O 1 Personal Hygiene(204.1)
- O 1,2 Clean smart footwear
- O 3.Clean smart headgear
- O 8.Follow health, hygiene and safety practices

104/1GEN4

- O 4.Plan work/tasks
- O 5.Organise work effectively
- O 6.Clean tidy work areas
- O 7.Keep waste to a minimum
- O 9.Work to deadlines

201/2GEN1

- O 2.Greet customers
- O 3.Respect/friendly
- O 3.Customer valued
- O 4. Customer expectation identified
- O 5.Courteous
- O 6.Keep informed
- O 7.Adapt to different behaviour
- O 8.Respond promptly and positively
- O 14.Provide information
- O15. Check customer understanding

Duration of assessment	Activity	Check in	Check out
Number of customers			

Observation sheet – Front of House - Reception

Questions asked during observation with answers

Feedback

Learner signature.....

Assessor signature..... Date:

Observation sheet – Diploma in Housekeeping

Candidate:	Assessor:	Ref:
-------------------	------------------	-------------

Activity observed

101/1GEN1

- 1 Personal Hygiene(204.1)
- 1,2 Clean smart footwear
- 3.Clean smart headgear
- 8.Follow health, hygiene and safety practices

104/1GEN4

- 4.Plan work/tasks
- 5.Organise work effectively
- 6.Clean tidy work areas
- 7.Keep waste to a minimum
- 9.Work to deadlines

264/2HK1

- 1. Prepare bathroom/toilet area
- 2. Select equipment & materials
- 3. Clean toilet correct sequence
- 4 Clean bathroom correct sequence
- 5. Clean floors, walls & other areas correct sequence
- 8 Prepare furnished area
- 11. Clean floor/furnishing
- 17. PPE worn
- 18. Dispose of waste
- 19 Sanitise waste containers

Duration of assessment

Number of rooms serviced

Type of service

new arrival

Stay over

Feedback

Learner signature..... Date:.....

Assessor signature..... Date:

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

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E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

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If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

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