

Level 2 Award, Certificate and Diploma in Culinary Skills (7138-21, 22)

February 2023 Version 2.4



Qualification at a glance

| | |
|---------------------------------------|--|
| Subject area | Hospitality and catering |
| City & Guilds number | 7138 |
| Age group approved | All |
| Entry requirements | None |
| Assessment | By portfolio assignment/other |
| Fast track | Available |
| Support materials | Centre handbook Assessment pack Assessment answer pack |
| Registration and certification | Consult the Walled Garden/Online Catalogue for last dates |

| Title and level | City & Guilds number | Accreditation number |
|--|---------------------------------|-----------------------------|
| Level 2 Certificate in Culinary Skills | 7138-21 | 601/0604/9 |
| Level 2 Diploma in Culinary Skills | 7138-22 | 601/0711/X |

| Version and date | Change detail | Section |
|-------------------------|---|--|
| 2.0 April 2014 | Age range amended. | Centre requirements |
| 2.1 August 2015 | Updated section about Assessors and Internal Quality Assurers | Centre requirements |
| 2.2 September 2017 | Added TQT details Deleted QCF | Qualification at a glance and Structure Throughout |
| 2.3 April 2021 | Remove all reference to 7138-20 Level 2 Award in Culinary Skills 601/0990/7 | Title and Qualification at a glance Centre requirements |
| 2.4 February 2023 | Unit 202 - updated range for 'allergenic' | Units |



Contents

| | | |
|-------------------|--|-----------|
| 1 | Introduction | 4 |
| | Structure | 5 |
| 2 | Centre requirements | 8 |
| | Approval | 8 |
| | Resource requirements | 9 |
| | Learner entry requirements | 10 |
| 3 | Delivering the qualification | 11 |
| | Initial assessment and induction | 11 |
| | Support materials | 11 |
| | Recording documents | 11 |
| 4 | Assessment | 12 |
| | Assessment strategy | 15 |
| 5 | Units | 16 |
| Unit 202 | Food safety in catering | 17 |
| Unit 702 | Developing skills for employment in the catering and hospitality industry | 24 |
| Unit 703 | Health and safety in catering and hospitality | 29 |
| Unit 704 | Healthier food and special diets | 39 |
| Unit 705 | Catering operations, costs and menu planning | 43 |
| Unit 707 | Prepare and cook stocks, soups and sauces | 48 |
| Unit 708 | Prepare and cook fruit and vegetables | 52 |
| Unit 709 | Prepare and cook meat and offal | 57 |
| Unit 710 | Prepare and cook poultry | 62 |
| Unit 711 | Prepare and cook fish and shellfish | 66 |
| Unit 712 | Prepare and cook rice, pasta, grains and egg dishes | 72 |
| Unit 713 | Produce hot and cold desserts and puddings | 79 |
| Unit 714 | Produce paste products | 83 |
| Unit 715 | Produce biscuit, cake and sponge products | 86 |
| Unit 716 | Produce fermented dough products | 89 |
| Appendix 1 | Relationships to other qualifications | 92 |
| Appendix 2 | Sources of general information | 93 |



1 Introduction

This document tells you what you need to do to deliver the qualifications:

| Area | Description |
|---|--|
| Who are the qualifications for? | They are for learners who work or want to work as professional chefs in the catering and hospitality sector |
| What do the qualifications cover? | They allow learners to learn, develop and practise the skills required for employment and/or career progression in the catering and hospitality sector |
| What opportunities for progression are there? | They allow learners to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 3 Diploma in Advanced Professional Cookery (7100) (Kitchen and Larder)• Level 3 Diploma in Hospitality Supervision and Leadership(7250) |

Structure

To achieve the **Level 2 Certificate in Culinary Skills**, learners must achieve **14** credits from the optional units available below.

| Unit accreditation number | City & Guilds unit number | Unit title | Credit value | Unit Level |
|---------------------------|---------------------------|---|--------------|------------|
| Optional | | | | |
| H/502/0132 | Unit 202 | Food safety in catering | 1 | 2 |
| M/505/2887 | Unit 702 | Developing skills for employment in the catering and hospitality industry | 5 | 2 |
| H/500/8935 | Unit 703 | Health and safety in catering and hospitality | 3 | 2 |
| K/500/8936 | Unit 704 | Healthier food and special diets | 1 | 2 |
| A/601/2130 | Unit 705 | Catering operations, costs and menu planning | 6 | 2 |
| M/601/2139 | Unit 707 | Prepare and cook stocks, soups and sauces | 6 | 2 |
| M/601/2142 | Unit 708 | Prepare and cook fruit and vegetables | 6 | 2 |
| A/601/2144 | Unit 709 | Prepare and cook meat and offal | 8 | 2 |
| Y/601/2152 | Unit 710 | Prepare and cook poultry | 5 | 2 |
| F/601/2159 | Unit 711 | Prepare and cook fish and shellfish | 5 | 2 |
| J/601/2163 | Unit 712 | Prepare and cook rice, pasta, grains and egg dishes | 6 | 2 |
| L/601/6506 | Unit 713 | Produce hot and cold desserts and puddings | 3 | 2 |
| Y/601/6508 | Unit 714 | Produce paste products | 3 | 2 |

| | | | | |
|------------|----------|---|---|---|
| A/601/6503 | Unit 715 | Produce biscuit, cake and sponge products | 4 | 2 |
| J/601/6505 | Unit 716 | Produce fermented dough products | 4 | 2 |

To achieve the **Level 2 Diploma in Culinary Skills**, learners must achieve a total of **46** credits. 36 credits from the mandatory units and a minimum of 10 credits from the optional units.

| Unit accreditation number | City & Guilds unit number | Unit title | Credit value | Unit Level |
|---------------------------|---------------------------|---|--------------|------------|
| Mandatory | | | | |
| M/601/2139 | Unit 707 | Prepare and cook stocks, soups and sauces | 6 | 2 |
| M/601/2142 | Unit 708 | Prepare and cook fruit and vegetables | 6 | 2 |
| A/601/2144 | Unit 709 | Prepare and cook meat and offal | 8 | 2 |
| Y/601/2152 | Unit 710 | Prepare and cook poultry | 5 | 2 |
| F/601/2159 | Unit 711 | Prepare and cook fish and shellfish | 5 | 2 |
| J/601/2163 | Unit 712 | Prepare and cook rice, pasta, grains and egg dishes | 6 | 2 |
| Optional | | | | |
| H/502/0132 | Unit 202 | Food safety in catering | 1 | 2 |
| M/505/2887 | Unit 702 | Developing skills for employment in the catering and hospitality industry | 5 | 2 |
| H/500/8935 | Unit 703 | Health and safety in catering and hospitality | 3 | 2 |
| K/500/8936 | Unit 704 | Healthier food and special diets | 1 | 2 |

| | | | | |
|------------|----------|--|---|---|
| A/601/2130 | Unit 705 | Catering operations, costs and menu planning | 6 | 2 |
| L/601/6506 | Unit 713 | Produce hot and cold desserts and puddings | 3 | 2 |
| Y/601/6508 | Unit 714 | Produce paste products | 3 | 2 |
| A/601/6503 | Unit 715 | Produce biscuit, cake and sponge products | 4 | 2 |
| J/601/6505 | Unit 716 | Produce fermented dough products | 4 | 2 |

Total Qualification Time

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

| Title and level | GLH | TQT |
|--|-----|-----|
| Level 2 Certificate in Culinary Skills | 62 | 140 |
| Level 2 Diploma in Culinary Skills | 298 | 460 |



2 Centre requirements

Approval

If your Centre is approved to offer the qualification Level 2 Diploma in Professional Cookery (7100-82) you will be given automatic approval for the new Level 2 Certificate in Culinary Skills (7138-21) and Level 2 Diploma in Culinary Skills.

All new centres need to go through the Qualification Approval Process.

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

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 learners 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 learners 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 learners 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 learners. 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 learners covering a broad range of establishments from the industry.

In these units, learners 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 learners should first achieve the learning outcomes for Units 202, 703, and 705 before undertaking practical assessments.

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

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, learners will need to have sufficient space to work efficiently, hygienically and in a safe manner. Please note, if a learner 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.

Centre staffing

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

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing

- have credible experience of providing training.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot 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 catering and hospitality industry.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualification[s] successfully.

Age restrictions

This qualification is not approved for use by learners under the age of 14, and City & Guilds cannot accept any registrations for learners in this age group.



3 Delivering the qualification

Initial assessment and induction

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

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this [these] qualification[s]:

| Description | How to access |
|------------------------------------|--|
| Assessment pack for centres | www.cityandguilds.com |
| Assessment answer pack for centres | www.cityandguilds.com |

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.



4 Assessment

City & Guilds has written the following assessments to use with this qualification:

- online multiple choice tests, using E-volve
- assignments,

| Unit | Title | Assessment method | Where to obtain assessment materials |
|-------------|---|---|---|
| 202 | Food safety in catering | <p>City & Guilds E-volve multiple choice test.</p> <p>The test covers all of the knowledge in the unit.</p> | <p>N/A</p> <p>Examinations provided on E-volve.</p> <p>Paper-based version</p> <p>Assessment pack</p> |
| 701 | Developing skills for employment in the catering and hospitality industry | <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.</p> | <p>www.cityandguilds.com</p> |
| 703 | Health and safety in catering and hospitality | <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.</p> | <p>www.cityandguilds.com</p> |
| 704 | Healthier food and special diets | <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out.</p> | <p>www.cityandguilds.com</p> |

| Unit | Title | Assessment method | Where to obtain assessment materials |
|-------------|---|--|--|
| 705 | Catering operations, costs and menu planning | The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure it is properly carried out. | www.cityandguilds.com |
| 707 | Prepare and cook stocks, soups and sauces | Individual practical tasks and two assessments. Collectively the above practical assessments will cover all the activities in the outcomes, as well as sampling the underpinning knowledge to verify coverage of the units. | www.cityandguilds.com |
| 708 | Prepare and cook fruit and vegetables | | |
| 709 | Prepare and cook meat and offal | | |
| 710 | Prepare and cook poultry | They are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds to make sure they are properly carried out. | |
| 711 | Prepare and cook fish and shellfish | | |
| 712 | Prepare and cook rice, pasta, grains and egg dishes | | |
| 713 | Produce hot and cold desserts and puddings | | |
| 714 | Produce paste products | | |
| 715 | Produce biscuit, cake and sponge products | | |
| 716 | Produce fermented dough products | | |

Time constraints

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

- Learners must be assessed within a realistic time limit.
- All assignments must be completed and assessed within the learner's period of registration. Centres should advise learners of any internal timescales for completion and marking of individual assignments.

Assessment strategy

Test specifications

Test specifications for the assignments can be found in the assessment pack. The below test specification is for E-volve test for unit 202 Food Safety in Catering.

Test 1: Unit 202 Food Safety in Catering

Duration: 1 hour

| Unit | Outcome | Weightings% |
|------|---|-------------|
| 202 | 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 |

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is also sector specific.



5 Units

Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

| | |
|--|---|
| UAN: | H/502/0132 |
| Level: | 2 |
| Credit value: | 1 |
| GLH: | 9 |
| Relationship to NOS: | |
| Endorsement by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism. |
| Aim: | <p>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 at level 2 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.</p> <p>This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.</p> |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> 1. understand how individuals can take personal responsibility for food safety. |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> 1.1 outline the importance of food safety procedures, risk assessment, safe food handling and behaviour 1.2 describe how to report food safety hazards 1.3 outline the legal responsibilities of food handlers and food business operators. |

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| Range |
| <p>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).</p> <p>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.</p> <p>Risk assessment Recognition of the likelihood of a hazard occurring.</p> <p>Safe food handling Use of 'best practice' in the handling of food, to ensure the production of safe food.</p> <p>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.</p> <p>Food safety hazards Physical, biological, chemical, allergenic.</p> <p>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.</p> |

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| Learning outcome |
| <p>The learner will:</p> <p>2. understand the importance of keeping him/herself clean and hygienic.</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>2.1 explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination</p> |

2.2 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).

Learning outcome

The learner will:

3. understand the importance of keeping the work areas clean and hygienic.

Assessment criteria

The learner can:

3.1 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**

- 3.2 state **how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning**
- 3.3 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

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|---|
| <p>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.</p> <p>Pests – rodents; cockroaches; insects; stored products insects; domestic pets; birds; wild cats.</p> <p>Signs of pest infestation – droppings; smell; smear marks; pupae/egg cases; larvae; damaged/gnawed packaging and food spillages; infrastructure holes.</p> |
| <p>Learning outcome</p> |
| <p>The learner will:</p> <p>4. understand the importance of keeping food safe.</p> |
| <p>Assessment criteria</p> |
| <p>The learner can:</p> <p>4.1 state the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards</p> <p>4.2 explain how to deal with food spoilage including recognition, reporting and disposal</p> <p>4.3 describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.4 explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.5 describe stock control procedures including deliveries, storage, date marking and stock rotation.</p> |

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| <p>Range</p> <p>Sources and risks to food safety</p> <p>High risk groups – pregnant, young, old, sick (those with a weakened immune system).</p> <p>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.</p> <p>Chemical – cleaning chemicals/materials; pesticides (eg rodenticides, insecticides).</p> <p>Physical – mercury; plasters; equipment (nuts, bolts); bits of clothing or personal protective clothing (PPE); flaking paint; glass.</p> <p>Allergenic – nuts; wheat; dairy; gluten; fish/shellfish; plants/fungi; green sprouting potatoes; celery; cereals containing gluten; crustaceans; eggs; fish; lupin; milk; molluscs; mustard; nuts; peanuts; sesame seeds; soya; sulphur dioxide and any other potentially allergic food stuff/substance.</p> <p>How to deal with food spoilage</p> <p>Recognition – visual (mould, colour); smell; texture.</p> <p>Reporting – to supervisor/line manager.</p> |
|---|

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 202 Food safety in catering

Supporting information

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).

Unit 702

Developing skills for employment in the catering and hospitality industry

| | |
|--|--|
| UAN: | M/505/2887 |
| Level: | 2 |
| Credit value: | 5 |
| GLH: | 30 |
| Relationship to NOS: | This unit has potential links to the NVQ Diploma in Hospitality units 104 (1GEN4), 201 (2GEN1) |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism. |
| Aim: | The aim of this unit is to enable the learner to develop the knowledge and understanding to apply the personal skills required within the workplace in the catering and hospitality industry. A high level of interpersonal skills is required of those working in this industry which must be maintained when working under pressure. In this unit learners will explore what is an acceptable personal image and the types of behaviours associated with professionalism in the industry. They will practise communication and team working. |

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| Learning outcome |
| The learner will: 1. understand the catering and hospitality industry. |
| Assessment criteria |
| The learner can: 1.1 describe the key influences on the catering and hospitality industry 1.2 describe scope and size of the catering and hospitality industry 1.3 explain the importance of the industry to the national economy |

- 1.4 use **sources of information** about the catering and hospitality industry
- 1.5 describe the **functions of professional associations**
- 1.6 identify the **legal requirements** to work within the catering and hospitality industry.

Range

Key influences

Social trends, cultural, consumer spending, inflation, regulation, legislation, tourism, culinary achievers, media.

Scope

Regional, national, multi national, international, global, SME, partnership, independent, franchise, limited companies, PLC.

Size

Workforce, number of establishment's, total turnover.

Importance

Employment provision, contribution to GDP and taxation.

Sources of information

Websites, sector skills reports, professional association reports, company reports, government reports.

Functions

Promoting industry, providing members with information, providing professional membership, providing competitions, providing demonstration excellence, providing advocacy for the profession.

Professional associations

Regional, national, international.

Legal requirements

Age restrictions, qualifications, health check, visa (if required), working time directive.

Learning outcome

The learner will:

- 2. be able to maintain personal appearance and manage time.

Assessment criteria

The learner can:

- 2.1 state the **importance of maintaining personal hygiene and a professional appearance**
- 2.2 describe how to maintain **personal hygiene** and a **professional appearance**
- 2.3 maintain **personal hygiene** and a **professional appearance**
- 2.4 state the importance of time management

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| 2.5 describe how to manage time |
| 2.6 manage time to meet deadlines and targets. |

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| Range |
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| Importance of maintaining personal hygiene and a professional appearance |
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| Protection of self, others, food and hygiene, compliance with legislation, professional image. |
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| Personal hygiene |
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| Care of hair, teeth, nails, feet, jewellery, appropriate use of cosmetics. |
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| Poor practice: smoking, chewing, irregular or incorrect hand washing, eating and drinking within food preparation and cooking area, washing uniform outside the premises. |
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| Professional appearance |
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| 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. |
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| Learning outcome |
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| The learner will: |
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| 3. be able to produce a plan to develop skills. |
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| Assessment criteria |
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| The learner can: |
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| 3.1 describe the purpose of a personal development plan |
| 3.2 describe how development plans are produced |
| 3.3 evaluate current skills against job aims |
| 3.4 identify an opportunity to develop a skill |
| 3.5 set and work towards targets |
| 3.6 record skills developed and areas for further improvement |
| 3.7 explain the importance of feedback . |

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| Range |
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| Purpose of a personal development plan |
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| Targets (long and short term, records, timescales, reviewing progress. |
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| How development plans are produced |
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| Using self evaluation, feedback from line manager and colleagues, review. |
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| Skills |
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| Communication, teamwork, problem solving, technical, planning and organisation, time management, numeracy and literacy. |
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Importance of feedback

To evaluate performance, to improve own performance.

Learning outcome

The learner will:

4. be able to prepare for a job application.

Assessment criteria

The learner can:

- 4.1 produce a Curriculum Vitae and covering letter
- 4.2 identify a variety of **interview skills**
- 4.3 state the purpose of a Curriculum Vitae and the information to be included
- 4.4 explain the purpose of a covering letter and its importance
- 4.5 state the importance of professional presentation and quality of content.

Range**Interview skills**

Time management, responding to questioning, skills assessment, self analysis, communication skills, research company and job role.

Unit 702 Developing skills for employment in the catering and hospitality industry

Supporting information

Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Guidance

This unit should be delivered in two parts. The first part is concerned with knowledge of the hospitality and catering sector highlighting its importance to the national economy.

Unit 703

Health and safety in catering and hospitality

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| UAN: | H/500/8935 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 12 |
| Relationship to NOS: | This unit has potential links to the NVQ Diploma in Hospitality unit 101 (1GEN1). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism. |
| Aim: | <p>This unit will provide learners with an understanding of the requirements and benefits of health and safety legislation. Health & safety at work issues have become increasingly important over the last few years and the catering and hospitality industry is no exception.</p> <p>This unit will provide learners with a basic level of understanding of the health & safety roles and responsibilities of individuals working in catering and hospitality and of the practical implementation of these responsibilities. Learners will develop an understanding of the requirements and benefits of health and safety legislation and will gain an appreciation of the legal responsibilities involved in their own health & safety as well as the health & safety of other people including colleagues and customers. Learners should be aware of the powers of enforcement officers and action available to them in the event of non-compliance. They also need to understand the potential benefit/cost of health and safety practices.</p> <p>The unit is also concerned with common hazards and risks. The concept of a hazard and its associated risk is introduced and learners then progress to identifying common hazards and associated risks and</p> |

the steps involved in the risk assessment process.

The unit outlines procedures to be followed in the event of accidents and emergencies and highlights the importance of reporting and recording procedures. Learners are also introduced to the functions of personal protective clothing (PPE) and the types of safety signs.

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| Learning outcome |
| The learner will: 1. understand the importance of health and safety in the catering and hospitality industry. |
| Assessment criteria |
| The learner can: 1.1 identify the groups who have responsibilities in current legislation 1.2 identify the legal responsibilities of employers and employees 1.3 discuss the power of enforcement officers 1.4 identify the action available to the enforcement officers in the event of non-compliance 1.5 state regulations covering specific safety issues 1.6 identify common causes of ill health and accidents 1.7 list the potential costs of non-compliant health and safety practices 1.8 list the potential benefits of compliant health and safety practices. |

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| Range |
| Groups Employers, employees, people in control of work premises, self-employed, designers, manufacturers and suppliers, local authorities, health and safety executive, local authorities/councils (enforcement officers, environmental health officers, health and safety inspectors). |
| Legal responsibilities Employers: Provide and maintain equipment and a workplace which is safe and healthy, 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, co-operate with their employer. |
| Power Enter the premises at all reasonable times, investigate the premises, check, dismantle and remove equipment, collect a sample of food and |

take photos, inspect the records, ask questions, seize and destroy articles.

Action

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

Regulations

Manual handling operations, personal protective equipment (PPE), fire precautions (workplace), provisions and use of work equipment, control of substances hazardous to health.

Common causes

Occupational (chemicals and harmful substances), equipment, working methods such as lifting, carrying and handling

Environmental (lighting and ventilation, temperature, flooring (eg type, wet, damaged)

Human (carelessness, inexperience, lack of training, lack of attention).

Potential costs

Accidents, illnesses, stress, damaged reputation, increased sick leave and staff turnover, prosecution, fines, compensation claims, legal costs.

Potential benefits

Reduction in accidents and ill-health, healthy, happy and motivated workers, enhanced reputation, increased productivity, improved profitability.

Learning outcome

The learner will:

- 2. be able to identify hazards in the catering and hospitality workplace.

Assessment criteria

The learner can:

- 2.1 list **causes** of slips, trips and falls in the workplace
- 2.2 state the steps to **minimise the risk** of slips, trips and falls
- 2.3 identify the **main injuries from manual handling**
- 2.4 state **ways to reduce the risk of injury** from lifting, carrying and handling
- 2.5 identify the **correct lifting procedure**
- 2.6 identify **ways machinery/equipment can cause injuries**
- 2.7 list **control measures** to avoid accidents from machinery/equipment
- 2.8 state **types of hazardous substances**
- 2.9 list **control methods** for hazardous substances to prevent exposure and protection of employees
- 2.10 indicate the **main causes of fire and explosions**

- 2.11 state how **elements** of the fire triangle can be used to extinguish a fire
- 2.12 identify **dangers** associated with electricity
- 2.13 identify the **measures to prevent electricity dangers**
- 2.14 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 rules, not wearing the correct PPE, physical/mental state.

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 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.

Correct lifting procedure

Planning and preparation (plan the lift and route, assess the weight, size and temperature of 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

Training in the use of equipment, personal protective equipment (PPE), Safe working procedures, report faults.

Types of hazardous substances

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

Control methods

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| <p>Training in the use of hazardous substances, personal protective equipment (PPE), safe working procedures.</p> <p>Main causes of fire and explosions Electricity, electrical fault, gas leak, build up of gas, smoking, hot liquid/substances, tools or equipment with a naked flame.</p> <p>Elements Fuel (remove the source of fuel), oxygen (restrict the supply of oxygen by smothering), heat (remove the heat).</p> <p>Dangers Electric shock, burns, fire, death.</p> <p>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.</p> <p>Methods Raise the alarm, switch off power, if possible, call for help (first aid, emergency services), follow legal requirements.</p> |
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| Learning outcome |
| The learner will: 3. understand how to control hazards in the workplace. |
| Assessment criteria |
| The learner can: 3.1 define the term ' hazard ' 3.2 define the term ' risk ' 3.3 list the steps in the risk assessment process 3.4 identify the benefits of risk assessment 3.5 state the control measures to reduce risk 3.6 state the reasons for reporting accidents 3.7 explain the legal requirement for accident reporting 3.8 outline the information to be recorded in the accident book 3.9 state the functions of PPE 3.10 state the employers' and employees' responsibilities regarding provision use, care and maintenance of PPE 3.11 state how the main types of safety signs can be identified. |

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| <p>Range</p> |
| <p>Hazard Anything having potential to cause harm.</p> |
| <p>Risk Likelihood of hazard causing actual harm.</p> |
| <p>Steps Identify all hazards, identify who is at risk, evaluate risks, implement control measures, record the assessment, review.</p> |
| <p>Benefits Thorough evaluation of all significant hazards which prevent accidents and ill health, prioritise action which improves operational efficiency and financial savings, confidence in health and safety measures, legal compliance.</p> |
| <p>Control measures Remove or eliminate hazards, separate or isolate worker from hazards, develop and use safe systems of work, training, instruction and supervision of workers, provide personal protection to minimise risk.</p> |
| <p>Reasons Investigation to assess risks, analysis to determine the reasons, prevention to reduce risks.</p> |
| <p>Legal requirements Employee's responsibility (report all accidents to management), employer's responsibility (keeping records, maintaining accident book or report form, reporting certain accidents to HSE/local authority).</p> |
| <p>Information Date, time, name, brief description of accident, witnesses, action taken by whom, result.</p> |
| <p>The functions of PPE Protect the individual and control health hazards (eg gloves to protect hands or goggles when using hazardous substances).</p> |
| <p>Employers' and employees' responsibilities Employers' responsibility PPE (eg gloves when washing pots and pans, masks and goggles when cleaning stoves and ovens), staff changing and storage facilities. Employees' responsibility, comply with the policy of wearing PPE when necessary, report any defects in the PPE to the employer).</p> |
| <p>Main types of safety signs Prohibition signs – red (eg no mobile phones).</p> |

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).
Safe signs – green (eg First Aid).

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| Learning outcome |
| The learner will: 4. understand how to maintain a healthy and safe workplace. |
| Assessment criteria |
| The learner can: 4.1 briefly describe the sources of information which can assist in developing health and safety systems in the workplace 4.2 identify the features in the food preparation area which will affect safe working practices 4.3 identify the welfare facilities required for the staff in catering and hospitality operations 4.4 define incident reporting 4.5 outline the procedure to be followed when an incident is reported 4.6 identify situations where emergency procedures must be followed 4.7 state the emergency procedure in the event of a serious accident/incident. |

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| Range |
| Sources of information Acts of Parliament (statutory regulations, European Union directives, Health and Safety Executive), local authorities/councils (enforcement officers, environmental health officers, health and safety inspectors). |
| Features in the food preparation area Design, layout, space and workflow, structure (floors, stairs, doors and windows), services (ventilation, heating, air-conditioning, lighting), maintenance and housekeeping. |
| Welfare facilities Toilets, washing facilities, changing and PPE storage facilities, rest facilities, drinking water. |
| Incident reporting Reporting of verbal abuse, threats or assault which could lead to a serious hazardous situation. |
| Procedure to be followed The incident should be recorded, investigated, risk-assessed, control measures introduced, reviewed. |

Situations

Accident/incident resulting in serious injury or even death, fire, explosion.

Emergency procedure

Move the casualty from danger zone (if possible), seek help from competent first aider, contact emergency services, seek medical assistance urgently.

Unit 703 Health and safety in catering and hospitality

Supporting information

Notes for guidance

It would be useful to deliver this unit in four parts. The first outcome would focus on the importance of health and safety in the catering and hospitality industry including the legal responsibilities of employers and employees. The learners should be aware of the powers of enforcement officers and action available to them in the event of non-compliance. They also need to understand the potential benefit/cost of health and safety practices.

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 the 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 outcome looks at the hazards and risk assessment in the workplace. The learners also need to know the steps involved in the risk assessment process and its benefits. In addition, the learners must be aware of accident procedures, the functions of PPE and the types of safety signs.

The final outcome is concerned with the awareness of maintaining a healthy and safe workplace and the procedures for reporting accidents and emergencies.

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

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| UAN: | K/500/8936 |
| Level: | 2 |
| Credit value: | 1 |
| GLH: | 7 |
| Relationship to NOS: | This unit has potential links to the NVQ Diploma in Hospitality unit 296 (2PR17). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism. |
| Aim: | <p>The aim of this unit is to enable the learner to develop knowledge and understanding of the importance of good health and the principles of a balanced diet and to apply best practice in the preparation, cooking and serving of dishes, to ensure that changes in nutritional value are minimised.</p> <p>There is also an emphasis in this unit on special diets and their causes and effects on individuals. Best practice in the preparation, cooking and serving of special diets is encouraged whilst developing an awareness of the responsibility of food providers to inform customers of the content of products or dishes.</p> |

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| Learning outcome |
| The learner will: |
| 1. understand the principle of balanced diets. |
| Assessment criteria |
| The learner can: |
| 1.1 outline current government nutritional guidelines for a healthy diet |
| 1.2 state the sources of essential nutrients |
| 1.3 describe the impact of diet on health |
| 1.4 describe catering practices that help maintain the nutritional value of food. |

Range**Government nutritional guidelines**

These are subject to change, however, the following sources are currently available:

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

Sources

Food items – Bread and other cereals, Fruit and vegetables, Dairy products, meat, fish, pulses, foods containing fat, foods containing sugar.

Essential nutrients

Carbohydrates, starches, fibre, protein, fat (including fatty acids), vitamins A, B, C, D, E, folic acid, calcium, iron.

Impact

Negative:

Heart disease, strokes, obesity, diabetes, malnutrition, tooth decay, high blood pressure.

Positive:

Lower cholesterol, reduce the risk of heart disease and obesity.

Catering practices

Preparation (eg trimming fat); use of healthier cooking methods (eg use of alternatives to fats and oils, or cooking methods that do not require the use of fats and oils, such as, steaming instead of boiling to preserve vitamins, grilling instead of frying); service minimal holding times.

Learning outcome

The learner will:

2. understand how to plan and provide special diets.

Assessment criteria

The learner can:

- 2.1 outline the main features of **special diets**
- 2.2 describe the **impact** of special diets on health
- 2.3 describe **catering practices** to be considered when planning and providing meals for those on **special diets**.

Range**Special diets**

Vegetarian, vegan, religious/cultural (kosher, halal), medically related, allergies and intolerance, life stages (eg Children, expectant mothers, and elderly).

Impact

Negative:

Lack of nutrients, rickets, anaemia, insomnia, irritability, hair loss, poor appetite.

Positive:

Lower cholesterol, reduced risk of heart disease and obesity.

Catering practices

Interpreting information on labels, adjusting menus and recipes, substitution of ingredients, separation of food items and equipment, clear labelling of food, communication with staff and customers, providing a balanced healthy diet.

Unit 704 Healthier food and special diets

Supporting information

Notes for guidance

Learners working towards this unit at Level 2 are likely to have some knowledge about the importance of healthy eating. They will be familiar with the importance and functions of various nutrients, food groups and sources of nutrients. The teaching of this unit is to broaden the coverage including the importance of good health and the features of balanced and special diets. The focus will also be on the depth of learning to encompass the changes in nutrient value of food resulting from different cooking methods.

This unit should be delivered in two parts.

The emphasis of the first outcome should be on developing an understanding of the importance of good health and the principles of a balanced diet. In addition, learners should develop an awareness of the sources of various nutrients and their importance in planning balanced diets and the nutritional needs of various groups of people. The impact of food preparation, cooking and service on the different nutrients of food should also be highlighted to learners.

The focus of the second outcome should be on understanding the various types of special diet, their causes and effects and the main features of each. Learners should also be made aware of the best practices in the preparation, cooking and service of special diets.

It would be useful to develop links with the British Nutrition Foundation and Food Standards Agency. They can offer assistance in providing current and relevant information to learners. The lectures could be supplemented with speakers, such as dieticians from the Health Services.

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| UAN: | A/601/2130 |
| Level: | 2 |
| Credit value: | 6 |
| GLH: | 40 |
| Relationship to NOS: | This unit has potential links to the NVQ Certificate/Diploma in Hospitality, units 104 (1GEN4), 202 (2GEN 2), 203 (2GEN3), 204 (2GEN4). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism. |
| Aim: | The aim of this unit is to provide the basic knowledge about kitchen organisation and the principles of menu planning. It will also increase awareness about the costing of dishes, and the elements of costs to be considered when calculating selling prices. The unit also provides the opportunity for learners to undertake the practical application of calculating gross and net profits and setting selling prices for menus and dish items. |

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| Learning outcome |
| The learner will: |
| 1. understand the organisation of kitchens. |
| Assessment criteria |
| The learner can: |
| 1.1 describe the structure of a 'partie system' |
| 1.2 identify current trends in food production operations |
| 1.3 explain the importance of kitchen layout to promote good work flow in relation to food production systems |
| 1.4 describe the importance of correct work flow in catering operations |
| 1.5 outline the staffing hierarchy in a traditional kitchen |
| 1.6 describe the responsibilities of specific job roles in a traditional kitchen organisation |

1.7 state the **reasons for good working relationships** within the kitchen and food service department.

Range

Current trends

Technological changes, social changes, speed of service, food technology developments.

Importance of kitchen layout

To comply with legislation (health and safety, food safety), efficiency (time and motion).

Food production systems

Fast food production system, á la carte menu partie system, self service counter system.

Importance of correct work flow

To establish communication between departments, to improve efficiency, better quality of finished products, reduce risk of accidents, to promote good health and safety and food safety practice, to provide a better service to the customer.

Catering operations

Hotels, restaurants, hospitals, industrial catering, school meals.

Staffing hierarchy

Head chef, sous chef, chef de partie, commis chef.

Responsibilities of specific job roles

Chef de partie & commis chef (responsible for setting tasks in accordance with standard operating procedures); sous chef (supervision of staff and tasks, supervision of food safety and health and safety practices, quality control, deputising in the absence of the head chef); head chef (management of staff, implementation of food safety and health and safety legislation and practices, menu planning, costing, ordering stock, staff rota, staff training).

Reasons for good working relationships

To improve efficiency of the operation, to contribute to high morale of staff, to develop good communication, to improve productivity of staff, to aim for a consistently high quality of food products, to provide a better service to the customer.

Learning outcome

The learner will:

2. be able to plan and prepare menus for catering operations.

Assessment criteria

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| <p>The learner can:</p> <p>2.1 describe menus for different types of meal occasion</p> <p>2.2 interpret menus for food production</p> <p>2.3 explain the importance of the menu for food production and food service</p> <p>2.4 discuss the factors to be considered in the planning of menus</p> <p>2.5 identify the technical terminology used in menu planning.</p> |
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| <p>Range</p> <p>Meal occasion Afternoon tea, table d’hôte, à la carte, dessert menus, function menus, speciality menus, ethnic menus, traditional menus, lunch/dinner menus.</p> <p>Importance of the menu Means of communication between the customer and a caterer, planning tool (a blueprint for a catering organisation), legal requirement to inform customers about pricing and various inclusions such as VAT and service charge.</p> <p>Factors to be considered Type of customers, price being charged, availability of food commodities, equipment available, staff availability, space available, type of organisation, season.</p> <p>Technical terminology Table d’ hôte, à la carte, hors d’oeuvres, potage, entrée, releve, fromage, farinaceous.</p> |
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| <p>Learning outcome</p> <p>The learner will:</p> <p>3. understand basic costs associated with the catering industry.</p> |
| <p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 calculate costs and quantities relevant to simple activities in catering operations</p> <p>3.2 display basic numeracy skills using calculator and manual methods based on metric measurements</p> <p>3.3 calculate percentages to achieve a set gross profit</p> <p>3.4 explain the importance of food costs within catering operations</p> <p>3.5 describe the factors which must be monitored to control food costs and profit.</p> |

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| <p>Range</p> <p>Catering operations Hotels, restaurants, hospitals, industrial catering, school meals.</p> |
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Basic numeracy skills

Addition, subtraction, multiplication, division.

Importance of food costs

Maintain gross profit percentage, achieve the set net profit required.

Factors which must be monitored

Sourcing and purchasing food commodities, quality of food commodities, control of food commodities, accurate weighing and measuring, preparation and cooking losses, wastage control.

Learning outcome

The learner will:

4. be able to apply basic calculations used in catering operations.

Assessment criteria

The learner can:

- 4.1 calculate the food cost of dishes and determine the food cost per portion of dishes
- 4.2 determine the selling price of different **types of dish and menu** at specific percentages of gross and net profit
- 4.3 describe the **elements of cost** associated with **catering operations**
- 4.4 explain the terms 'gross profit' and 'net profit'
- 4.5 discuss **factors to be considered** to ensure that agreed net profit is achieved.

Range**Types of dish**

Starters and soups, meat and poultry dishes, egg and fish dishes, pasta and vegetable dishes, desserts and savoury dishes.

Types of menus

Breakfast, lunch, afternoon tea, dinner.

Elements of cost

Food, labour, overheads (gas, electricity, rates, servicing, advertising).

Catering operations

Hotels, restaurants, hospitals, industrial catering, school meals.

Factors to be considered

Food costs (purchasing, storage, preparation, cooking and service), labour costs (direct and indirect), overhead costs (services, maintenance, repairs and sundry expenses).

Unit 705 Catering operations, costs and menu planning

Supporting information

Notes for guidance

The unit has three main sections: catering operations, menu planning and costing.

The unit also links with Unit 206 Level 2 Applying workplace skills.

Outcome 1 looks at the organisational structure of kitchens and the future trends in food production operations. Educational visits for learners to a variety of catering operations such as hotels, restaurants, fast food operations, hospitals, industrial catering operations are strongly recommended. The emphasis on these visits should be to review kitchen layouts, staffing structures and food production systems. Activities such as designing a food production unit for a specific catering sector would embed the knowledge and highlight the importance of good working relationships between the team members. A practical exercise to predict the future trends in food production operations would be an ideal opportunity to encourage individuals to develop logical, analytical and creative skills. Aspects of the learning for this unit could be integrated with Unit 201 Investigate the catering and hospitality industry.

During educational visits learners should also gather information on menu planning as covered in Outcome 2. The teaching of menu planning should be related to practical work in the food preparation area.

Outcomes 3 and 4 focus on the calculation of costs and percentages to determine gross profit, net profit and selling price of dishes.

Formal lectures should be kept to a minimum and use made of learners' participation in class discussions, independent learning activities, case studies and projects.

Unit 707

Prepare and cook stocks, soups and sauces

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| UAN: | M/601/2139 |
| Level: | 2 |
| Credit value: | 6 |
| GLH: | 40 |
| Relationship to NOS: | This unit has potential links to the NVQ Diploma in Hospitality, units 236 (2FPC1), 237 (2FPC2), 238 (2FPC3). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism. |
| Aim: | <p>Stocks, soups and sauces are the key building blocks of many dishes and an understanding of them is essential for any chef. The aim of this unit is to equip learners with the knowledge and skills required to prepare, cook and store stocks, soups and sauces.</p> <p>Learners will also be expected to apply the working methods they have learnt in units 202 Food safety in catering and 703 Health & safety in catering and hospitality.</p> |

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| Learning outcome |
| The learner will: 1. be able to prepare and cook stocks. |
| Assessment criteria |
| The learner can: 1.1 demonstrate the correct use of equipment to prepare, cook and store stocks 1.2 prepare ingredients for making stock 1.3 cook different types of stocks (fresh) 1.4 apply quality points to each stage of the process 1.5 demonstrate safe and hygienic practices 1.6 evaluate the finished product 1.7 identify different types of stock 1.8 state the uses of stock 1.9 explain the quality points in preparing and cooking stocks |

- 1.10 identify the **preparation principles** for stocks
- 1.11 explain why different stocks require different cooking times
- 1.12 state the cooking times of different stocks
- 1.13 identify the **cooking and chilling principles** for stocks
- 1.14 identify correct **storage procedures** for stock.

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| Range |
| Equipment Boards, cutting equipment, stock pot, strainers, containers, blast chiller, refrigerator, freezer. |
| Types of stock White (beef, chicken, fish, vegetable), brown (beef, chicken, veal, vegetable). |
| Quality points Preparation (freshness, size of ingredients, colour), cooking (fat and impurity free, clear stock, taste, aroma). |
| Safe and hygienic practices Clean as you go, organisational standards, legislation. |
| Uses of stock Soups, sauces, gravy, braising/stewing liquid. |
| Preparation principles Correct use of ingredients (bones, vegetables, herbs, liquid), browning, blanching. |
| Cooking and chilling principles Cooking (simmering, skimming, straining, reduction), chilling (blast chill, ice water bath, chill to below 5°C within 90 minutes). |
| Storage procedures Temperatures, date, labelling, covered, position, stock rotation. |

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| Learning outcome |
| The learner will: 2. be able to prepare and cook soups. |
| Assessment criteria |
| The learner can: 2.1 demonstrate the correct use of equipment to prepare, cook and store soups 2.2 prepare ingredients for making soup according to recipe or dish requirements 2.3 cook different types of soup |

- 2.4 demonstrate finishing methods and present with appropriate accompaniments
- 2.5 apply **quality points** to each stage of the process
- 2.6 demonstrate safe and hygienic practices
- 2.7 evaluate the finished product
- 2.8 identify the different **types of soup**
- 2.9 explain the **quality points** in preparing and cooking soups
- 2.10 identify **preparation and cooking principles** for soups
- 2.11 identify appropriate **finishing methods and accompaniments** for soup.

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| Range |
| <p>Equipment Sauce pans, spoons, knives, boards, strainers, ladles, serving equipment.</p> <p>Types of soup Roux (eg velouté, cream), potage (eg minestrone, french onion), fish/shellfish (bisque, chowder), chilled (eg gaspacho, vichysoisse), purée (eg lentil, potato, vegetable), broth (scotch, mutton).</p> <p>Quality points Preparation (freshness, proportion and ratio of ingredients for the required portions, quantity). Cooking (colour, consistency, temperature, time, appearance, taste, aroma).</p> <p>Preparation and cooking principles Preparation principles (cuts of vegetables/meat/fish/cheese, weighing and measuring). Cooking principles (sweating, mixing, simmering, skimming, temperature control, straining).</p> <p>Finishing methods and accompaniment Finishing methods (monter au beurre, liaison, garnish, herbs, cream), accompaniments (croutons/flutes, parmesan, croutes).</p> |

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| Learning outcome |
| <p>The learner will:</p> <p>3. be able to prepare and cook sauces.</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 demonstrate the correct use of equipment to prepare, cook and store sauces</p> <p>3.2 prepare ingredients for making sauces according to recipe and dish requirements</p> <p>3.3 produce different types of sauces</p> <p>3.4 demonstrate finishing methods</p> |

- 3.5 apply **quality points** to each stage of the process
- 3.6 demonstrate safe and hygienic practices
- 3.7 evaluate the finished product
- 3.8 identify different **types of sauces**
- 3.9 identify sauce and dish **combinations**
- 3.10 explain the **purpose** of sauces
- 3.11 explain the **quality points** in preparing and cooking sauces
- 3.12 identify the **preparation/cooking principles** for sauces
- 3.13 describe the **skills** needed to check and finish sauces
- 3.14 identify correct **storage procedures** for sauces.

Range

Equipment

Saucepans, spoons, knives, boards, strainers, ladles, serving equipment.

Types of sauces

Roast (veal, beef, pork, béchamel derivatives, veloutés derivatives, jus lié/brown sauces derivatives), purées (fruits/vegetables/herbs), reductions (wine, stocks, cream), miscellaneous (bread, tomato).

Quality points

Freshness, proportion of ingredients, quantity, colour, consistency, temperature, time, appearance, taste, aroma, sheen, texture, lightness.

Combinations

Bread-crumbed fish/tartare sauce, roast beef/horseradish, roast lamb/mint sauce, battered fish/tomato sauce.

Purpose

Provide a contrast/compliment taste, colour and texture. Enhance nutritional value and digestion.

Preparation/cooking principles

Weighing and measuring, knife skills, sweating/frying, mixing, simmering, reducing, skimming, temperature control, straining, whisking.

Skills

Amend consistency (reductions, liaison of egg yolks and cream, stocks, monter au beurre/olive oil, sabayon), adjust flavouring (meat glaze, soy sauce, Worcester sauce, tomato/mushroom ketchup, sweet chilli), correct seasoning (salt/spices), adjust temperature (all relevant range items).

Storage procedures

Temperatures, date, labelling, covered, position, stock rotation.

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| UAN: | M/601/2142 |
| Level: | 2 |
| Credit value: | 6 |
| GLH: | 40 |
| Relationship to NOS: | This unit has potential links to the NVQ Diploma in Hospitality, units 242 (2FPC7), 233 (2FC7), 241 (2FPC6), 242 (2FPC7). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism. |
| Aim: | The aim of this unit is to enable the learner to develop the necessary skills, knowledge and understanding of the principles involved in preparing and cooking fruit and vegetables to produce dishes at a professional level. Emphasis is placed on the development, practice and acquisition of practical skills and theoretical knowledge. Learners will also be expected to apply the working methods they have learnt in units 202 Food safety in catering and 703 Health & safety in catering and hospitality. |

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| Learning outcome |
| The learner will: 1. be able to prepare fruit and vegetables. |
| Assessment criteria |
| The learner can: 1.1 check that fruit, vegetables and accompanying ingredients are of the correct type, quantity and quality 1.2 demonstrate the correct use of tools and equipment to prepare fruit and vegetables 1.3 peel, wash or trim fruit and vegetables and prepare according to dish specifications 1.4 store prepared fruit and vegetables appropriately prior to cooking if required 1.5 assemble vegetables prior to cooking |

- 1.6 demonstrate **safe and hygienic practices**
- 1.7 identify commonly used **fruit and vegetables**
- 1.8 identify the **seasons** for commonly used **fruit and vegetables**
- 1.9 group fruit and vegetables into **classifications**
- 1.10 identify the **quality points** for **fruit and vegetables**
- 1.11 identify correct **storage procedures** for fruit and vegetables to maintain quality, nutrients and the reduction of waste
- 1.12 state the most commonly used **preparation methods** for fruit and vegetables
- 1.13 identify **additions and coatings** used when preparing vegetables for cooking
- 1.14 state the **preservation methods** for fruit and vegetables.

Range

Fruit

Soft (strawberry, raspberry, blackberry, currants (red and black), gooseberry); hard (apple, pear); stoned (plum, damson, peach, apricot); citrus (orange, lemon, grapefruit); tropical and other (banana, pineapple, mango, melon, pawpaw).

Vegetables

Root (carrot, turnip, parsnip, swede, celeriac); tuber (potato, sweet potato); bulb (onion, garlic, leek); leaf and brassica (lettuce, cabbage, sprout); pod and seed (pea, bean, sweet corn); nuts (almond, walnut, hazel, brazil, coconut); vegetable fruit (tomato, cucumber, pepper); stem and shoot/sprouting (asparagus, celery, bean sprouts); fungi and mushrooms (wild and cultivated); flower (cauliflower, broccoli); squash (courgette, pumpkin); vegetable protein (soya - tofu, tempeh); mycoprotein (quorn); seaweed/sea vegetables (kelp, laver, wakame, arame, nori, dulse).

Tools and equipment

Knives, boards, trays, bowls, graters, mandolin, moulds.

Safe and hygienic practices

Clean as you go, organisational standards, legislation.

Seasons

Spring, summer, autumn, winter, all year round.

Classifications

Vegetables (roots, tubers, bulbs, leaves and brassicas, pods and seeds, fruits, stems and shoots, fungi, flower, squash, vegetable protein, mycoprotein), fruits (soft, hard, stoned, citrus, tropical and other).

Quality points

Clean, mould and blemish free, firm or crisp, correct colour, even size and shape, age and tenderness, undamaged packaging.

Storage procedures

Temperature, date, labelling, covering, position, stock rotation.

Preparation methods

Wash and sort, peel skin (raw and cooked), trim, scrape, shape, dice, slice, cut, chop, grate, crush, score, shred, deseed, core, segment, coat, stuff, layer and mix, blanch, soak, concassè, season, marinade, tie, and portion.

Additions and coatings

Additions – stuffings/duxelles, rice, nuts, fruit, herbs, spices, oils.

Coatings - milk and flour/flour, egg and breadcrumbs, batters.

Preservation methods

Chilling, vacuum packing, blanching, freezing, drying, pickling, canning, bottling.

Learning outcome

The learner will:

2. be able to cook fruit and vegetables.

Assessment criteria

The learner can:

- 2.1 demonstrate the correct use of tools and prepare equipment to cook **fruit and vegetables**
- 2.2 cook and assemble **fruit and vegetables** to dish specifications using appropriate skills
- 2.3 hold and serve cooked fruit and vegetables
- 2.4 store vegetables safely after cooking if appropriate
- 2.5 demonstrate **safe and hygienic practices**
- 2.6 identify suitable **tools and equipment** to cook **fruit and vegetables**
- 2.7 identify **cooking methods** for **fruit and vegetables**
- 2.8 identify cooking **liquids and sauces**
- 2.9 explain the **cooking principles** for **fruit and vegetables**
- 2.10 explain the **actions** to be carried out to check the quality of **fruit and vegetable** dishes
- 2.11 describe **finishing and garnishing** requirements for **fruit and vegetable** dishes
- 2.12 explain how cooked **fruit and vegetables** should be **held correctly for service**
- 2.13 explain how cooked **fruit and vegetables** should be **stored correctly** after cooking.

Range

Fruit

Soft (strawberry, raspberry, blackberry, currants (red and black), gooseberry), hard (apple, pear), stoned (plumb, damson, peach, apricot), citrus (orange, lemon, grapefruit), tropical and other (banana, pineapple, mango, melon, pawpaw).

Vegetables

Root (carrot, turnip, parsnip, swede, coeleriac); tuber (potato, sweet potato), bulb (onion, garlic, leek) leaf and brassica (lettuce, cabbage, sprout); pod and seed (pea, bean, sweet corn, nuts); vegetable fruit (tomato, cucumber, pepper); stem and shoot/sprouting (asparagus, celery, bean sprouts); fungi (mushrooms - wild and cultivated)); flower (cauliflower, broccoli); squash (courgette, pumpkin); vegetable protein (soya - tofu, tempeh); mycoprotein (quorn); seaweed/sea vegetables (kelp, laver, wakame, arame, nori, dulse).

Safe and hygienic practices

Clean as you go, organisational standards, legislation.

Tools and equipment

Fryers, braising pots, trays, saucepans.

Cooking methods

Wet:

Boiling (whole, portioned, cut), poaching (whole, portioned), steaming (whole, portioned, cut), braising (whole, trimmed, white-celery, brown onion), stewing (whole, halved, cut).

Dry:

Roasting (whole, portioned, cut), grilling (sliced, halved, stuffed), shallow and deep fried (whole, portioned, cut), baking (whole, portioned, stuffed, cut).

Liquids and sauces

Fruit (syrup, wine, water); vegetables (béchamel derivatives, oils, vinegars, lemon juice, tomato, jus lié).

Cooking principles

Methods of cookery, temperature control, cooking times, holding times and temperature, visual checks ie colour of cooked vegetables, testing to see if vegetables are cooked, flavour, texture, portioning.

Actions

Tests to see if cooked, touch, temperature, visual.

Finishing and garnishing

Correcting seasoning, checking the consistency of an accompanying sauce, garnishing appropriately, gratinate, glaze, meeting recipe requirements.

Held correctly for service

Hot, cold, reheat.

Stored correctly

Temperature, date, labelling, covering, position, stock rotation.

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| UAN: | A/601/2144 |
| Level: | 2 |
| Credit value: | 8 |
| GLH: | 60 |
| Relationship to NOS: | This unit has potential links to the NVQ Diploma in Hospitality units 222 (2FP3), 225 (2FP6), 229 (2FC3), 232 (2FC6), 250 (2FPC15). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism. |
| Aim: | <p>The aim of this unit is to provide learners with a rounded experience in preparing and cooking meat and offal dishes. They will learn to recognise the quality points of meat and offal with emphasis placed on the development, practice and acquisition of practical skills in preparation and cooking. The unit focuses on the production of dishes, using suitable tools and equipment and producing finished dishes using a range of commodities and ingredients.</p> <p>Learners will also be expected to apply the working methods they have learnt in units 202 Food safety in catering and 703 Health & safety in catering and hospitality.</p> |

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| Learning outcome |
| The learner will: |
| 1. be able to prepare meat and offal. |
| Assessment criteria |
| The learner can: |
| 1.1 demonstrate the correct use of tools and equipment to prepare meat and offal |
| 1.2 demonstrate preparation skills for meat and offal according to dish specification |
| 1.3 demonstrate portion control with cuts of meat and offal |
| 1.4 apply flavourings to joints/cuts of meat and offal |

- 1.5 line appropriate moulds/basins or shape **pastes** according to dish specifications
- 1.6 apply **coatings** to cuts of meat and types of offal
- 1.7 demonstrate **safe and hygienic practices**
- 1.8 undertake correct **storage procedures** for **meat** and **offal**
- 1.9 identify types of **meat and offal**
- 1.10 explain the **quality points** of **meat** and **offal**
- 1.11 state the most commonly used **joints and cuts of meat** and **offal**
- 1.12 describe methods used for **preservation of meat and offal**
- 1.13 describe the advantages/disadvantages of **preservation** methods
- 1.14 explain **portion** sizes/weights of **meat** and **offal**
- 1.15 state the correct temperature for storing meat and offal.

Range

Tools/equipment

Knives, boards, trays, bowls, moulds.

Meat

Fresh and preserved (smoked, salted, pickled), beef, lamb, veal, pork, bacon.

Offal

Liver, kidney and other commonly used offal.

Preparation skills - meat

Skinning (best ends of lamb, loin of pork); scoring (pork rind); boning (ham hock, shoulder of lamb); trimming (bones, fat and removal of connective tissue/elastin); slicing (emincés, stir fries); dicing (pies, pasties, stews, sautés); mincing (bitocks, forcemeats); stuffing (shoulder of lamb); tying/securing (breast of pork, beef olives).

Preparation skills - offal

Skinning (liver, kidneys, oxtail); boning (tongue, trotters, de-segmenting oxtail); trimming (fat, gristle, tubes, remove bile); slicing (sliced thin or cut emincé); dicing (steak & kidney pies, suet puddings); grinding (fine patés); mincing (patés, faggots); stuffing (hearts, kidneys); tying/securing (hearts, kidneys).

Joints/cuts of meat

Beef (sirloin, fillet, rump, foreribs, topside, chuck); lamb (legs, shoulder, loins, rack/best end); pork (loin, leg, shoulder, fillet); bacon (back, streaky, gammon); veal (cushion, loin, cutlets).

Pastes

Suet, short, puff.

Coatings

Milk and flour/flour, egg and breadcrumbs, batters.

Safe and hygienic practices

Clean as you go, organisational standards, legislation.

Storage procedures

Temperature (fresh/frozen), date, labelling, covered, position, stock rotation.

Quality points

Meat compaction, texture, smell, colour, marbling, fat, bone, age, appearance of meats/offal.

Preservation of meats and offal

Chilling, vacuum packing, freezing, salting, pickling, smoking, canning.

Portion

Cuts of meat/offal, diced meat/offal.

Learning outcome

The learner will:

2. be able to cook meat and offal.

Assessment criteria

The learner can:

- 2.1 select correct **tools and equipment** used in the cooking and/or use of fresh/preserved meat and offal
- 2.2 apply appropriate **cooking methods** and **principles to meat and offal**
- 2.3 make **sauces, coulis, gravies** and **jus** for **meat** and **offal** dishes
- 2.4 prepare **dressings** for **meat** and **offal** dishes
- 2.5 make appropriate **flavoured butters/oils** for **meat** and **offal** dishes
- 2.6 prepare **garnishes** for **meat** and **offal** dishes
- 2.7 apply finishing **skills** to meat and offal dishes
- 2.8 **assemble dishes** according to dish specifications
- 2.9 demonstrate **safe and hygienic practices**
- 2.10 evaluate the finished dish/dishes
- 2.11 identify **tools and equipment** used in the cooking of **meat** and **offal**
- 2.12 explain suitable **cooking methods** for joints or cuts of **meat** and **offal**
- 2.13 explain reasons for applying **cooking principles** to **meat** and **offal**
- 2.14 explain how to determine when **meat** and **offal** are cooked
- 2.15 describe the **skills** needed to check and finish the dish to specification.

Range

Tools and equipment

Pans, trays, spatulas, whisks, strainers, tongs, spoons, ladles, knives, bain Marie, stoves, grills (over and under fired), ovens, fryer, hot plates, cold and frozen storage.

Cooking methods

Dry - roast (best ends of lamb, rolled and stuffed breast of pork); grill (pork chops, rib eye steaks, kebabs - lambs liver, lambs kidneys); shallow fry (stir fried beef, pork escalopes, lamb medallions - veal liver, pork kidneys - pané); deep fry (croquettes, tempuras, samosas, sweet & sour pork – croustilles/kromeskijs - pigs caul); bake (steak and kidney pies, pasties, patés -Bain Marie).

Wet - boil (fresh and salted - silverside of beef, hocks of bacon), bones (stocks) tongue, tripe; poach (fillet of beef); steam (steak and kidney puddings, terrines); stew (navarins, ragoûts, blanquettes, fricassées, curries, chilli con carne); braise (beef olives, carbonades, hot pots, casseroles - hearts, oxtail, ox liver, ox tongue); combination (hams).

Cooking principles

Brown (bakes, coatings); blanch (bones and appropriate meat/offal); cook without applying colour (stews, sautés); sear to colour (stews, braised dishes, grills, roasts, sautés, stir fries); de-glaze (wines, stocks); thicken sauces (three roux, beurre manie, cornflour, purées); simmer and skim (sauces, gravies, broths, stocks, thickened gravies); basting; roasting, braising; glazing (pies, pasties, braising, grilling, baking).

Meat

Beef, lamb, pork, bacon, veal.

Offal

Liver, kidney and other commonly used offal.

Sauces, coulis, gravies, jus

Roast (veal, beef, pork), béchamel derivatives, veloutés derivatives, jus lié/brown sauces derivatives, emulsified (butter, oils), purées (fruits/vegetables/herbs), reductions (wine, stocks, cream), miscellaneous (bread, tomato).

Dressings

Vinaigrettes, raitas, chutneys, pickles, jellies, confits, salsa, pesto, tapenade.

Flavoured butters/oils

Herbs, spices.

Garnishes

Doughs/pastes/batters (Yorkshire puddings, tartlets, pastas, tortillas, poppadums, naan bread, chapatis, pancakes, polenta, gnocchi, dumplings); potatoes (straw, chips, game, mash, turned/shaped, piped); vegetables (French cuts, turned, shaped, mash/purées, champs salads, herbs, fruits, sprouts, pulse); bread (stuffings, croutons, croutés); grains/seeds/nuts (rice, sesame, almonds), other.

Skills

Remove skin/bone; amend consistency (reductions, liaison of egg yolks and cream, stocks, monter au beurre/olive oil, sabayon); adjust flavouring (meat glaze, soy sauce, Worcester sauce, tomato/mushroom ketchup, sweet chilli); correct seasoning (salt/spices); adjust temperature (all relevant range items).

Assemble dishes

Portion meat/offal (carve, slice, de-mould); arrange meat/offal; incorporate garnishes; check overall dish balance; sauce (drizzle, mask, flood, glaze, cordon); ensure plates/serving dishes are clean and at the right temperature; check serving temperatures - hot, warm, cold.

Safe and hygienic practices

Clean as you go, organisational standards, legislation.

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| UAN: | Y/601/2152 |
| Level: | 2 |
| Credit value: | 5 |
| GLH: | 40 |
| Relationship to NOS: | This unit has potential links to the NVQ Diploma in Hospitality units 203 (2GEN3), 204 (2GEN4), 223 (2FP4), 230 (2FC4), 250 (2FPC15). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism. |
| Aim: | The aim of this unit is to provide learners with a sound, rounded experience in preparing and cooking poultry dishes. They will learn to recognise the quality points of poultry and the most commonly used cuts with emphasis placed on the development, practice and acquisition of practical skills in preparation and cooking. The unit focuses on the production of dishes, using suitable tools and equipment enabling learners to demonstrate the process of preparing, cooking and producing finished dishes using a range of commodities and ingredients. Learners will also be expected to apply the working methods they have learnt in units 202 Food safety in catering and 703 Health & safety in catering and hospitality. |

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| Learning outcome |
| The learner will: 1. be able to prepare poultry. |
| Assessment criteria |
| The learner can: 1.1 demonstrate the correct use of tools and equipment to prepare poultry 1.2 demonstrate preparation skills for poultry according to dish specification |

- 1.3 demonstrate portion control with **cuts of poultry**
- 1.4 apply **flavourings** to **cuts of poultry**
- 1.5 apply **coatings** to **cuts of poultry**
- 1.6 demonstrate **safe and hygienic practices**
- 1.7 undertake correct **storage procedures** for **poultry**
- 1.8 identify different types of **poultry**
- 1.9 explain the **quality points** of poultry
- 1.10 state the most commonly used **cuts of poultry**
- 1.11 describe methods used for **preservation of poultry**
- 1.12 describe the advantages/disadvantages of **preservation** methods
- 1.13 explain portion sizes/weights of poultry
- 1.14 state the correct temperature for storing poultry.

Range

Tools and equipment

Knives, boards, trays, bowls, moulds.

Poultry

Chicken, turkey, guinea fowl, duck, goose.

Preparation skills

Skinning (breast chicken/duck), trimming – bones/fat/sinus, boning legs of poultry, slicing, éminces (stir fry), dicing (pies), mincing (forcemeats), stuffing neck cavities, trussing poultry.

Cuts of poultry

Whole (roast), breasts, legs (confit), sauté, suprêmes, thighs, drumstick, escalopes, strips/dice, flat (grill).

Flavourings

Herbs, seasonings, spices, vegetables, fruits, nuts, mixed spice pastes, purées, marinades (wines, vinegars, oils, herbs, spices/yoghurt, lemon juice, herbs, spices/soy sauce based etc), pastes (short, puff).

Coatings

Milk and flour/flour, egg and breadcrumbs, batters.

Safe and hygienic practices

Clean as you go, organisational standards, legislation.

Storage procedures

Temperature (fresh/frozen), date, labelling, covered, position, stock rotation.

Quality points

Pre-preparation (aroma, freshness, type, size, damage, colour, packaging, temperature, texture, water content).

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

Preservation of poultry

Chilling, vacuum packing, freezing, smoking, canning.

Learning outcome

The learner will:

2. be able to cook poultry.

Assessment criteria

The learner can:

- 2.1 demonstrate correct use of **tools and equipment** to cook **poultry**
- 2.2 apply appropriate **cooking methods** and **principles** to poultry
- 2.3 make **sauces, coulis, gravies and jus** for poultry dishes
- 2.4 prepare **dressings** for poultry dishes
- 2.5 make appropriately **flavoured butters/oils** for poultry dishes
- 2.6 prepare **garnishes** for poultry dishes
- 2.7 apply finishing **skills** to **poultry** dishes
- 2.8 **assemble dish** according to dish specifications
- 2.9 demonstrate **safe and hygienic practices**
- 2.10 evaluate the finished dish
- 2.11 identify **tools and equipment** used to cook different types of **poultry**
- 2.12 identify suitable **cooking methods** for poultry
- 2.13 explain reasons for applying **cooking principles** to poultry
- 2.14 explain how to determine when **poultry** is cooked
- 2.15 describe the **skills** needed to check and finish the dish to specification.

Range

Tools and equipment

Most appropriate, size, type, material.

Poultry

Chicken, turkey, guinea fowl, duck, goose.

Cooking methods

Dry - Roast (whole poultry), grill (flatten chicken, kebabs), shallow fry (escalopes, suprêmes (pané), chicken sauté), deep fry (southern fried, croquettes), bake (chicken and ham pies)

Wet - Poach (chicken suprêmes), stew (fricassees, curries), braise (duck legs), combination.

Cooking principles

Brown (coatings); cook without applying colour (sautés, stews); sear to colour (stews, braised); dishes (grills, roasts, sautés, stir fries); de-glaze

(wines, stocks); thicken sauces (first and second stage roux, beurre manié, cornflour, purées); simmer and skim (gravies, broths, stocks, thickened gravies); basting (roasting, braising); glazing (pies, pasties, chicken, braising, grilling).

Sauces, coulis, gravies, jus

Roast (chicken), béchamel derivatives, veloutés derivatives, jus lié/brown sauces derivatives emulsified (butter, oils), purées (fruits/vegetables/herbs), reductions (wine, stocks, cream), miscellaneous (bread, tomato).

Dressings

Vinaigrettes, raitas, chutneys, pickles, jellies, confits, salsa, pesto, tapenade.

Flavoured butters/oils

Herbs, spices.

Garnishes

Doughs/pastes/batters (tartlets, pastas, tortillas, poppadums, naan bread, chapatis, pancakes, polenta, gnocchi, dumplings); potatoes (straw, chips, game, mash, turned/shaped, piped); vegetables (french cuts, turned, shaped, mash/purées, champs salads, herbs, fruits, sprouts, pulse); bread (stuffings, croutons, croutes), grains/seeds/nuts (rice, seame, almonds), other.

Assemble dishes

Portion poultry (carve, slice, de-mould); arrange poultry; incorporate garnishes; check overall dish balance; sauce (drizzle, mask, flood, glaze, cordon); ensure plates/serving dishes are clean and at the right temperature; check serving temperatures (hot, warm, cold).

Safe and hygienic practices

Clean as you go, organisational standards, legislation.

Skills

Remove skin and bone; amend consistency (reductions, liaison of egg yolks and cream, stocks, monter au beurre/olive oil, sabayon); adjust flavouring (poultry glaze, soy sauce, Worcester sauce, tomato or mushroom ketchup, sweet chilli); correct seasoning (salt/spices); adjust temperature (all relevant range items).

Unit 711

Prepare and cook fish and shellfish

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| UAN: | F/601/2159 |
| Level: | 2 |
| Credit value: | 5 |
| GLH: | 40 |
| Relationship to NOS: | This unit has potential links to the NVQ Diploma in Hospitality, units 220 (2FP1), 221 (2FP2), 227 (2FC1), 228 (2FC2), 236 (2FPC1), 237 (2FPC2), 238 (2FPC3), 296 (2PR17), 250 (2FPC15). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism. |
| Aim: | <p>The aim of this unit is to provide learners with a sound, rounded experience in preparing and cooking fish and shellfish dishes. They will learn to recognise the quality points of fish and shellfish with emphasis on safe and hygienic practices when preparing and cooking fish and shellfish. Emphasis is placed on the development, practice and acquisition of practical skills in preparation and cooking. The unit focuses on the production of dishes, using suitable tools and equipment enabling learners to demonstrate the process of preparing, cooking and producing finished dishes using a range of commodities and ingredients.</p> <p>Learners will also be expected to apply the working methods they have learnt in units 202 Food safety in catering and 703 Health & safety in catering and hospitality.</p> |

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| Learning outcome |
| The learner will: 1. be able to prepare fish and shellfish. |
| Assessment criteria |
| The learner can: 1.1 demonstrate the correct use of tools and equipment to prepare fish and shellfish 1.2 demonstrate preparation skills for fish and shellfish according to dish specifications 1.3 demonstrate portion control with cuts of fish 1.4 apply flavourings to fish and shellfish 1.5 line appropriate moulds, basins or shape pastes according to dish specifications 1.6 apply coatings to fish and shellfish 1.7 demonstrate safe and hygienic practices 1.8 undertake correct storage procedures for fish and shellfish 1.9 identify types of fish and shellfish 1.10 explain the quality points of fish and shellfish 1.11 state the most commonly used cuts of fish 1.12 describe methods used to preserve fish and shellfish 1.13 describe the advantages and disadvantages of the preservation methods 1.14 explain portion sizes/weights for cuts of fish and shellfish for dish requirements 1.15 state the correct storage procedures and temperatures for fish and shellfish. |

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| Range |
| Tools/equipment Knives, boards, trays, bowls. |
| Fish Fresh – white: flat (eg plaice, lemon sole, dover sole, turbot, halibut), round (eg cod, haddock); oily: round (eg trout, salmon, mackerel, herring). Preserved - any of the above. |
| Shellfish Fresh -Crustaceans (eg shrimp/prawn, crab), molluscs: univalves (eg whelk, winkle), bivalves (eg mussel, scallop, oyster), cephalopods (eg squid). Preserved – any of the above. |
| Preparation skills - fish Trim – whole, single portion and round fish– remove guts, eyes, gills, fins, scales. |

Skin – flat and round fish (please note it may be desirable to leave the skin on).

Fillet – flat fish - remove fillets from bone, round fish - remove spine, rib and pin-bones.

Stuff – fillets.

Wrap – pigs' caul, cured ham.

Preparation skills - shellfish

Trim - clean, boil/steam, remove meat from claws, legs, body and shell.

Trim - remove head, carapace, legs and tail section, dark intestinal vein.

Trim – remove skin, beak and transparent bone.

Clean and purge – wash well, soak in fresh water.

Clean and purge – wash, remove barnacles and byssus threads, soak in fresh water.

Stuff – squid.

Cuts of fish

Darnes – large round fish (can also be sliced thicker and cut in half to make half darnes).

Tronçons - large flat fish.

Fillets – round and flat fish (skin on/off).

Suprêmes – large round or flat fish (traditional and with skin).

Goujons - flat or round fish.

Paupiettes - flat or round fish.

Flavourings

Herbs, seasonings, spices, vegetables, fruits, nuts, mixed spice pastes/purées, marinades (eg wines, vinegars, oils, herbs, spices/yoghurt, lemon juice, herbs, spices/soy sauce based, lemon/lime juice).

Pastes

Suet, short, puff.

Coatings

Milk and flour/flour, egg and breadcrumbs/batters.

Safe and hygienic practices

Clean as you go, organisational standards, legislation.

Storage procedures

Temperature (fresh/frozen), date, labelling, covered, position, stock rotation.

Quality points

Eyes, gills, flesh, scales, skin, smell – limbs attached, tightly closed shells, live/cooked/frozen, smell, colour, weight.

Methods used to preserve fish and shellfish

Chilling, vacuum packing, freezing, salting, pickling, smoking, canning.

Learning outcome

The learner will:

2. be able to cook fish and shellfish.

Assessment criteria

The learner can:

- 2.1 demonstrate the correct use of **tools and equipment** in cooking or use of fresh or preserved **fish and shellfish**
- 2.2 apply appropriate **cooking methods** and **principles** to fish and shellfish
- 2.3 make appropriate **sauces or coulis** for fish and shellfish
- 2.4 prepare **dressings** for fish and shellfish dishes
- 2.5 make suitable **flavoured butters/oils** for fish and shellfish dishes
- 2.6 prepare **garnishes** for fish and shellfish dishes
- 2.7 apply finishing **skills** to **fish and shellfish** dishes
- 2.8 **assemble dishes** according to dish specification
- 2.9 evaluate the finished dish/dishes
- 2.10 demonstrate **safe and hygienic practices**
- 2.11 identify **tools and equipment** used in the cooking of fish and shellfish
- 2.12 explain suitable **cooking methods** for fish and shellfish
- 2.13 explain reasons for applying **cooking principles** to fish and shellfish
- 2.14 explain how to determine when fish and shellfish are cooked
- 2.15 describe the **skills** needed to check and finish the dish to specification.

Range

Tools and equipment

Pans, trays, spatulas, whisks, strainers, tongs, spoons, ladles, knives, bain marie, stoves, grills (over and under fired), ovens, fryer, hot plates, cold and frozen storage.

Fish

Fresh – white: flat (eg plaice, lemon sole, dover sole, turbot, halibut), round (eg cod, haddock); oily: round (eg trout, salmon, mackerel, herring).

Preserved - any of the above.

Shellfish

Fresh - crustaceans (eg shrimp/prawn, crab), molluscs – univalves (eg. whelk, winkle), bivalves (eg mussels, scallops, oysters), cephalopods (eg squid).

Preserved - any of the above.

Cooking methods - dry

Roast (whole fish, larger cuts).

Grill (whole fish, larger cuts – shellfish).

Shallow fry (whole fish, goujons, fillets, suprêmes - suitable shellfish).

Deep fry (goujons, fillets, suprêmes, fry of fish – suitable shellfish).

Bake (fish pies, en papillote, au gratin/crusts, whole fish, large cuts – suitable shellfish).

Cooking methods - wet

Boil (suitable shellfish).

Poach (whole fish, fillets, paupiettes – suitable shellfish).

Steam (whole fish, suprêmes, darnes – suitable shellfish).

Stew (whole fish – suitable shellfish).

Braise (whole fish, larger cuts).

Cooking principles

Brown (bakes, coatings); sear to colour (grills, roasts, shallow fry, stir-fries); reduce (wines, stocks); thicken sauces (white, fawn roux, cornflour, beurre manie, purées); simmer and skim (sauces, broths, stocks); basting (roasting); glazing (fish pies, sauces - according to dish description); testing (touch temperature).

Sauces, coulis

Béchamel derivatives, veloutés (derivatives), jus lié derivatives, emulsified (butter, oils), purées (fruits/vegetables/herbs), reductions (wine, stocks, cream).

Dressings

Vinaigrettes, raitas, chutneys, pickles, jellies, confits, salsa, pesto, tapenade.

Flavoured butters/oils

Herbs, spices.

Garnishes

Doughs/pastes/batters (pastas, pancakes, polenta, gnocchi, dumplings); potatoes (mash, turned/shaped, piped); vegetables (french cuts, turned, shaped, mash/purées, champs salads, herbs, fruits, sprouting pulses, pulse); grains/seeds/nuts (rice, sesame, almonds), other.

Skills

Remove skin/bone/shells; amend consistency (reductions, liaison of egg yolks and cream, stocks, monter au beurre/olive oil, sabayon); adjust

flavouring (fish glaze, soy sauce, Worcester sauce, tomato/mushroom ketchup, fish, sweet chilli); correct seasoning (salt/spices); adjust temperature (all relevant range items).

Assemble dishes

Portion fish/shellfish (slice, de-mould); arrange fish/shellfish; incorporate garnishes; check overall dish balance; sauce (drizzle, mask, flood, glaze, cordon), ensure plates/serving dishes are clean and at the right temperature, check serving temperatures (hot, warm, cold).

Safe and hygienic practices

Clean as you go, organisational standards, legislation.

Unit 712

Prepare and cook rice, pasta, grains and egg dishes

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| UAN: | J/601/2163 |
| Level: | 2 |
| Credit value: | 6 |
| GLH: | 20 |
| Relationship to NOS: | This unit has potential links to the NVQ Diploma in Hospitality, units 239 (2FPC4), 240 (2FPC5), 243 (2FPC8), 247 (2FPC12), 250 (2FPC15). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism. |
| Aim: | <p>The aim of this unit is to enable the learner to develop the necessary skills, knowledge and understanding of the principles involved in preparing and cooking rice, pasta, grains and egg dishes at a professional level. Emphasis is placed on the development, practice and acquisition of practical skills and theoretical knowledge. Throughout this unit learners will be expected to demonstrate safe and hygienic working practices and emphasis will be placed on correct holding and storage procedures for these dishes.</p> <p>Learners will also be expected to apply the working methods they have learnt in units 202 Food safety in catering and 703 Health & safety in catering and hospitality.</p> |

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| Learning outcome |
| The learner will: 1. be able to prepare and cook rice. |
| Assessment criteria |
| The learner can: 1.1 use the correct type and amount of rice for the dish specification 1.2 pick over and wash the rice 1.3 demonstrate the correct use of tools and equipment to prepare rice dishes |

- 1.4 prepare and cook **rice** according to dish specifications
- 1.5 demonstrate control of the cooking process to obtain the required quality
- 1.6 **assemble** and finish the dish in line with dish/customer requirements
- 1.7 evaluate finished rice dishes
- 1.8 demonstrate **safe and hygienic practices**
- 1.9 identify types of **rice** and the appropriate **cooking method**
- 1.10 identify suitable **equipment** to prepare rice dishes
- 1.11 describe **preparation methods** for rice
- 1.12 describe the cooking process and **adjustments** necessary for rice dishes
- 1.13 describe the **skills** needed to check and finish the dish to specification
- 1.14 state the correct **holding and storage procedures** for rice and rice dishes.

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| <p>Range</p> <p>Rice Long grain, short, risotto, brown.</p> <p>Tools and Equipment Pans (eg sauce, paella, braising), strainer, steamer.</p> <p>Assemble Portion rice, demould, ensure plates and serving dishes are clean and at the right temperature, check serving temperature – hot, warm, cold.</p> <p>Safe and hygienic practices Clean as you go, organisational standards, legislation.</p> <p>Cooking methods Boil/steam (eg basmati), braise (long grain eg pilau), stew (eg risotto), fry (eg egg fried), microwave (reheated rice).</p> <p>Preparation methods Pick, wash, soak, sweat, coat, addition of correct amount of liquid (water, stock, wine, cream) addition of flavouring (herbs, seasoning, spices).</p> <p>Adjustments Liquid, temperature, flavourings.</p> <p>Skills Amend consistency, fork through butter/parmesan/cream, flavour, correct seasoning, check temperature.</p> |
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| <p>Holding and storing procedures Holding (hot, cold, reheat). Storage (temperature, date, labelling, covering, position, stock rotation).</p> |
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| <p>Learning outcome</p> <p>The learner will:</p> <p>2. be able to prepare and cook pasta.</p> |
| <p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 use the correct type and amount of pasta for the dish specification</p> <p>2.2 demonstrate the correct use of tools and equipment to prepare and cook pasta dishes</p> <p>2.3 prepare and cook pasta according to dish specifications</p> <p>2.4 demonstrate control of the cooking process to obtain the required quality</p> <p>2.5 assemble and finish the dish in line with dish/customer requirements</p> <p>2.6 evaluate finished pasta dishes</p> <p>2.7 demonstrate safe and hygienic practices</p> <p>2.8 identify types of pasta and the appropriate cooking method</p> <p>2.9 identify sauces and additions used with pasta</p> <p>2.10 identify suitable equipment to prepare pasta dishes</p> <p>2.11 identify preparation and cooking methods for pasta</p> <p>2.12 describe the cooking process and adjustments necessary for pasta dishes</p> <p>2.13 describe the skills needed to check and finish to dish specification</p> <p>2.14 state the correct holding and storage procedures for pasta and pasta dishes.</p> |

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| <p>Range</p> <p>Pasta Fresh pasta (basic noodle paste), dried pasta (spaghetti, tagliatelli, macaroni, lasagne, shaped), stuffed (ravioli, tortellini, cannelloni).</p> <p>Tools and equipment Rolling pin, pasta rolling machine, cutters, knives, strainers, pans, spoons, graters, stove, grill, oven.</p> <p>Assemble Portion, arrange, incorporate garnishes, balance, sauce (flood, glaze, cordon), ensure plates or serving dishes are clean and at right temperature, core temperature.</p> <p>Safe and hygienic practices Clean as you go, organisational standards, legislation.</p> |
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| <p>Sauces and additions Béchamel derivatives, veloutés derivatives, jus lié/brown sauce derivatives, purées (fruits/vegetables/herbs), reductions (wine, stocks, cream), saucing (meat, tomato, cheese, pesto, purée, oils, coulis) garnishing, seasoning.</p> <p>Preparation and cooking methods Mixing, rolling, cutting, stuffing (eg. vegetables, meats, fish, shellfish, dairy, nuts), drying, combining ingredients, straining, refreshing, chilling, boiling, baking, gratinating, holding.</p> <p>Adjustments Liquid, temperature, flavourings.</p> <p>Skills Check (texture, flavour, seasoning, temperature and presentation).</p> <p>Holding and storing procedures Holding - hot (lasagne, cannelloni) cold, reheated. Storage - temperature, date, labelling, covering, position, stock rotation.</p> |
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| <p>Learning outcome</p> <p>The learner will:</p> <p>3. be able to prepare and cook grains.</p> |
| <p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 use the correct type and amount of grain for the dish specification</p> <p>3.2 demonstrate the correct use of tools and equipment to prepare grain dishes</p> <p>3.3 prepare and cook grain or products according to dish specifications</p> <p>3.4 demonstrate control of the cooking process to obtain the required quality</p> <p>3.5 assemble and finish the dish in line with dish/customer requirements</p> <p>3.6 evaluate finished grain dishes</p> <p>3.7 demonstrate safe and hygienic practices</p> <p>3.8 identify commonly used types of grain and their use</p> <p>3.9 identify sauces and additions</p> <p>3.10 identify the appropriate tools and equipment to prepare grain dishes</p> <p>3.11 identify preparation and cooking methods for grains</p> <p>3.12 describe the cooking process and adjustments necessary for grain dishes</p> <p>3.13 describe the skills needed to check and finish to specification</p> <p>3.14 state the correct holding and storage procedures for grain dishes.</p> |

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| <p>Range</p> <p>Grain Corn/maize (polenta, corn meal), wheat (semolina, couscous, buckwheat, cracked wheat, burghul (tabbouleh), oats, millet, rye, quinoa.</p> <p>Tools and equipment Cutters, knives, strainers, pans, spoons, graters, stove, grill, oven.</p> <p>Products Gnocchi, blini, tortilla.</p> <p>Assemble Portion, arrange, incorporate garnishes, balance, sauce (flood, glaze, cordon), ensure serving dishes are clean and at right temperature, core temperature.</p> <p>Safe and hygienic practices Clean as you go, organisational standards, legislation.</p> <p>Sauces and additions Béchamel derivatives, veloutés derivatives, jus-lie/brown sauce derivatives, purées. (fruits/vegetables/herbs), reductions (wine, stocks, cream), saucing (meat, tomato, cheese, pesto, purée, oils, coulis, peanut) garnishing, seasoning.</p> <p>Preparation and cooking methods Mixing, soaking, combining ingredients, chilling, saucing, garnishing, seasoning. Boiling, baking, fry, grill, combination, holding.</p> <p>Adjustments Liquid, temperature, flavourings.</p> <p>Skills Check (texture and consistency, flavour, seasoning, temperature and presentation).</p> <p>Holding and storing procedures Holding (hot, cold, reheated), storage (temperature, date, labelling, covering, position, stock rotation).</p> |
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| <p>Learning outcome</p> <p>The learner will:</p> <p>4. be able to prepare and cook eggs.</p> |
| <p>Assessment criteria</p> |

The learner can:

- 4.1 use the correct type and amount of **eggs** for the dish specification
- 4.2 demonstrate the correct use of **tools and equipment** to prepare **egg dishes**
- 4.3 prepare and cook **eggs** according to dish specifications
- 4.4 demonstrate control of the cooking process to obtain the required quality
- 4.5 **assemble** and finish the dish in line with dish/customer requirements
- 4.6 evaluate finished **egg dishes**
- 4.7 demonstrate **safe and hygienic practices**
- 4.8 identify types of **eggs** and use
- 4.9 identify **sauces and additions** for **egg dishes**
- 4.10 identify the appropriate **tools and equipment** to prepare **eggs dishes**
- 4.11 identify **preparation and cooking methods** for egg
- 4.12 describe the cooking process and **adjustments** necessary for **egg dishes**
- 4.13 describe the **skills** needed to check and finish to specification
- 4.14 state the correct **holding, serving and storage procedures** for eggs.

Range

Eggs

Hen, quail, other, free range, barn yard, battery.

Tools and equipment

Pans, spoons, spatulas, whisk, strainers, fish slice, perforated spoon, stove, grill, oven, griddle, deep fryer.

Egg dishes

Scrambled, boiled, poached, fried, omelette, scotch eggs.

Assemble

Portion, arrange, incorporate garnishes, balance, sauce (flood, glaze, cordon), ensure serving dishes are clean and at right temperature.

Safe and hygienic practices

Clean as you go, organisational standards, legislation.

Sauces and additions

Saucing (curry, tomato, cheese, purée, oils, coulis) garnishing, seasoning.

Preparation and cooking methods

Mixing, whisking, combining ingredients, saucing, garnishing, seasoning, storing, boiling, poach, fry, deep fry (scotch eggs), scramble, bake, griddle, holding, omelette, sweet dishes.

Adjustments

Temperature, degree of cooking, liquids, flavourings.

Skills

Check- texture and consistency, flavour, seasoning, temperature and presentation.

Holding, serving and storing procedures

Holding (hot, cold, reheated), serving (temperature), storage (temperature, date, labelling, covering, position, stock rotation).

Unit 713

Produce hot and cold desserts and puddings

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| UAN: | L/601/6506 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 24 |
| Relationship to NOS: | This unit has potential links to the NVQ Diploma in Hospitality unit 249 (2FPC14). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism. |
| Aim: | This unit covers the preparation, cooking and finishing of hot and cold desserts and puddings for service in restaurants and to paying customers. |

Learning outcome

The learner will:

1. prepare and cook cold desserts.

Assessment criteria

The learner can:

- 1.1 identify different types of **cold dessert**
- 1.2 identify **quality points of ingredients** for **cold desserts**
- 1.3 prepare and cook **cold desserts** using correct equipment
- 1.4 apply **quality points to each stage** of the process
- 1.5 state how to adjust the quantity of ingredients to give the correct portion yield from **cold desserts**
- 1.6 demonstrate **safe and hygienic practices**
- 1.7 describe **preparation and cooking methods** for **cold desserts**.

Range

Cold desserts

Gelatine-based desserts, crème renversée (egg based), mousses, rice desserts, fruit-based desserts, ice cream based, meringue-based, convenience products.

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| <p>Quality points of ingredients Texture, temperature, colour, consistency, freshness, flavour.</p> <p>Quality points to each stage Cooking (appearance, taste, texture, consistency, aroma, portion control, temperature control), flavour.</p> <p>Safe and hygienic practices Clean as you go, organisational standards, legislation.</p> <p>Preparation methods Weighing/measuring, creaming, piping, lining (moulds), addition of colour/flavour, folding, moulding, mixing, aeration, slicing, portioning, chilling, combining, puréeing.</p> <p>Cooking methods Boiling/poaching, stewing, baking, steaming, combination cooking, frying, au bain-marie.</p> |
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| <p>Learning outcome</p> <p>The learner will:</p> <p>2. finish cold desserts.</p> |
| <p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 finish and present cold desserts using correct equipment</p> <p>2.2 describe the quality points when finishing cold desserts</p> <p>2.3 describe finishing and decorating techniques</p> <p>2.4 identify sauces, creams and coulis that may be served with cold desserts</p> <p>2.5 check the finished product meets dish requirements</p> <p>2.6 identify correct holding and storage procedures for finished products</p> <p>2.7 identify ingredients in cold desserts that may cause allergic reactions.</p> |

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| <p>Range</p> |
| <p>Equipment Ovens, salamander, deep fat fryer, crêpe pans, steamer, small kitchen equipment, refrigerator, freezer, ice cream machine.</p> |
| <p>Quality points Finishing (appearance, taste, texture, portion control, decoration).</p> |
| <p>Finishing and decorating techniques Piping, piped motifs, run outs, cigarettes, cut outs, moulding, chocolate transfer sheets.</p> |

Sauces, creams and coulis

Crème anglaise, fruit coulis, cooked fruit sauces, chocolate, flavoured syrups.

Holding and storage procedures

Temperatures, date, labelling, covered, position, stock rotation.

Learning outcome

The learner will:

3. prepare and cook hot desserts and puddings.

Assessment criteria

The learner can:

- 3.1 identify different types of **hot desserts and puddings**
- 3.2 identify **quality points of ingredients** for hot desserts and puddings
- 3.3 prepare and cook **hot desserts and puddings** using correct **equipment**
- 3.4 apply **quality points to each stage** of the process
- 3.5 state how to adjust the quantity of ingredients to give the correct portion yield from hot desserts and puddings
- 3.6 demonstrate **safe and hygienic practices**
- 3.7 describe **preparation and cooking methods** for hot desserts and puddings.

Range**Hot desserts and puddings**

Batter based including beignets, soufflés, sponge based, milk puddings, crème renversée (egg based), cereal, suet paste based, fruit based, crêpes.

Equipment

Ovens, salamander, deep fat fryer, crepe pans, steamer, small kitchen equipment, refrigerator, freezer.

Quality points to each stage

Finishing (appearance, taste, texture, portion control, decoration).

Safe and hygienic practices

Clean as you go, organisational standards, legislation.

Quality points of ingredients

Texture, temperature, colour, consistency, freshness, flavour.

Preparation methods

Weighing/measuring, creaming, piping, lining (moulds), addition of colour/flavour, folding, moulding, mixing, aeration, slicing, portioning, chilling, combining, puréeing.

Cooking methods

Boiling/poaching, stewing, baking, steaming, combination cooking, frying, au bain-marie.

Learning outcome

The learner will:

4. finish hot desserts and puddings.

Assessment criteria

The learner can:

- 4.1 finish and present hot desserts and puddings using correct **equipment**
- 4.2 describe the **quality points** when finishing hot desserts and puddings
- 4.3 describe **finishing and decorating techniques**
- 4.4 identify **sauces, creams and coulis** that may be served with hot desserts and puddings
- 4.5 check the finished product meets dish requirements
- 4.6 identify correct **holding and storage procedures** for finished products
- 4.7 identify ingredients in hot desserts and puddings that may cause allergic reactions.

Range

Equipment

Ovens, salamander, deep fat fryer, crêpe pans, steamer, small kitchen equipment, refrigerator, freezer.

Quality points

Finishing (appearance, taste, texture, portion control, decoration).

Finishing and decorating techniques

Colour, balance, appearance, piping, filling, saucing, glazing, dusting, portioning, additions (eg chocolate, fruit, tuille, sugar).

Sauces, creams and coulis

Crème anglaise, fruit coulis, cooked fruit sauces, chocolate, flavoured syrups.

Holding and storage procedures

Temperatures, date, labelling, covered, position, stock rotation.

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| UAN: | Y/601/6508 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 20 |
| Relationship to NOS: | This unit has potential links to the NVQ Diploma in Hospitality units 244 (2FPC9), 245 (2FPC10), 246 (2FPC11). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality, leisure, travel and tourism. |
| Aim: | This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish paste products for service in restaurants and to paying customers. |

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| Learning outcome |
| The learner will: 1. prepare and cook paste products. |
| Assessment criteria |
| The learner can: 1.1 identify different types of paste product 1.2 identify the quality points of the main ingredients 1.3 use correct tools and equipment to prepare and cook paste products , including: a. short b. sweet c. puff d. choux 1.4 state the uses for paste products 1.5 state how to adjust the quantity of ingredients to give the correct portion yield from paste products 1.6 demonstrate safe and hygienic practices 1.7 describe the preparation and cooking methods for paste products. |

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| Range [include where required, otherwise delete] |
| <p>Paste products Short: pasties, savoury flans. Sweet: fruit tarts, flans, barquettes. Puff: paste and convenience puff paste, vol au vents, Eccles cakes, sausage rolls. Choux: profiteroles and éclairs.</p> <p>Uses for paste products Pies, flans, tartlets, pudding, éclairs, vol au vents, mille feuille, samosas, pithivier.</p> <p>Safe and hygienic practices Clean as you go, organisational standards, legislation.</p> <p>Preparation methods Weighing/measuring, defrosting, rolling, lining (moulds, pastry), aeration, scoring/marketing.</p> <p>Cooking methods Time, holding, baking blind, baking, boiling, temperature control, use of steam, testing.</p> |

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| Learning outcome |
| The learner will: 2. finish paste products. |
| Assessment criteria |
| The learner can: 2.1 use tools and equipment in the finishing of paste products 2.2 describe the quality points when checking finished paste products 2.3 identify fillings, glazes, creams and icings that may be used to finish paste products 2.4 finish and present paste products 2.5 describe finishing and decorating techniques 2.6 check the finished product meets dish requirements 2.7 state the storage procedures for finished products 2.8 identify ingredients in paste products that may cause allergic reactions. |

Range**Quality points**

Appearance, taste, texture, colour, consistency, aroma, dish requirements, portion control, temperature.

Fillings, glazes, creams and icings

Crème pâtissière, frangipane, fresh fruit, cream, butter cream, preserves/jam.

Finishing and decorating techniques

Balance, glazing, dusting, portioning, icing, piping, filling, rolling (roulade), smoothing.

Storage procedures

Temperatures Fresh (3-4 °C), frozen (- 8 °C), date, labelling, covered, position, stock rotation.

Unit 715

Produce biscuit, cake and sponge products

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| UAN: | A/601/6503 |
| Level: | 2 |
| Credit value: | 4 |
| GLH: | 28 |
| Relationship to NOS: | This unit has potential links to the NVQ Diploma in Hospitality units 244 (2FPC9), 245 (2FPC10), 246 (2FPC11). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People 1st SSC for hospitality leisure, travel and tourism. |
| Aim: | This unit provides the opportunity for learners to develop their knowledge, understanding and skills to prepare, cook and finish biscuit, cake and sponge products for service in restaurants and to paying customers. |

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| Learning outcome |
| The learner will: 1. prepare and cook biscuit, cake and sponge products. |
| Assessment criteria |
| The learner can: 1.1 identify different types of biscuit, cake and sponge product 1.2 identify the quality points of the main ingredients for biscuit, cake and sponge products 1.3 prepare biscuit products for baking 1.4 prepare and cook cake and sponge mixtures for baking 1.5 demonstrate use of the correct tools and equipment to prepare and cook biscuit, cake and sponge products 1.6 state the uses for biscuit, cake and sponge products 1.7 state how to adjust the quantity of ingredients to give the correct portion yield from biscuit, cake and sponge products 1.8 demonstrate safe and hygienic practices 1.9 describe the preparation and cooking methods for biscuit, cake and sponge products. |

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| Range |
| <p>Tools and equipment Small equipment, moulds, cutters.</p> <p>Safe and hygienic practices Clean as you go, organisational standards, legislation.</p> <p>Biscuit, cake and sponge products Biscuits: biscuits à la cuillère, shortbread, cookies, langue du chat, sable a la poche, tuile. Cakes and sponges: scones, fruitcakes, muffins, sponge-based (Madeira, cherry, Victoria, regional varieties), Genoise, Genoese, Swiss roll, soda bread.</p> <p>Quality points Texture, temperature, colour, consistency, freshness, flavour.</p> <p>Preparation methods Weighing/measuring, defrosting, lining (moulds, pastry), aeration, folding in, rubbing in, mixing, boiling, creaming, piping, filling, rolling, resting, portioning.</p> <p>Cooking methods Time, holding, baking blind, baking, boiling, temperature control, use of steam, testing.</p> |

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| Learning outcome |
| The learner will: 2. finish biscuit, cake and sponge products. |
| Assessment criteria |
| The learner can: 2.1 use tools and equipment in the finishing of biscuit, cake and sponge products 2.2 describe the quality points when checking finished biscuit, cake and sponge products 2.3 identify fillings, glazes, creams and icings that may be used to finish biscuit, cake and sponge products 2.4 finish and present biscuit, cake and sponge products 2.5 describe finishing and decorating techniques 2.6 check the finished product meets dish requirements 2.7 state the storage procedures for finished products 2.8 identify ingredients in biscuit, cake and sponge products that may cause allergic reactions. |

Range**Quality points**

Appearance, taste, texture, colour, consistency, aroma, dish requirements, portion control, temperature.

Finishing and decorating techniques

Balance piping, piped motifs, run outs, cigarettes, cut outs, moulding, glazing, dusting, portioning, icing, filling, rolling (roulade), smoothing.

Storage procedures

Temperatures Fresh (3-4 °C), frozen (- 8 °C), date, labelling, covered, position, stock rotation.

Unit 716

Produce fermented dough products

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| UAN: | J/601/6505 |
| Level: | 2 |
| Credit value: | 4 |
| GLH: | 28 |
| Relationship to NOS: | This unit has potential links to the NVQ Diploma in Hospitality units 244 (2FPC9), 245 (2FPC10), 246 (2FPC11). |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by People1st SSC for hospitality, leisure travel and tourism. |
| Aim: | This unit covers preparing, cooking and finishing of fermented dough products for service in restaurants and to paying customers. |

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| Learning outcome |
| The learner will: 1. prepare and cook fermented dough products. |
| Assessment criteria |
| The learner can: 1.1 identify different types of fermented dough product 1.2 identify quality points of the main ingredients for fermented dough products 1.3 prepare fermented dough products for baking 1.4 use correct tools and equipment to prepare and cook fermented dough products 1.5 state the uses of fermented dough products 1.6 state how to adjust the quantity of ingredients to give the correct portion yield from fermented dough products 1.7 demonstrate safe and hygienic practices 1.8 describe preparation and cooking methods for fermented dough products 1.9 state storage procedures for raw dough. |

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| Range |
| <p>Fermented dough products Bread rolls, loaves (wholemeal, wholegrain, white), bun dough, speciality doughs (naan bread, foccacia, pitta, pizza, flavoured), doughnuts, soda bread, enriched dough bun.</p> <p>Safe and hygienic practices Clean as you go, organisational standards, legislation.</p> <p>Quality points Texture, temperature, colour, consistency, freshness.</p> <p>Main ingredients Flour (white, wholemeal, whole grain), fats, yeast (fresh and dry), sugar, liquid (water, milk).</p> <p>Preparation methods Weighing/measuring, fermenting, mixing, resting, kneading, knocking back, proving, portioning, addition of other ingredients, moulding.</p> <p>Cooking methods Time, steam injection, baking, deep frying, temperature control, testing, holding to serve warm.</p> <p>Storage procedures Temperatures, date, labelling, covered, position, stock rotation.</p> |

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| Learning outcome |
| The learner will: 2. finish fermented dough products. |
| Assessment criteria |
| <p>The learner can:</p> <p>2.1 use correct tools and equipment in the finishing of fermented dough products</p> <p>2.2 describe the quality points when checking finished fermented dough products</p> <p>2.3 identify fillings, glazes, creams and icings that may be used for fermented dough products</p> <p>2.4 finish and present fermented dough products</p> <p>2.5 describe finishing and decorating techniques</p> <p>2.6 check the finished product meets dish requirements</p> <p>2.7 state the storage procedures for finished fermented dough products</p> <p>2.8 identify ingredients in fermented dough products that may cause allergic reactions.</p> |

Range**Quality points**

Appearance, taste, texture, consistency, aroma, dish requirements, portion control, temperature.

Finishing and decorating

Colour, dish specification requirements, balance, appearance, glazing, dusting, filling, portioning.

Storage procedures

Temperatures, date, labelling, covered, position, stock rotation.



Appendix 1 Relationships to other qualifications

Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that learners completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw



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.

Centre Manual - Supporting Customer Excellence 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 learners
- 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 such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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 learners who are eligible for adjustments in assessment.

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

- **Walled Garden:** how to register and certificate learners 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 learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

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| UK learners General qualification information | T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com |
| International learners General qualification information | T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com |
| Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com |
| Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com |
| International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com |
| Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com |
| Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy | T: +44 (0)121 503 8993 E: business@cityandguilds.com |
| Publications Logbooks, Centre documents, Forms, Free literature | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 |

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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.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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