



# Level 2 Technical Certificate in Professional Cookery (6100-20)

Version 1.2 (June 2017)

**Qualification Handbook**

## Qualification at a glance

<b>Industry area</b>	Hospitality and Catering
<b>City &amp; Guilds number</b>	6100-20
<b>Age group</b>	16-18, 19+
<b>Entry requirements</b>	Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met.
<b>Assessment</b>	<p>To gain this qualification, candidates must successfully achieve the following assessments:</p> <ul style="list-style-type: none"><li>• One externally set, externally marked exam, sat under examination conditions</li><li>• One externally set, externally moderated assignment</li></ul>
<b>Additional requirements to gain this qualification</b>	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
<b>Grading</b>	<p>This qualification is graded Pass/Merit/Distinction/Distinction*</p> <p>For more information on grading, please see Section 7: Grading.</p>
<b>Approvals</b>	These qualifications require full centre and qualification approval
<b>Support materials</b>	Sample assessments Guidance for delivery Guidance on use of marking grids
<b>Registration and certification</b>	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
<b>External quality assurance</b>	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 2 Technical Certificate in Professional Cookery	450	720	6100-20	603/0356/6

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Version and Date	Change Detail	Section
June 2017 V1.2	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments	5. Assessment – Assessment Objectives
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
	Branding Changes	Front cover

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# 1 Introduction

## What is this qualification about?

The following purpose is for the **City & Guilds Level 2 Technical Certificate in Professional Cookery (603/0356/6)**

Area	Description
OVERVIEW	
Who is this qualification for?	<p>This Level 2 Technical Certificate in Professional Cookery is for you if you are 16 or over and would like to work in the hospitality and catering sector as a chef.</p> <p>You may have already undertaken the City &amp; Guilds Level 2 Technical Award in Cookery and Service for the Hospitality Industry. However, it is not necessary to have achieved any prior hospitality and catering qualifications.</p>
What does this qualification cover?	<p>This qualification covers the knowledge and skills you will need to progress to further learning and training, or to enter work as a professional chef. You will learn many of the techniques used in professional cookery, including:</p> <ul style="list-style-type: none"><li>• boiling, poaching and steaming</li><li>• stewing and braising</li><li>• baking, roasting and grilling</li><li>• deep frying and shallow frying</li><li>• cold food preparation.</li></ul> <p>You will also learn:</p> <ul style="list-style-type: none"><li>• the structure of professional kitchens and the principles of working as a professional chef</li><li>• how knives, tools and equipment are used in professional kitchens</li><li>• how to work safely and hygienically.</li></ul> <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. The different ways in which centres could support your learning, by working with relevant establishments, such as those identified below, include:</p> <ul style="list-style-type: none"><li>• structured work-experience or work-placements within their business</li><li>• your attendance at classes or lectures given by industry experts</li></ul>

<p>How does this qualification relate to a wider learning programme?</p>	<ul style="list-style-type: none"> <li>• employers input into projects and exercises, or are involved with setting assessments and examinations</li> <li>• employers who act as 'expert witnesses' to contribute to the assessment of your work.</li> </ul> <p>This practical based training is ideal preparation for gaining employment in the hospitality sector or further specialist study</p> <p>This qualification provides a real opportunity for you to gain work specific skills and knowledge in Professional Cookery as well as studying specific English and Maths that would benefit you in your studies and into employment. It will provide an opportunity to connect your technical learning with real-life work placement through the work experience element of your course. There will be other non-qualification activities which you will engage in whilst studying such as enrichment activities which might include the development of employability skills, team work, safe working practices and problem solving techniques, which are really important when thinking about working in this industry. You will also receive personal tutorials which will provide opportunities to set meaningful targets for yourself and to carryout self-evaluation and reflection.</p>
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**WHAT COULD THIS QUALIFICATION LEAD TO?**

<p>Will the qualification lead to employment, and if so, in which job role and at what level?</p>	<p>If you choose to enter employment at the end of this qualification, you are most likely to begin work as a Commis Chef.</p> <p>A Commis Chef is the most common starting position in a professional kitchen. A Commis Chef carries out a variety of preparation and cooking tasks, under the supervision of a more senior chef.</p> <p>You are likely to be able to find work as a Commis Chef with a variety of establishments, such as:</p> <ul style="list-style-type: none"> <li>• Restaurants</li> <li>• Bistros</li> <li>• Pubs</li> <li>• Hotels</li> <li>• Contract caterers.</li> </ul>
<p>Why choose this qualification over similar qualifications?</p>	<p>This qualification would be an ideal choice over the Level 2 Technical Certificates in Food and Beverage Service or Food Preparation and Service, as it caters for anyone looking to focus on becoming a chef in a professional kitchen. Choosing this qualification will still allow for specialisation within the kitchen at a later stage, in areas such as patisserie and confectionery, or kitchen and larder.</p>
<p>Will the qualification lead to further learning?</p>	<p>You may have the opportunity to undertake further learning, such as:</p>



- City & Guilds Level 3 Advanced Technical Diploma in Professional Cookery (450)
- City & Guilds Level 2 Commis Chef Apprenticeship
- City & Guilds Level 3 Chef de Partie Apprenticeship (following a period of employment as a Commis Chef)

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#### WHO SUPPORTS THIS QUALIFICATION?

Employer/Higher Education Institutions

This qualification is supported by:

- Master Chefs of Great Britain

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#### FURTHER INFORMATION

Please refer to the Qualification Handbook, available on the City & Guilds website, for more information on the structure of this qualification, the content of the units, and assessment.

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## Qualification structure

For the **Level 2 Technical Certificate in Professional Cookery** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
<b>Mandatory</b>		
201	Safe working practices for the hospitality industry	30
202	Introduction to professional cookery	30
203	Tools and equipment used in professional cookery	60
204	Boiling, poaching and steaming	90
205	Stewing and braising	60
206	Baking, roasting and grilling	120
207	Deep frying and shallow frying	30
208	Producing cold food products	30

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Technical Certificate in Professional Cookery	450	720

## Assessment requirements and employer involvement

To achieve the **Level 2 Technical Certificate in Professional Cookery** candidates must successfully complete **both** mandatory assessment components.

Component number	Title
<b>Mandatory</b>	
021 or 521	Level 2 Professional Cookery – Theory exam (1)*
022	Level 2 Professional Cookery – Synoptic assignment (1)*

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

## Employer involvement

Component number	Title
<b>Mandatory</b>	
820	Employer involvement

*\*Number of mandatory assessments per assessment type*

## 2 Centre requirements

### Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' full Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: [www.cityandguilds.com](http://www.cityandguilds.com)

### Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

### *Centre staffing*

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

### *Physical resources*

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

### *Internal Quality Assurance*

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

### Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the "*What is this qualification about?*" section are met when registering on this qualification.

### *Age restrictions*

These qualifications are approved for learners aged 16 years and above.

## 3 Delivering Technical qualifications

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of Technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

### Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments	Available on the qualification pages on the City & Guilds Website: <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Guidance for delivery	
Guidance on use of marking grids	

## 4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

*Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.*

*[Technical qualifications] must:*

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: **Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90**

City & Guilds will provide support, guidance and quality assurance of employer involvement.

### Qualification approval

To be approved to offer City & Guilds Technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

### Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

## Types of involvement

Centres should note that to be eligible, employer involvement activities must relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims. To be of most benefit this must add to, rather than replace the centre's programme of learning.

Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows<sup>1</sup>:

### ***The following activities meet the requirement for meaningful employer involvement:***

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

*In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.*

### ***The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:***

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

## Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, eg a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. Eg for a

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<sup>1</sup> Based on Technical and applied qualifications for 14 to 19 year olds Key stage 4 and 16 to 19 performance tables from 2019: technical guidance for awarding organisations, August 2016

guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

### **Quality assurance process**

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

### **Sufficiency of involvement for each learner**

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

### **Live involvement**

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (eg the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

### **Timing**

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.



## 5 Assessment

### Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
021/521	Externally marked exam	<p>The exam is <b>externally set and externally marked</b>, and can be taken either online through City &amp; Guilds' computer-based testing platform, or as a paper-based exam.</p> <p>The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: <a href="http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations">http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</a></p> <p>The exam specification shows the coverage of the exam across the qualification content.</p> <p>Candidates who fail the exam at the first sitting will have <b>one</b> opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.</p>

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Component numbers	Assessment method	Description and conditions
022	Synoptic assignment	<p>The synoptic assignment is <b>externally set, internally marked and externally moderated</b>. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Where seasonality is a factor in the timing of the assignment the assignment will be released early to ensure that candidates can take the assignment to fit in with the seasonal requirements.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City &amp; Guilds provides guidance and support to centres on the marking and moderation process.</p>

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### What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds Technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating

achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

### How the assignment is synoptic for this qualification

The assignment requires candidates to plan for, prepare and cook a three course meal. This will require candidates to draw on the knowledge, understanding and skills acquired across the units of this qualification, and include safety considerations, resource selection and a range of cooking techniques.

### External exam for stretch, challenge and integration

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included to go into more depth, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

### Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (assignment)
<b>AO1</b> Recalls knowledge from across the breadth of the qualification.	Food safety procedures, health and safety procedures, awareness of different tools and equipment, awareness of cooking techniques for different food items.	15%
<b>AO2</b> Demonstrates understanding of concepts, theories and processes from	Impact of timings, workflow/order of work, use of resources and food safety/health and safety	10%

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (assignment)
across the breadth of the qualification.	considerations, practices and procedures).	
<b>AO3</b> Demonstrates technical skills from across the breadth of the qualification.	Knife skills, use of tools and equipment, preparation techniques, cooking techniques, finishing/presentation techniques.	35%
<b>AO4</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Design and implementation of plan, throughout preparation, cooking and finishing/presentation of dishes.	30%
<b>AO5</b> Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Checking quality when selecting food items, accuracy of knife skills, attention to detail when preparing, cooking and finishing products.	10%

## Exam specification

AO weightings per exam

Assessment objective	Exam weighting (approx. %)
<b>AO1</b> Recalls knowledge from across the breadth of the qualification.	31%
<b>AO2</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	50%
<b>AO4</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	19%

The way the exam covers the content of the qualification is laid out in the table below:

**Assessment type:** Examiner marked, written exam \*

**Assessment conditions:** Invigilated examination conditions

**Grading:** X/P/M/D

020/520	Duration: 2 hours 40 minutes		
Unit	Learning outcomes	Number of marks	% (rounded)
201	Know the legislative requirements applicable to the hospitality industry	16	20%
	Maintain food safety		
	Maintain health and safety		
202	Understand the different characteristics of hospitality establishments and professional kitchens	15	19%
	Understand the job roles and required behaviours in a professional kitchen		
	Understand cookery methods, nutrition and dietary requirements		
203	Use knives and cutting equipment throughout the food preparation process	15	19%
	Use tools and small equipment throughout the food production process		
	Use large equipment throughout the food production process		
206	Produce baked products	19	24%
	Produce roasted products		
	Produce grilled products		
N/A	Integration across the units	15	19%
<b>Total</b>		<b>80</b>	<b>100</b>

\*These exams are sat under invigilated examination conditions, as defined by the JCO:

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Entry for exams can be made through the City & Guilds Walled Garden.

## 6 Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

### Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

### Internal standardisation

For internally marked work<sup>2</sup> the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

### Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to [appeals@cityandguilds.com](mailto:appeals@cityandguilds.com).

### Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

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<sup>2</sup> For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

### **Post-moderation procedures**

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

### **Centres retaining evidence**

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

## 7 Grading

### Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

### Grade descriptors

#### To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

#### To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.



- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.
- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

## Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 2 Technical Certificate in Professional Cookery** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction\*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary(ies) for the synoptic assignment(s) in this qualification are:

Synoptic Assignment	Pass Mark (%)
022	40

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

Assessment method	Grade scale	% contribution
Exam	X/P/M/D	40%
Synoptic Assignment	X/P/M/D	60%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Exam: 40%	6	12	18

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Assignment: 60%	6	12	18
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The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

<b>Qualification Grade</b>	<b>Points</b>
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction\* will be the highest achieving of the Distinction candidates.

## 8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to Section 2: Centre requirements in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

### External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to:

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

### Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals** page of the City & Guilds website at **[www.cityandguilds.com](http://www.cityandguilds.com)**.

## Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments once only. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

## Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCO form, JCO/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

## Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

## Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCO access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available

on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

### ***Special consideration***

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, A guide to the special consideration process. This document is available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

## Unit 201 Safe working practices for the hospitality industry

<b>Unit level:</b>	Level 2
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<b>GLH:</b>	30
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### What is this unit about?

The purpose of this unit is to ensure learners understand how legislation applies when working in the hospitality industry. This includes laws such as the Food Information for Consumers Regulation 1169/2011, providing consumers with information such as identifying allergens that might be present in foods.

Food safety and health and safety practices are essential to meet legal requirements, but most importantly are there to protect people, whether customers or employees. This unit provides learners with a range of food safety knowledge and understanding as applied to working in the hospitality industry. This unit also provides learners with a range of knowledge and understanding to maintain health and safety in a working environment. Learners should consider the following questions as a starting point to this unit:

- Whose responsibility is it to report injuries?
  - What safe food handling practices should be used to minimise risks of food contamination?
  - What types of food should be avoided by someone with a gluten intolerance?
  - What are the differences between occupational, environmental and human hazards?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Know the legislative requirements applicable to the hospitality industry
- 2 Maintain food safety
- 3 Maintain health and safety

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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## Learning outcome

- 1 Know the legislative requirements applicable to the hospitality industry
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## Topics

- 1.1 Legislation applicable to the hospitality industry
- 1.2 Employer and employee responsibilities

### Topic 1.1

Impact of legislation on working practices in the hospitality industry:

- Food safety legislation:
  - Food Safety Act
  - Food Hygiene Regulations
  - Food Information for Consumers Regulation 1169/201
- Health and safety legislation:
  - Health and Safety at Work etc Act
  - Control of Substances Hazardous to Health Regulations
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
  - Management of Health and Safety at Work Regulations
  - Manual Handling Operations Regulations
  - Personal Protective Equipment Regulations

### Topic 1.2

Employer responsibilities:

- Establishing food safety procedures (HACCP)
- Ensuring appropriate food safety training for employees
- Registration with local authority

Employee responsibilities:

- Maintaining personal hygiene
- Following safe working practices
- Reporting illness

Impacts of failing to comply with these responsibilities:

- Illness, injury or death
- Complaints
- Damage to reputation
- Loss of business

- Improvement notices
- Fines
- Imprisonment

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## Learning outcome

- 2 Maintain food safety
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## Topics

- 2.1 Follow hygienic personal practices
- 2.2 Maintain a hygienic working environment
- 2.3 Handle food safely
- 2.4 Allergenic ingredients or contaminants
- 2.5 Sources of food contamination
- 2.6 Identification and control of pests

### Topic 2.1

Methods of preventing contamination of the food chain by following hygienic personal practices:

- Clothing:
  - Maintain cleanliness
  - Own clothing not to be worn in the food environment
  - Work clothing not to be worn out of workplace
  - No external pockets
  - Durable materials
  - Easy to clean
  - Appropriate use of gloves and hair nets
  - Light coloured clothing
- Avoiding unhygienic personal behaviour:
  - Nail biting
  - Touching head/face
  - Smoking in the food environment
  - Sneezing/coughing
  - Tasting with fingers
- Hand washing:
  - Use of soap and nail brushes
  - Hygienic drying facilities
  - Hand washing on entering food handling area and between activities
- Removal of jewellery and excessive make-up or fragrances
- Cuts and grazes appropriately covered
- Ensuring fit to work/handle food

### Topic 2.2

Principles of cleaning procedures that help maintain a hygienic working environment:



- 'Clean as you go'
- Pre-cleaning
- Sanitising
- Disinfecting (heat and chemical)
- Rinsing
- Drying
- Deep cleaning
- High priority/risk cleaning

Characteristics of different work surfaces and equipment, and their importance:

- Allows adequate cleaning of surrounding areas
- Easy to clean
- Hard-wearing
- In good condition
- Non-porous
- Non-tainting
- Resistant to corrosion
- Smooth

### Topic 2.3

Principles of safe food handling practices and procedures to minimise the risks of food contamination:

- Deliveries: checked (including temperature checks with a probe for high risk foods) and stored within 15 minutes of receipt
- Dry storage: off floor, suitable dry conditions, pest proofed, cool ambient temperature, away from direct sunlight
- Chilled storage: cooked and raw food stored separately, 8°C or below
- Frozen storage: -18°C or below
- Defrosting: food placed at bottom of fridge (or in a thawing cabinet), core temperature not to rise above 8°C.
- Cooking: core temperature of 75°C or above (unless this is detrimental to the quality of the food).
- Chilling cooked food: must be cooled to 8°C or below within 90 minutes.
- Reheating: core temperature to reach 75°C or above, reheat once only for high risk foods.
- Holding/serving: core temperature of 8°C or below for cold food, 63°C or above for hot food.
- Labelling: name of commodity, storage date, use by date.
- Stock rotation: first in, first out (FIFO).
- Methods of recognising, reporting and disposing of unsafe food:
- Recognition: appearance, contamination, smell, texture, out of date.
- Reporting: to supervisor/line manager.
- Disposal: clearly labelled ('Not for human consumption'), recorded in waste book, separated from general waste and correctly disposed of.

### Topic 2.4

Types of allergenic ingredients or contaminants (EU Top 14 allergens):

- Celery
- Cereals that contain gluten (including wheat, rye, barley and oats)
- Crustaceans (including prawns, crabs and lobsters)

- Eggs
- Fish
- Lupin (seeds from some varieties can be used to make flour)
- Milk
- Molluscs (including mussels and oysters)
- Mustard
- Tree nuts (such as almonds, hazelnuts, walnuts, brazil nuts, cashews, pecans, pistachios and macadamia nuts)
- Peanuts
- Sesame seeds
- Soybeans
- Sulphur dioxide and sulphites (preservatives used in some foods and drinks)

### Topic 2.5

Sources of food contamination (in addition to the allergenic ingredients or contaminants identified in Topic 2.4):

- Biological:
  - Food-borne diseases (campylobacter enteritis, bacillary dysentery, typhoid/paratyphoid, listeria)
  - Harmless organisms
  - Pathogens (salmonella, staphylococcus aureus, clostridium perfringens, bacillus cereus, clostridium botulinum, e-coli)
  - Spoilage organisms (moulds, yeasts)
  - Toxins
  - Viruses
- Chemical:
  - Cleaning chemicals/materials
  - Pesticides
- Physical:
  - Foreign objects, such as plasters, dust or flaking paint.

### Topic 2.6

Signs of pest infestation:

- Damaged/gnawed packaging
- Droppings
- Pupae, egg cases or larvae
- Smear marks
- Smell

Types of pest associated with the food environment:

- Birds
- Domestic pets
- Insects
- Rodents

Impacts of pest infestation:

- Contamination and spread of disease
- Damage to commodities
- Damage to reputation
- Drop in staff morale
- Financial losses
- Fines
- Wastage of food

Methods of controlling, preventing or eliminating pest infestations:

- Appropriate waste disposal
- Bait boxes
- Fly screens
- Insectocutors
- Kick plates
- Pest control services

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## Learning outcome

3 Maintain health and safety

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## Topics

- 3.1 Factors that contribute to the risk of accidents
- 3.2 Common injuries and their causes
- 3.3 Maintain health and safety by implementing control measures

### Topic 3.1

Factors that contribute to the risk of accidents in the hospitality industry:

- Occupational: chemicals, tools and equipment, cooking processes
- Environmental: noise levels, lighting, temperature, layout.
- Human: carelessness, inexperience, lack of training, stress, fatigue, personal circumstances, horseplay, physical/verbal abuse

### Topic 3.2

Types of common injuries that can occur in the hospitality industry:

- Cuts and grazes
- Bruises and sprains
- Breaks and fractures
- Head injuries
- Burns and scalds

Common causes of injuries that can occur in the hospitality industry:

- Inadequate training
- Slips, trips and falls

- Incorrect use of equipment
- Faulty equipment
- Incorrect use of PPE
- Inadequate housekeeping
- Inadequate lighting
- Bad behaviour
- Inadequate signage

### Topic 3.3

Control measures that can be implemented to reduce the risk of accidents in the hospitality industry, and their purpose:

- Appropriate training
- Good housekeeping
- Correct use of PPE
- Following manufacturer's instructions
- Correct manual handling techniques
- Colour-coded safety signs
- Reporting issues or problems (accidents including near misses, equipment/building faults, ill health, environmental issues such as noise or temperature)
- Fire handling and evacuation procedures
- Risk assessments
- Security procedures
- Waste management

## Guidance for delivery

Learners will be required to consistently apply what they have learned from this unit throughout the duration of the qualification.

This unit comprises a vital part of the overall qualification and it is important that knowledge and understanding from this unit is reinforced during the delivery of each of the practical units. Learners need an appreciation of the importance of safety for themselves, their colleagues and customers. Legislation is in place to ensure that individuals and organisations are guided to work safely but human error or a lack of attention to such matters can have very serious consequences, including illness, injury or even death.

Beyond legislation, this unit will provide learners with specific knowledge and working practice of food safety and health and safety. Kitchens and restaurants are full of hazards, from sharp knives and other cutting equipment such as slicing machines, through to hot stoves and boiling liquids. These areas are not places to act complacently or foolishly. It is also paramount that commodities are handled, stored and prepared hygienically to ensure that customers can enjoy its consumption safely.

## Employer engagement

It would be useful for learners to visit different establishments to observe the way in which legislation, food safety and health and safety is managed within the industry. Employers could also engage through visiting as guest speakers, providing examples of real life scenarios where such issues have arisen and how they dealt with them. Employers could also provide updates for learners on any recent developments or systems to control food safety and/or health and safety matters.

## Suggested learning resources

### Books

Professional Chef: Diploma Level 1 (2nd Edition)      Rippington, N.  
Published by: Cengage  
ISBN: 978-1408039083

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Practical Cookery for the Level 1 Diploma (2nd Edition)      Foskett, D., Paskins, P., Thorpe, S. & Campbell, J.  
Published by: Hodder Education  
ISBN: 978-1444187496

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The City & Guilds Food Safety Training Manual      Jarrett, P.  
Published by: City & Guilds  
ISBN: 978-0851932378

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### Websites

Health and Safety      <http://www.hse.gov.uk/catering/>  
Executive  
Food Standards Agency      <http://www.food.gov.uk/>

## Unit 202 Introduction to professional cookery

<b>Unit level:</b>	Level 2
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<b>GLH:</b>	30
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### What is this unit about?

The purpose of this unit is for learners to understand the different characteristics of hospitality and catering establishments and professional kitchens. This includes the scope of this segment of the industry and career opportunities it offers. From sole traders to international groups/brands, the coverage ranges from local/independent establishments through to multinational/global organisations. It also covers the types and areas within the professional kitchen and their purpose.

This unit offers an introduction to the different roles and responsibilities within a professional kitchen, from commis chef through to executive chef and other roles such as catering manager, kitchen assistant and kitchen porter. This unit also covers the importance and effectiveness of working as a team, communicating effectively and with appropriate methods. As part of this unit learners will look at the principles of different cookery methods, including poaching, steaming and grilling. Learners will analyse their benefits, as well as what constitutes a balanced diet, the dietary requirements of different groups and how key nutrients impact on health.

Learners will also be introduced to the importance of stock management and sustainability, covering availability of suppliers, minimising waste, seasonal demand, through to carbon footprint and whether the commodities are sourced locally, nationally or internationally.

Learners should consider the following questions as a starting point to this unit:

- What is a franchise restaurant?
  - What is a satellite kitchen?
  - What is the most senior role in a large kitchen?
  - What are the five main categories of key nutrients required as part of a balanced diet?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Understand the different characteristics of hospitality establishments and professional kitchens
- 2 Understand the job roles and required behaviours in a professional kitchen
- 3 Understand nutrition, dietary requirements and cookery methods
- 4 Understand stock management and sustainability considerations in professional cookery

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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### Learning outcome

- 1 Understand the different characteristics of hospitality establishments and professional kitchens
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### Topics

- 1.1 Characteristics of hospitality establishments
- 1.2 Types of professional kitchens
- 1.3 Areas within professional kitchens

#### Topic 1.1

Characteristics of different hospitality establishments, and their impact on the industry:

- Types of operation:
  - o Sole traders
  - o Independent
  - o Franchises
  - o Partnerships
  - o Groups/brands
- Coverage:
  - o Local/independent
  - o Regional
  - o National
  - o Multinational/global

#### Topic 1.2

Types of professional kitchens and their impact on the food production process:

- Standalone kitchen
- Centralised production with satellites (finishing, regeneration, service)

#### Topic 1.3

Areas within professional kitchens and their purpose:

- Kitchen
- Larder
- Pastry
- Pass

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## Learning outcome

- 2 Understand the job roles and required behaviours in a professional kitchen
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### Topics

- 2.1 Job roles  
2.2 Required behaviours

#### Topic 2.1

Responsibilities of different job roles in professional kitchens:

- Commis chef
- Chef de partie
- Sous chef
- Head chef
- Executive chef
- Catering manager
- Development chef
- Kitchen porter
- Apprentices

#### Topic 2.2

Importance of managing time effectively to meet establishment and customer expectations.

Importance of working effectively as part of a team:

- Assisting colleagues as required
- Contributing to achieve overall goals
- Listening to and respecting colleagues' opinions
- Recognising impact of own behaviour on colleagues
- Responding positively to feedback from colleagues

Importance of communicating effectively and with appropriate methods:

- Verbal/non-verbal communication skills (e.g. body language, listening, speaking)
  - Body language
  - Listening
  - Speaking
- Written communication skills:
  - Orders
  - Menus
  - Emails



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## Learning outcome

3 Understand nutrition, dietary requirements and cookery methods

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### Topics

- 3.1 Key nutrients and their impact on health
- 3.2 Dietary requirements of different groups
- 3.3 Cookery methods
- 3.4 Production of food to suit nutritional or dietary requirements

#### Topic 3.1

Source, function and recommended quantities of key nutrients to ensure a balanced diet:

- Carbohydrate
- Fat
- Fibre
- Protein
- Vitamins and minerals

Benefits of a balanced diet, and the consequences of a poor diet.

#### Topic 3.2

Dietary requirements of different groups:

- Vulnerable: expectant mothers, young children, elderly people and those with a weakened immune system
- Health/medical: obesity, diabetic, high cholesterol, intolerances, allergens
- Religious
- Lifestyle/choice: vegan, vegetarian, low fat diet

#### Topic 3.3

Principles of different cookery methods, and their respective benefits and limitations:

- Baking
- Boiling
- Braising
- Deep frying
- Grilling
- Poaching
- Roasting
- Shallow frying
- Steaming
- Stewing

### Topic 3.4

Methods of producing food to suit nutritional or dietary requirements, and the impact these methods have on finished dishes or products:

- Substituting ingredients
- Reducing or excluding ingredients
- Using alternative cooking methods
- Using alternative finishing methods
- Using separate preparation, cooking, finishing and storage areas

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### Learning outcome

- 4 Understand stock management and sustainability considerations in professional cookery
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### Topics

- 4.1 Stock management considerations  
4.2 Sustainability considerations

#### Topic 4.1

Factors to consider for stock management within a professional kitchen, and their importance:

- Availability of suppliers and frequency of delivery
- Commodities that meet organisational/customer requirements
- Financial impact
- Managing waste
- Minimum and maximum stock holdings
- Quality of commodities
- Record keeping
- Seasonal demand
- Security
- Stock rotation
- Storage capacity

#### Topic 4.2

Sustainability factors to consider when sourcing commodities:

- Provenance (local, national or international)
- Carbon footprint
- Sustainable sources/stocks
- Minimised or alternative packaging
- Fair trade
- Impact on customer perception
- Impact on business

## Guidance for delivery

This unit provides learners with the opportunity to explore professional cookery as a sector of the hospitality and catering industry. As well as classroom-based learning delivered by teaching staff, this unit provides learners with the opportunity to explore the sector for themselves. The internet will provide lots of information about restaurants, hotels, pubs and all the other types of establishment where professional kitchens are required. Most organisations have their own websites that promote their offer. Branded organisations and chains quite often have sophisticated websites with lots of information about the company. Not only will such research assist learners towards the completion of this unit, it will also give them an insight into the type of kitchen they might like to work in once they are qualified.

When delivering learning outcome 3, the following sources of nutritional information will be useful points of reference for learners:

- Government guidelines
- Health professionals (e.g. dieticians, doctors, nutritionists)
- Food Standards Agency
- Other relevant organisations (e.g. British Heart Foundation)
- Media (e.g. magazines, newspapers, television, internet)

## Employer engagement

It is advisable to link with employers wherever possible to really bring the content of this unit to life. It would be useful for learners to visit a range of establishments to observe the way in which they organise and manage their kitchens. Employers could also engage through visiting as guest speakers, discussing the challenges of meeting the needs of customers and what they do to develop and produce nutritious dishes. Employers can also explain how they cater for specific dietary requirements, and the information they provide customers in terms of nutritional content and ingredients used. Employers are also in a perfect position to update learners on new products and trends in the industry, and the challenges they feel they might face in the future. They could also discuss stock management and how they manage sustainability issues.

## Suggested learning resources

### **Books**

Professional Chef: Diploma Level 1 (2nd Edition)      Rippington, N.  
Published by: Cengage  
ISBN: 978-1408039083

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Practical Cookery for the Level 1 Diploma (2nd Edition)      Foskett, D., Paskins, P., Thorpe, S. & Campbell, J.  
Published by: Hodder Education  
ISBN: 978-1444187496

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### **Journals and magazines**

- The Caterer
- Chef Magazine
- Restaurant

**Websites**

Essentially Catering <http://www.essentiallycatering.co.uk>  
Hospitality and <http://www.hospitalityandcateringnews.com>  
Catering News  
The Caterer <http://www.thecaterer.com>  
Chef Magazine <http://www.chefmagazine.co.uk>

## Unit 203 Tools and equipment used in professional cookery

<b>Unit level:</b>	Level 2
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<b>GLH:</b>	60
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### What is this unit about?

The purpose of this unit is for the learner to be able identify and use the different knives, cutting equipment, tools, small and large equipment found within a professional kitchen. The unit covers the types and characteristics of different knives, as choosing the right knife for the job is essential. Whether using a paring knife for small jobs such as 'topping and tailing' vegetables, or using a boning knife for precise cutting of meat on the bone, learners will develop the required skills for the job in hand.

Learners will develop an understanding of the importance of selecting sharp, clean knives and the skills involved in using them. For example, minimising waste and following safe practices, as well as the safe storage and security of knives. This unit also introduces learners to different types of tools and equipment, from rolling pins through to blast chillers and freezers. Learners will be able to identify which tool or piece of equipment is most suitable for each job, and the methods of safely using and maintaining these tools and equipment.

Learners should consider the following questions as a starting point to this unit:

- What is a steel used for?
- What techniques are used to prepare fish?
- How should knives be safely stored?
- What are the different types of oven used in professional kitchens?

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### Learning outcomes

In this unit, learners will be able to

- 1 Use knives and cutting equipment throughout the food production process
- 2 Use tools and small equipment throughout the food production process
- 3 Use large equipment throughout the food production process

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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### Learning outcome

- 1 Use knives and cutting equipment throughout the food production process
- 

### Topics

- 1.1 Types and characteristics of different knives and cutting equipment
- 1.2 Maintain and store knives and cutting equipment
- 1.3 Use knife skills and cutting equipment

#### Topic 1.1

Types of knives and cutting equipment:

- Chef's knife
- Paring knife
- Filleting knife
- Boning knife
- Carving knife
- Turning knife
- Palette knife
- Serrated knife
- Steel/sharpening tools
- Peeler
- Scissors
- Corers

Characteristics of different knives and cutting equipment, and the importance these characteristics have on selection:

- Colour
- Flexibility
- Length
- Material
- Shape
- Size

#### Topic 1.2

Methods of maintaining and storing knives and cutting equipment, and the importance of following these working practices:

- Cleaning
- Sharpening
- Handling and transportation (handing over of knives, legal requirements)

- Safe and hygienic storage (knife rolls, knife cases, magnetic strips)
- Security (to prevent loss, theft or damage)

### Topic 1.3

Use knife skills and cutting techniques throughout the food production process:

- Boning
- Carving
- Chopping (finely, coarsely)
- Coring
- Crushing
- Cutting into batons (julienne, jardinière)
- Dicing (macedoine, brunoise)
- Filleting
- Jointing
- Marking and scoring
- Peeling
- Segmenting
- Shredding (chiffonade)
- Skinning
- Slicing
- Trimming
- Turning/shaping

Factors to consider when using knife skills and cutting techniques:

- Selection of appropriate knives and skills
- Minimising waste
- Following safe practices
- Following hygienic practices

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## Learning outcome

- 2 Use tools and small equipment throughout the food production process

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## Topics

- 2.1 Types and characteristics of tools and small equipment
- 2.2 Maintain and store tools and small equipment
- 2.3 Use tools and small equipment

### Topic 2.1

Types of tools and small equipment:

- Bat
- Blender
- Blow torch

- Can opener
- Carving fork
- Chopping boards
- Cooling rack
- Food processor
- Frying pans
- Grater
- Mandolin
- Measuring jug
- Mixers
- Moulds and cases
- Pastry brushes
- Piping bag and nozzles
- Ricer
- Rolling pin
- Saucepans
- Scales
- Sieve
- Spatula
- Spider
- Spoons
- Strainers
- Temperature probe
- Trays
- Trussing needle
- Whisk

Characteristics of different types of tools and small equipment, and the importance these characteristics have on selection:

- Colour
- Design
- Length
- Material
- Shape
- Size

### **Topic 2.2**

Methods of maintaining and storing tools and small equipment, and the importance of following these working practices:

- Cleaning
- Safe and hygienic storage
- Following security procedures (to prevent loss, theft or damage)

### **Topic 2.3**

Use tools and small equipment to carry out the following techniques:

- Basting
- Beating



- Blanching
- Blending
- Brushing
- Coating
- Cooling/chilling/refreshing
- Cutting/shaping
- Draining
- Filling
- Folding
- Glazing
- Grating
- Lining
- Mashing
- Measuring
- Mixing
- Moulding and demoulding
- Passing
- Piping
- Portioning
- Pureeing
- Reducing
- Rolling
- Saucing
- Searing
- Serving
- Skimming
- Slicing
- Straining
- Trussing and tying
- Turning
- Weighing
- Whisking

Factors to consider when using the above techniques:

- Selection of appropriate tools and small equipment
- Minimising waste
- Following safe practices
- Following hygienic practices

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## Learning outcome

- 3 Use large equipment throughout the food production process

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## Topics

- 3.1 Types and characteristics of large equipment
- 3.2 Maintain large equipment

### 3.3 Use large equipment

#### Topic 3.1

Types of large equipment:

- Blast chillers and blast freezers
- Cold holding equipment (refrigerators and refrigerated displays, freezers)
- Fryers and griddles
- Grills (salamander, open flame grill/barbeque, contact grill)
- Hobs (induction, solid top, open range)
- Hot holding equipment (bain-marie, hotplate)
- Ovens (conventional, fan assisted (convection), combination (steam/dry heat), microwave)
- Prover/retarder
- Steamers (low and high pressure)
- Vacuum packing machine
- Water bath

Characteristics of different types of large equipment, and the importance these characteristics have on selection and/or use:

- Design
- Power source/fuel
- Size

#### Topic 3.2

Methods of maintaining large equipment, and the importance of following these working practices:

- Adherence to manufacturer's instructions
- Planned servicing, maintenance and authorised repairs
- Cleaning
- Monitoring temperatures
- Reporting problems or damage

#### Topic 3.3

Use of large equipment to carry out the following techniques:

- Baking
- Boiling
- Braising
- Chilling
- Cold holding
- Freezing
- Frying
- Grilling
- Hot holding
- Microwaving
- Poaching
- Roasting
- Steaming
- Stewing

- Storing

Factors to consider when using the above techniques:

- Selection of appropriate large equipment
- Following safe practices
- Following hygienic practices

### Guidance for delivery

Learners will regularly use the skills and techniques developed in this unit throughout the duration of the qualification and therefore this unit should be viewed as integral to all of the practical units, with an emphasis on consistent improvement and refinement of skills.

This unit provides a fundamental introduction to the tools and equipment a chef will work with throughout their career. Exposure to as much equipment as possible will be highly beneficial to students. Where specific pieces of equipment are not available, a visit to a suitable establishment is advisable.

### Employer engagement

It would be useful for learners to visit different establishments to observe the way in which equipment is used in an industry setting. Employers could also engage with learners by providing demonstrations, specifically in the use of specialist equipment and techniques. Employers may also be best placed to update learners on any new equipment and/or technologies being introduced in the industry.

Work placement would also be highly beneficial to learners. This would give them first-hand experience to observe how equipment is used and how the refined skills of experienced chefs can produce high quality work in relatively short amounts of time.

### Suggested learning resources

#### Books

Professional Chef: Diploma Level 1 (2nd Edition)      Rippington, N.  
Published by: Cengage  
ISBN: 978-1408039083

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Practical Cookery for the Level 1 Diploma (2nd Edition)      Foskett, D., Paskins, P., Thorpe, S. & Campbell, J.  
Published by: Hodder Education  
ISBN: 978-1444187496

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#### Websites

BBC Food -      <http://www.bbc.co.uk/food/techniques>  
Techniques  
Great British Chefs      <http://www.greatbritishchefs.com/how-to-cook>

## Unit 204 Boiling, poaching and steaming

<b>Unit level:</b>	Level 2
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<b>GLH:</b>	90
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### What is this unit about?

The purpose of this unit is for learners to produce dishes by boiling, poaching and steaming. Learners will produce a variety of dishes using these methods, demonstrating their skills, knowledge and understanding throughout.

Whether boiling an egg, poaching pears or steaming fish, learners will be introduced to the techniques required to produce these dishes and many others. Learners will know how to check different food items for quality by their appearance, freshness, size, shape and texture. Learners will also be introduced to the technical processes involved. For example, learners will understand the difference between blanching and refreshing when boiling, the purpose of skimming when poaching, and the difference between high and low pressure steaming. The unit will also introduce learners to finishing methods. For example, how to correct the consistency of a sauce, the importance of seasoning, and ensuring correct temperatures and textures are achieved. Learners will gain all the skills and knowledge required to create new and exciting dishes!

Learners should consider the following questions as a starting point to this unit:

- What does the term blanching mean?
  - How should fish be poached?
  - Why is it important to cut food to a uniform size?
  - What types of food need to be soaked before boiling?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Produce boiled products
- 2 Produce poached products
- 3 Produce steamed products

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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## Learning outcome

- 1 Produce boiled products
- 

## Topics

- 1.1 Select food items for boiling
- 1.2 Apply preparation methods for boiling
- 1.3 Apply techniques to produce boiled products
- 1.4 Apply finishing methods for boiled products

### Topic 1.1

Types of food items for boiling:

- Eggs
- Grains
- Meats
- Mixed ingredients for stocks, soups and sauces
- Pasta
- Poultry
- Pulses
- Rice
- Vegetables

Quality checks when selecting food items, and their importance:

- Appearance
- Freshness
- Size and shape
- Texture
- Type

### Topic 1.2

Prepare food items (listed in 1.1) for boiling.

Preparation methods for boiling, and their purpose for different food items (listed in 1.1):

- Cutting (to include skills from unit 203)
- Soaking
- Selection and preparation of appropriate cooking liquids, including both fresh and convenience stock

Quality checks when preparing to boil food items, and their importance:

- Ingredients cut and prepared to specification
- Minimal waste

### **Topic 1.3**

Techniques to produce boiled products, when to use them and why:

- Blanching
- Draining
- Refreshing
- Reheating
- Skimming
- Temperature control

Use techniques to produce different types of boiled products:

- Eggs
- Grains
- Meats
- Pasta
- Poultry
- Pulses
- Rice
- Sauces (sweet and savoury)
- Soups
- Stocks
- Vegetables

Quality checks during the boiling process, and their importance:

- Appearance and degree of cooking
- Sufficient liquid
- Temperature and movement of the liquid
- Texture

### **Topic 1.4**

Finish boiled products (listed in 1.3).

Finishing methods for boiled products (listed in 1.3), when to use them and why:

- Correcting consistency
- Correcting seasoning
- Garnishing
- Saucing

Quality checks when finishing boiled products, and their importance:

- Appearance
- Aroma
- Colour
- Consistency

- Portion control
- Presentation
- Seasoning
- Taste
- Temperature
- Texture

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## Learning outcome

- 2 Produce poached products
- 

## Topics

- 2.1 Select food items for poaching
- 2.2 Apply preparation methods for poaching
- 2.3 Apply techniques to produce poached products
- 2.4 Apply finishing methods for poached products

### Topic 2.1

Types of food items for poaching:

- Eggs
- Fish
- Fruit
- Poultry

Quality checks when selecting food items, and their importance:

- Appearance
- Freshness
- Size and shape
- Texture
- Type

### Topic 2.2

Prepare food items (listed in 2.1) for poaching.

Preparation methods for poaching, and their purpose for different food items (listed in 2.1):

- Cutting (to include skills from unit 203)
- Folding
- Portioning
- Selection and preparation of appropriate cooking liquids/liquor including both fresh and convenience

Quality checks when preparing to poach food items, and their importance:



- Ingredients cut and prepared to specification
- Minimal waste

### Topic 2.3

Techniques to produce poached products, when to use them and why:

- Covering
- Draining
- Refreshing
- Reheating
- Skimming
- Temperature control

Use techniques to produce different types of poached products:

- Eggs
- Fish
- Fruit
- Poultry

Quality checks during the poaching process, and their importance:

- Appearance and degree of cooking
- Sufficient liquid
- Temperature and movement of the liquid
- Texture

### Topic 2.4

Finish poached products (listed in 2.3).

Finishing methods for poached products (listed in 2.3), when to use them and why:

- Correcting consistency
- Correcting seasoning
- Garnishing
- Glazing
- Reducing
- Saucing

Quality checks when finishing poached products, and their importance:

- Appearance
- Aroma
- Colour
- Consistency
- Portion control
- Presentation
- Seasoning
- Taste
- Temperature
- Texture

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## Learning outcome

3 Produce steamed products

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### Topics

- 3.1 Selection of food items for steaming
- 3.2 Apply preparation methods for steaming
- 3.3 Apply techniques to produce steamed products
- 3.4 Apply finishing methods for steamed products

#### Topic 3.1

Types of food items for steaming:

- Fish
- Meat
- Mixed ingredients for sweet and savoury puddings
- Poultry
- Rice
- Vegetables

Quality checks when selecting food items, and their importance:

- Appearance
- Freshness
- Size and shape
- Texture
- Type

#### Topic 3.2

Prepare food items (listed in 3.1) for steaming.

Preparation methods for steaming and their purpose for different food items (listed in 3.1):

- Cutting (to include skills from unit 203)
- Creaming/rubbing in
- Folding
- Greasing
- Lining
- Mixing/folding in
- Portioning
- Rolling
- Sealing

Quality checks when preparing to steam food items, and their importance:

- Ingredients cut and prepared to specification

- Minimal waste

### Topic 3.3

Techniques to produce steamed products, when to use them and why:

- Draining
- Pressure (high/low)
- Refreshing
- Reheating
- Temperature control

Use techniques to produce different types of steamed products:

- Fish
- Poultry
- Rice
- Savoury and dessert puddings
- Vegetables

Quality checks during the steaming process, and their importance:

- Appearance and degree of cooking
- Temperature
- Texture

### Topic 3.4

Finish steamed products (listed in 3.3).

Finishing methods for steamed products (listed in 3.3), when to use them and why:

- Correcting seasoning
- Garnishing
- Saucing
- Turning out

Quality checks when finishing steamed products, and their importance:

- Appearance
- Aroma
- Colour
- Consistency
- Portion control
- Presentation
- Seasoning
- Taste
- Temperature
- Texture

### Guidance for delivery

Learners will regularly use the skills and techniques developed in this unit. It is important that learners appreciate the careful control that is required when cooking foods by these methods. Often, foods cooked by boiling, poaching and steaming are delicate and fragile. Examples include fillets of fish, eggs or fine vegetables such as asparagus or French beans. Learners will need to demonstrate close care and attention to ensure that such foods are cooked correctly, but without overcooking, such as fish breaking up or vegetables becoming overly soft.

It is important that learners apply their learning from units 201, 202 and 203 to demonstrate their understanding of current trends, food safety and safe working practices, as well as the controlled and professional use of tools and equipment used in the production of boiled, poached and steamed dishes.

### Employer engagement

It would be useful for learners to visit different establishments to observe the way in which boiled, poached and steamed dishes are prepared and served within the industry. Employers could also be engaged through visiting demonstrations, focusing on ingredients and/or dishes that are produced using these methods of cookery. Employers may also be in a good position to inform learners about new products and trends that utilise these methods of cookery.

### Suggested learning resources

#### **Books**

Professional Chef: Diploma Level 1 (2nd Edition)      Ripington, N.  
Published by: Cengage  
ISBN: 978-1408039083

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Practical Cookery for the Level 1 Diploma (2nd Edition)      Foskett, D., Paskins, P., Thorpe, S. & Campbell, J.  
Published by: Hodder Education  
ISBN: 978-1444187496

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#### **Websites**

BBC Food -      <http://www.bbc.co.uk/food/techniques>  
Techniques  
Great British Chefs      <http://www.greatbritishchefs.com/how-to-cook>

## Unit 205 Stewing and braising

<b>Unit level:</b>	Level 2
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<b>GLH:</b>	60
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### What is this unit about?

The purpose of this unit is to enable learners to produce dishes by stewing and braising, creating a variety of dishes, demonstrating their skills, knowledge and understanding throughout. Learners will cover the different types of food that can be stewed or braised. For example, fruit, vegetables, meat and poultry can all be stewed and braised, depending on how they are prepared. However, other food types, such as rice are suitable for braising but not stewing.

Learners will know how to select and prepare food items for stewing and braising, checking food items for quality, such as freshness, appearance, texture, size and shape. Using the knife skills learnt in unit 203, learners will have the knowledge and techniques to prepare all food items that can be stewed and braised. This will give learners the opportunity to create a range of different dishes from ratatouille, navarin of lamb or stewed fruits, through to braised rice, shanks of lamb or classics such as boeuf bourguignon!

Learners should consider the following questions as a starting point to this unit:

- What is the difference between stewing and braising?
  - What is the purpose of reducing a sauce?
  - Why is it so important to taste stews and braised dishes throughout the cooking process?
  - What is meant by 'checking the consistency'?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Produce stewed products
- 2 Produce braised products

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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## Learning outcome

- 1 Produce stewed products
- 

## Topics

- 1.1 Selection of food items for stewing
- 1.2 Apply preparation methods for stewing
- 1.3 Apply techniques to produce stewed products
- 1.4 Apply finishing methods for stewed products

### Topic 1.1

Types of food items for stewing:

- Fruit
- Meats
- Poultry
- Vegetables

Quality checks when selecting food items, and their importance:

- Appearance
- Freshness
- Size and shape
- Texture
- Type

### Topic 1.2

Prepare food items (listed in 1.1) for stewing.

Preparation methods for stewing, and their purpose for different food items (listed in 1.1):

- Blanching
- Cutting (to include skills from unit 203)
- Searing/browning
- Selection and preparation of appropriate cooking liquids/liquor including both fresh and convenience

Quality checks when preparing to stew food items, and their importance:

- Ingredients cut and prepared to specification
- Minimal waste

### Topic 1.3

Techniques to produce stewed products, when to use them and why:

- Blanching
- Covering
- Draining
- Reduction
- Reheating
- Skimming
- Straining
- Temperature control

Use techniques to produce different types of stewed products:

- Fruit
- Meats
- Poultry
- Vegetables

Quality checks during the stewing process, and their importance:

- Appearance and degree of cooking
- Flavour
- Sufficient liquid
- Temperature and movement of the liquid
- Texture

### Topic 1.4

Finish stewed products (listed in 1.3).

Finishing methods for stewed products (listed in 1.3), when to use them and why:

- Correcting consistency
- Correcting seasoning/flavours
- Garnishing

Quality checks when finishing stewed products, and their importance:

- Appearance
- Aroma
- Colour
- Consistency
- Portion control
- Presentation
- Seasoning
- Taste
- Temperature
- Texture

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## Learning outcome

2 Produce braised products

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### Topics

- 2.1 Selection of food items for braising
- 2.2 Apply preparation methods for braising
- 2.3 Apply techniques to produce braised products
- 2.4 Apply finishing methods for braised products

#### Topic 2.1

Types of food items for braising:

- Meats
- Poultry
- Rice
- Vegetables

Quality checks when selecting food items, and their importance:

- Appearance
- Freshness
- Size and shape
- Texture
- Type

#### Topic 2.2

Prepare food items (listed in 2.1) for braising.

Preparation methods for braising, and their purpose for different food items (listed in 2.1):

- Cutting (to include skills from unit 203)
- Sealing/browning
- Selection and preparation of appropriate cooking liquids/liquor, including both fresh and convenience

Quality checks when preparing to braise food items, and their importance:

- Ingredients cut and prepared to specification
- Minimal waste

#### Topic 2.3

Techniques to produce braised products, when to use them and why:

- Covering
- Draining



- Reheating
- Skimming
- Straining
- Temperature control

Use techniques to produce different types of braised products:

- Meats
- Poultry
- Rice
- Vegetables

Quality checks during the braising process, and their importance:

- Appearance and degree of cooking
- Flavour
- Sufficient liquid
- Temperature and movement of the liquid
- Texture

#### **Topic 2.4**

Finish braised products (listed in 2.3).

Finishing methods for braised products (listed in 2.3), when to use them and why:

- Correcting consistency
- Correcting seasoning/flavours
- Garnishing
- Reducing
- Saucing

Quality checks when finishing braised products, and their importance:

- Appearance
- Aroma
- Colour
- Consistency
- Portion control
- Presentation
- Seasoning
- Taste
- Temperature
- Texture

### Guidance for delivery

Learners should have the opportunity to produce a range of stewed and braised dishes using the various types of commodities listed. Learners should be introduced to a variety of associated techniques, such as blanching and searing, and using a variety of liquids to produce different types and flavours of sauce.

It is important that learners apply their learning from units 201, 202 and 203 to demonstrate their understanding of current trends, food safety and safe working practices, as well as the controlled and professional use of tools and equipment used in the production of stewed and braised dishes.

### Employer engagement

It would be useful for learners to visit different establishments to observe the way in which stewed and braised dishes are prepared and served within the industry. Employers could also engage through visiting demonstrations, focusing on ingredients and/or dishes that are produced using these methods of cookery. Employers may also be in a good position to inform learners about new products and trends that involve these cookery methods.

### Suggested learning resources

#### **Books**

Professional Chef: Diploma Level 1 (2nd Edition)      Rippington, N.  
Published by: Cengage  
ISBN: 978-1408039083

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Practical Cookery for the Level 1 Diploma (2nd Edition)      Foskett, D., Paskins, P., Thorpe, S. & Campbell, J.  
Published by: Hodder Education  
ISBN: 978-1444187496

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#### **Websites**

BBC Food -      <http://www.bbc.co.uk/food/techniques>  
Techniques  
Great British Chefs      <http://www.greatbritishchefs.com/how-to-cook>

## Unit 206 Baking, roasting and grilling

<b>Unit level:</b>	Level 2
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<b>GLH:</b>	120
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### What is this unit about?

This unit introduces learners to the different types of food that can be baked, roasted or grilled. From light, airy, baked crusty rolls to the traditional roast beef and Yorkshire pudding or a tender grilled steak, learners will develop the skills and knowledge required to produce these items and many others.

Baked items require preparation before they are baked. From lining trays, mixing or kneading doughs, to having the oven pre-heated at the correct temperature and positioning a product within the oven, these are all essential aspects of the process so as not to have a negative effect on the finished product.

Learners will understand the importance of preparing meats for roasting, for example, searing, stuffing or trussing and how long to rest a piece of meat before carving and serving.

Learners will also be introduced to the principles of grilling, from battering out meat into an escalope, preparing marinades, grilling at the correct level and temperature, through to seasoning, appearance and final presentation!

Learners should consider the following questions as a starting point to this unit:

- What is meant by the term egg-wash?
  - What is the term giving to meat fried on the stove before being placed in the oven to roast?
  - What are the different ways in which food can be grilled?
  - What is the importance of portion control?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Produce baked products
- 2 Produce roasted products
- 3 Produce grilled products

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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### Learning outcome

- 1 Produce baked products
- 

### Topics

- 1.1 Selection of food items for baking
- 1.2 Apply preparation methods for baking
- 1.3 Apply techniques to produce baked products
- 1.4 Apply finishing methods for baked products

#### Topic 1.1

Types of food items for baking:

- Eggs
- Fish
- Fruit
- Mixed ingredients for flour based products
- Pasta
- Vegetables

Quality checks when selecting food items, and their importance:

- Appearance
- Freshness
- Size and shape
- Texture
- Type

#### Topic 1.2

Prepare food items (listed in 1.1) for baking.

Preparation methods for baking, and their purpose for different food items (listed in 1.1):

- Coating
- Cutting (to include skills from unit 203)
- Egg washing
- Greasing
- Lining
- Marking
- Measuring
- Mixing/kneading

- Portioning
- Proving
- Resting
- Rolling
- Scoring
- Shaping
- Weighing

Quality checks when preparing to bake food items, and their importance:

- Ingredients cut and prepared to specification
- Minimal waste

### **Topic 1.3**

Techniques to produce baked products, when to use them and why:

- Humidity control
- Positioning within oven
- Temperature control

Use techniques to produce different types of baked products:

- Biscuits
- Breads
- Cakes
- Eggs
- Fish
- Fruit
- Pasta dishes
- Pastry (short, choux, sweet, puff)
- Sponges
- Vegetables

Quality checks during the baking process, and their importance:

- Appearance and degree of cooking
- Texture

### **Topic 1.4**

Finish baked products (listed in 1.3).

Finishing methods for baked products (listed in 1.3), when to use them and why:

- Decorating
- Dredging
- Dusting
- Garnishing
- Glazing
- Portioning
- Saucing

Quality checks when finishing baked products, and their importance:

- Appearance
- Aroma
- Colour
- Consistency
- Portion control
- Presentation
- Seasoning
- Taste
- Temperature
- Texture

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## Learning outcome

2 Produce roasted products

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## Topics

- 2.1 Select food items for roasting
- 2.2 Apply preparation methods for roasting
- 2.3 Apply techniques to produce roasted products
- 2.4 Apply finishing methods for roasted products

### Topic 2.1

Types of food items for roasting:

- Meat
- Poultry
- Vegetables

Quality checks when selecting food items, and their importance:

- Appearance
- Freshness
- Size and shape
- Texture
- Type

### Topic 2.2

Prepare food items (listed in 2.1) for roasting.

Preparation methods for roasting, and their purpose for different food items (listed in 2.1):

- Barding
- Cutting (to include skills from unit 203)
- Searing
- Seasoning

- Stuffing
- Trussing
- Tying

Quality checks when preparing to roast food items, and their importance:

- Ingredients cut and prepared to specification
- Minimal waste

### **Topic 2.3**

Techniques to produce roasted products, when to use them and why:

- Basting
- Positioning within oven
- Temperature control
- Turning

Use techniques to produce different types of roasted products:

- Meat
- Poultry
- Vegetables

Quality checks during the roasting process, and their importance:

- Appearance and degree of cooking
- Temperature
- Texture

### **Topic 2.4**

Finish roasted products (listed in 2.3).

Finishing methods for roasted products (listed in 2.3), when to use them and why:

- Garnishing
- Portioning
- Resting
- Saucing

Quality checks when finishing roasted products, and their importance:

- Appearance
- Aroma
- Colour
- Consistency
- Portion control
- Presentation
- Seasoning
- Taste
- Temperature
- Texture

---

## Learning outcome

### 3 Produce grilled products

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#### Topics

- 3.1 Select food items for grilling
- 3.2 Apply preparation methods for grilling
- 3.3 Apply techniques to produce grilled products
- 3.4 Apply finishing methods for grilled products

#### Topic 3.1

Types of food items for grilling:

- Fish
- Meat
- Poultry
- Vegetables

Quality checks when selecting food items, and their importance:

- Appearance
- Freshness
- Size and shape
- Texture
- Type

#### Topic 3.2

Prepare food items (listed in 3.1) for grilling.

Preparation methods for grilling, and their purpose for different food items (listed in 3.1):

- Batting out
- Cutting (to include skills from unit 203)
- Marinating
- Oiling/buttering
- Seasoning

Quality checks when preparing to grill food items, and their importance:

- Ingredients cut and prepared to specification
- Minimal waste

#### Topic 3.3

Techniques to produce grilled products, when to use them and why:

- Positioning



- Temperature control
- Turning

Use techniques to produce different types of grilled products:

- Fish
- Meat
- Poultry
- Vegetables

Quality checks during the grilling process, and their importance:

- Appearance and degree of cooking
- Temperature
- Texture

### **Topic 3.4**

Finish grilled products (listed in 3.3)

Finishing methods for grilled products (listed in 3.3), when to use them and why:

- Garnishing
- Saucing

Quality checks when finishing grilled products, and their importance:

- Appearance
- Aroma
- Colour
- Consistency
- Portion control
- Presentation
- Seasoning
- Taste
- Temperature
- Texture

### Guidance for delivery

This is a substantial unit covering three distinctive cookery methods. Baking will provide learners with the opportunity to produce simple doughs and pastes as well as the opportunity to bake other ingredients such as fish, fruit, vegetables and baked pasta dishes.

Roasting will provide learners with the opportunity to prepare and roast different meats, poultry and vegetables. Learners will need to be taught how to truss poultry, prepare stuffings and tie joints of meat before roasting.

When grilling, learners will need to have access to the different forms of grilling; under a salamander, on the surface of a flame grill or between the plates of a contact grill. Learners will also need to understand the importance of positioning, basting and turning during the grilling process.

It is important that learners apply their learning from units 201, 202 and 203 to demonstrate their understanding of current trends, food safety and safe working practices, as well as the controlled and professional use of tools and equipment used in the production of baked, roasted and grilled dishes.

### Employer engagement

It would be useful for learners to visit different establishments to observe the way in which baked, roasted and grilled dishes are prepared and served within the industry. Employers could also engage through visiting demonstrations, focusing on ingredients and/or dishes that are produced using these methods of cookery. Employers may also be in a good position to inform learners about new products and trends that utilise these cookery methods.

### Suggested learning resources

#### Books

Professional Chef: Diploma Level 1 (2nd Edition)      Rippington, N.  
Published by: Cengage  
ISBN: 978-1408039083

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Practical Cookery for the Level 1 Diploma (2nd Edition)      Foskett, D., Paskins, P., Thorpe, S. & Campbell, J.  
Published by: Hodder Education  
ISBN: 978-1444187496

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#### Websites

BBC Food -      <http://www.bbc.co.uk/food/techniques>  
Techniques  
Great British Chefs      <http://www.greatbritishchefs.com/how-to-cook>

## Unit 207 Deep frying and shallow frying

<b>Unit level:</b>	Level 2
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<b>GLH:</b>	30
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### What is this unit about?

This unit provides learners with an introduction to the methods of deep and shallow frying and the types of foods and techniques used.

One of the most traditional and well known deep fried dishes is fish and chips. To deep fry the fish, a fillet of fish is coated evenly in batter or breadcrumbs and lowered carefully into very hot oil. By creating such dishes, learners will understand the importance of the condition and temperature of the oil and also the safety procedures that need to be followed when working with potentially dangerous materials and processes.

Shallow frying is the opposite of deep frying. When deep frying, the food is completely immersed in very hot oil, whereas with shallow frying, the food is fried on the surface of a thin layer of hot oil, usually in a frying pan, sauté pan or wok. Learners will also be introduced to the various shallow frying techniques such as sautéing and stir frying. These techniques are important to master, as they are used in many dishes and throughout the industry.

Learners should consider the following questions as a starting point to this unit:

- How is a crispy batter made?
  - Why is the condition of the oil important when deep frying?
  - What are the different types of food that can be shallow fried?
  - What is the importance of an even coating when deep frying?
  - What are the quality points to look for in food that has been shallow fried?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Produce deep fried products
- 2 Produce shallow fried products

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

---

### Learning outcome

- 1 Produce deep fried products
- 

### Topics

- 1.1 Select food items for deep frying
- 1.2 Apply preparation methods for deep frying
- 1.3 Apply techniques to produce deep fried products
- 1.4 Apply finishing methods for deep fried products

#### Topic 1.1

Types of food items for deep frying:

- Eggs
- Fish
- Fruit
- Meat
- Mixed ingredients for dough based or choux paste products
- poultry
- Vegetables

Quality checks when selecting food items, and their importance:

- Appearance
- Freshness
- Size and shape
- Texture
- Type

#### Topic 1.2

Prepare food items (listed in 1.1) for deep frying.

Preparation methods for deep frying, and their purpose for different food items (listed in 1.1):

- Blanching
- Coating (battered, crumbed)
- Cutting (to include skills from unit 203)
- Draining

Quality checks when preparing to deep fry food items, and their importance:

- Even coating

- Ingredients cut and prepared to specification
- Minimal waste

### Topic 1.3

Techniques to produce deep fried products, when to use them and why:

- Draining
- Drying
- Immersion (with/without frying basket)
- Reheating
- Temperature control
- Turning

Use techniques to produce different types of deep fried products:

- Dough-based
- Eggs
- Fish
- Fruit
- Meats
- Choux paste-based
- Poultry
- Vegetables

Quality checks during the deep frying process, and their importance:

- Appearance and degree of cooking
- Condition of oil/fat
- Sufficient oil/fat
- Temperature of oil/fat
- Texture

### Topic 1.4

Finish deep fried products (listed in 1.3).

Finishing methods for deep fried products (listed in 1.3), when to use them and why:

- Applying seasoning/flavours
- Coating
- Garnishing
- Saucing

Quality checks when finishing deep fried products, and their importance:

- Appearance
- Aroma
- Colour
- Consistency
- Portion control
- Presentation
- Seasoning

- Taste
- Temperature
- Texture

---

## Learning outcome

- 2 Produce shallow fried products
- 

## Topics

- 2.1 Select food items for shallow frying
- 2.2 Apply preparation methods for shallow frying
- 2.3 Apply techniques to produce shallow fried products
- 2.4 Apply finishing methods for shallow fried products

### Topic 2.1

Types of food items for shallow frying:

- Eggs
- Fish
- Fruit
- Meats
- Mixed ingredients for batter-based products
- Noodles
- Poultry
- Rice
- Vegetables

Quality checks when selecting food items, and their importance:

- Appearance
- Freshness
- Size and shape
- Texture
- Type

### Topic 2.2

Prepare food items (listed in 2.1) for shallow frying.

Preparation methods for shallow frying, and their purpose for different food items (listed in 2.1):

- Battering
- Coating
- Cutting (to include skills from unit 203)
- Marinating
- Mixing

Quality checks when preparing to shallow fry food items, and their importance:

- Even coating
- Ingredients cut and prepared to specification
- Minimal waste

### **Topic 2.3**

Techniques to produce shallow fried products, when to use them and why:

- Basting
- Draining
- Drying
- Reheating
- Sautéing
- Stir frying
- Temperature control
- Tossing
- Turning

Use techniques to produce different types of shallow fried products:

- Batter-based products
- Eggs
- Fish
- Fruit
- Meats
- Noodles
- Poultry
- Rice
- Vegetables

Quality checks during the shallow frying process, and their importance:

- Appearance and degree of cooking
- Condition of oil/fat
- Quantity of oil/fat
- Temperature of oil/fat
- Texture

### **Topic 2.4**

Finish shallow fried products (listed in 2.3).

Finishing methods for shallow fried products (listed in 2.3), when to use them and why:

- Applying seasoning/flavours
- Filling
- Garnishing
- Saucing

Quality checks when finishing shallow fried products, and their importance:

- Appearance

- Aroma
- Colour
- Consistency
- Portion control
- Presentation
- Seasoning
- Taste
- Temperature
- Texture



### Guidance for delivery

Learners will regularly use the skills and techniques developed in this unit. For example, many foods are fried as part of a further process. Onions and vegetables are shallow fried to soften, as well as to provide flavour and colour for stews and sauces. Meat is seared to caramelise the amino acids (proteins) to provide the meaty aroma achieved when roasting meats. Therefore, the control and knowledge of the processes are very important, not only in the context of this unit but how frying techniques are combined with other cookery methods to produce a variety of dishes and products.

It is important that learners apply their learning from units 201, 202 and 203 to demonstrate their understanding of current trends, food safety and safe working practices, as well as the controlled and professional use of tools and equipment used in the production of shallow and deep fried dishes.

### Employer engagement

It would be useful for learners to visit different establishments to observe the way in shallow and deep fried dishes are prepared and served within the industry. Employers could also engage through visiting demonstrations, focusing on ingredients and/or dishes that are produced using these methods of cookery. Employers may also be in a good position to inform learners about new products and trends that utilise these cookery methods.

### Suggested learning resources

#### **Books**

Professional Chef: Diploma Level 1 (2nd Edition)      Ripington, N.  
Published by: Cengage  
ISBN: 978-1408039083

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Practical Cookery for the Level 1 Diploma (2nd Edition)      Foskett, D., Paskins, P., Thorpe, S. & Campbell, J.  
Published by: Hodder Education  
ISBN: 978-1444187496

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#### **Websites**

BBC Food -      <http://www.bbc.co.uk/food/techniques>  
Techniques  
Great British Chefs      <http://www.greatbritishchefs.com/how-to-cook>

## Unit 208 Producing cold food products

<b>Unit level:</b>	Level 2
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<b>GLH:</b>	30
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### What is this unit about?

The purpose of this unit is to introduce learners to the production of cold food products. Learners will work with a wide variety of food types including dairy products, fruit and vegetables, meat, poultry and fish. Learners will prepare foods to be served cold, such as sliced meats, pastry items, dressed salads through to different types of desserts.

Learners will be required to use appropriate techniques to produce the various dishes, demonstrating their skills, knowledge and understanding. Presentation is also a very important aspect in the production of cold food products, so learners will have the opportunity to refine their presentation skills.

Learners should consider the following questions as a starting point to this unit:

- What is the difference between a simple salad and a compound salad?
  - What cold products can be served as part of an afternoon tea?
  - What techniques are used to make a vinaigrette?
  - What does the term 'hors d'œuvres' mean?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Produce cold food products

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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## Learning outcome

- 1 Produce cold food products
- 

## Topics

- 1.1 Select food items for cold food products
- 1.2 Apply techniques to produce cold food products
- 1.3 Apply finishing methods for cold food products

### Topic 1.1

Types of food items for cold food:

- Bread
- Dairy
- Eggs
- Fish
- Fruit
- Grains
- Meat
- Oils and dressings
- Pasta
- Pastry
- Poultry
- Pulses
- Rice
- Shellfish
- Sugar
- Vegetables

Quality checks when selecting food items, and their importance:

- Appearance
- Freshness
- Size and shape
- Texture
- Type

### Topic 1.2

Techniques to produce cold food products, when to use them and why:

- Coating
- Combining

- Cooking (boiling, poaching, steaming, baking, roasting, grilling, deep/shallow frying, stewing, braising)
- Cooling
- Cutting (to include skills from unit 203)
- Drying
- Folding
- Grating
- Measuring
- Mixing
- Portioning
- Storing
- Temperature control
- Weighing
- Whisking

Use techniques to produce different types of cold food products:

- Cold desserts (fruit-based, egg-based)
- Cold fish and shellfish
- Cold meats and poultry
- Compound salads
- Hors d'oeuvres
- Oils and dressings
- Pastry products
- Sandwiches (open, closed, afternoon tea)
- Simple salads

Quality checks during the cold food production process, and their importance:

- Consistency/texture
- Ingredients cut and prepared to specification
- Minimal waste
- Temperature

### Topic 1.3

Finish cold food products (listed in 1.2).

Finishing methods for cold food products (listed in 1.2), when to use them and why:

- Decorating
- Garnishing
- Portioning
- Saucing

Quality checks when finishing cold food products, and their importance:

- Appearance
- Aroma
- Colour
- Consistency
- Portion control
- Presentation

- Seasoning
- Taste
- Temperature
- Texture

### Guidance for delivery

Learners will regularly work with cold food in the preparation of dishes but it is important that they understand that certain dishes and products are designed to be served cold. This should form a purposeful segment of their learning.

This units provides an excellent opportunity to introduce learners to a range of desserts, including simple mousses, egg custards and basic pastry products.

It is important that learners apply their learning from units 201, 202 and 203 to demonstrate their understanding of current trends, food safety and safe working practices, as well as the controlled and professional use of tools and equipment used in the production of food to be served cold.

### Employer engagement

It would be useful for learners to visit different establishments to observe the way in which cold food products are prepared and served within the industry. Employers could also engage through visiting demonstrations, specialising in the delivery of cold food items and updating learners on new products and trends.

### Suggested learning resources

#### **Books**

Professional Chef: Diploma Level 1 (2nd Edition)      Rippington, N.  
Published by: Cengage  
ISBN: 978-1408039083

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Practical Cookery for the Level 1 Diploma (2nd Edition)      Foskett, D., Paskins, P., Thorpe, S. & Campbell, J.  
Published by: Hodder Education  
ISBN: 978-1444187496

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#### **Websites**

BBC Food -      <http://www.bbc.co.uk/food/techniques>  
Techniques  
Great British Chefs      <http://www.greatbritishchefs.com/how-to-cook>

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

### ***City & Guilds Centre Manual***

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

### ***Our Quality Assurance Requirements***

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

## Appendix 2 Useful contacts

<b>UK learners</b> General qualification information	<b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	<b>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	<b>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	<b>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	<b>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	<b>E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	<b>T: +44 (0)121 503 8993</b> <b>E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a></b>

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)



## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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