

# Entry Level Certificate in Food Studies (Entry 1)

Centre/assessor guide (3340)



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# **Entry Level Certificate in Food Studies (Entry 1)**

**Centre/assessor guide (3340)**

**July 2003**

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# Contents

---

## 05 Guidance for centres

---

05 General

---

05 The qualification

---

05 Progression

---

06 Links to other qualifications

---

08 Assessment centres

---

08 The assessment process

---

08 Quality assurance

---

09 Scheme administration

---

10 The wider curriculum

---

## 11 Syllabus

---

13 Unit 101 Health, safety and hygiene

---

14 Unit 102 Select and use appropriate basic kitchen equipment

---

15 Unit 103 Identify the main food groups

---

16 Unit 104 Prepare food, cook food and clean work areas and equipment

---

## 17 Assessments

---

19 Form 3340-001/ASS

---

21 Assessment 1

---

22 Assessment 2

---

23 Assessment 3

---

## 24 Marking Scheme

---

25 Assessment 1

---

27 Assessment 2

---

31 Assessment 3

---

## 37 Appendices

---

39 Appendix 1 – Forms

---

43 Appendix 2 – Quality assurance forms

---

45 Appendix 3 – Resource list

---

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# Guidance for centres

## 1 General

Centres should ensure that they hold the relevant City & Guilds documentation to offer this scheme. For details about Centre and Scheme approval, centres should refer to the guidance document entitled *Providing City & Guilds Qualifications* and for specific information about assessment for candidates with particular requirements centres should refer to the document entitled *Access to Assessment*. Both of these documents are available from Publication Sales.

## 2 The qualification

The qualification is suitable for candidates with severe to moderate learning and physical disabilities. It will enable candidates to develop and improve their ability to prepare and cook food for themselves whilst also learning about the catering industry. Candidates undertaking this qualification may not necessarily be seeking employment within the hospitality industry but will be looking to develop everyday cooking skills. It is suitable for candidates from all backgrounds and is appropriate for adults as well as young people. Candidates will have a range of learning and physical disabilities and may require support.

There are no specific entry requirements for this qualification. Centres should undertake a skill scan for all prospective candidates (see skill form appendix 1). These forms have been devised to be used at the recruitment stage ie centres should use them to determine what level of qualification would be most suitable for the prospective candidate based on their prior knowledge and skill level. Assessors should link the candidates' previous experience to relevant units within the qualification and determine which units will need reinforcing with individual candidates. This will inform the assessors when devising individual learning plans for candidates. The comment box on further training/experience should be completed and the skill scan may be photocopied should assessors wish to complete an individual one for each unit of the qualification. It is important that the centre identifies the candidates' individual needs and that adequate resources are provided in terms of equipment, facilities and staffing levels for all candidates. In some cases centres may feel that the qualification at entry 2 is a more suitable award on which to place certain candidates, in others, it may be more appropriate to begin at entry 1 and allow candidates to progress to the entry 2. This would depend on the candidate's ability to perform the given tasks required for each level of the award.

Candidates should undergo a thorough induction to the scheme and to the catering/kitchen environment in which they will be undertaking the practical requirements of the scheme.

Centres should devise their own scheme of work to ensure that all practical and theory aspects of the assessments have been covered and practised by the candidates. The scheme of work should reflect the content of the units as stated in the syllabus as well as the assessments.

**The recommended minimum learning hours for candidates undertaking this award is 108 hours.**

## 3 Progression

This scheme will enable candidates to develop and improve their ability to prepare and cook food for themselves whilst also learning about the catering industry. **The course has been designed to reflect the demands of the National Qualification Framework at entry level 1.**

Candidates will develop basic cookery skills and be able to prepare a light meal for themselves. It may facilitate progression to the City & Guilds Entry Level Certificate in Food Studies (entry 2).

Assessors should note that should candidates progress from entry level 1 to entry level 2 the following units contain some overlaps.

Unit 101 and unit 102 health and safety  
Unit 102 and unit 202 use of kitchen equipment

Assessors/tutors should note however that these units have been designed to ensure that candidates develop and show progression of their knowledge and skills in these areas. For example in unit 101 candidates are expected to recognise key kitchen hazards whereas in unit 201 they are expected to recognise the hazards and demonstrate the correct procedures to deal with them.

## 4 Links to other qualifications

The award will be suitable for candidates in full/part time education, those in care homes or those attending day centres. It may be offered as a discrete course alongside appropriate basic skills.

Candidates may be able to access the Foundation Food Hygiene certificate (see resource list appendix 3)

The importance of safe working practices, and the demands of the Health and Safety at Work (HASAW) Act 1974 must be stressed. This will include directives from Brussels for the European Union. Candidates have responsibilities for maintaining the safety of others as well as their own.

Candidates may be able to access a suitable Health & Safety qualification (see resource list appendix 3).

### Links to Basic Skills Core Curriculum

Each unit and assessment of the City & Guilds Entry Level Certificate in Food Studies Entry 1 (3340) identifies opportunities for the development of the Core Curriculum Standards for Adult Literacy. The summary chart below highlights opportunities for development of those skills **at the same level** as the 3340 award.

### Core Curriculum Adult Literacy Signposting

Unit number	Speaking and listening			Reading			Writing		
	Listen and respond (SLr/E1)	Speak to communicate (SLc/E1)	Engage in discussion (SLd/E1)	Read and understand text (Rt/E1)	Read and understand sentence (Rs/E1)	Read and understand word (Rw/E1)	Write to communicate text (Wt/E1)	Write to communicate sentence (Ws/E1)	Write to communicate word (Ww/E1)
101	✓	✓	✓			✓			✓
102	✓	✓				✓			✓
103			✓			✓			✓
104	✓	✓							
Assessment 1	✓	✓				✓			
Assessment 2	✓	✓				✓			
Assessment 3	✓	✓				✓			✓



### Links to Basic Skills Core Curriculum

Each unit and assessment of the City & Guilds Entry Level Certificate in Food Studies Entry 1 (3340) identifies opportunities for the development of the Core Curriculum Standards for Adult Numeracy. The summary chart below highlights opportunities for development of those skills **at the same level** as the 3340 award.

### Core Curriculum Adult Numeracy Signposting

Unit number	Number	Measure shape and space		Handling data
		Common measures (MS1/E1)	Shape and space (MS2/E1)	Data and Statistical measures (HD1/E1)
101	✓	✓	✓	
102	✓	✓		
103	✓	✓		✓
104	✓	✓	✓	✓
Assessment 1				
Assessment 2	✓	✓		
Assessment 3	✓	✓	✓	✓

## 5 Assessment centres

City & Guilds qualifications may only be offered by organisations specifically approved to do so. These are known as ‘approved centres’. Approval is open to a variety of organisations: a centre may be a single (large or small) employer, an education/training organisation, employing and training organisations acting together, or groups of small employers combining to offer assessment.

Any organisation applying for approval as an assessment centre will have to satisfy City & Guilds that it can meet rigorous requirements including the provision of:

- Adequate resources
- Clear management and information systems
- Effective assessment and quality assurance procedures

Once a centre has been approved by City & Guilds and has established the effectiveness of its general systems, processes and procedures it will not normally be required to provide this information again. If it wishes to add further qualifications to its provision it need only provide evidence of its scheme-specific assessment resources.

## 6 The assessment process

A formal assessment is compulsory. This assessment is synoptic, but is divided into three parts to allow it to be taken over three sessions. All assessments and assessment criteria will be designed by City & Guilds and administered by the centre.

In order to achieve the City & Guilds Entry Level Certificate in Food Studies candidates will be assessed on their practical skills on three occasions throughout the course, with theory being tested through the use of oral/pictorial questions. Candidates should compile an evidence portfolio to demonstrate theory throughout the course. This could be pictorial, photographs, handouts, worksheets, collages and evaluation sheets.

The practical and theory assessments are set by City & Guilds and accompanied by a marking scheme. There will be three assessment sessions. Centres will internally mark the assessments, which will be moderated by the external verifier during their visit.

The assessments should show the candidates improving their skills, abilities and independence throughout the course. The assessment requirements should be flexible in order to enable them to be matched to individual candidate needs. Where possible the integration of basic skills such as the City & Guilds Certificate in adult literacy and numeracy should be included in the programme along with a suitable Health & Safety and Food Hygiene qualification. Where appropriate, use of evidence such as pictorial, videoing, photographic and the use of IT should be encouraged.

Assessments will be set by City & Guilds, internally marked by the centre and moderated by the external verifier. The external verifier must visit the centre during the final practical assessment.

### Objectives

In order to gain the Certificate the candidates will be expected to complete all four units. Successful completion of these units will ensure that the candidate will achieve the following outcomes:

- 1 Candidates will be able to follow basic health, safety and hygiene rules and recognise hazards in a kitchen environment.
- 2 Candidates will be able to identify, select and use basic kitchen equipment.
- 3 Candidates will develop an awareness of the nutritional importance of the main food groups.
- 4 Candidates will be able to prepare and cook a light meal for themselves. They will be able to clean their own work areas and equipment.

## 7 Quality assurance

Quality assurance includes initial centre approval, scheme approval, the centre's own procedures for monitoring quality and City & Guilds' ongoing monitoring by an external verifier. Details of the City & Guilds' criteria and procedures can be found in *Providing City & Guilds Qualifications – a guide to centre and scheme approval*.

### The assessor

The assessor or teacher should hold a relevant teaching qualification such as the NVQ in Further and Adult Education Teachers certificate or the Certificate in Teaching Adult Learners or a relevant teaching qualification for schools. Assessors should have relevant practical skills appropriate to the hospitality and catering industry as well as a relevant current food hygiene qualification. Among other things the assessor must keep records of the candidates' progress, in the form of observations, assessment decisions, assignment tracking sheets. Some example forms for recording this information are included in appendix 2.

### The Quality assurance co-ordinator

All schemes must be quality assured. The quality assurance co-ordinator must ensure that they monitor the scheme according to City & Guilds centre guidance and scheme requirements.

Among other things the quality assurance co-ordinator must keep records of the candidates' progress, assessment decisions, what is to be sampled, what has been sampled. Some example forms for recording this information are included in the marking scheme and appendix 3.

### The external verifier

On approval to offer the scheme the centre will be notified of the name of the external verifier, who will liaise with the co-ordinator on all matters relating to the scheme. Following approval the external verifier will visit the centre on a regular basis to ensure that centre and scheme operation continues to meet the required standards. It should be noted, however, that external verification visits will usually be undertaken only if candidates have been registered for the scheme concerned.

The external verifier must visit the centre on the day of the final practical assessment. This assessment should demonstrate the full range of skills and knowledge that the candidate has acquired during the course.

The external verifier will monitor the quality assurance systems within the centre. The external verifier will also confirm the grades awarded to candidates and ensure that the marking has been consistent across all the assessment sessions. An external verification report form will be completed at the end of the visit in line with City & Guilds procedures.

On each verification visit, the external verifier will

- Check whether there have been any changes affecting centre information previously provided
- Check the action plan agreed on the previous visit has been implemented
- Review quality assurance procedures
- Observe assessments in progress and sample candidates' assessment evidence
- Advise on interpretation/implementation of the scheme standards
- Develop a new action plan and complete a report, a copy of which will be left at the centre

It is particularly important that there should be good communication between the centre and the external verifier. The external verifier will tell the centre how and where s/he can be notified of any changes in the operation of the scheme as soon as possible.

## 8 Scheme administration

### The Directory

City & Guilds issues to all centres a copy of the *Directory of Assessments and Awards*, which contains details of all awards offered. It contains the general regulations under which all schemes operate and includes operational information for each, such as forms required for registration and entry and fee codes and values. Centres should ensure that the person designated City & Guilds Centre co-ordinator has a copy of the directory and is familiar with the detailed regulations and administrative procedures.

### Registrations and certification

- Candidates must be registered at the beginning of their course. Centres should submit registration using Form S (Registration), under scheme/complex number 3340-01.

- When assignments have been successfully completed, candidate results should be submitted on Form S (Results submission). Centres should note that results will **not** be processed by City & Guilds until verification records are complete.
- Candidates achieving one or more assessment components will receive a Certificate of Unit Credit listing the assessment components achieved. Candidates achieving the number and combination of assessment components required for the Certificate will, in addition, be issued a Certificate.
- Full details on all the above procedures, together with dates and times of written tests will be found in the *Directory of Vocational Awards* published annually by City & Guilds. This information also appears on City & Guilds Web site <http://www.city-and-guilds.co.uk>.

### Candidates with particular requirements

Guidance for candidates with particular requirements can be obtained in the *Access to Assessment – candidates with particular requirements* document, which can be obtained from the Publications Sales department. Where adaptations/support are required relating to any assessment, centres should follow the guidance contained in this document carefully.

### Regional offices

City & Guilds has a number of regional offices which serve the needs of the local centres. They have a customer service focus and should be centres' first point of contact for general information and advice. They are also set up to manage the allocation of external verifiers and to deal with problems arising from quality issues. A list of regional offices can be found on the City & Guilds website [www.city-and-guilds.co.uk](http://www.city-and-guilds.co.uk). It is important for centres to know where their local contacts may be found.

### Co-ordinated mailings

City & Guilds has established a co-ordinated mailing programme to provide centres with a more structured form of communication and to ensure communications are targeted at the most appropriate person. Mailings are despatched on the second Wednesday of the month and sent to the named person at each centre who has responsibility for internal distribution. Centres receive the information that is relevant to the schemes for which they are approved, but are also sent a summary listing so that they are aware of other developments.

### Results processing queries

Queries in connection with the processing of registrations or certification requests should be directed to the Entries and Results Processing department. It is essential that the allocated centre number be quoted for all enquiries.

### Other queries

Type of query	Should be directed to
General queries on City & Guilds products and services	Customer service enquiry unit
Centre scheme approval Verification issues or queries on operation of the scheme	City & Guilds regional offices or External Verifier
Use of documentation	City & Guilds regional offices or External Verifier
Content of standards	Quality assurance co-ordinator in the first instance then EV, awarding body, standards setting body

## 9 The wider curriculum

Delivery of this scheme can contribute to learners' understanding of spiritual, moral ethical and social issues in the following manner:

**Spiritual:** spiritual issues can be raised when learning how to work in a team and developing communication skills.

**Moral/ethical:** appreciating religious beliefs and gender issues can lead to discussions on moral/ethical issues. Candidates will need to be aware of the importance of health safety and hygiene and their moral responsibility when providing food in a catering/kitchen environment.

**Social:** there is a requirement throughout this qualification for candidates to interact with others, their peers, assessors/teachers and supervisors.

**European:** candidates will need to be aware of relevant European health, safety and hygiene regulations.

# Syllabus

Candidates must complete all of the following units.

## **Unit 101 – Health, safety and hygiene**

- Follow basic health & safety rules in the kitchen
- Recognise hazards in the kitchen
- Follow basic hygiene rules in the kitchen

## **Unit 102 – Select and use appropriate basic kitchen equipment**

- Select appropriate equipment and use safely and hygienically
- Clean work areas and equipment

## **Unit 103 – Identify the main food groups**

- Show an awareness of nutrition through identification of the main food groups

## **Unit 104 – Prepare food, cook food and clean work areas and equipment**

- Prepare food using a variety of methods
- Cook food using a variety of methods
- Clean work areas and equipment

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# Unit 101

## Health, safety and hygiene

During this unit the candidates will learn how to work safely and hygienically following the health and safety rules that apply to a catering/kitchen environment. They will develop an awareness of what constitute hazards within a kitchen and the assessor should ensure that wherever appropriate candidates are made aware of the requirements and demands of a catering/kitchen environment. For example the importance of hand washing, personal hygiene, protective clothing and the use of blue plasters to cover cuts and grazes.

Candidates should also be aware of hazards within a catering/kitchen environment and the importance of correct procedures when faced with hazards such as wet or slippery floors and surfaces. Candidates should be aware that lifting and carrying kitchen equipment and utensils eg saucepans containing hot items or sharp knives, can constitute a hazard.

Where necessary, tutors should demonstrate correct procedures for these processes eg carrying a knife blade pointing downwards or warning others in the kitchen when carrying saucepans containing hot items. Many of the candidates undertaking this qualification will not have spent time in a catering/kitchen environment before and it is particularly important that tutors discuss with candidates the type of behaviour that could constitute a hazard within a kitchen eg running, shouting and disruptive behaviour.

### The candidates must:

- Follow basic health and safety rules in the kitchen
- Recognise hazards in the kitchen
  - > hot items
  - > sharp items
  - > wet surfaces
  - > slippery surfaces
  - > obstacles
  - > incorrect lifting and carrying
  - > dangers of inappropriate and reckless behaviour
- Follow basic hygiene rules in the kitchen
  - > hand washing
  - > hair
  - > suitable protective clothing and flat, closed in shoes
  - > nail varnish
  - > personal habits
  - > jewellery
  - > how to deal with cuts and abrasions

# Unit 102

## Select and use appropriate basic kitchen equipment

During this unit the candidates should demonstrate that they can choose the correct item of equipment or utensil to undertake a given task. The range of equipment and utensils has been kept to the minimum required to undertake the assessments for this qualification. Candidates may use a wider range if appropriate.

It should be noted that adapted equipment and utensils are available to candidates with physical disabilities. See appendix 3 for a list of resources and organisations that may be able to provide suitable equipment.

Candidates should demonstrate in this unit their knowledge of safe and hygienic working practices and assessors should monitor that they keep work areas and equipment clean and free from clutter. They should also ensure that candidates not only use the equipment and utensils but that they are using them as they would in a professional environment. Correct knife handling techniques should be encouraged from the outset.

This unit will also encourage candidates to build on the basic hygiene rules developed in Unit 101. Candidates should be aware of the importance of keeping work areas and equipment clean and be able to identify hazards and take appropriate action eg mopping up spilt water on the kitchen floor.

### The candidates must:

- Select appropriate equipment and use safely and hygienically
  - > tin opener (including specialist)
  - > measuring jug
  - > toaster
  - > bowls
  - > knives (adapted) on cradle
  - > peeler
  - > chopping boards
  - > graters
  - > cutlery for laying table
- Clean work areas and equipment
  - > wash, dry and put away dishes and utensils
  - > rinse sinks
  - > wipe down surfaces
  - > use suitable detergents
  - > clean floor



# Unit 103

## Identify the main food groups

Candidates may sometimes have health problems such as diabetes which demand specialised diets. Many candidates are aware of their own dietary requirements but may not be knowledgeable about the importance of an overall healthy diet.

Whilst they would not be expected to develop a detailed knowledge of the food groups candidates should be able to identify the five main food groups as well as to distinguish between healthy and unhealthy food products.

### **The candidates must:**

- Identify the five main food groups
  - > bread, cereal and potatoes
  - > fruit and vegetables
  - > milk and dairy foods
  - > meat, fish and alternatives
  - > fatty and sugary foods

# Unit 104

## Prepare food, cook food and clean work areas and equipment

Candidates should be able to demonstrate a variety of food preparation methods and assessors should ensure that candidates develop correct knife handling techniques and demonstrate these skills when peeling, slicing, and chopping vegetables.

Where necessary, candidates can use pre-prepared food items such as tinned food, ready made pastry, pizza bases or packet ingredients.

Candidates should be encouraged during the course to cook food using both a microwave and conventional cooker. This will enable them to prepare and cook a variety of meals either from scratch or ready made prepared dishes.

### The candidates must:

- Prepare food using a variety of methods
  - > slicing
  - > peeling
  - > washing and preparing perishable foods
  - > rolling
  - > grating
- Cook food using the following methods
  - > microwaving
  - > conventional cooker
- Clean work areas and equipment
  - > wash, dry and put away dishes and utensils
  - > rinse sinks
  - > wipe down surfaces
  - > use suitable detergents
  - > clean floor

# Assessments

In order to achieve the City & Guilds Entry Level Certificate in Food Studies candidates will be assessed on their practical skills on three occasions throughout the course, with theory being tested throughout by the use of oral/pictorial questions.

Candidates should compile an evidence portfolio to demonstrate theory throughout the course. Candidate portfolios must include work undertaken throughout the course. This could be pictorial, photographs, handouts, worksheets, collages and evaluation sheets.

There are three assessment sessions throughout this course which cover all the units. Therefore assessors should note that more than one unit may be covered within each assessment session.

A formal assessment is compulsory. This assessment is synoptic but is divided into three parts to allow it to be taken over three sessions. All assessment sessions and assessment criteria will be designed by City & Guilds and administered by the centre.

Because each of the sessions is not specifically testing a particular unit nor are the skills assessed at each session equally weighted between sessions, there is no pass mark for each session, but is calculated based on the overall assessment total. It would not however be in a candidate's interest, if they had lost so many marks in the earlier assessment occasions that they would be unable to achieve a pass, to allow them to continue. It is therefore extremely important that all candidates are sufficiently prepared before the assessments are attempted.

The three assessments should show progression and development of candidate skills and knowledge. The assessments are designed to build towards the final session where the skills assessed throughout the previous sessions are all put together to:

- confirm that the candidates have been able to retain the skills over time
- show progression to a more challenging task (snacks to a light meal)
- ensure that what the candidates have learned is useful in realistic life settings.

The final assessment session should be moderated by the external verifier and the centre should notify their external verifier of planned assessment dates, using Form 3340-001/ASS (see page 19).

The external verifier must visit the centre on the day of the final practical assessment. This assessment is designed to allow the candidate to demonstrate the full range of skills and knowledge that they have acquired during the course.

The external verifier will monitor the quality assurance systems within the centre. The external verifier will also confirm the grades awarded to each candidate and ensure that the marking has been consistent across all the assessment sessions. An external Verification report form will be completed at the end of the visit in line with City & Guilds procedures.

On each verification visit, the external verifier will

- Check whether there have been any changes affecting centre information previously provided
- Check the action plan agreed on the previous visit has been implemented
- Review quality assurance procedures
- Observe assessments in progress and sample candidates' assessment evidence
- Advise on interpretation/implementation of the scheme standards
- Examine all candidate portfolios
- Develop a new action plan and complete a report, a copy of which will be left at the centre

It is particularly important that there should be good communication between the centre and the external verifier. The external verifier will tell the centre how and where s/he can be notified of any changes in the operation of the scheme as soon as possible.

Group work is not suitable for assessment purposes in this scheme.

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3340 Certificate in Food Studies

To be completed by Centre and sent to external verifier

Centre name \_\_\_\_\_

Centre no \_\_\_\_\_ Telephone no \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Contact \_\_\_\_\_ Designation \_\_\_\_\_

Estimated number of students for assessment \_\_\_\_\_

Estimated date of assessment 3340-001

Assessment 1 \_\_\_\_\_

Assessment 2 \_\_\_\_\_

Assessment 3 \_\_\_\_\_

EV to visit on final practical assessment \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

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# Assessment 1

## Practical assessment

Candidate to follow personal hygiene procedures necessary for working in the kitchen. To include:

- Change into protective clothing
- Change into flat closed in shoes
- Hair worn as appropriate eg long hair tied back
- Remove jewellery
- Wash hands
- Ensure nails are clean and free of nail varnish

## Theory assessment

Candidate to identify kitchen hazards either from pictures, diagrams of hazardous kitchens or by placing physical hazards out in the kitchen for the student to identify. It may be appropriate for some candidates to answer questions verbally on a one to one basis with the assessor. This type of questioning should be recorded either in writing using a tape recorder. Hazards to be identified include:

- Water on floor
- Trailing electric flex
- Knife on edge of table
- Saucepan on edge of hob/table
- Dirty tea cloth
- Dirty table surface
- Sink clogged with debris
- Obstacles around the room
- Food debris/rubbish on floor
- Unacceptable behaviour – shouting, unsafe use of equipment

## Assessor guidance notes

Candidates with special assessment requirements may respond to oral questioning or use of a computer-aided programme.

Assessors should ensure that candidates are made aware of the assessment requirements in an appropriate format to suit their individual needs eg large print, Braille, pictorial. Please see resource list (appendix 3) for additional suitable materials.

Assessors should ensure that candidates are made aware of the requirements and demands of a catering/kitchen environment. For example the importance of hand washing before food handling and the use of coloured waterproof plasters to cover cuts and grazes.

Assessors could use the following to demonstrate health, safety and hygiene rules:

- Flow charts
- Diagrams
- Photographs
- Videos
- Collages
- Pictorial checklists for student files
- Questioning

# Assessment 2

## Practical assessment

Candidates must be able to select ingredients and prepare a sandwich, roll, filled pitta and a cold drink. The candidates' choice should not only take into account their own dietary requirements if appropriate but reflect a basic understanding of a healthy diet in the choice of ingredients used to prepare the snack and drink. Examples of these would include, low fat spread or sauces, use of salad ingredients, vegetables fruit juices and sugar reduced/free drinks.

Candidates should make a sandwich/roll/filled pitta and a cold drink for themselves, for example to include:

- Cheese hard/soft, tuna, cold meats
- Ready made sandwich filling, egg egg
- White/brown sliced bread, roll, baguette, pitta
- Lettuce, tomato, cucumber, onion, cress, sweet corn, pickle

They should use at least **six** items of equipment and utensils to perform the task. Appropriate equipment and utensils have been identified in the syllabus units 102 and 104. Candidates should select from the following list:

- Tin opener
- Measuring jug
- Toaster
- Bowls
- Knives
- Peelers
- Chopping boards
- Graters
- Cutlery

Candidates will need to wash up, clean and put away their own utensils. They should demonstrate that they can safely lift and handle all equipment and utensils. Candidates should demonstrate all of the cleaning activities in syllabus units 102 and 104. Candidates should select from the following list:

- Wash and dry utensils
- Correctly store utensils
- Rinse sinks
- Wipe down surfaces
- Use suitable detergents
- Clean floor

## Theory assessment

Candidates must identify equipment. This can be undertaken in a number of ways:

- Games – items of equipment to be put out on the table and students identify them
- Flow charts – tutor uses a flow chart as directed by student to show sequence in which the equipment will be used
- Students to identify equipment through a pictorial check list
- Students to complete workbook using pictures of equipment
- Questioning

## Assessor guidance notes

This unit builds on assessment 1. Assessors should ensure that health and safety and food hygiene practices are adhered to throughout assessment 2.

Candidates with special assessment requirements may respond to oral questioning or use of a computer-aided programme. Oral questioning should be recorded in writing by the assessor or using a tape recorder.

Assessors should ensure that candidates are made aware of the assessment requirements in an appropriate format to suit their individual needs eg large print, Braille, pictorial. Please see resource list (appendix 3) for additional suitable materials.



# Assessment 3

## Practical assessment

Candidates must select and prepare a light meal for themselves demonstrating the use of a variety of equipment and use of a microwave or conventional cooker (grill, hotplate or oven). Candidates may prepare a meal from basic ingredients or a pre-prepared meal depending on their ability. Assessors should ensure that candidates are able to turn the microwave cooker or conventional cooker (grill, hotplate or oven) on and off. Candidates should also be able to follow cooking times for the dishes they choose whether they are pre-prepared or meals prepared from scratch. Examples of the types of meals that candidates could prepare:

- Baked beans on toast
- Cheese on toast
- Toasted sandwiches
- Baked potatoes with filling
- Salad with a selection of accompaniments
- Meals could be prepared with a hot drink
- Pizza (using pre-prepared bases)

Candidates should use at least **four** items of equipment from the following list:

- Tin opener
- Measuring jug
- Toaster
- Bowls
- Knives
- Peelers
- Chopping boards
- Graters
- Cutlery

They should use at least **three** methods of preparing food from the following list:

- Slicing
- Peeling
- Washing and preparing perishable foods
- Rolling
- Grating

They should use at least **one** method of cooking from the following list:

- Microwave
- Conventional cooker

Candidates should demonstrate at least **four** of the cleaning activities from the following list:

- Wash and dry utensils
- Correctly store utensils
- Rinse sinks
- Wipe down surfaces
- Use suitable detergents
- Clean floor

## Theory assessment

Candidates must identify the five main food groups. This can be done in a number of ways:

- Using pictures – candidates have to identify which food categories pictures represent
- Using products – candidates need to group the foodstuffs into correct groups
- Candidates need to demonstrate healthy and unhealthy foods through the traffic light system (Red = unhealthy, Amber = OK, Green = healthy)
- Collages – candidates can produce their own collages showing food groups
- Questioning

## Assessor guidance notes

This unit builds on assessments 1 and 2. Assessors should ensure that health and safety and food hygiene practices are adhered to throughout this assessment.

Candidates with special assessment requirements may respond to oral questioning or use of a computer-aided programme. Oral questioning should be recorded in writing by the assessor or via the use of a tape recorder.

Assessors should ensure that candidates are made aware of the assessment requirements in an appropriate format to suit their individual needs eg large print, Braille, pictorial. Please see resource list (Appendix 3) for additional suitable materials.

Assessors should ensure that candidates are made aware of the requirements and demands of a catering/kitchen environment. For example the importance of hand washing before food handling and the use of coloured waterproof plasters to cover cuts and grazes.

Candidates could state the procedure required to prepare a meal using a flow chart prepared by the tutor. This could be pictorial or could take the form of a storyboard.

Assessors could also encourage the candidates to use their senses, touch/taste/smell, to identify different foodstuffs, ie fruits, meats, fish, dried foods.

Collages can be produced in a number of ways, such as using cut out pictures of food, food labels or packaging, dried food or fabrics.

# Marking scheme

## (entry 1)

A formal assessment is compulsory. This assessment is synoptic but is divided into three parts to allow it to be taken over three sessions. All assessments and assessment criteria will be designed by City & Guilds and administered by the centre.

The three assessment sessions should show progression and development of candidate skills and knowledge. The centre should ensure that assessments are planned in advance and carried out throughout the scheme according to individual candidates' needs.

The external verifier must visit the centre on the day of the final practical assessment session. This assessment is designed to allow the candidate to demonstrate the full range of skills and knowledge that they have acquired during the course.

The external verifier will monitor the quality assurance systems within the centre. The external verifier will also confirm the grades awarded to each candidate and ensure that the marking has been consistent across all the assessment sessions. An external verification report form will be completed at the end of the visit in line with City & Guilds procedures.

Group work is not suitable for assessment purposes in this scheme.

The tutor/assessor should record the marks for each assessment session on the assessment tracking sheet. The three marks should be added together to provide an overall assessment mark.

The total mark required for a Pass grade is **57**.

The tutor/assessor should record grades as pass or fail only.

# Assessment 1

<b>Centre name</b>	Candidate name
<b>Assessor name</b>	Assessor signature
<b>Date</b>	Quality assurance co-ordinator signature (if sampled)

Assessor should allocate marks for the following:

Assessment	Total marks	Mark awarded	Comments
<b>Candidate to follow six personal hygiene procedures:</b>			
Ensure nails are clean and free of nail varnish	1		
Remove jewellery	1		
Wear hair in appropriate manner	1		
Wear protective clothing	1		
Wear flat closed in shoes	1		
Wash hands	1		
<b>Candidates should identify the following kitchen hazards:</b>			
Water on floor	1		
Trailing electric flex	1		
Knife on edge of table	1		
Saucepan left on edge of hob/table	1		
Dirty tea cloth	1		
Dirty table surface	1		
Sink filled with debris	1		
Obstacles around the room	1		
Food debris/rubbish left on floor	1		
<b>Candidates should be aware of dangers from:</b>			
Spillages	1		
Unacceptable behaviour	1		
<b>Total</b>	<b>17</b>		

Assessment 1  
Evaluation form

Candidates may give their feedback orally which may then be recorded

Assessor comments	Candidate comments

Date Assessor signature Candidate signature

## Assessment 2

<b>Centre name</b>	Candidate name
<b>Assessor name</b>	Assessor signature
<b>Date</b>	Quality assurance co-ordinator signature (if sampled)

Assessor should allocate marks for the following:

Assessment	Total marks	Mark awarded	Comments
<b>Candidates should select and make a sandwich and cold drink for themselves adhering to the following criteria:</b>  <b>Choice</b> Selection meets assessment requirements (1) Selection is relevant to candidates dietary needs (1) Selection demonstrates healthy eating (1)  <b>Balance</b> Salad or vegetable ingredients are selected to add texture/flavour (1) Use of sauces/pickles are appropriate to the main filling (1)  <b>Appearance</b> Sandwich filling prepared correctly (1) Sufficient filling evenly applied (1) Bread product not damaged (1)  <b>Taste</b> Bread product fresh not stale (1) Butter/spread softened and evenly applied (1) Sauces/pickles/seasonings not excessive (1) Salad/vegetable additions should be dried not wet (1)	12		

# Assessment 2 (continued)

<b>Centre name</b>	<b>Candidate name</b>
<b>Assessor name</b>	<b>Assessor signature</b>
<b>Date</b>	<b>Quality assurance co-ordinator signature (if sampled)</b>

Assessor should allocate marks for the following:

<b>Assessment</b>	<b>Total marks</b>	<b>Mark awarded</b>	<b>Comments</b>
<b>Candidates to use six items of equipment from the following list:</b>			
Tin opener			
Measuring jug			
Toaster			
Bowls			
Knives			
Peelers			
Chopping boards			
Graters			
Cutlery	6		
<b>Candidates must demonstrate six cleaning activities:</b>			
Wash and dry utensils	1		
Correctly store utensils	1		
Rinse sinks	1		
Wipe down surfaces	1		
Use suitable detergents	1		
Clean floor	1		
<b>Candidates should demonstrate awareness of:</b>			
Health & safety hazards	1		
Dangers from unacceptable behaviour	1		
Spillages	1		
<b>Candidates should work hygienically:</b>			
Wash hands	1		
Wear protective clothing	1		
Wear suitable footwear	1		
<b>Total</b>	<b>30</b>		

**Assessment 2**  
Evaluation form

Candidates may give their feedback orally which may then be recorded

Assessor comments	Candidate comments

Date \_\_\_\_\_ Assessor signature \_\_\_\_\_

Candidate signature \_\_\_\_\_

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## Assessment 3

<b>Centre name</b>	<b>Candidate name</b>
<b>Assessor name</b>	<b>Assessor signature</b>
<b>Date</b>	<b>Quality assurance co-ordinator signature (if sampled)</b>

Assessor should allocate marks for the following:

<b>Assessment</b>	<b>Total marks</b>	<b>Mark awarded</b>	<b>Comments</b>
<b>Candidates must be able to identify the five main groups</b> Allocate two marks per food group	<b>10</b>		
<b>Candidates must prepare a light meal for themselves following correct cooking times</b>	<b>1</b>		
<b>Candidates must demonstrate the use of four items of equipment from the following list:</b> Tin opener Measuring jug Toaster Bowls Knives Peelers Chopping boards Graters Cutlery	<b>4</b>		
<b>Candidates should demonstrate that they can use three methods of preparing food from the following list:</b> Slicing Peeling Washing and preparing perishable foods Rolling Grating	<b>3</b>		
<b>Candidates should use one method of cooking from the following:</b> Microwave Conventional cooker	<b>1</b>		

Assessment 3  
(continued)

Centre name	Candidate name
Assessor name	Assessor signature
Date	Quality assurance co-ordinator signature (if sampled)

Assessor should allocate marks for the following:

Assessment	Total marks	Mark awarded	Comments
<b>Candidates should demonstrate four cleaning activities from the following list:</b> Wash and dry utensils Correctly store utensils Rinse sinks Wipe down surfaces Use suitable detergents Clean floor	4		
<b>Candidates should be aware of:</b> Health & safety hazards	1		
Dangers from unacceptable behaviour	1		
Spillages	1		
<b>Candidates should work hygienically:</b> Wash hands	1		
Wear protective clothing	1		
Wear suitable footwear	1		
<b>Total</b>	<b>29</b>		

I confirm the mark awarded to this candidate

External verifier signature

Date

**Assessment 3**  
Evaluation form

Candidates may give their feedback orally which may then be recorded

Assessor comments	Candidate comments

Date \_\_\_\_\_ Assessor signature \_\_\_\_\_

Candidate signature \_\_\_\_\_

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## Assessment tracking sheet

[illegible]

External verifier signature

Date \_\_\_\_\_

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# Appendices

Appendix 1 Forms	
Appendix 2 Quality assurance forms	
Appendix 3 Resource list	

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# Appendix 1

- Skill scan
- Witness status list
- Witness testimony

# Skill scan

Candidate

Centre/organisation

Unit	Do you currently do this? <i>Provide examples if possible</i>	Have you evidence of doing this in the past? <i>Provide examples if possible</i>

Relevant qualifications

Further training/experience

Candidate signature

Date

## Witness status list

[illegible]

### Witness Status Key

- 1 Occupational expert and appropriately qualified assessor
- 2 Non-occupational expert and appropriately qualified assessor
- 3 Occupational expert and familiar with the standards
- 4 Occupational expert and not familiar with the standards
- 5 Non-expert not familiar with the standards

# Witness testimony

Candidate

Centre/organisation

Witness

Relationship to candidate

Activity observed	Place of observation	Unit numbers	Date

Signed

Witness

Date

Assessor

Date

Quality assurance co-ordinator (if sampled)

Date

## Appendix 2

- Quality assurance forms
-

Quality assurance/Candidate tracking sheet

Quality assurance co-ordinator

Assessor

Year

Award

Site

Group

Candidate	101	102	103	104	Date of completion	Certificate applied for	Withdrawn

= working towards

= completed

= unit sampled

# Appendix 3

- Resource list
  - Suppliers of specialist equipment
-

# Resource list

## Organisations

name	address	telephone (fax)	website (e-mail)
Basic Skills Agency	Commonwealth House 1-19 New Oxford Street London WC1A 1NU	Tel: 020 7405 4017 Fax: 0230 7440 6626	www.basic-skills.co.uk enquiries@basic-skills.co.uk
British Institute of Learning Disabilities	Campion House Greent Street Kidderminster Worcestershire DY10 1JL	Tel: 01562 723010 Fax: 01562 723029	www.bild.org.uk enquiries@bild.org.uk
British Nutrition Foundation	High Holborn House 52-54 High Holborn London WC1V 6RQ	Tel: 020 7404 6504 Fax: 020 7404 6747	www.nutrition.org.uk postbox@nutrition.org.uk
Chartered Institute of Environmental Health	Chadwich Court 15 Hatfields London SE1 8DJ	Tel: 020 7928 6006 Fax: 020 7827 5866	www.cieh.org.uk cieh@dial.pipex.com
City and Guilds of London Institute	1 Giltspur Street London EC1A 9DD	Tel: 020 7294 2800 Fax: 020 7294 2400	www.city-and-guilds.co.uk enquiry@city-and-guilds.co.uk
Downs Syndrome Educational Trust	The Sarah Duffen Centre Belmont Street Southsea Hampshire PO5 1NA	Tel: 023 9282 4261 Fax: 023 9282 4265	www.downsnet.org enquiries@downsnet.org
Highfield Publications	Unit 5 & 6 Newton Business Centre Sprotbrough Road Doncaster South Yorkshire DN5 8BD	Tel: 01302 391999 Fax: 01302 783303	www.highfield.co.uk
Learning Disability Support Groups	Unit D Hatcham Mews Business Centre Hatcham Park Mews London SE14 5QA	Tel: 020 7639 4312 Fax: 020 7639 4317	contact@changeuk.demon.co.uk
Mencap	Mencap National Centre 123 Golden Lane London EC1Y 0RT	Helpline: 0808 808 111 Tel: 020 7454 0454	www.mencap.org.uk information@mencap.org.uk
MLD Alliance	c/o The Elfrida Society 34 Islington Park Street London N1 1PX	Tel: 020 7359 7443 Fax: 020 7704 1358	www.elfrida.com elfrida@elfrida.com
National Autistic Society	393 City Road London EC1V 1NG	Helpline: 0870 600 8585 Information line: 020 7903 3599 Fax: 020 7833 9666	www.nas.org.uk nas@nas.org.uk
National Learning Network			www.nln.ac.uk
Rathbone Special Education Advice	4th Floor, Chauchgate House 56 Oxford Street Manchester Greater Manchester M1 6EU	Tel: 0161 236 5358 Fax: 0161 238 6356	www.rathbonetraining.co.uk advice@rathbonetraining.co.uk
Royal Institute of Public Health and Hygiene	28 Portland Place London W1B 1DE	Tel: 020 7580 2731 Fax: 020 7580 6157	www.riphh.org.uk info@riphh.org.uk



# Suppliers of specialist equipment

<b>name</b>	<b>address</b>	<b>telephone (fax)</b>
Cumbria Contract Services	Barras Lane Dalston Carlisle CA5 7NY	Tel: 01228 607607
Nottingham Rehab Supplies	Ludlow Hill Road West Bridgford Nottingham NG2 6HP	Tel: 0870 600197
Smith and Nephew Homecraft Ltd	P O Box 5655 Kirby-In-Ashfield Nottinghamshire NG17 7QX	Tel: 01623 754047

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