

Diploma in Introduction to Professional Cookery at SCQF Level 4 (7093-14)

Qualification handbook



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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Diploma in Introduction to Professional Cookery at SCQF Level 4
GLH	440
City & Guilds qualification number	7093-14

This qualification meets the needs of learners who work or want to work as professional cooks in the hospitality and catering sector. It is ideal for school leavers who aspire to a career in this industry or those with some basic skills and experience as a chef wanting to gain a formal qualification and develop their skills so that they can take on a more senior role.

The qualification contributes to the knowledge and understanding towards the related SVQ in Hospitality Services at SCQF Level 4 whilst containing additional skills and knowledge which go beyond the scope of the National Occupational Standards (NOS).

1.1 Qualification structure

To achieve the Diploma in Introduction to Professional Cookery at SCQF Level 4, learners must achieve a total of 61 credits. **All the units are mandatory.**

The diagram below lists the unit title, credit value and guided learning hours (GLH) for each unit.

City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Unit level	Credit value	GLH
Unit 102	Introduction to employability in the catering and hospitality industry	Mandatory	4	5	30
Unit 103	Health and safety awareness for catering and hospitality	Mandatory	4	2	10
Unit 604	Introduction to healthier foods and special diets	Mandatory	4	5	10
Unit 605	Introduction to kitchen equipment	Mandatory	4	5	31
Unit 607	Prepare and cook food by boiling, poaching and steaming	Mandatory	4	10	100
Unit 608	Prepare and cook food by stewing and braising	Mandatory	4	7	60
Unit 609	Prepare and cook food by baking, roasting and grilling	Mandatory	4	12	120
Unit 610	Prepare and cook food by deep frying and shallow frying	Mandatory	4	5	30
Unit 611	Regeneration of pre-prepared food	Mandatory	4	4	20
Unit 612	Cold food preparation	Mandatory	4	5	20
Unit 620	Food safety in catering	Mandatory	5	1	9

1.2 Opportunities for progression

On completion of this qualification learners may progress into employment or on to the following City & Guilds qualifications:

- Diploma in Professional Cookery at SCQF Level 5 (7093-15)
- SVQ in Professional Cookery at SCQF Level 5 (7090-21)

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
Assessment pack	www.cityandguilds.com
Answer pack	www.cityandguilds.com

2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

Approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the City & Guilds Centre Manual for further information.

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

2.1 Resource requirements

Physical resources and site agreements

This qualification is aimed at learners who will be entering the industry and so it is important that they gain their experience in an industrial kitchen. They should use appropriate equipment in terms of the size and scale, which must be of industrial quality.

When being assessed, candidates will need to have sufficient space to work efficiently, hygienically and in a safe manner. Please note, if a candidate is working in an unsafe manner it is essential that the assessment is stopped immediately.

As a minimum, it is expected that centres seeking approval for this qualification have access to a well equipped industrial kitchen including:

- cooking facilities to enable full access to the qualification for example ovens/ ranges, grills, griddles and deep fat fryers
- worktop space – stainless steel workstations or tables
- washing facilities – hand washing, food preparation and washing up
- refrigerator space
- small and large equipment – it is recommended that centres review the range of equipment requirements against each unit within the qualification. It may be necessary to purchase additional equipment in order to offer the qualification.

It is possible that some centres may wish to place the candidate in a Realistic Working Environment (RWE) for practice. However, when being assessed it is important that the candidate has sufficient physical resources as described to allow equal and fair assessment of their skills to take place. Centres must be aware of industry requirements and prepare their candidates fully for employment.

Human resources

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training

- be competent at the level above the level being assessed in the specific area they will be assessing. For specialist areas such as food safety, centres should refer to the guidance within the unit.
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but must never internally verify their own assessments.

Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

It is expected that assessors delivering the qualifications have a qualification in the relevant subject area and recent experience of working in the hospitality and catering industry.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and verification remains current, and that it takes account of any national or legislative developments.

2.2 Learner entry requirements

There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for under 16s.

3 Course design and delivery

3.1 Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the learner has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the learner has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which best meets the needs and capabilities of their learners and satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking skills
- personal and social development
- employability

Whilst delivering and assessing the outcomes, it is important to focus on workplace skills within the catering and hospitality industry. It should be made clear to candidates that workplace skills are essential to the industry and that demonstrating good practice and having a positive attitude is vital for anyone who is looking for a career within the catering and hospitality industry.

Work placements should be encouraged in local restaurants, cafes, pubs and hotels where access to the public is possible. Equally, guest speakers from local employers and visits to local restaurants, hotels and conferences should be encouraged.

It may benefit candidates if practical activities are delivered in a realistic working environment, but this is not a requirement of the qualification.

It is essential that the delivery of units is not solely designed to equip candidates to successfully complete the external assessments. The teaching should encompass wider learning opportunities demonstrating depth, coherence and highlighting valid conclusions.

The range statements are not an exhaustive list of all industry practice and the assessor/ trainer should endeavour at all times to provide training relating to the working environments of the candidates. It would be beneficial throughout this qualification if assessors/ trainers provide examples from the catering industry as a whole as they will potentially have a mixed group of candidates covering a broad range of establishments from the industry.

Units 607 – 612 are assessed through synoptic practical assessments in realistic work conditions ie within the time specified within the practical assessment, managing resources efficiently, working hygienically and safely.

In these units, candidates will have the opportunity to observe the production of dishes through demonstration and then to practice the skills learnt with assessor support. Additional underpinning knowledge should be delivered through classroom based activity, relevant ICT packages and investigation of the preparation and cookery of a range of dishes or products.

It is recommended that candidates should first achieve the learning outcomes for Units 103, 605 and 620 before undertaking practical assessments.

Specific delivery guidance is included within the units, where relevant.

4 Assessment

4.1 Summary of assessment methods

For this qualification, candidates will be required to complete the following assessments:

Unit No.	Title	Assessment Method	Where to obtain assessment materials
102	Introduction to employability in the catering and hospitality industry	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	7093-14 Assessment pack available to download from www.cityandguilds.com
103	Health and safety awareness for catering and hospitality	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	7093-14 Assessment pack available to download from www.cityandguilds.com
604	Introduction to healthier food and special diets	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	7093-14 Assessment pack available to download from www.cityandguilds.com
605	Introduction to kitchen equipment	The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. Externally set assignment, locally marked and externally verified.	7093-14 Assessment pack available to download from www.cityandguilds.com
607	Prepare and cook food by boiling, poaching and steaming	Individual practical tasks and two synoptic assessments.	7093-14 Assessment pack available to download from www.cityandguilds.com
608	Prepare and cook food by stewing and braising	Collectively the above practical assessments will cover all the	

Unit No.	Title	Assessment Method	Where to obtain assessment materials
609	Prepare and cook food by baking, roasting and grilling	activities in the outcomes, as well as sampling the underpinning knowledge to verify coverage of the units.	
610	Prepare and cook food by deep frying and shallow frying		
611	Regeneration of prepared food	Externally set assessments, locally marked and externally verified.	
612	Cold food preparation		
620	Food safety in catering	The assessment covers all of the knowledge outcomes. Externally set papebased short-answer test locally marked and externally verified	Available to download from www.cityandguilds.com

4.2 Evidence requirements

Time constraints

The following time constraints must be applied to the assessment of this qualification:

- candidates must be assessed within a realistic time limit.
- all assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments
- any guidance on set time constraints for assessments have been included within assignments (see Assessment Pack)

Grading and marking

The assignment tasks should be presented to candidates as required, and only when candidates are judged ready for assessment. Detailed marking and grading criteria are provided for each assignment in the Assessment Pack. Units 102-103, 604 – 605 are graded distinction/merit/pass/fail, but all other units are graded pass/fail. All assignments should be internally marked, graded, quality assured and a sample will be externally moderated.

Candidates who fail to complete a task may retake the task, but will only be permitted to achieve a pass grade. The assignments are summative assessments and, other than to gain a pass, candidates may not retake tasks or assignments to improve grades. It is therefore essential that candidates only attempt the assignments when judged to be fully ready. Should assessors wish to prepare candidates for the assessments, they may devise their own assignments internally and provide feedback on these.

If a task needs to be repeated, assessors should allow seven days before repeating the task. If the failed task is built upon the results of a previous task, this may also need to be repeated.

4.3 Test specifications

Test specifications for the assignments can be found in the assessment pack. The below test specification is for Unit 620 Food Safety in Catering:

Paper title: Food Safety in
Unit number : Catering 620
Duration: 1 hour
Assessment type: Paper-based short answer test

Unit number	Outcome	Weightings %
620	1 Understand how individuals can take personal responsibility for food safety	12.5
	2 Understand the importance of keeping him/herself clean and hygienic	10
	3 Understand the importance of keeping the work areas clean and hygienic	22.5
	4 Understand the importance of keeping food safe	55
	Total	100

4.4 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification.

City & Guilds will recognise achievement of unit/qualifications through other awarding organisations which have the same content and assessment.

5 Units

Availability of units

The units for this qualification follow.

Structure of units

The units in this qualification are written in a standard format and comprise the following:

City & Guilds unit number

title

level

credit value

guided learning hours

unit aim

information on assessment

learning outcomes which are comprised of a number of assessment criteria notes for guidance.

Unit 102

Introduction to employability in the catering and hospitality industry

Level:	SCQF 4
Credit	5
value: GLH:	30

Unit aim

The aim of this unit is to enable the learner to develop a broad understanding of the catering and hospitality industry. Using their own experiences and understanding research using a variety of methods, learners will explore the structure of the industry, types of operating and establishments within the sectors

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know the different sectors of the catering and hospitality industry
2. Know what is required to develop a career in the catering and hospitality industry
3. Be able to demonstrate employability skills

Guided learning hours

It is recommended that **30 hours** should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit has potential links to the SVQ in Hospitality Services at SCQF Level 4.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 102 Introduction to employability in the catering and hospitality industry

Outcome 1 know the different sectors of the catering and hospitality industry

Assessment criteria

Underpinning knowledge

The learner can:

1. Describe the **structure** of the catering and hospitality industry
2. Identify the **services** provided by different **establishments** in the catering and hospitality industry
3. Describe the **staffing structure and job roles** in catering and hospitality establishments
4. Describe the **working conditions** in the catering and hospitality industry **Range**

Structure

Sectors: commercial establishments (hotels, lodges, guest houses, restaurants, cafes and fast food outlets, contract) trains, airlines, cruises and coaches.

Services

Hospitality, accommodation, food and beverages.

Establishments

Hospital and residential homes, college refectory, schools, prisons, armed forces, contract catering, in-house catering

Staffing structure and job roles

Operational staff: chef de cuisine, commis chef, cook, wine waiter, waiter

Supervisory staff: chef de partie, head waiter.

Management: head cook, head chef, catering manager, restaurant manager, bar manager.

Working conditions

Contract, shift patterns, employees rights, employers responsibilities

Unit 102 Introduction to employability in the catering and hospitality industry

Outcome2 Know what is required to develop a career in the catering and hospitality industry

Assessment criteria

Practical skills

The learner can:

1. Investigate different job opportunities in the catering and hospitality industry and the skills, experience and qualifications required

Underpinning knowledge

The learner can:

1. Identify the **skills and personal qualities** required to work in the catering and hospitality industry
2. Identify **qualifications and training** available in the hospitality and catering industry

Range

Skills and personal qualities

Time management, communication skills, professional behaviour, technical skills.

Qualifications and training

Vocational: work based apprenticeships, college based VRQ, higher level.
On the job, food safety, Health and safety, work placement.

Unit 102 Introduction to employability in the catering and hospitality industry

Outcome 3 Be able to demonstrate employability skills

Assessment criteria

Practical skills

The learner can:

1. Maintain **personal hygiene** and a **professional appearance**
2. Manage time to meet deadlines and targets
3. Work effectively as part of a team
4. Communicate effectively with others

Underpinning knowledge

The learner can:

1. State the **importance of maintaining personal hygiene and a professional appearance**
2. Describe how to **maintain personal hygiene** and a **professional appearance**
3. State the **importance of time management**
4. Describe **how to manage time**
5. State the **importance of team work**
6. State the **importance of communication skills**
7. Describe how to communicate effectively **with others**

Range

Importance of maintaining personal hygiene and a professional appearance

Protection of self, others, food and hygiene, compliance with legislation, professional image.

Personal hygiene

Care of hair, teeth, nails, feet, jewellery, appropriate use of cosmetics

Poor practice: smoking, chewing, irregular or incorrect hand washing, eating and drinking within food preparation and cooking area, washing uniform outside the premises.

Professional appearance

correct uniform, full length sleeve white jacket, chef's trousers, neck tie, hat, (if hair is below collar or loose, a hair net safety shoes, apron, kitchen cloths (rubbers, laundered, ironed, clean shoes, clothing) repaired if necessary.

Importance of time management

To meet deadlines and targets of the individual and team, to meet customer and organisational expectations.

How to manage time

Planning and preparation, reviewing, contingencies.

Importance of team work

Efficient work flow, meeting customer's expectations, meeting standards, developing positive working relationships, developing a team spirit, network for advice and assistance, developing skills, preventing loss, preventing damage, confirming understanding and performing tasks appropriately to achieve targets. .

The importance of communication skills

To meet customer expectations, to encourage repeat visits and sales, to deal with customer requests (orders) to demonstrate the customer focus of the organisation.

Others

Colleagues, visitors, customers.

Unit 102 Introduction to employability in the catering and hospitality industry

Notes for guidance

It is likely that the learners working towards this unit at Level 4 will have little knowledge about the hospitality and catering industry. It is therefore essential to deliver this unit towards the beginning of any course, possibly as part of an induction.

Most learners will have had some experience of eating-out in restaurants and fast food outlets. Some learners may also have had experience of staying in hotels. The teaching at the initial stages could be related to learner's personal experiences. The teaching would also benefit from educational visits to different catering establishments.

It is also important that there should be a focus on workplace skills in the hospitality and catering industry. Whilst delivering and assessing the outcomes, it should be made clear to learners that good workplace skills are essential to the financial success of a business and that being able to demonstrate such skills are imperative to the learner's future employment prospects.

Learners are required to investigate the main features of operations such as menus, pricing, layouts, opening times, staffing structures, job roles, training opportunities and qualification requirements. Ideally, formal lectures should be kept to a minimum and assessors should organise interactive sessions with the learners to gather information from their experiences. The teaching of this unit should reflect the learners' learning needs and provide a sound knowledge of the hospitality and catering industry.

The unit should be delivered in an interactive format engaging the learner in a full range of diverse learning opportunities. Activities such as group discussion where learner's can share experiences they have had as a customer is always a good starting point. Assessors should give examples of good and poor service from their own experience and encourage learners to become observers of workplace relationships whilst outside the formal learning forum.

Visits to local restaurants, hotels and other hospitality establishments are useful as learners can observe first hand areas such as personal appearance, meet and greet or team working. Guest speakers from the hospitality and catering industry are also recommended as a way of reinforcing learning and placing it firmly within an industrial setting.

Centres may decide it is appropriate to deliver this unit in two parts. Firstly, to concentrate on the awareness of the different sectors of the hospitality and catering industry, highlighting main features. Secondly, to look at the staffing structures, job roles and qualifications available for the variety of commercial and public services establishments. Centres working towards this unit may take the opportunity whilst visiting establishments to collect information on units 620 - Food Safety in catering and 103 - Health and safety awareness.

It would also be useful to introduce learners to local employers in the hospitality and catering industry. Employers can be valuable in providing interesting and relevant information to learners about different sectors of the industry, its operations and job opportunities.

It is important that learners should explore the different sectors and the features of different establishments. Where applicable, learners should be given opportunities to work independently and develop skills to collate a variety of relevant information which could be used as evidence towards Core Skills. In recent years, the difference between the commercial sector and service sector has become somewhat blurred. It is important that the learner understands the differences of the sectors and the opportunities they provide.

Job roles and qualifications could be covered by providing opportunities to learners to explore the type of job they might like to apply for in the industry and find out the qualifications required to progress further. Candidates could attend career seminars and presentations to gather up-to-date detailed information about careers. There are CD ROMS and videos available on careers in the hospitality and catering industry which learners should be able to access. This learning resource may also motivate and stimulate learners to learn. It is also important that assessors manage the expectations of their learners whilst actively encouraging them.

It is essential that the delivery of this unit is not solely concentrated on equipping learners to successfully complete the external assessment. The teaching must encompass wider learning opportunities demonstrating depth, coherence and highlighting valid conclusions.

Unit 103

Health and safety awareness for catering and hospitality

Level:	SCQF 4
Credit value:	2
GLH	10

Unit aim

The aim of this unit is to enable the learner to develop basic knowledge and understanding of the principles of health and safety in the workplace and how they should be applied in a catering and hospitality environment.

The unit will provide learners with a basic awareness of health & safety practices including legal responsibilities and reasons for health and safety. The unit also introduces the learners to common hazards and risks and to the shapes, colours and meanings of health & safety signs and symbols and the immediate action to be taken to ensure a healthy and safe workplace.

Note: learners will be expected to apply the working methods from this unit to all other units of the qualification.

Learning outcomes

There are three outcomes to this unit. The learner will:

1. Be able to demonstrate awareness of health and safety practices in the catering and hospitality workplace
2. Be able to identify hazards in the workplace
3. Be able to follow health and safety procedures

Guided learning hours

It is recommended that **10 hours** should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit has potential links to the SVQ in Hospitality Services at SCQF Level 4.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 103 **Health and safety awareness for catering and hospitality**

Outcome 1 Be able to demonstrate awareness of health and safety practices in the catering and hospitality workplace

Assessment criteria

Underpinning knowledge

The learner can:

1. Define **health and safety**
2. State the **factors** which affect health and safety in the workplace
3. Identify the **benefits** of health and safety procedures
4. State the **cost** of poor health and safety standards
5. Define the **most commonly used** terms in health and safety
6. Identify the **responsibilities** of employers and employees under current legislation
7. List the **consequences of non-compliance** .

Range

Health

A state of physical and mental wellbeing, with the absence of illness or disease.

Safety

The absence of risks

Factors

Occupational (chemicals, equipment, processes (smoking eg open fire grills, steaming), food eg flour, yeast).

Environmental (high noise levels, poor lighting, temperature, facilities)

Human (carelessness, inexperience, lack of training, physical/mental state (eg stressed, over worked, personal circumstances).

Benefits

Reduces accidents and illness, preserves and promotes good reputation, prevents legal action, controls cost (eg reduced absentees/sickness).

Cost

Accidents, stress, illness, deaths, bad publicity, reduced performance, prosecution, fines, prohibition and closure, legal costs, compensation claims.

Most commonly used terms

Workplace, accident, risk, EHO (Environmental Health Officer), hazard, control measure, PPE (Personal Protective Equipment), CE mark, PAT (Portable Appliance Testing), electric shock, evacuation route (fire), occupational health, manual handling, noise, report, harassment (sexual, verbal, physical)

Responsibilities

Employers (provide and maintain a workplace which is safe and healthy, provide and maintain equipment which is safe, deal with chemical substances safely, provide a health and safety policy statement)

Employees (take care of their own health and safety at work, take care of the health and safety of others, cooperate with their employer).

Consequences of non-compliance

Employers (Verbal or written advice, improvement notices, prohibition notices, prosecution resulting in unlimited fines or imprisonment for up to two years or both)

Employees (Verbal or written warning, loss of employment, prosecution)

Unit 103 Health and safety awareness for catering and hospitality

Outcome 2 Be able to identify hazards in the workplace

Assessment criteria

Underpinning knowledge

The learner can:

1. List **causes** of slips, trips and falls in the workplace
2. State the **ways** to **minimise the risk** of slips, trips and falls
3. Identify the **main injuries from manual handling**
4. State **ways to reduce the risk of injury** from lifting, carrying and handling
5. Identify the **correct lifting procedures**
6. Identify **ways machinery/equipment can cause injuries**
7. List **control measures to avoid accidents from machinery/equipment/**
8. State **types of hazardous substances**
9. List the **control methods for hazardous substances** to prevent exposure and protection of employees
10. Indicate the **main causes of fire and explosions**
11. State how **elements** of the fire triangle can be used to extinguish a fire
12. Identify **dangers** associated with electricity
13. Identify the **measures to prevent electricity dangers**
14. **State methods** to deal with electrical dangers.

Range

Causes

Poor design/structure of building, poor signage, bad housekeeping standards, poor lighting or ventilation, dangerous working practices, distraction and lack of attention, working too quickly, ignoring the rules, not wearing the correct personal protective clothing (PPE), physical/mental state.

Ways to minimise the risk

Improved and safe design of building, correct and clear/visible signage, good housekeeping standard, well lit and ventilated working areas, training staff in routine work practices, strict enforcement of rules, correct use of personal protective clothing (PPE) at all times, in a physical/mental state ready for work.

Main injuries from manual handling

Back/spinal injuries, muscular injuries, fractures, sprains, cuts and bruises

Ways to reduce the risk of injury

Assess the task (eg distance, weight, temperature), follow the correct procedure (minimise the distance, correct number of people, correct lifting/carrying equipment), reduce the load, if possible, Use correct PPE, check the environment is safe (eg flooring, lighting and temperature), adequate training in correct handling techniques

Planning and preparation (Plan the lift and route – assess the weight, size and temperature of the load); lift (correct posture, hold object close to body); move load (hold close, clear visibility and proceed carefully); lower load; check positioning.

Ways equipment can cause injuries

Entanglement/entrapment, impact (eg from falling equipment), contact, ejection, faulty equipment, inappropriate use of equipment.

Control measures to avoid accidents from machinery/equipment

Training in the use of equipment, personal protective equipment, safe working procedures, report faults.

Types of hazardous substances

Cleaning chemicals, cooking liquids, gases, gels and spirits.

Control measures to avoid injury from hazardous substances

Training in the use of hazardous substances, personal protective equipment, safe working procedures.

Main causes of fire and explosions

Electricity, electrical faults, gas leaks, build up of gas, smoking, hot liquid/substances, tools or equipment with a naked flame.

Elements

Fuel (remove the source of fuel), oxygen (restrict the supply of oxygen by smothering), heat (remove the heat).

Dangers

Electric shock, burns, fire, death.

Measures to prevent electricity dangers

Testing and maintenance of electrical equipment, use of qualified electricians, check cables and flex, use of correct fuses, circuit breakers, do not use faulty equipment.

Methods

Raise the alarm, switch off power, if possible, call for help (first aider, emergency services), follow legal requirements.

Unit 103 Health and safety awareness for catering and hospitality

Outcome 3 Be able to follow health and safety procedures

Assessment criteria

Underpinning knowledge

The learner can:

1. List the **primary reasons** for working safely
2. State **the functions of PPE**
3. State **the employers' and employees' responsibilities** regarding provision, use, care and maintenance of PPE
4. State how **the main types of safety signs** can be identified
5. Identify hazards and incidents **that require reporting** .

Range

Primary reasons

Prevent accidents and injuries, maintain health, increase productivity

Functions of PPE

Protect the individual and control **health hazards** (eg gloves to protect hands or goggles when using hazardous substances)

Responsibilities of employers and employees

Employers: (PPE (eg gloves when washing pots and pans, masks and goggles when cleaning stoves and ovens, staff changing and storage facilities).

Employees: (comply with the policy of wearing PPE when necessary, report any defects of the PPE to the employer).

Main types of safety signs –colour background

Prohibition signs – red (eg no mobile phones)

Fire fighting signs – red (eg fire hose reel).

Mandatory signs – blue (eg protective gloves must be worn).

Warning signs – yellow (eg caution – hot surface).

Hazard warning signs - yellow (eg corrosive).

Safety signs– green (eg First Aid)

Require reporting

Building and equipment (eg damaged, misused, ill-health (eg dermatitis, infectious diseases, environmental (eg noise, heat, abuse (eg mental, physical).

Unit 103 Health and safety awareness for catering and hospitality

Notes for guidance

Learners working towards this unit at level 1 are unlikely to have knowledge about the hospitality and catering industry which makes it important to decide the delivery time of this unit. Ideally, the principles of health and safety should be covered at the beginning of the course so that the learners are made aware of the related issues. The focus of this unit is on raising the awareness of health and safety in different types of hospitality and catering establishments.

It would be useful to deliver this unit in three parts. The first part to demonstrate awareness of health and safety practices in the hospitality and catering workplace. This learning outcome would cover the meaning of most commonly used terms, such as, 'health' and 'safety', the factors which affect health and safety in the workplace, the benefits/cost of good/poor health and safety standards, the responsibilities of employers and employees under the current legislation. The consequences of non-compliance would also be highlighted.

The second part of this unit would identify hazards in the workplace, ways to minimise the risks and procedures to deal with them such as slips, trips and falls; manual handling; machinery/equipment; hazardous substances; fires and explosions and finally, electricity. Tutors should highlight the fact that slips and trips are the main single cause of accidents in hospitality and catering industry accounting for 50% of all major accidents. The key messages for preventing slips accidents are:

- See it, Sort it – clean up all spills immediately
- Slips and trips are not a laughing matter and can cause serious accidents.

The third part of this unit would focus on health and safety procedures, identifying the primary reasons for working safely and the functions of Personal Protective Equipment (PPE), including the employees and employers responsibilities towards the provision, use, care and maintenance of PPE. The learners would be made aware of different types of safety signs and also the reporting procedures for various hazards and incidents.

The teaching could be supplemented by inviting visiting speakers such as Health and Safety Executives and local Environmental Health Officers to discuss 'real' cases and legal implications.

Local Authorities and the Health and Safety Executive inspect catering premises to enforce health and safety legislation and can also provide advice on health and safety matters. The HSE have produced a number of Catering Information Sheets that can be downloaded free from the website:

- *Information Sheet No 6 (revised) Preventing slips and trips in kitchens and food service*
- *Information Sheet No 24 Preventing back pain and other aches and pains to kitchen and food service staff*
- *Information Sheet No 17 (revision 2) Safety during emptying and cleaning of fat fryers*
- *Information Sheet No 22 Safe use of cleaning chemicals in the hospitality industry*
- *HSE Food Sheet No 17 Occupational dermatitis in the catering and food industries*

This unit should be integrated with other practical units delivered in the food preparation areas as it is vital to ensure that knowledge is reinforced by practical applications. Wherever possible, the learners' practical experience could be highlighted to reflect the principles of health and safety such as their knowledge of accidents and hazards including their personal experiences.

Level:	SCQF 4
Credit	5
value: GLH:	10

Unit aim

The aim of this unit is to enable the learner to develop knowledge and understanding of the importance of the nutritional content of food, its relation to food groups, and how it may be preserved when preparing and cooking.

The important area of special diets, their causes and effects is also covered in this unit and will enable learners to develop an awareness of the most vulnerable groups of people within the community.

Note: learners will be expected to apply the working methods from this unit to all other units of the qualification.

Learning outcomes

There are two outcomes to this unit. The learner will:

1. Understand how to demonstrate awareness of healthier diets
2. Understand the need for special diets

Guided learning hours

It is recommended that 10 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit has potential links to the SVQ in Hospitality Services at SCQF Level 4.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 604	Introduction to healthier foods and special diets
Outcome 1	Understand how to demonstrate awareness of healthier diets

Assessment criteria

Underpinning knowledge

The learner can:

1. State **the benefits** of healthier ingredients
2. Identify **the types** of ingredients that contribute to a healthier diet
3. Describe **the consequences** of not having healthier ingredients
4. Describe why it is **important** for catering establishments to offer healthier choices
5. Identify **sources** of current government nutritional guidelines
6. Outline current nutritional guidelines
7. Describe **the changes** that can be made to dishes to make them healthier choices according to current nutritional guidelines.

Range

Benefits

Improved health and well being, increased life expectancy, reduced risk of some illnesses (eg heart attack, diabetes, cancers, stroke), increased energy, improved quality of life, reduced cost to the NHS.

Types

Unrefined or less refined ingredients (eg wholemeal flour, brown rice, wholemeal breads and pastas, vegetables, fruits, low fat dairy products, lean meats, oily fish, pulses (eg beans, peas) polyunsaturated or monounsaturated fats (eg sunflower oil, olive oil).

Consequences

Low immune system, obesity, skin problems, lack of energy, higher risk of ill health, reduced bowel function.

Important

Increased demand for healthier food, increasing choice, increased sales, contributing to government initiatives (eg school meal providers).

Sources

British Nutrition Foundation, Department of Health, Ministry of Agriculture Food and Fisheries, Food Standards Agency.

Changes

Substitute healthier ingredients, add extra vegetables, reduce added fat or use low fat cooking methods, reduce sugar, reduce salt (substitute with healthier flavourings, eg herbs).

Unit 604 Introduction to healthier foods and special diets

Outcome 2 Understand the need for special diets

Assessment criteria

Underpinning knowledge

The learner can:

1. Identify **groups** of people who have special dietary needs
2. Identify **the dietary/nutritional requirements** of **vulnerable groups**
3. Identify **the dietary/nutritional requirements** of those who **need special diets**

Range

Groups

Vulnerable groups – eg pre-school children, expectant mothers, older adults, people suffering from ill health (low immune system).

Those who need special diets– eg vegetarian, vegan, cultural/religious, diabetic, allergies and **intolerances**.

Dietary/nutritional requirements

Vulnerable groups: pre-school children (foods that are nutrient dense, balanced, lower fiber); expectant mothers (high nutritional value, balanced, high in vitamins (in particular, folic acid) and minerals, an exception is vitamin A - must avoid liver, avoiding foods that have a high risk of food poisoning eg raw egg products, soft /unpasteurised cheeses); older adults (foods that are nutrient dense, balanced, high in vitamin D and avoiding foods that have a high risk of food poisoning); people suffering from ill health (easy to eat and digest, high nutritional value, appealing/tempting)

Special diets: vegetarian– avoiding products that would cause an animal to be killed); vegan– avoiding all products of animal origin; cultural/religious; diabetic; allergies and intolerances (eg cows' milk, wheat, barley, soya, nuts (in particular peanuts), crustacea (shrimp, lobster), fish, some fruits and spices).

Unit 604 Introduction to healthier foods and special diets

Notes for guidance

The focus of this unit is on providing the basic knowledge and understanding of the importance of nutritional content when preparing and cooking food.

Whilst learners may have limited experience of healthier food/special diets they will have individual experiences of eating and drinking. The teaching at the initial stages could be related to their own personal experiences to illustrate the theoretical aspects of food nutrition.

It may be appropriate to deliver this unit in two parts. The first part, to focus on the nutritional awareness in the food preparation and cooking processes with the emphasis on the second part, to look at the nutritional requirements of vulnerable groups of people. This could cover special dietary requirements and awareness of food which can cause allergies or intolerances. The principles taught in this unit should be applied across all the other practical units.

The emphasis of the first outcome should be on understanding various nutrients and their importance in diet. Reviewing diet in terms of the five food groups, as indicated in The Balance of Good Health publication, should also be focused on. The sources, purposes and daily intakes of various nutrients should be highlighted with reference to the current government nutritional guidelines.

Level:	SCQF 4
Credit value:	5
GLH:	31

Unit aim

The aim of this unit is to enable the learner to develop knowledge of a range of equipment and utensils and to be able to select and demonstrate correct and safe use of the equipment in order to apply this to professional working practices.

Note: learners will be expected to apply the working methods from this unit to all other units of the qualification.

Learning outcomes

There are two outcomes to this unit. The learner will:

1. Be able to use large and small items of equipment and utensils
2. Be able to use knives and cutting equipment

Guided learning hours

It is recommended that **31 hours** should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit has potential links to the SVQ in Hospitality Services at SCQF Level 4.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 605

Introduction to kitchen equipment

Outcome 1

Be able to use large and small items of equipment and utensils

Assessment criteria

Practical skills

The learner can:

1. Demonstrate the **correct selection** of **equipment and utensils** for use
2. Demonstrate the correct procedures when using, cleaning and **maintaining equipment and utensils**
3. Demonstrate safe and hygienic storage of **equipment and utensils**

Underpinning knowledge

The learner can:

1. State factors in selecting **equipment and utensils** for use
2. State how **to use equipment and utensils correctly and safely**
3. Identify **hazards associated** with using, cleaning and storing equipment and utensils
4. State how **to carry out routine care and storage** of equipment and utensils.

Range

Selecting/selection

Size, fitness for purpose, materials

Equipment and utensils

Large equipment:

Ovens- conventional, fan assisted (convection), combination (steam/dry heat), microwave. Hobs- induction, solid top, open range.

Grills, steamers, fryers

Cold holding (storage equipment), hot holding equipment (bain marie, hotplate, gas, electric).

Small equipment and utensils

Scales, measuring jugs, liquidisers, blenders, mixers, mortar and pestle, spoons, rolling pins, spatulas, spiders, slices, ladles, whisks, cutlet bats, saucepans, sauté pans, griddle pans, wok, bowls, trays, cooling racks, tins, moulds, sieves, strainers and colanders

Use equipment and utensils correctly and safely

Compliance with hygiene and health and safety legislation, manual handling, following workplace policies, safe working practices

Associated hazards

Poor hygiene, health and safety (spillage of liquids, incorrect lifting techniques, scalds, burns). Cleaning - hygiene (eg incomplete cleaning and drying), health and safety (eg incorrect use of chemicals and materials causing damage to equipment and risk of injury to the user, spillage of liquids, scalding).

Storing- hygiene (eg air circulation, incorrect storage of chopping boards) health and safety.

Carry out routine care and storage

Correct wearing of personal protective equipment (PPE).

Small items of equipment and utensils: report damaged items and remove from use, grease pans, follow special care requirements, store hygienically, safely and securely (eg use correct racking). Large items of equipment: test electrical equipment, report damaged items, follow special care requirements, monitor temperature of cold storage.

Unit 605

Introduction to kitchen equipment

Outcome 2

Be able to use knives and cutting equipment

Assessment criteria

Practical skills

The learner can:

1. Select **appropriate knife or cutting equipment** for use
2. Demonstrate correct and safe sharpening technique
3. **Demonstrate correct and safe use** of knives and cutting equipment for a variety of tasks
4. Demonstrate **maintenance and care of knives and cutting equipment**
5. Demonstrate correct and **safe storage** of knives and cutting equipment

Underpinning knowledge

The learner can:

1. Identify the different types of **knives and cutting equipment** and uses
2. State **the importance of correct and safe use** of knives and cutting equipment
3. Describe how **to clean, maintain and store** knives and cutting equipment
4. Identify relevant age restrictions specific to the use of cutting equipment.

Range

Knives and cutting equipment

Straight edged knives – small (paring, turning, filleting, boning) large (chopping, pallete, carving knife and fork)

Serrated edged knives and saws, food processors, mincer, mandolins, graters, peelers, corers, cutters and can openers, scissors, shears, cleaver, gravity feed slicer, ancillary tools: steel, carborundum, wet stone

Importance of correct and safe use

Prevent injury to self and others (carrying, handling), ensure quality of finished product, improved efficiency (time, waste)

Clean, maintain and store

Appropriate washing/drying techniques, sharpening, safe and secure storage

Unit 605 Introduction to kitchen equipment

Notes for guidance

It is essential that learners learn to handle, maintain and care for their knives and equipment early on in their training. The correct selection and use of appropriate tools and equipment for the task in hand is an essential element in the life for those working in the catering industry. It is vital that learners are familiar with safety rules for the use of knives and that these are taught before they begin work on the practical units of this qualification.

Health and safety legislation must be complied with, in particular, legislation and age restrictions regarding the operation of electrical equipment and machinery should be followed. Health and safety procedures for minimising the risk of cross contamination from raw and cooked foods, using both mechanical and hand held cutting implements, should also be emphasised. Particular attention must be paid to cleanliness when using all equipment.

Unit 607

Prepare and cook food by boiling, poaching and steaming

Level:	SCQF 4
Credit value:	10
GLH:	100

Unit aim

The aim of this unit is to enable the learner to develop the skills and knowledge required to prepare and cook foods using the boiling, poaching and steaming methods of cookery. Learners will ensure that the commodities chosen are suitable and of good quality and the tools and equipment are suitable for the task in hand. They need to be able to follow dish specifications and will begin to appreciate the aesthetic aspects of food preparation through the processes of finishing and presenting the products.

Having been introduced to the principles and practiced the three methods of cookery, learners are encouraged to identify factors common to all, for example, the need to maintain moisture levels throughout cooking and the main differences between the cooking processes.

Note: as part of this unit, learners will be expected to apply the working methods they have learnt in units 620: Food safety in catering, 103: Health and safety awareness for hospitality and catering 605: Introduction to kitchen equipment, and 606: Introduction to workplace skills

Learning outcomes

There are three outcomes to this unit. The learner will:

1. Be able to prepare and cook food by boiling
2. Be able to prepare and cook food by poaching
3. Be able to prepare and cook food by steaming

Guided learning hours

It is recommended that **100 hours** should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit has potential links to the SVQ in Hospitality Services at SCQF Level 4.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism

Assessment

This unit will be assessed by:

- assignments covering practical skills
- a written test covering underpinning knowledge.

Unit 607 Prepare and cook food by boiling, poaching and steaming

Outcome 1 Be able to prepare and cook food by boiling

Assessment criteria

Practical skills

The learner can:

1. Check that **food items** and **cooking liquids** for boiling are of the correct type, quantity and quality
2. Select **appropriate equipment** for preparing and cooking boiled foods.
3. Prepare and cook **food items** according to dish specifications, monitoring quality at all stages
4. Demonstrate control of time and temperature throughout preparation, cooking and serving
5. Finish and present the product in line with dish/customer requirements
6. Work in a safe and hygienic manner.

Underpinning knowledge

The learner can:

1. Describe the process of cooking **food items** by boiling
2. Identify the **purpose** of boiling
3. Identify the **food items** which may be boiled
4. Identify the **liquids** which may be used when boiling
5. State the **importance** of using the correct proportion of liquid to food to achieve the finished dish requirements
6. State the importance of using **associated techniques** to achieve the finished dish requirements
7. Describe the methods used to **produce associated products**
8. List **the methods** used when boiling
9. Identify **suitable equipment** for boiling
10. Explain how time and the movement of liquids are determined by the item to be boiled
11. List **the quality points** to look for during selection **of food items** , preparation, cooking and finishing of dishes.

Range

Food items

Vegetables, eggs, pasta, pulses and grains.

Purpose

Tenderising, make digestible, make palatable, make safe, nutritional value.

Liquids

Water, stock (fresh, convenience), milk, infused liquids.

Associated techniques

Soaking, blanching, skimming, refreshing, chilling, reheating, draining, holding for service, soup making.

Associated products

Soups (purée, broth), sauces (roux-based, tomato, starch-thickened).

Methods

Start in cold liquid, immerse in boiling liquid

Suitable equipment

Safety, ease of use, efficiency, avoidance of contamination, appropriate size, type and material.

Quality points

Selection (freshness, appearance, smell, temperature)

During preparation (cut to specification (if applicable), even size, trimmed, minimal waste).

During cooking (sufficient liquid, temperature and movement of the liquid, texture of food items, taste, appearance and degree of cooking, colour, flavour, temperature control, taste). Finishing (colour, flavour, temperature, taste, appearance, consistency, seasoning, portion control, cleanliness of serving equipment, presentation and garnish, if required).

Unit 607 Prepare and cook food by boiling, poaching and steaming

Outcome 2 Be able to prepare and cook food by poaching

Assessment criteria

Practical skills

The learner can:

1. Check **that food items** and **cooking liquids** for poaching are of the correct type, quantity and quality
2. Select **appropriate equipment** for preparing and cooking poached foods
3. Prepare and cook **food items** according to dish specifications monitoring quality at all stages
4. Demonstrate control of time and temperature throughout preparation, cooking and serving
5. Finish and present the product in line with dish/customer requirements
6. Work in a safe and hygienic manner.

Underpinning knowledge

The learner can:

1. Describe the process of **cooking food items** by poaching
2. Identify **the purpose** of poaching
3. Identify **the food items** which may be poached
4. Identify the **liquids** which may be used when poaching
5. State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements
6. Describe **the methods** of poaching
7. Explain how time and the movement of liquids are determined by the item to be poached
8. State the importance of using the **associated techniques** to achieve the finished dish requirements
9. Describe the methods used to **produce associated products**
10. Identify **suitable equipment** for poaching
11. List **the quality points** to look for during selection of **food items**, preparation, cooking and finishing of dishes.

Range

Food items

Chicken, eggs, fish, fruit

Purpose

Tenderising, make digestible, make palatable, enhancing flavour, nutritional value.

Liquids

Stock (fresh, convenience), wine, water, milk, infused liquids, stock syrups.

Methods

Deep poaching, shallow poaching.

Associated techniques

Cutting, folding, draining, reducing for sauce, straining sauce, holding for service.

Associated products

Sauce.

Suitable equipment

Safety, ease of use, efficiency, avoidance of contamination, appropriate size, type and material.

Quality points

Selection (freshness, appearance, smell, temperature)

During preparation (cut to specification (if applicable), even size, trimmed, minimal waste).

During cooking (volume of liquid, texture of food items, taste, appearance and degree of cooking, colour, flavour, temperature control, taste)

Finished dish (colour, flavour, temperature, taste, appearance, consistency, seasoning, portion control, cleanliness of serving equipment, saucing (if applicable), presentation and garnish,if required).

Unit 607 Prepare and cook food by boiling, poaching and steaming

Outcome 3 Be able to prepare and cook food by steaming

Assessment criteria

Practical skills

The learner can:

1. Check that **food items** and cooking **liquids** for steaming are of the correct type, quantity and quality
2. Select appropriate **equipment** for preparing and steaming foods
3. Prepare and cook **food items** according to dish specifications monitoring quality at all stages
4. Demonstrate control of time and temperature throughout preparation, cooking and serving
5. Finish and present the product in line with dish/customer requirements
6. Work in a safe and hygienic manner.

Underpinning knowledge

The learner can:

1. Describe the process of cooking **food items** by steaming
2. Identify the **purpose** of steaming
3. Identify the **food items** which may be steamed
4. Identify the **liquids** which may be used when steaming foods
5. State the importance of using the **associated techniques** to achieve the finished dish requirements
6. Describe the **methods** of steaming
7. Identify **suitable equipment** for steaming food
8. Explain how time and temperature are determined by the food item to be steamed
9. List the **quality points** to look for during selection of **food items**, preparation, cooking and finishing of dishes.

Range

Food items

Chicken, vegetables, fish, sweet and savoury puddings.

Purpose

Tenderising, make digestible, make palatable, nutritional value.

Liquids

Water, stock (fresh, convenience).

Associated techniques

Preparation of container, greasing, moulding, traying up, covering, water-proofing, loading.

Methods

Atmospheric, high pressure.

Equipment

Atmospheric steamer, high pressure steamer.

Suitable

Safety, ease of use, efficiency, avoidance of contamination.

Quality points

Selection (freshness, appearance, smell, temperature).

During preparation (pudding mix produced in line with dish specification, cut to specification (if applicable), even size, trimmed, minimal waste).

During cooking (texture of food items, taste, appearance and degree of cooking, colour, flavour, temperature control, taste).

Finished dish (colour, flavour, temperature, taste, appearance, consistency, seasoning, portion control, cleanliness of serving equipment, sauce (if applicable), presentation and garnish, if required).

Unit 608

Prepare and cook food by stewing and braising

Level:	SCQF 4
Credit value:	7
GLH:	60

Unit aim

The aim of this unit is to enable the learner to develop the skills and knowledge required to prepare and cook foods using the stewing and braising methods of cookery. Learners will need to ensure that the commodities chosen are suitable and of good quality and the tools and equipment are suitable for the task in hand. They need to be able to follow dish specifications and will begin to appreciate the aesthetic aspects of food preparation through the processes of finishing and presenting the products.

Having been introduced to the principles and practised the two methods learners are encouraged to identify factors common to both (for example: long slow moist methods of cookery suitable for cheaper cuts of meat) and the main differences (for example: size of food items prepared, quantity of cooking liquid).

Note: as part of this unit, learners will be expected to apply the working methods they have learnt in units 620: Food safety in catering, 103: Health and safety awareness for hospitality and catering, 105: Introduction to kitchen equipment, and 606: Introduction to workplace skills.

Learning outcomes

There are two outcomes to this unit. The learner will:

1. Be able to prepare and cook food by stewing
2. Be able to prepare and cook food by braising

Guided learning hours

It is recommended that 60 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit has potential links to the SVQ in Hospitality Services at SCQF Level 4.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.

Assessment

This unit will be assessed by:

- assignments covering practical skills
- a written test covering underpinning knowledge.

Unit 608 Prepare and cook food by stewing and braising

Outcome 1 Be able to prepare and cook food by stewing

Assessment criteria

Practical skills

The learner can:

1. Check that **food items** and cooking **liquids** for stewing are of the correct type, quantity and quality.
2. Select appropriate **equipment** for preparing and cooking stewed foods.
3. Prepare and cook **food items** according to dish specifications, monitoring quality at all stages.
4. Demonstrate control of time and temperature throughout preparation, cooking and serving.
5. Finish and present the product in line with dish/customer requirements.
6. Work in a safe and hygienic manner.

Underpinning knowledge

The learner can:

1. Describe the process of cooking **food items** by stewing.
2. Identify the **purpose** of stewing.
3. Identify the **food items** which may be stewed.
4. Identify the **liquids** which may be used when stewing foods.
5. State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements.
6. Explain how time and temperature are determined by the item to be stewed.
7. List the **methods** used when stewing.
8. State the importance of using **associated techniques** to achieve the finished dish requirements.
9. Identify **suitable equipment** for stewing.
10. List the **quality points** to look for during selection of food items, preparation, cooking and finishing of dishes.

Range

Food items

Meat (beef, lamb, pork), poultry (chicken, turkey), vegetables, fruit.

Purpose

Tenderising, make digestible, make palatable, develop flavours, nutritional value.

Liquids

Stocks (fresh, convenience), stock syrups, wine, beer, cider, water, sauce.

Methods

Sealing, browning, cooking in a liquid to be thickened, cooking in a thickened liquid.

Associated techniques

Skimming sauces, straining, reduction.

Suitable

Safety, ease of use, efficiency, avoidance of contamination.

Equipment

Traditional, non traditional, appropriate size, type and material.

Quality points

Selection (freshness, appearance, smell, temperature).

During preparation (cut to specification, even size, trimmed, minimal waste).

During cooking (correct initial cooking processes (sealing, browning), volume of liquid, texture of food items, taste, appearance and degree of cooking, colour, flavour, temperature control, taste).

Finishing (colour, flavour, temperature, taste, appearance, consistency, seasoning, portion control, cleanliness of serving equipment, presentation and garnish, if required).

Unit 608 Prepare and cook food by stewing and braising

Outcome 2 Be able to prepare and cook food by braising

Assessment criteria

Practical skills

The learner can:

1. Check that **food items** and cooking **liquids** for braising are of the correct type, quantity and quality.
2. Select appropriate **equipment** for preparation and cooking of braised foods.
3. Prepare and cook **food items** according to dish specifications monitoring quality at all stages.
4. Demonstrate control of temperature throughout preparation, cooking and serving.
5. Finish and present the product in line with dish/customer requirements.
6. Work in a safe and hygienic manner.

Underpinning knowledge

The learner can:

1. Describe the process of cooking **food items** by braising.
2. Identify **the purpose** of braising.
3. Identify **the food items** which may be braised.
4. Identify **the liquids** which may be used when braising foods.
5. State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements.
6. Explain how time and temperature are determined by the item to be braised.
7. List the **methods** used when braising.
8. State the importance of **associated techniques** to achieve the finished dish requirements.
9. Identify **suitable equipment** for braising.
10. List **the quality points** to look for during selection of **food items**, preparation, cooking and finishing of dishes.

Range

Food items

Meat (beef, lamb, pork), vegetables, rice.

Purpose

Tenderising, make digestible, make palatable, develop flavours.

Liquids

Stocks (fresh, convenience), wine, beer, cider, water, sauce.

Methods

Sealing, browning, cooking in a liquid to be thickened, cooking in a sauce.

Associated techniques

Basting, straining, skimming sauces, reduction.

Suitable

Safety, ease of use, efficiency, avoidance of contamination.

Equipment

Traditional, appropriate size, type and material.

Quality points

Selection (freshness, appearance, smell, temperature).

During preparation (cut to specification, even size, trimmed, minimal waste).

During cooking (correct initial cooking processes (sealing, browning), volume of liquid, texture of food items, taste, appearance and degree of cooking, colour, flavour, temperature control, taste). Finished dish (colour, flavour, temperature, taste, appearance, consistency, seasoning, portion control, cleanliness of serving equipment, presentation and garnish, if required).

Unit 608 Prepare and cook food by stewing and braising

Notes for guidance

Traditional stewing and braising methods should be taught, however, current industry practice and non traditional methods may also be covered. Stewing equipment has been identified as traditional (saucepans, sauté pans, bratt pans) and non traditional (slow cookers and steamers).

Unit 609

Prepare and cook food by baking, roasting and grilling

Level:	SCQF 4
Credit value:	12
GLH:	120

Unit aim

The aim of this unit is to enable the learner to develop the skills and knowledge required to prepare and cook foods using the baking, roasting and grilling methods of cookery. Learners will need to ensure that the commodities chosen are suitable and of good quality and the tools and equipment are suitable for the task in hand. They need to be able to follow dish specifications and will begin to appreciate the aesthetic aspects of food preparation through the processes of finishing and presenting the products.

Having been introduced to the principles and practised the two methods, learners are encouraged to identify factors common to them both.

Note: as part of this unit, learners will be expected to apply the working methods they have learnt in units 620: Food safety in catering, 103: Health and safety awareness for hospitality and catering, 605: Introduction to kitchen equipment, and 606: Introduction to workplace skills.

Learning outcomes

There are three outcomes to this unit. The learner will:

1. Be able to prepare and cook food by baking
2. Be able to prepare and cook food by roasting
3. Be able to prepare and cook food by grilling

Guided learning hours

It is recommended that **120** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit has potential links to the SVQ in Hospitality Services at SCQF Level 4.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.

Assessment

This unit will be assessed by:

- assignments covering practical skills
- a written test covering underpinning knowledge.

Unit 609 **Prepare and cook food by baking, roasting and grilling**
Outcome 1 **Be able to prepare and cook food by baking**

Assessment criteria

Practical skills

The learner can:

1. Check that **food items** for baking are of the correct type, quantity and quality
2. Select appropriate **equipment** for preparing and baking foods
3. Prepare and cook **food items** according to dish specifications monitoring quality at all stages
4. Demonstrate control of time and temperature throughout preparation, cooking and serving
5. Finish and present the product in line with dish/customer requirements
6. Work in a safe and hygienic manner.

Underpinning knowledge

The learner can:

1. Describe the process of cooking **food items** by baking.
2. Identify the **purpose** of baking.
3. Identify the **food items** which may be baked.
4. State the importance of using **associated techniques** to achieve the finished dish requirements.
5. State the **points requiring consideration** when baking foods.
6. Describe the **methods** used when baking.
7. Identify **suitable equipment** for baking.
8. List the **quality points** to look for during selection of food items, preparation, cooking and finishing of dishes.

Range

Food items

Flour based products (sweet and savoury), milk and egg based products, fruit, vegetables, pre-prepared products.

Purpose

Tenderising, make digestible, make palatable, texture, develop flavours, nutritional value, make safe.

Associated techniques

Greasing, marking/scoring, loading, brushing, cooling, finishing, glazing, rolling, shaping, coating, cutting, resting, aeration, mixing.

Points requiring consideration

Shelf position, temperature, time, degree of cooking, humidity.

Methods

Placing food into a dry heated oven, placing food into a humid heated oven.

Suitable

Safety, ease of use, efficiency, avoidance of contamination.

Equipment

Ovens (pastry, general purpose, convection, steam injected, combination), small equipment and utensils.

Quality points

Selection (freshness, appearance, smell, temperature).

During preparation (cut to specification (if applicable), correct proportions/amounts of food items, prepared/mixed in line with dish specifications, even size, trimmed, minimal waste).

During cooking (temperature control, humidity (if applicable), texture, taste, appearance and degree of cooking, colour, flavour, taste).

Finishing (colour, flavour, texture, temperature, taste, appearance, portion control, cleanliness of serving equipment, saucing (if applicable), presentation and garnish/decoration, if required).

Unit 609 Prepared and cook food by baking, roasting and grilling

Outcome 2 Be able to prepare and cook food by roasting

Assessment criteria

Practical skills

The learner can:

1. Check that **food items** for roasting are of the correct type, quantity and quality
2. Select appropriate **equipment** for preparing and roasting foods
3. Prepare and cook **food items** according to dish specifications monitoring quality at all stages
4. Demonstrate control of time and temperature throughout preparation, cooking and serving
5. Finish and present the product in line with dish/customer requirements
6. Work in a safe and hygienic manner.

Underpinning knowledge

The learner can:

1. Describe the process of cooking **food items** by roasting.
2. Identify the **purpose** of roasting.
3. Identify the **food items** which may be roasted.
4. State the importance of using **associated techniques** to achieve the finished dish requirements.
5. Describe **associated products**.
6. State the **points requiring consideration** when roasting foods.
7. Describe the **methods** of roasting.
8. Identify **suitable equipment** to roast food.
9. List the **quality points** to look for during selection of food items, preparation, cooking and finishing of dishes.

Range

Food items

Meat (beef, lamb, pork) poultry (chicken, turkey), vegetables.

Purpose

Tenderising, make digestible, make palatable, enhance flavours, enhance colour, make safe, presentation.

Associated techniques

Stuffing (if required), trussing, tying, placing in roasting tray, basting, relaxing before carving.

Associated products

Gravy, accompaniments.

Points requiring consideration

Shelf position, temperature, time, degree of cooking, core temperature, size/weight of item.

Methods

Oven roasted, spit roasted.

Suitable

Safety, ease of use, efficiency, avoidance of contamination.

Equipment

Ovens (general purpose, convection, combination), spit, temperature probe, small equipment and utensils.

Quality points

Selection (freshness, appearance, smell, temperature).

During preparation (cut to specification (if applicable), even size, trimmed, minimal waste).

During cooking (temperature control, texture, taste, appearance and degree of cooking, colour, flavour, taste).

Finished dish (colour, flavour, temperature, taste, appearance, consistency, seasoning, carving, portion control, cleanliness of serving equipment, saucing, presentation and garnish, if required).

Unit 609

Prepare and cook food by baking, roasting and grilling

Outcome 3

Be able to prepare and cook food by grilling

Assessment criteria

Practical skills

The learner can:

1. Check that **food items** for grilling are of the correct type, quantity and quality
2. Select appropriate **equipment** for preparing and grilling foods
3. Prepare and cook **food items** according to dish specifications monitoring quality at all stages
4. Demonstrate control of time and temperature throughout preparation, cooking and serving
5. Finish and present the product in line with dish/customer requirements
6. Work in a safe and hygienic manner.

Underpinning knowledge

The learner can:

1. Describe the process of cooking **food items** by grilling
2. Identify the **purpose** of grilling
3. Identify the **food items** which may be grilled
4. State the importance of using **associated techniques** to achieve the finished dish requirements
5. Describe **associated products**
6. State the **points requiring consideration** when grilling foods
7. Describe the **methods** of grilling
8. Identify **suitable equipment** to grill food
9. List the **quality points** during selection of **food items**, preparation, cooking and finishing of dishes.

Range

Food items

Meat (beef, lamb, pork), poultry (chicken, turkey), vegetables, fish, ready made products.

Purpose

Tenderising, make digestible, make palatable, make safe, enhance flavour, enhance colour, nutritional value, presentation.

Associated techniques

Batting out, oiling/greasing, traying up, marinating, basting.

Associated products

Sauce, accompaniments.

Points requiring consideration

Shelf position (eg salamander), temperature, time, degree of cooking required (eg rare, medium, well cooked).

Methods

On bars over the heat source (true grill – charcoal, barbecue), on bars or racks under the heat source (salamander), between the heat source.

Suitable

Safety, ease of use, efficiency, avoidance of contamination.

Equipment

Grills (under-fire – eg charcoal, top heat – eg salamander, infra-red, between heated bars), small equipment and utensils (tongs, slices, palette knives, skewers).

Quality points

Selection (freshness, appearance, smell, temperature).

During preparation (cut to specification (if applicable), even size, trimmed, minimal waste).

During cooking (temperature control, texture of food items, taste, appearance and degree of cooking, colour, flavour, taste).

Finished dish (colour, flavour, temperature, taste, appearance, consistency, seasoning, portion control, cleanliness of serving equipment, sauce (if required) presentation and garnish, if required).

Unit 610

Prepare and cook food by deep frying and shallow frying

Level:	SCQF 4
Credit value:	5
GLH:	30

Unit aim

The aim of this unit is to enable learners to develop the skills and knowledge required to prepare and cook foods using the deep frying and shallow frying methods of cookery. Having been introduced to the principles and practised the two methods, learners are encouraged to identify factors common to them both.

Handling, finishing and presentation are included, in which learners begin to appreciate the aesthetic aspects of food preparation.

Note: as part of this unit, learners will be expected to apply the working methods they have learnt in units 620: Food safety in catering, 103: Health and safety awareness for hospitality and catering, 605: Introduction to kitchen equipment, and 606: Introduction to workplace skills.

Learning outcomes

There are two outcomes to this unit. The learner will:

1. Be able to prepare and cook food by deep frying
2. Be able to prepare and cook food by shallow frying

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit has potential links to the SVQ in Hospitality Services at SCQF Level 4.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.

Assessment

This unit will be assessed by:

- assignments covering practical skills
- a written test covering underpinning knowledge.

Unit 610 Prepare and cook food by deep frying and shallow frying

Outcome 1 Be able to prepare and cook food by deep frying

Assessment criteria

Practical skills

The learner can:

1. Check that **food items** and **frying mediums** for deep frying are of the correct type, quantity and quality.
2. Select appropriate **equipment** for preparing and deep frying foods.
3. Prepare and cook **food items** according to dish specifications monitoring quality at all stages.
4. Demonstrate control of time and temperature throughout preparation, cooking and serving.
5. Finish and present the product in line with dish/customer requirements.
6. Work in a safe and hygienic manner.

Underpinning knowledge

The learner can:

1. Describe the process of **cooking food items** by deep frying.
2. Identify the **purpose** of deep frying.
3. Identify the **food items** which may be deep fried.
4. Identify the **frying mediums** which may be used when deep frying foods.
5. State the importance of using **associated techniques** to achieve the finished dish requirements.
6. Describe **associated products** for deep frying.
7. State the **points requiring consideration** when deep frying.
8. List the **methods** used when deep frying.
9. Identify **suitable equipment** to deep fry food.
10. List **the quality points** to look for during selection of **food items**, preparation, cooking and finishing of dishes.

Range

Food items

Meat (beef, lamb, pork), poultry (chicken), vegetables, fish, fruit, flour based products (sweet and savoury), ready made products.

Purpose

Tenderising, make digestible, make palatable, make safe, enhance colour, enhance texture, enhance presentation, to protect.

Frying mediums

Oil, fat.

Associated techniques

Coating, filling, immersion with or without a frying basket, draining and drying, holding for service.

Associated products

Sauces, accompaniments.

Points requiring consideration

Thoroughly dry food in advance of frying, placing the food item into hot oil, size of the item, temperature, time.

Methods

Partial processing (eg blanching), complete processing.

Suitable

Safety, ease of use, efficiency, avoidance of contamination.

Equipment

Most appropriate size, type (thermostatically controlled, friture, pressure fryer), small equipment and utensils.

Quality points

Selection (freshness, appearance, smell, temperature).

During preparation (cut to specification (if applicable), even size, trimmed, sealed, coatings prepared/mixed in line with dish specifications, minimal waste).

During cooking (sufficient oil/fat, temperature and movement of the oil/fat, texture of food items, taste, appearance and degree of cooking, colour, flavour, temperature control, taste).

Finishing (colour, flavour, temperature, taste, appearance, consistency, seasoning, portion control, cleanliness of serving equipment, presentation and garnish, if required).

Unit 610

Prepare and cook food by deep frying and shallow frying

Outcome 2

Be able to prepare and cook food by shallow frying

Assessment criteria

Practical skills

The learner can:

1. Check that **food items** and **frying mediums** for shallow frying are of the correct type, quantity and quality.
2. Select appropriate **equipment** for preparing and shallow frying foods.
3. Prepare and cook **food items** according to dish specifications monitoring quality at all stages.
4. Demonstrate control of time and temperature throughout preparation, cooking and serving.
5. Finish and present the product in line with dish/customer requirements.
6. Work in a safe and hygienic manner.

Underpinning knowledge

The learner can:

1. Describe the process of cooking **food items** by shallow frying
2. Identify the **purpose** of shallow frying.
3. Identify the **food items** which may be shallow fried.
4. Identify the **frying mediums** which may be used when shallow frying foods.
5. State the importance of using the **associated techniques** to achieve the finished dish requirements.
- 6 Describe **associated products**.
- 7 State the **points requiring consideration** when shallow frying.
8. Describe the **methods** of shallow frying.
9. Identify **suitable equipment** to shallow fry food.
10. List **the quality points** to look for during selection of **food items** , preparation, cooking and finishing of dishes.

Range

Food items

Meat (beef, lamb, pork), poultry (chicken, turkey), vegetables, fish, eggs, fruit, flour based products.

(sweet and savoury), ready made products.

Purpose

Tenderising, make digestible, make palatable, make safe, enhance colour, enhance presentation, enhance texture, to protect.

Frying mediums

Oil, fat.

Associated techniques

Batting, coating, browning, tossing, turning, holding for service.

Associated products

Sauces, accompaniments.

Points requiring consideration

Thoroughly dry food before shallow frying, placing the food into hot oil, presentation side first, time, temperature.

Methods

Shallow fry (meunière), sauté (toss/jump), griddle, stir-fry.

Suitable

Safety, ease of use, efficiency, avoidance of contamination.

Equipment

Most appropriate size, type (shallow frying pan, sauté pan, bratt pan, special pans (omelette, wok, blinis/pancake, tava), griddle, small equipment and utensils.

Quality points

Selection (freshness, appearance, smell, temperature).

During preparation (cut to specification (if applicable), even size, trimmed, coatings prepared/mixed in line with dish specifications, minimal waste).

During cooking (quantity of oil/fat, temperature of the oil/fat, texture of commodities, taste, appearance and degree of cooking, colour, flavour, temperature control, taste).

Finished dish (colour, flavour, temperature, taste, appearance, consistency, seasoning, portion control, cleanliness of serving equipment, presentation and garnish, if required).

Level:	SCQF 4
Credit value:	4
GLH:	20

Unit aim

Pre-prepared foods are widely used in the catering industry and the process of regeneration is vital to maintain the quality of the product.

The aim of this unit is to enable the learner to develop practical skills, knowledge and understanding required in the process of the regeneration of pre-prepared foods. They will be able to; identify foods suitable for regeneration, determine the methods of regeneration by type and function, develop an awareness of the quality points and possible limitations of using regenerated foods. They will also need to ensure that the tools and equipment are suitable for the task in hand and are able to meet dish specifications maintaining quality at all stages.

Note: as part of this unit, learners will be expected to apply the working methods they have learnt in units 620: Food safety in catering, 103: Health and safety awareness for hospitality and catering, 605: Introduction to kitchen equipment, and 606: Introduction to workplace skills.

Learning outcomes

There are two outcomes to this unit. The learner will:

1. Be able to identify pre-prepared foods that can be regenerated
2. Be able to regenerate preprepared food

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit has potential links to the SVQ in Hospitality Services at SCQF Level 4.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.

Assessment

This unit will be assessed by:

- assignments covering practical skills
- a written test covering underpinning knowledge.

Unit 611

Regeneration of pre-prepared food

Outcome 1

Be able to identify pre-prepared foods that can be regenerated

Assessment criteria

Underpinning knowledge

The learner can:

1. List different **types** of regenerated foods.
2. State the **quality points** in pre-prepared foods for regeneration.
3. Describe the **differences** between regenerated pre-prepared foods from other food types.
4. Explain the **purpose** of regenerated pre-prepared foods in the food industry.
5. State the **possible limitations** of using regenerated pre-prepared foods.
6. Explain the potential **healthy eating** implications and **nutritional value and content** if consuming excessive amounts of regenerated pre-prepared foods.

Range

Food types

Dried, fresh, ready made, frozen, pre-prepared, canned.

Quality points

Freshness, condition, quantity, in-date, appearance, texture, smell, correct temperature, liquid content.

Differences

Nutritional value, quality, taste, cooking methods, service requirements, appearance, skill required, ready-cooked, equipment.

Purpose

Reduce costs, labour, equipment, ensure a consistent standard, meet consumer trends and demands, lifestyle.

Possible limitations

Adaptation of food type, cooking and finishing methods, use of equipment, use in industry, consumer, market, cost.

Healthy eating

Diet, calorific content, food allergies, heart disease, other related illnesses.

Nutritional value and content

Proteins, fats, carbohydrates, added sugars, vitamins, minerals, water, salts, preservatives, additives, enhancers.

Unit 611 Outcome 2

Regeneration of pre-prepared food Be able to regenerate pre-prepared food

Assessment criteria

Practical skills

The learner can:

1. **Select food types** of suitable quality for regeneration.
2. Select and use suitable **tools and equipment** to regenerate **different food types**
3. Demonstrate the correct **methods** to regenerate pre-prepared foods.
4. Prepare, cook or regenerate foods to meet dish specification, monitoring quality at all stages.
5. Demonstrate control of time and temperature throughout the regeneration process.
6. Finish and present regenerated products in line with dish/customer requirements
7. Work in a safe and hygienic manner.

Underpinning knowledge

The learner can:

1. State the correct **methods** for regenerating different pre-prepared foods
2. identify **the purpose** of regenerating pre-prepared foods
3. Identify **different food types** that may be regenerated
4. State the **suitable tools and equipment** and their use when regenerating foods
5. **List quality points** relevant to selection, preparation and regeneration of pre-prepared foods
6. Explain the use of any **associated products** when regenerating pre-prepared foods.

Range

Food types

Dried, fresh, ready made, frozen, pre-prepared, canned.

Methods

Re-heating, re-hydrating, cooking, defrosting.

Purpose

Make edible, enhance flavours, make safe, ensure a consistent standard.

Suitable

Safety, ease of use, efficiency, avoidance of contamination.

Tools and equipment

Most appropriate type, large or small equipment, specialist equipment, cooking and serving utensils.

Quality points

Selection (quantity, type, appearance smell, temperature freshness, condition, in-date, texture).

During regeneration (correct volume of liquid, temperature control, time, taste, consistency, appearance, correct method/s, core temperature).

Finishing (colour, flavour, temperature, appearance, consistency, texture, seasoning, portion size, cleanliness of serving equipment, presentation and garnish, if required).

Associated products

Sauces, accompaniments and garnishes.

Unit 612

Cold food preparation

Level:	SCQF 4
Credit value:	5
GLH:	20

Unit aim

The aim of this unit is to enable the learner to develop the necessary knowledge, understanding and skills required in preparing and presenting cold foods.

The skills required to prepare and present cold food are required in all sectors of the catering industry. Learners will be introduced to the techniques of preparing and presenting a range of cold food items ranging from simple sandwiches to complex cold buffets. There is an emphasis on the use of the correct tools and equipment particularly on the equipment required for presentation of cold foods and a focus on the art of presentation and how this can be crucial to business success.

It is recommended that learners should have been taught units 607 –610 prior to being taught this unit as they will need to apply many of the skills they have learnt in those units.

Learning outcomes

There are two outcomes to this unit. The learner will:

1. Be able to prepare cold food
2. Be able to present cold food

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)

This unit has potential links to the SVQ in Hospitality Services at SCQF Level 4.

Support of the unit by a sector or other appropriate body (if required)

This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism.

Assessment

This unit will be assessed by:

- assignments covering practical skills
- a written test covering underpinning knowledge.

Unit 612

Cold food preparation

Outcome 1

Be able to prepare cold food

Assessment criteria

Practical skills

The learner can:

1. Prepare a range of **hors d'oeuvres**
2. Prepare a range of **salads**
3. Prepare a range of **sandwiches**
4. Work in a safe and hygienic manner.

Underpinning knowledge

The learner can:

1. State the **meal occasions** when cold food may be presented
2. List the **types of food** used in cold food preparation
3. State the **quality points** when preparing cold food
4. Explain the term **hors d'oeuvre**
5. State examples of **salads** for cold food preparation
6. State types of **sandwiches** for cold food preparation.

Range

Hors d'oeuvres

A dish served as an appetizer before a main meal (eg melon cocktail, potted shrimps, pate/ terrine, vegetable a la grecque, egg mayonnaise).

Salads

Russian, coleslaw, mixed, rice, pasta, potato, Caesar.

Sandwiches

Open, closed, afternoon tea, speciality.

Meal occasions

Breakfast, lunch, afternoon tea, special receptions, dinner, snacks.

Types of food

Fruit (eg melon, grapefruit, avocado, orange).

Vegetables (potato, onion, fungi, cauliflower, carrots, sweet peppers, celery, cabbage).

Meat (ham, salami, beef, chicken, pate/terrine (convenience), raised pies (convenience)).

Fish (smoked -eg salmon, mackerel, trout), tinned (sardines, tuna), pickled (herrings), fresh/ frozen (prawns, salmon (pre cooked)), crab (pre-prepared).

Salad items (lettuce, cucumber, tomato, cress, radish, peppers).

Dairy (cheese, eggs).

Bread (wholemeal, white, wholegrain, speciality).

Quality points

Freshness, appearance, smell, temperature, cut to specification (if applicable), correct proportions/amounts of food items, prepared/mixed in line with dish specifications, even size, trimmed, minimal waste.

Unit 612 Outcome 2

Cold food preparation Be able to present cold food

Assessment criteria

Practical skills

The learner can:

1. Present a range of **hors d'oeuvres**
2. Present a range of **salads**
3. Present a range of **sandwiches**
4. Work in a safe and hygienic manner

Underpinning knowledge

The learner can:

1. Explain why the presentation of cold foods is important
2. Explain how the different **styles of service** will affect the presentation of cold food
3. Identify **suitable equipment** to present cold food
4. List the **techniques** used to present cold food
5. State the **quality points** when presenting cold food
6. State the **amount of time** cold products can be left ambient.

Range

Hors d'oeuvres

Eg melon cocktail, potted shrimps, pate/terrine, vegetable a la grecque, egg mayonnaise.

Salads

Russian, coleslaw, mixed, rice, pasta, potato, Caesar.

Sandwiches

Open, closed, afternoon tea, speciality.

Styles of service

Silver service, plate service, buffet service (finger, fork), take away.

Suitable

Safety, ease of use, efficiency, avoidance of contamination.

Equipment

Chilled display cabinet, silver salvers, shaped plates, bowls, packaging.

Techniques

Saucing, dressing, garnishing, portioning, labelling.

Quality points

Colours, flavour, texture, temperature, taste, appearance, portion control, cleanliness of serving equipment, saucing (if applicable), presentation and garnish if required.

Amount of time

4 hours.

Level:	SCQF 5
Credit value:	1
GLH value:	9

Unit aim

The aim of this unit is to provide learners with knowledge of the parameters of basic food safety practices as relevant to the catering industry. Achievement of the unit will enable learners to identify how to make changes to catering practices in order to improve the safety of the catering service as a whole.

This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.

Learning outcomes

There are four outcomes to this unit. The learner will:

1. Understand how individuals can take personal responsibility for food safety
2. Understand the importance of keeping him/herself clean and hygienic
3. Understand the importance of keeping the work areas clean and hygienic
4. Understand the importance of keeping food safe

Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Assessment

This unit will be assessed by:

- a paper-based short answer test covering underpinning knowledge

Unit 620

Food safety in catering

Outcome 1

Understand how individuals can take personal responsibility for food safety

Assessment criteria

Underpinning knowledge

The learner can:

1. Outline the **importance** of **food safety procedures**, **risk assessment**, **safe food handling** and **behaviour**.
2. Describe how to report **food safety hazards**.
3. Outline the **legal responsibilities** of food handlers and food business operators.

Range

Importance

Potential to harm people (customers, colleagues, any other people), legislative requirements (personal responsibilities), risk to business (legal action, reputation), risk to self (legal action).

Food safety procedures

Receiving deliveries (farm to fork), storage, preparation, holding of prepared food, sickness procedures (reporting), accident reporting, difference between detergents, disinfectants, sanitisers, sterilisation.

Risk assessment

Recognition of the likelihood of a hazard occurring.

Safe food handling

Use of 'best practice' in the handling of food, to ensure the production of safe food.

Behaviour

Behaviours relating to working with food – good level of personal hygiene; effect of poor personal hygiene on risk in food preparation (washing hands after coughing, sneezing, touching face, nose blowing, touching raw food waste products, cleaning materials, toilet breaks, smoking breaks); taking care over food; awareness of and reporting of unacceptable behaviours.

Food safety hazards

Physical, biological, chemical, allergenic.

Legal responsibilities

Food handlers – personal hygiene; illness (reporting, appropriate time away from food – 48 hours after last symptoms); understanding of food poisoning (anything which when ingested will cause harm); understanding of food hygiene (steps taken to prevent food poisoning).

Food business operators – appropriate food hygiene practices; requirement of food businesses to be registered with local authorities; compliance with EHO.

Unit 620 Food safety in catering

Outcome 2 Understand the importance of keeping him/herself clean and hygienic

Assessment criteria

Underpinning knowledge

The learner can:

1. Explain the **importance of personal hygiene** in food safety including its role in reducing the risk of contamination.
2. Describe effective personal hygiene **practices**, for example, **protective clothing, hand washing, personal illnesses, cuts and wounds**.

Range

Importance of personal hygiene

Prevention of the transmission of pathogenic bacteria (in particular, staphylococcus aureus) /objectionable matter from an individual into the food chain, routes and vehicles to avoid cross contamination

Practices

Protective clothing – use of appropriate clothing (own clothing not to be used in the food environment, work clothing not to be worn out of workplace, no external pockets, durable, fit for purpose, easy to clean, should cover all outdoor clothing, appropriate use of gloves, hair nets, light coloured clothing), not wearing jewellery, substances that can taint food (strong perfume, aftershave, deodorant, nail varnish), aware of appropriate behaviour in a food environments, short, clean nails, no nail biting, no smoking in the food environment, no smoking in work clothing, appropriate practice when dealing with contact dermatitis.

Hand washing

Transmission of bacteria, correct hand washing procedures and equipment (soap, water, drying facilities, brushes); importance of hand washing after handling of raw food; separate sink for hand washing.

Personal illnesses

Reporting of illnesses (diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upsets, suspected food poisoning); reporting close/prolonged contact with persons with the above symptoms, eg family members, friends.

Cuts and wounds

Reporting cuts and wounds; understanding the difference between septic cuts and wounds and uninfected cuts and wounds; appropriate use of detectible waterproof dressings (eg blue plasters).

Unit 620

Food safety in catering

Outcome 3

Understand the importance of keeping the work areas clean and hygienic

Assessment criteria

Underpinning knowledge

The learner can:

1. Explain how to keep the **work area and equipment** clean and tidy to include **cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal.**
2. State **how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning.**
3. Outline the **importance of pest control.**

Range

Work area and equipment

Food handling area and all equipment associated with it, hand touch points (eg door handles), food preparation surfaces.

Cleaning and disinfection methods

Work area – clean as you go; low risk and high risk areas in food preparation environments; work surfaces; correct cleaning procedures to prevent contamination; traditional stages of cleaning (pre-clean, main clean, rinse, disinfect, rinse, dry); ‘clean, rinse, sanitise’ method; double-sink washing up

(pre-clean, main clean using detergent, second sink to disinfect water above 82°C); single-use cloths

or colour-coded cloths.

Equipment– cleaning in place (static equipment eg beer lines, ice machines, dishwashers), move out and clean behind equipment which is easy to take apart.

Safe use and storage of cleaning chemicals and materials and waste disposal

Chemicals – COSHH; lockable storage away from foods (restricted access); storage in original containers; labelling; dilution; mixing of chemicals; manufacturers’ instructions; personal protective clothing (PPE); avoiding chemical contamination/cross-contamination (eg over-spray); appropriate cleaning and disposal of chemical spillages; safety data sheets.

Materials– appropriate storage areas away from food; avoiding prolonged soaking of materials; single use and colour-coded cloths.

Waste disposal – regular disposal; no over-night storage; use of bin bags; waste containers kept clean and in good condition; clean as you go; separating food and general waste eg glass policy; external waste storage (covered waste container, impervious surface, away from direct sunlight, kept clean and tidy to avoid odours and so as not to attract pests).

How work flow, work surfaces and equipment can reduce contamination risks and aid cleaning

Work flow– clear separation between low and high risk areas (dirty areas, eg storage and food preparation and cooking areas, clean areas, eg final preparation and service areas); good visibility. Work surfaces – smooth; impervious; non tainting; easily cleaned; no crevasses; resistant to corrosion; fit for purpose (eg for commercial use).

Equipment– easy to take apart; in good state of repair; installed as to allow adequate cleaning of surrounding areas; easily cleaned; impervious; non-tainting; resistant to corrosion; fit for purpose.

Importance of pest control

Legislative requirements; to avoid contamination (pathogenic bacteria, spoilage bacteria); to avoid spread of disease; loss of reputation and profit; to prevent drop in staff morale; to avoid damage; wastage of food.

Pests– rodents; cockroaches; insects; stored products insects; domestic pets; birds; wild cats.

Signs of pest infestation – droppings; smell; smear marks; pupae/egg cases; larvae; damaged/gnawed packaging and food spillages; infrastructure holes.

Assessment criteria

Underpinning knowledge

The learner can:

1. State the **sources and risks to food safety** from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards.
2. **Explain how to deal with food spoilage** including recognition, reporting and disposal
3. **Describe safe food handling practices and procedures** for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food.
4. Explain the **importance of temperature controls** when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food.
5. **Describe stock control procedures** including deliveries, storage, date marking and stock rotation.

Range

Sources and risks to food safety

High risk groups – pregnant, young, old, sick (those with a weakened immune system).

Microbial – pathogens (salmonella, staphylococcus aureus, clostridium perfringens, bacillus cereus, clostridium botulinum, e-coli); food-borne diseases (campylobacter enteritis, bacillary dysentery, typhoid/paratyphoid, listeria); spoilage organisms (moulds, yeasts); harmless organisms; viruses; toxins.

Chemical – cleaning chemicals/ materials; pesticides (eg rodenticides, insecticides).

Physical – mercury; plasters; equipment (nuts, bolts); bits of clothing or personal protective clothing (PPE); flaking paint; glass.

Allergenic – nuts; wheat; dairy; gluten; fish/shellfish; plants/fungi; green sprouting potatoes; any other potentially allergic food stuff/substance.

How to deal with food spoilage

Recognition – visual (mould, colour); smell; texture.

Reporting – to supervisor/line manager.

Disposal – clearly labelled ('Not for human consumption'); separated from general waste; disposed of away from food storage areas/kitchen.

Safe food handling practices and procedures/importance of temperature controls

To meet 'due diligence' criteria; EHO requirements.

Temperatures checked with a clean, sanitised probe; temperature logs for fridges and freezers and serving cabinets.

Danger zone for food = 5°C – 63°C, responsibility to ensure food is heated through danger zone as quickly as possible, or chilled through danger zone as quickly as possible.

Preparing – defrosting at bottom of fridge overnight, or in thawing cabinet (best practice); core temperature not to go above 8°C; held outside of correct storage temperature for as little time as possible.

Cooking – cooked to 75°C or higher unless this is detrimental to the quality of the food; cooking to appropriate temperature to kill spores.

Chilling – food must be chilled below 8°C within 90 minutes of cooking to avoid multiplication of bacteria (danger zone).

Reheating – best practice is to reheat above 75°C core temp for two minutes, reheat once only; best practice in Scotland is reheat above 82°C core temp for two minutes, reheat once only.

Holding – correct temperature (core temp of 8°C or lower for cold food, 63°C or higher for hot food).

Serving – served at appropriate temperature (cold = below 8°C, hot = above 63°C).

Transporting – transported in vehicle specifically designed for the purpose, and at the correct temperature (ie whether for frozen, chilled, cold or hot).

Stock control procedures

Deliveries – food should be probed for correct temperature at point of delivery, food should be stored within 15 minutes of receipt, checked against delivery note, check of use by/sell by dates, check of quality.

Storage – labelling (ie clarity of what commodity is), off floor, suitable dry conditions, pest proof, raw food stored separately (eg in separate fridges, or at the bottom of a fridge also containing cooked food to avoid drip contamination), correct temperature (best practice is to set fridges between 1°C and 5°C to ensure 8°C core temperature for chilled; -18°C core temp for frozen), dry goods may be stored at ambient temperature.

Date marking – labelling (ie storage date / use by date / best before date)

Stock rotation – effective stock rotation (FIFO – first in, first out).

Unit 620 Food safety in catering

Notes for guidance

The delivery of this unit should focus on current thinking with regards to food safety and the legal responsibilities of both the employer and employees in relation to food safety in the workplace. Learners need to have a broad understanding of the requirements of the Food Safety Act 1990 and the Food Hygiene Regulations 2006.

In order to ensure that course content remains current it is essential that the qualification is delivered by subject specific assessors/trainers with up to date knowledge, who maintain continuous professional development (CPD).

Appendix 1 Relationships to other qualifications

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a qualification may be similar in content to units on the SCQF which the candidate may have already undertaken and this may present opportunities for RPL.

Core Skills

Core Skills are a central part of the Scottish qualifications system and are mandatory for Modern Apprenticeship framework completion. In many cases, candidates undertaking the qualifications will already have a Core Skills Profile from previous qualifications, eg some Standard Grade and other National Qualifications allow Automatic Core Skills certification.

Appendix 2 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.

City & Guilds Centre Manual contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. 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
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

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

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.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Linking to this document from web pages

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

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www.cityandguilds.com

Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolmen
Invoices, Missing or late exam materials, Nominal
reports, Results

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late
exam materials, Incorrect exam papers, Forms request
(BB, results entry), Exam date and time change

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or exam
materials, Nominal roll reports

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical
problems, Entries, Results, e-assessment,
Navigation, User/menu option, Problems

E: walledgarden@cityandguilds.com

Employer

Employer solutions including, Employer Recognitio
Endorsement, Accreditation and Quality Mark,
Consultancy, Mapping and Specialist Training Delivery

E: business@cityandguilds.com

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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.

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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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