

# Level 2 Technical Certificate in Food Preparation and Service

**(7178-20)**

August 2017 Version 1.3

**Qualification Handbook**

## Qualification at a glance

<b>Industry area</b>	Hospitality and Catering
<b>City &amp; Guilds number</b>	7178
<b>Age group</b>	16-18, 19+
<b>Entry requirements</b>	Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met.
<b>Assessment</b>	To gain this qualification, candidates must successfully achieve the following assessments: <ul style="list-style-type: none"><li>• One externally set, externally marked exam, sat under examination conditions</li><li>• One externally set, externally moderated assignment</li></ul>
<b>Additional requirements to gain this qualification</b>	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
<b>Grading</b>	This qualification is graded Pass/Merit/Distinction/Distinction*  For more information on grading, please see Section 7: Grading.
<b>Approvals</b>	These qualifications require full centre and qualification approval
<b>Support materials</b>	Sample assessments Guidance for delivery Guidance on use of marking grids
<b>Registration and certification</b>	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
<b>External quality assurance</b>	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

Title and level	GLH	TOT	City & Guilds qualification number	Ofqual accreditation number
Level 2 Technical Certificate in Food Preparation and Service	450	720	7178-20	603/0360/8

Version and Date	Change Detail	Section
June 2017 V1.2	Addition of the examination paper based module number	1. Introduction – Assessment requirements and employer involvement 5. Assessment 5. Assessment – exam Specification 7. Grading – Awarding grades and reporting results
	Removal of AO 6-8 from Synoptic Assignments and readjusted approximate weightings	5. Assessment – Assessment Objectives
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
	Branding Changes	Throughout
August 2017 V1.3	Addition of learning outcomes	5. Assessment – Assessment Objectives

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# 1 Introduction

## What is this qualification about?

The following purpose statement relates to the **City & Guilds Level 2 Technical Certificate in Food Preparation and Service (603/0360/8)**

Type of qualification: Technical Certificate

Area	Description
OVERVIEW	
Who is this qualification for?	<p>This Level 2 Technical Certificate in Food Preparation and Service is for you if you are 16 or over and would like to work in the food preparation and service sector.</p> <p>You may have already undertaken the City &amp; Guilds Level 2 Technical Award in Cookery and Service for the Hospitality Industry. However, it is not necessary to have achieved any prior hospitality and catering qualifications.</p> <p>This qualification is designed to help you enter employment as a Kitchen/Catering Assistant or a Food and Beverage Service Assistant, or alternatively progress on to further relevant learning and qualifications.</p>
What does this qualification cover?	<p>This qualification covers knowledge and skills you will need to progress to further learning and training, or to enter work in the Food Preparation and Service sector.</p> <p>You will learn how:</p> <ul style="list-style-type: none"><li>• the hospitality industry is structured and functions</li><li>• to prepare savoury products</li><li>• to prepare sweet products</li><li>• to prepare beverages</li><li>• to serve food and beverages to customers</li><li>• to work safely and hygienically.</li></ul> <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. The different ways in which centres could support your learning, by working with relevant establishments, such as those identified below, include:</p> <ul style="list-style-type: none"><li>• structured work-experience or work-placements within their business</li><li>• your attendance at classes or lectures given by industry experts</li><li>• employers input into projects and exercises, or are involved with setting assessments and examinations</li></ul>

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

<p>Will the qualification lead to employment, and if so, in which job role and at what level?</p>	<p>This qualification will prepare you for employment in roles such as:</p> <ul style="list-style-type: none"> <li>Kitchen/catering assistant</li> <li>Food and beverage assistant</li> </ul> <p>You are likely to be able to find work with a variety of employers in the hospitality industry, such as:</p> <ul style="list-style-type: none"> <li>Chain/branded restaurants or outlets</li> <li>Cafes/coffee shops</li> <li>Chain pubs or bars</li> <li>Budget hotels or bed and breakfasts</li> <li>Retailers (e.g. department stores)</li> <li>Public sector catering (e.g. schools, colleges, universities, hospitals, care homes)</li> <li>Employers' staff restaurants</li> <li>Holiday parks and resorts</li> <li>Event caterers (e.g. sports events, music festivals).</li> </ul>
<p>Why choose this qualification over similar qualifications?</p>	<p>This qualification would be an ideal choice over the Level 2 Technical Certificates in Professional Cookery or Food and Beverage Service, as it caters for anyone looking for a career in the hospitality industry with the flexibility of being able to work in both the kitchen and front of house. This opens up a wider range of opportunities to enter the hospitality industry, and still carries with it the potential to specialise at a later stage.</p>

Will the qualification lead to further learning?	<p>You may have the opportunity to undertake further specialist learning, such as:</p> <ul style="list-style-type: none"> <li>• City &amp; Guilds Level 2 Technical Certificate in Professional Cookery (450)</li> <li>• City &amp; Guilds Level 2 Technical Certificate in Food and Beverage Service (450)</li> <li>• City &amp; Guilds Level 2 Hospitality Team Member Apprenticeship</li> <li>• City &amp; Guilds Level 3 Advanced Technical Diploma in Professional Cookery (450)</li> <li>• City &amp; Guilds Level 3 Advanced Technical Diploma in Food and Beverage Service Supervision (450)</li> <li>• City &amp; Guilds Level 3 Production Cookery Apprenticeship</li> </ul>
<b>WHO SUPPORTS THIS QUALIFICATION?</b>	
Employers/Higher Education Institutions	<p>This qualification is supported by:</p> <ul style="list-style-type: none"> <li>- Academy of Food and Wine Service</li> </ul>
<b>FURTHER INFORMATION</b>	<p>Please refer to the Qualification Handbook, available on the City &amp; Guilds website, for more information on the structure of this qualification, the content of the units, and assessment.</p>



## Qualification structure

For the **Level 2 Technical Certificate in Food Preparation and Service** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
<b>Mandatory</b>		
201	Safe working practices for the hospitality industry	30
202	Introduction to the hospitality industry	30
203	Tools and equipment used in food preparation and service	60
204	Savoury products	120
205	Desserts, cakes, biscuits and pastry products	60
206	Beverage preparation	60
207	Food and beverage service	90

## Total Qualification Time

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

Title and level	GLH	TQT
Level 2 Technical Certificate in Food Preparation and Service	450	720

## Assessment requirements and employer involvement

To achieve the **Level 2 Technical Certificate in Food Preparation and Service** candidates must successfully complete **both** mandatory assessment components.

Component number	Title
<b>Mandatory</b>	
021 or 521	Level 2 Food Preparation and Service – Theory exam (1)*
022	Level 2 Food Preparation and Service - Synoptic assignment (1)*



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

## Employer involvement

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

*\*Number of mandatory assessments per assessment type*

## 2 Centre requirements

### Approval

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

### Resource requirements

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

### *Centre staffing*

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

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

### *Physical resources*

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

### *Internal Quality Assurance*

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

### Learner entry requirements

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

### *Age restrictions*

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

## 3 Delivering Technical qualifications

### Initial assessment and induction

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

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

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

### Employer involvement

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

### Support materials

The following resources are available for this qualification:

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

## 4 Employer involvement

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

Department for Education (DfE) requirements state:

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

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

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

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

### Qualification approval

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

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

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

### Monitoring and reporting learner engagement

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

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

### Types of involvement

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

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

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

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

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

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

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

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

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

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

## **Types of evidence**

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, eg a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. Eg for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

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

## Quality assurance process

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

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

## Sufficiency of involvement for each learner

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

## Live involvement

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

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

## Timing

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



## 5 Assessment

### Summary of assessment methods and conditions

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

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

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### What is synoptic assessment?

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

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

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

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

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

### How the assignment is synoptic for this qualification

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

### External exam for stretch, challenge and integration

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

### Assessment objectives

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

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

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

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
<b>AO1</b> Recalls knowledge from across the breadth of the qualification.	Food safety procedures, health and safety procedures, awareness of different tools and equipment, awareness of different food and beverages, awareness of the techniques required to prepare and serve different food and beverages	20%

Assessment objective	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
<b>AO2</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Impact of timings, workflow/order of work, appropriate use of resources, food safety/health and safety considerations, practices and procedures relevant to food and beverage preparation and service	10%
<b>AO3</b> Demonstrates technical skills from across the breadth of the qualification.	Knife skills, use of tools and equipment, food and beverage preparation techniques, cooking and finishing techniques, service techniques, customer care skills	35%
<b>AO4</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Design and implementation of plan throughout preparation, cooking, finishing and service of food and beverages, ability to monitor and adapt if required	25%
<b>AO5</b> Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Attention to detail and quality when preparing, cooking, finishing and serving products (including personal presentation), meeting customer needs and expectations	10%

## Exam specification

AO weightings per exam

Assessment objective	Exam 021/521 weighting (approx. %)
<b>AO1</b> Recalls knowledge from across the breadth of the qualification.	46%
<b>AO2</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	35%
<b>AO4</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	19%



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

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

**Assessment conditions:** Invigilated examination conditions

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

021/521	Duration: 2 hours 40 minutes		
Unit	Learning outcomes	Number of marks	% (rounded)
Unit 201	Know the legislative requirements applicable to the hospitality industry	12	15%
	Maintain food safety		
	Maintain health and safety		
Unit 202	Understand the hospitality industry	11	13%
	Provide professional customer service		
	Understand stock management and sustainability considerations in the hospitality industry		
Unit 203	Use knives and cutting equipment throughout the food production process	14	18%
	Use tools and small equipment to produce and serve food and beverages		
	Use large equipment to produce and serve food and beverages		
Unit 204	Prepare, cook and finish soups and sauces	14	18%
	Prepare, cook and finish rice, grain, eggs and pasta		
	Prepare and finish salads and sandwiches		
	Prepare, cook and finish meat and poultry		
	Prepare, cook and finish fish and shellfish		
	Prepare, cook and finish vegetables		
Unit 207	Provide food and beverage service	14	18%
N/A	Integration across the units	15	19%
<b>Total</b>		<b>80</b>	<b>100</b>

\*These exams are sat under invigilated examination conditions, as defined by the JCQ:  
<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

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



## 6 Moderation and standardisation of assessment

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

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

### Supervision and authentication of internally assessed work

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

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

### Internal standardisation

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

### Internal appeal

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

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

### Moderation

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

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

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



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

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

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

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

### **Post-moderation procedures**

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

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

### **Centres retaining evidence**

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

## 7 Grading

### Awarding individual assessments

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

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

### Grade descriptors

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

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

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

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

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

## Awarding grades and reporting results

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

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

The approximate pass grade boundary for the synoptic assignment in this qualification is:

Synoptic Assignment	Pass Mark (%)
022	40

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

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

Assessment method	Grade scale	% contribution
Exam 021/521	X/P/M/D	40%
Synoptic Assignment 022	X/P/M/D	60%

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

	Pass	Merit	Distinction
Exam: 40%	6	12	18
Assignment: 60%	6	12	18



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

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

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

## 8 Administration

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

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

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

- internal quality assurance
- City & Guilds external moderation.

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

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

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

### External quality assurance

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

City & Guilds requires the Head of Centre to:

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

### Enquiries about results

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

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

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

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

## Factors affecting individual learners

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

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

## Malpractice

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

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

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

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

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

## Access arrangements and special consideration

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

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

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

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

### ***Special consideration***

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

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



## Unit 201 Safe working practices for the hospitality industry

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

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

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

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

### Learning outcomes

In this unit, learners will be able to

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

## Scope of content

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

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## Learning outcome

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

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

### Topic 1.1

Impact of legislation on working practices in the hospitality industry:

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

### Topic 1.2

Employer responsibilities:

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

Employee responsibilities:

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

Impacts of failing to comply with these responsibilities:

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

- Improvement notices
- Fines
- Imprisonment

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## Learning outcome

- 2 Maintain food safety
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## Topics

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

### Topic 2.1

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

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

### Topic 2.2

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

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

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

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

### Topic 2.3

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

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

### Topic 2.4

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

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

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

### Topic 2.5

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

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

### Topic 2.6

Signs of pest infestation:

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

Types of pest associated with the food environment:

- Birds
- Domestic pets
- Insects
- Rodents

Impacts of pest infestation:

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

Methods of controlling, preventing or eliminating pest infestations:

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

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## Learning outcome

3 Maintain health and safety

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## Topics

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

### Topic 3.1

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

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

### Topic 3.2

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

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

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

- Inadequate training
- Slips, trips and falls

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

### Topic 3.3

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

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

## Guidance for delivery

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

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

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

## Employer engagement

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

## Suggested learning resources

### Books

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

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

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

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### Websites

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



## Unit 202 Introduction to the hospitality industry

<b>Unit level:</b>	Level 2
<b>GLH:</b>	30

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### What is this unit about?

The purpose of this unit is to provide learners with a broad understanding of the hospitality industry.

This begins with a focus on the structure of the industry and the job roles available, so that learners can understand the different opportunities and directions a career in hospitality can take.

One of the key features of the hospitality industry is the focus on customers. This unit will help learners better understand how to meet the needs of customers by providing an excellent customer experience.

Learners will also be introduced to the principles of stock management and sustainability, to help ensure businesses are run profitably and are environmentally friendly.

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

- Where can a career in hospitality take me?
- What type of establishments can I work in?
- Who are the customers?
- What is a carbon footprint?
- What does fair trade mean?

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### Learning outcomes

In this unit, learners will be able to

- 1 Understand the hospitality industry
- 2 Provide professional customer service
- 3 Understand stock management and sustainability considerations in the hospitality industry

## Scope of content

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

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## Learning outcome

- 1 Understand the hospitality industry
- 

## Topics

- 1.1 Hospitality establishments
- 1.2 Trends and developments in the hospitality industry
- 1.3 Job roles and responsibilities in the hospitality industry
- 1.4 Legislation for the hospitality industry

### Topic 1.1

The key features of different types of establishments in the hospitality industry:

- Restaurants (independent, chain, department stores, staff restaurants)
- Hotels (independent, chain, budget, bed and breakfast/guest houses, star rated)
- Pubs and bars (independent, chain, speciality)
- Contract catering (schools, colleges, universities, hospitals, care homes)
- Event catering (festivals, sporting events)
- Cafes and coffee shops

### Topic 1.2

Impact of trends and developments on the hospitality industry:

- Government guidelines for drinking and nutrition
- Social media (business use, personal use)
- Online reviews/ratings
- Tourism (events, seasonal)
- Eating habits and lifestyle choices
- Skills shortages
- Economic changes
- Fashions/fads

### Topic 1.3

The roles and responsibilities of different jobs in the hospitality industry:

- Kitchen:
  - o Executive Chef
  - o Head Chef
  - o Sous Chef
  - o Chef De Partie

- o Commis Chef
- o Kitchen/Catering Assistant
- o Kitchen Porter
- o Catering Manager
- Restaurant and bar:
  - o Restaurant Manager
  - o Maître D'hotel
  - o Chef De Rang
  - o Sommelier
  - o Waiter
  - o Bar Manager/Supervisor
  - o Bar Staff
  - o Events Manager
  - o Conference And Banqueting Manager
  - o Barista
- Reception:
  - o Front Office Manager
  - o Concierge
  - o Receptionist
  - o Host
- Accommodation:
  - o Executive Housekeeper
  - o Floor Housekeeper
  - o Room Attendant

#### Topic 1.4

The key employer and employee responsibilities of legislation that applies to hospitality establishments:

- Consumer Rights Act
- Data Protection Act
- Equality Act
- Licensing Act
- Weights and Measures Act
- Working Time Regulations

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### Learning outcome

- 2 Provide professional customer service
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### Topics

- 2.1 Display professional standards in the workplace
  - 2.2 Characteristics of different customers
  - 2.3 Importance of excellent customer service
  - 2.4 Dealing with customer complaints
-

### Topic 2.1

Attributes of professional standards in the workplace, and their importance:

- Personal presentation (dress code, personal grooming)
- Behaviours (working with others, positive attitude, problem solving)
- Time management
- Communication skills (body language, listening skills, written communication, speaking skills)

### Topic 2.2

The characteristics of different customers and their respective needs:

- Business customers
- People with specific dietary requirements
- Individuals, groups or families
- Patients
- People with disabilities
- Residents
- Tourists

### Topic 2.3

The benefits of excellent customer service, and the impact of poor customer service on:

- Reputation
- Turnover and profits
- Staff motivation
- Customer satisfaction

### Topic 2.4

The process for dealing with customer complaints:

- Receiving complaints (verbal, written)
- Resolving (or escalating where appropriate)
- Recording where appropriate

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## Learning outcome

- 3 Understand stock management and sustainability considerations in the hospitality industry
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## Topics

- 3.1 Stock management considerations  
3.2 Sustainability considerations

### Topic 3.1

Factors to consider for stock management in the hospitality industry, and their importance:

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

### Topic 3.2

Sustainability factors to consider in the hospitality industry:

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

## Guidance for delivery

This unit would be an ideal opportunity to engage with producers, suppliers and employers through industry visits and guest speakers. To help further their understanding of the industry, learners should be encouraged to take notice of any hospitality businesses around them.

### Topic 1.4

The legislation covered here is in addition to the health and safety and food safety legislation included in unit 201.

### Topic 2.2

The dietary requirements of different groups should be considered, including:

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

When discussing allergens in particular, it is important to link this back to the allergens listed in unit 201.

### Topic 3.1

In order to better appreciate the different opinions that exist on this topic, learners should be encouraged to engage with each other through discussion and debate about the different sustainability factors.

### Topic 3.2

Tutors are encouraged to embed the principles of stock management throughout the practical delivery of the qualification.

## Employer engagement

Practical experiences should be offered through relevant work experience with local employers and possibly part time employment so that the learner is able to gain an understanding of the scope of the industry and the job opportunities available to them. Learners would benefit from industry visits and opportunities to observe different service styles and standards to broaden their experiences.

## Suggested learning resources

### Books

Practical Cookery, 13th Edition for Level 2 NVQs and Apprenticeships Published by: Hodder Education ISBN: 978-1471839573	Foskett, D., Rippington, N., Paskins, P., Thorpe, S.
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The Theory of Hospitality and Catering Thirteenth Edition Published by: Hodder Education ISBN: 978-1471865237	Foskett, D., Paskins, P., Pennington, A., Rippington, N.
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Food and Beverage Service, 9th Edition	Cousins, H., Lillicrap, D., Weekes, S.
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**Websites**

Hospitality Guild

<http://www.hospitalityguild.co.uk>

The Caterer

<https://www.thecaterer.com>

Institute of Customer Service

<https://www.instituteofcustomerservice.com>

## Unit 203 Tools and equipment used in food preparation and service

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

The purpose of this unit is for learners to understand the different types and uses of tools and equipment that are used in both food production and service.

Learners will develop their skills with knives, tools and equipment to safely and consistently produce food and beverages to a professional standard.

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

- Why are there so many different types of knives?
  - What is a waiter's friend?
  - What is the difference between a filter coffee machine and a bean-to-cup machine?
  - What is the difference between a conventional oven and a combination oven?
- 

### Learning outcomes

In this unit, learners will be able to

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



## Scope of content

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

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## Learning outcome

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

## Topics

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

### Topic 1.1

Types and uses of knives and cutting equipment:

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

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

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

### Topic 1.2

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

- Cleaning
- Sharpening
- Handling and transportation (handing over of knives, legal requirements)
- Safe and hygienic storage (knife rolls, knife cases, magnetic strips)
- Security (to prevent loss, theft or damage)

### Topic 1.3

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

- Carve
- Chop (finely, coarsely)
- Core
- Crush
- Dice
- Joint (i.e. poultry)
- Mark and score
- Peel
- Segment
- Shred
- Slice
- Spread
- Trim

Factors to consider when using knife skills and cutting techniques:

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

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### Learning outcome

- 2 Use tools and small equipment to produce and serve food and beverages

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### Topics

- 2.1 Types and characteristics of tools and small equipment for food production
- 2.2 Types and characteristics of tools and small equipment for food and beverage service
- 2.3 Store and maintain tools and small equipment

### Topic 2.1

Types and uses of tools and small equipment for food production:

- Blender
- Can opener
- Carving fork
- Chopping boards (colour coding, different materials)
- Cooling rack
- Food processor
- Frying pans (different sizes)
- Grater
- Measuring jug
- Mixers

- Pastry brushes
- Piping bag and nozzles
- Ricer
- Rolling pin
- Saucepans (different sizes)
- Scales
- Sieve
- Spatula
- Spider
- Spoons
- Strainers
- Temperature probe
- Trays (different sizes)
- Whisk

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

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

## Topic 2.2

Types and uses of tools and small equipment for food and beverage service:

- Blenders
- Boiler/kettle
- Bottle openers/waiter's friend
- Cafetière
- Chafing dishes
- Chopping boards (colour coding, different materials)
- Cocktail equipment
- Crockery (different styles)
- Cutlery (different styles)
- Filter coffee machine
- Garnish trays
- Glassware (different types)
- Ice bucket and tongs
- Knives
- Linen or disposables
- Menus
- Optics and measures
- Service spoons and forks
- Tableware (salt and pepper shakers, decorations, table mats)
- Trays
- Trolleys

Characteristics of different types of tools and small equipment used for food and beverage service, and the importance these characteristics have on selection:

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

### Topic 2.3

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

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

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## Learning outcome

- 3 Use large equipment to produce and serve food and beverages

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## Topics

- 3.1 Types and characteristics of large equipment for food production
- 3.2 Types and characteristics of large equipment for food and beverage service
- 3.3 Maintain large equipment

### Topic 3.1

Types and uses of large equipment for food production:

- Blast chillers and blast freezers
- Cold holding equipment (fridge, freezer)
- Fryers and griddles
- Grills (salamanca, open flame grill/barbeque, contact grill)
- Hobs (induction, solid top, open range)
- Hot holding equipment (bain marie, hotplate)
- Ovens (conventional, fan assisted (convection), combination (steam/dry heat), microwave)
- Steamers

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

- Design
- Power source/fuel
- Size

### Topic 3.2

Types and uses of large equipment for food and beverage service:

- Bean to cup machine
- Cold holding (fridge, bottle fridge, freezer, display cabinets)
- Dishwashers
- Glasswashers
- Hot holding (hotplate, carving unit, display cabinets)
- Ice machine
- Till

Characteristics of different types of large equipment used for food and beverage service, and the importance these characteristics have on selection and/or use:

- Design
- Size

### Topic 3.3

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

- Adherence to manufacturer's instructions
- Authorised maintenance/repair
- Cleaning
- Monitoring temperatures
- Reporting damage

### Guidance for delivery

It is important that this unit is not delivered in isolation. As this unit comprises a key part of the overall qualification, it is crucial that the knowledge, understanding and skills are integrated throughout the delivery of units 204-207.

Learner should understand that the design of knives, tools and equipment is a key aspect of the customer experience. For example, using a slate to present and serve food to the customer as opposed to a traditional china plate.

Learners should be encouraged to be aware of tools and equipment they can see in hospitality establishments around them, as well as through organised industry visits. A hospitality trade show would be a further means of engaging learners with the latest developments in tools and equipment.

### Employer engagement

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

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

### Suggested learning resources

#### **Books**

The Theory of Hospitality and Catering  
Thirteenth Edition  
Published by: Hodder Education  
ISBN: 978-1471865237

Foskett, D., Paskins, P., Pennington, A.,  
Rippington, N.

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#### **Journals and magazines**

- The Caterer

#### **Websites**

Russums Catering Clothing and Equipment  
Nisbets Catering Equipment  
Hobart  
Charvet

<http://www.russums-shop.co.uk>  
<http://www.nisbets.co.uk>  
<http://www.hobartuk.com>  
<http://charvet.co.uk>

## Unit 204 Savoury products

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

The purpose of this unit is to provide learners with an introduction to the knowledge, understanding and skills required to produce savoury products in a professional kitchen environment.

Learners will be taught how to prepare, cook and finish the following types of products and dishes:

- soups and sauces
- rice, grain, eggs and pasta
- meat and poultry
- fish and shellfish
- vegetables
- salads and sandwiches

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

- Why are different foods cooked in different ways?
  - What are the different methods of cooking chicken?
  - What are the benefits of using convenience products?
  - What grains are used in cooking?
  - Are salads always cold?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Prepare, cook and finish soups and sauces
- 2 Prepare, cook and finish rice, grain, eggs and pasta
- 3 Prepare, cook and finish meat and poultry
- 4 Prepare, cook and finish fish and shellfish
- 5 Prepare, cook and finish vegetables
- 6 Prepare and finish salads and sandwiches

## Scope of content

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

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## Learning outcome

- 1 Prepare, cook and finish soups and sauces
- 

## Topics

- 1.1 Types of soup
- 1.2 Prepare and cook soups
- 1.3 Finish soups
- 1.4 Types of sauce
- 1.5 Prepare and cook sauces
- 1.6 Finish sauces

### Topic 1.1

Types of soup:

- Puree
- Cream
- Convenience (tinned, powder, vacuum packed)

### Topic 1.2

Prepare and cook soups (listed in 1.1) using different preparation and cooking methods.

Methods of preparation, when to use them and why:

- Washing
- Cutting (to include skills from unit 203)

Quality checks during preparation, and their importance:

- Ingredients prepared to specification
- Minimal waste

Methods of cooking, when to use them and why:

- Boiling
- Microwaving
- Shallow frying/sweating
- Simmering

Quality checks during cooking, and their importance:

- Sufficient liquid



- Temperature

### **Topic 1.3**

Finish soups (listed in 1.1) using different finishing methods.

Methods of finishing, when to use them and why:

- Blending
- Garnishing (cream, main ingredient, croutons, herbs)
- Passing
- Portioning

Quality checks for finished soups, and their importance:

- Aroma
- Colour
- Consistency
- Flavour
- Portion control
- Presentation
- Seasoning
- Temperature

### **Topic 1.4**

Types of sauce:

- Convenience (hot, cold)

### **Topic 1.5**

Prepare and cook sauces (listed in 1.4) using different preparation and cooking methods.

Methods of preparation, when to use them and why:

- Measuring

Quality checks during preparation, and their importance:

- Prepared to specification
- Minimal waste

Methods of cooking, when to use them and why:

- Microwaving
- Boiling
- Simmering

Quality checks during cooking, and their importance:

- Sufficient liquid
- Temperature

## Topic 1.6

Finish sauces (listed in 1.4) using different finishing methods.

Methods of finishing:

- Derivatives
- Portioning

Quality checks for finished sauces, and their importance:

- Aroma
- Colour
- Consistency
- Flavour
- Portion control
- Presentation
- Seasoning
- Temperature

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## Learning outcome

- 2 Prepare, cook and finish rice, grain, eggs and pasta

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## Topics

- 2.1 Types of rice and grain
- 2.2 Prepare and cook rice and grain
- 2.3 Finish rice and grain
- 2.4 Types of eggs
- 2.5 Cook eggs
- 2.6 Finish eggs
- 2.7 Types of pasta
- 2.8 Cook pasta
- 2.9 Finish pasta

## Topic 2.1

Types of rice and grain:

- Rice (long grain, short grain)
- Grain (quinoa, cous cous)
- Convenience (pre-cooked)

## Topic 2.2

Prepare and cook rice and grain products (listed in 2.1) using different preparation and cooking methods.

Methods of preparation, when to use them and why:

- Washing
- Measuring

Quality checks during preparation, and their importance:

- Cleanliness

Methods of cooking, when to use them and why:

- Boiling
- Microwaving
- Steaming

Quality checks during cooking, and their importance:

- Sufficient liquid
- Temperature

### **Topic 2.3**

Finish rice and grain products (listed in 2.1) using different finishing methods.

Methods of finishing, when to use them and why:

- Draining
- Garnishing (fruit, herbs, vegetables)
- Portioning

Quality checks for finished rice and grain, and their importance:

- Aroma
- Colour
- Flavour
- Portion control
- Presentation
- Seasoning
- Temperature
- Texture

### **Topic 2.4**

Types of eggs:

- Fresh
- Convenience (powdered, liquid)

### **Topic 2.5**

Prepare and cook eggs (listed in 2.4) using different preparation and cooking methods.

Methods of preparation:

- Measuring
- Whisking

Quality checks during preparation, and their importance:

- Prepared to specification

Methods of cooking, when to use them and why:

- Boiling
- Microwaving
- Poaching
- Shallow frying

Quality checks during cooking, and their importance:

- Sufficient liquid
- Temperature

### **Topic 2.6**

Finish eggs (listed in 2.4) using different finishing methods.

Methods of finishing, when to use them and why:

- Draining
- Garnishing (herbs, cheese)
- Portioning
- Saucing (cheese)

Quality checks for finished eggs, and their importance:

- Colour
- Consistency
- Flavour
- Portion control
- Presentation
- Seasoning
- Temperature
- Texture

### **Topic 2.7**

Types of pasta:

- Convenience (dried, chilled, frozen)

### **Topic 2.8**

Cook pasta (listed in 2.7) using different cooking methods

Methods of cooking, when to use them and why:

- Baking

- Boiling
- Microwaving
- Steaming

Quality checks during cooking, and their importance:

- Sufficient liquid
- Temperature

### Topic 2.9

Finish pasta (listed in 2.7) using different finishing methods

Methods of finishing, when to use them and why:

- Draining
- Additions (oil, sauce, cheese)
- Garnishing (herbs)
- Portioning

Quality checks for finished pasta, and their importance:

- Aroma
- Colour
- Flavour
- Portion control
- Presentation
- Seasoning
- Temperature
- Texture

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## Learning outcome

3 Prepare, cook and finish meat and poultry

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## Topics

- 3.1 Types of meat and poultry
- 3.2 Prepare and cook meat and poultry
- 3.3 Finish meat and poultry

### Topic 3.1

Types of meat and poultry:

- Beef
- Lamb
- Pork
- Chicken

- Pre-prepared products (pre-portioned, mince)

### Topic 3.2

Prepare and cook meat and poultry (listed in 3.1) using different preparation and cooking methods

Methods of preparation, when to use them and why:

- Cutting (to include skills from unit 203)
- Portioning

Quality checks during preparation, and their importance:

- Prepared to specification
- Minimal waste.

Methods of cooking, when to use them and why:

- Boiling
- Frying (shallow, deep)
- Grilling
- Microwaving
- Roasting
- Simmering

Quality checks during cooking, and their importance:

- Sufficient liquid
- Temperature

### Topic 3.3

Finish meat and poultry (listed in 3.1) using different finishing methods.

Methods of finishing, when to use them and why:

- Draining
- Garnishing (herbs, vegetables)
- Portioning

Quality checks for finished meat and poultry, and their importance:

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

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## Learning outcome

### 4 Prepare, cook and finish fish and shellfish

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## Topics

#### 4.1 Types of fish and shellfish

#### 4.2 Prepare and cook fish and shellfish

#### 4.3 Finish fish and shellfish

##### Topic 4.1

Types of fish and shellfish:

- Convenience (frozen, pre-portioned, coated, filleted)

##### Topic 4.2

Prepare and cook fish and shellfish (listed in 4.1) using different preparation and cooking methods.

Methods of preparation, when to use them and why:

- Cutting (to include skills from unit 203)
- Portioning

Quality checks during preparation, and their importance:

- Prepared to specification

Methods of cooking, when to use them and why:

- Frying (deep, shallow)
- Grilling
- Microwaving
- Poaching

Quality checks during cooking, and their importance:

- Sufficient liquid
- Temperature

##### Topic 4.3

Finish fish and shellfish (listed in 4.1) using different finishing methods.

Methods of finishing, when to use them and why:

- Draining
- Saucing (tomato, white sauce)
- Garnishing (herbs, fruit)

- Portioning

Quality checks for finished fish and shellfish, and their importance:

- Aroma
- Colour
- Flavour
- Portion control
- Presentation
- Seasoning
- Temperature
- Texture

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## Learning outcome

- 5 Prepare, cook and finish vegetables
- 

## Topics

- 5.1 Categories of vegetable
- 5.2 Prepare and cook vegetables
- 5.3 Finish vegetables

### Topic 5.1

Categories of vegetable, including convenience (pre-prepared, frozen, chilled):

- Tubers
- Roots
- Bulbs
- Flowers
- Leaves
- Legumes
- Fruits
- Fungi

### Topic 5.2

Prepare and cook vegetables (listed in 5.1) using different preparation and cooking methods.

Methods of preparation, when to use them and why:

- Cutting (to include skills from unit 203)
- Washing

Quality checks during preparation, and their importance:

- Prepared to specification
- Minimal waste



Methods of cooking, when to use them and why:

- Blanching
- Boiling
- Frying (deep, shallow)
- Microwaving
- Roasting
- Steaming

Quality checks during cooking, and their importance:

- Sufficient liquid
- Temperature

### Topic 5.3

Finish vegetables (listed in 5.1) using different finishing methods.

Methods of finishing, when to use them and why:

- Draining
- Garnishing (herbs)
- Pureeing
- Saucing (cheese)

Quality checks for finished vegetable dishes, and their importance:

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

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## Learning outcome

6 Prepare and finish salads and sandwiches

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## Topics

- 6.1 Types of salad
- 6.2 Prepare and finish salads
- 6.3 Types of sandwich
- 6.4 Prepare and finish sandwiches

### Topic 6.1

Types of salad:

- Mayonnaise-based
- Mixed salad
- Pre-prepared

### Topic 6.2

Prepare and finish salads (listed in 6.1) using different preparation and finishing methods.

Methods of preparation and finishing, when to use them and why:

- Washing
- Cutting (including skills from unit 203)
- Binding (including previously prepared/cooked ingredients)
- Garnishing (herbs, oil)

Quality checks during preparation and finishing, and their importance:

- Prepared to specification
- Colour
- Consistency
- Flavour
- Portion control
- Presentation
- Seasoning
- Temperature
- Texture

### Topic 6.3

Types of sandwich:

- Bread (sliced, roll, baguette, wrap, ciabatta)
- Filling (meat, poultry, fish, vegetable, cheese, egg)
- Style (hot, cold)

### Topic 6.4

Prepare and finish sandwiches (listed in 6.3) using different preparation and finishing methods.

Methods of preparation and finishing, when to use them and why:

- Cutting (to include skills from unit 203)
- Binding (including previously prepared/cooked ingredients)
- Filling (including previously prepared/cooked ingredients)
- Toasting
- Garnishing (herbs, salad)

Quality checks during preparation and finishing, and their importance:

- Colour

- Consistency
- Flavour
- Minimal waste
- Portion control
- Prepared to specification
- Presentation
- Seasoning
- Temperature
- Texture

### Guidance for delivery

Learners should be encouraged to practice their techniques and skills through work experience and/or part-time employment. Learners should also be encouraged to experience the different foods available in their localities, and consider the differences between the various outlets.

### Employer engagement

It would be useful for learners to visit different establishments to observe the way in which savoury products are prepared and served within the industry. Employers could also be engaged through visiting demonstrations, focusing on the different products that are produced.

### Suggested learning resources

#### **Books**

Practical Cookery, 13th Edition for Level 2 NVQs and Apprenticeships  
Published by: Hodder Education  
ISBN: 978-1471839573

Foskett, D., Rippington, N., Paskins, P., Thorpe, S.

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

Rippington, N.

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#### **Websites**

BBC Food Techniques

<http://www.bbc.co.uk/food/techniques>

## Unit 205 Desserts, cakes, biscuits and pastry products

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

The purpose of this unit is to provide learners with an introduction to the knowledge, understanding and skills required to produce desserts, cakes, biscuits and pastry products in a professional kitchen environment.

Learners will be taught how to prepare, cook and finish the following types of products and dishes:

- hot desserts
- cold desserts
- cakes, biscuits and pastry products.

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

- Which cream can I fill a cake with?
  - Which desserts can be served with custard?
  - What is puff pastry?
  - What type of sponge is used for a cupcake?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Prepare, cook and finish desserts
- 2 Prepare, cook and finish cakes, biscuits and pastry products

## Scope of content

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

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## Learning outcome

- 1 Prepare, cook and finish desserts
- 

## Topics

- 1.1 Types of dessert
- 1.2 Prepare and cook desserts
- 1.3 Finish desserts

### Topic 1.1

Types of dessert:

- Hot (rice-based, egg-based, fruit-based)
- Cold (fruit-based)
- Convenience (dry, chilled, frozen)

### Topic 1.2

Prepare and cook desserts (listed in 1.1) using different preparation and cooking methods

Methods of preparation, when to use them and why:

- Aerating
- Chilling
- Combining
- Cutting (to include skills from unit 203)
- Weighing
- Whisking

Quality checks during preparation, and their importance:

- Prepared to specification
- Minimal waste

Methods of cooking, when to use them and why:

- Baking
- Microwaving
- Simmering
- Steaming

Quality checks during cooking, and their importance:

- Sufficient liquid
- Temperature

### Topic 1.3

Finish desserts (listed in 1.1) using different finishing methods.

Methods of finishing, when to use them and why:

- Saucing (custard, fruit)
- Portioning
- Garnishing (cream, fruit)

Quality checks for finished desserts, and their importance:

- Aroma
- Colour
- Consistency
- Flavour
- Portion control
- Presentation
- Temperature
- Texture

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## Learning outcome

- 2 Prepare, cook and finish cakes, biscuits and pastry products

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## Topics

- 2.1 Types of cakes, biscuits and pastry products
- 2.2 Prepare and cook cakes, biscuits and pastry products
- 2.3 Finish cakes, biscuits and pastry products

### Topic 2.1

Types of cakes, biscuits and pastry products:

- Cakes (carrot cake, cupcakes, Victoria sandwich)
- Biscuits (shortbread, cookies)
- Short/sweet paste (pies, flans)
- Convenience (puff pastry, sponge-based cakes, flan/tart base, biscuits)

### Topic 2.2

Prepare and cook cakes, biscuits and pastry products (listed in 2.1) using different preparation and cooking methods

Methods of preparation, when to use them and why:

- Aerating
- Combining
- Creaming
- Cutting (to include skills from unit 203)
- Filling
- Lining
- Portioning
- Rolling
- Weighing
- Whisking

Quality checks during preparation, and their importance:

- Prepared to specification
- Minimal waste

Methods of cooking, when to use them and why:

- Baking
- Microwaving

Quality checks during cooking, and their importance:

- Temperature

### **Topic 2.3**

Finish cakes, biscuits and pastry products (listed in 2.1) using different finishing methods

Methods of finishing, when to use them and why:

- Decorating (cream, fruit)
- Dredging (icing sugar)
- Dusting (icing sugar)
- Glazing (fruit, icing sugar)
- Piping (buttercream)
- Portioning
- Saucing (custard, fruit)

Quality checks for finished cakes, biscuits and pastry products, and their importance:

- Aroma
- Colour
- Consistency
- Flavour
- Portion control
- Presentation
- Temperature
- Texture



### Guidance for delivery

Learners should be encouraged to practice their techniques and skills through work experience and/or part-time employment. Learners should also be encouraged to experience the different desserts, cakes, biscuits and pastry products available in their localities (including supermarkets), and consider the differences between the various outlets.

### Employer engagement

It would be useful for learners to visit different establishments to observe the way in which desserts, cakes, biscuits and pastry products are prepared and served within the industry. Employers could also be engaged through visiting demonstrations, focusing on the different products that are produced.

### Suggested learning resources

#### **Books**

Practical Cookery, 13th Edition for Level 2 NVQs and Apprenticeships  
Published by: Hodder Education  
ISBN: 978-1471839573

Foskett, D., Rippington, N., Paskins, P., Thorpe, S.

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Professional Chef: Diploma Level 1  
Published by: Cengage  
ISBN: 978-1408039083

Rippington, N.

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#### **Websites**

BBC Food Techniques

<http://www.bbc.co.uk/food/techniques>

## Unit 206 Beverage preparation

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

The purpose of this unit is to provide learners with an introduction to the knowledge, understanding and skills required to prepare beverages for service.

Learners will be taught how to prepare different types of beverages, including:

- cold beverages
- hot beverages
- alcoholic beverages.

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

- What is a beverage?
  - How can I make a mocktail?
  - When is a beer non-alcoholic?
  - What accompaniments can be served with loose leaf tea?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Prepare cold beverages
- 2 Prepare hot beverages
- 3 Prepare alcoholic beverages

## Scope of content

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

---

## Learning outcome

- 1 Prepare cold beverages
- 

## Topics

- 1.1 Types of cold beverage
- 1.2 Prepare cold beverages

### Topic 1.1

Types of cold beverage:

- Juices (pressed, concentrated)
- Milkshakes
- Smoothies
- Waters
- Carbonated
- Cordials
- Mocktails
- Iced coffees and teas

### Topic 1.2

Prepare cold beverages (listed in 1.1) using different preparation methods.

Methods of preparing cold beverages, when to use them and why:

- Blending
- Garnishing (fruit, whipped cream, mint, cocoa powder, ice, chocolate)
- Measuring
- Mixing
- Portioning
- Shaking
- Stirring

Quality checks for cold beverages, and their importance:

- Flavour
- Colour
- Consistency
- Temperature
- Presentation
- Portion control

- Strength
- 

## Learning outcome

- 2 Prepare hot beverages
- 

## Topics

- 2.1 Types of hot beverage  
2.2 Prepare hot beverages

### Topic 2.1

Types of hot beverages:

- Coffee (instant, ground, filter)
- Tea (loose leaf, teabags)
- Hot chocolate

### Topic 2.2

Prepare hot beverages (listed in 2.1) using different preparation methods.

Methods of preparing hot beverages, when to use them and why:

- Accompaniments (milk, sugar, lemon, cream)
- Flavourings (syrups)
- Garnishing (whipped cream, marshmallows, chocolate)
- Measuring
- Mixing
- Portioning
- Stirring
- Straining

Quality checks for hot beverages, and their importance:

- Aroma
  - Flavour
  - Colour
  - Consistency
  - Temperature
  - Presentation
  - Portion control
  - Strength
- 

## Learning outcome

- 3 Prepare alcoholic beverages
-

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## Topics

3.1 Types of alcoholic beverage

3.2 Prepare alcoholic beverages

### Topic 3.1

Types of alcoholic beverages:

- Beer (lager, bitter, stout)
- Cider
- Wine (red, white, rose, sparkling)
- Spirits (whisky, gin, vodka, rum)
- Liqueur
- Cocktails (stirred, shaken, muddled)
- Low or non-alcoholic drinks

### Topic 3.2

Prepare alcoholic beverages (listed in 3.1) using different preparation methods.

Methods of preparing alcoholic beverages, when to use them and why:

- Garnishing (fruit, mint, ice)
- Measuring
- Mixing
- Muddling
- Portioning
- Pouring (draught, canned, bottled)
- Shaking
- Stirring
- Straining

Quality checks of alcoholic beverages, and their importance:

- Aroma
- Flavour
- Colour
- Consistency
- Temperature
- Presentation
- Portion control
- Strength

### **Guidance for delivery**

Learners must be made aware of the legal constraints around serving and drinking alcohol, and any delivery or enrichment activities must be carried out in compliance with these constraints.

Learners should be encouraged to practice their techniques and skills through work experience and/or part-time employment. Learners should also be encouraged to experience the different beverage products available in their localities, and consider the differences between the various outlets.

### **Topic 3.1**

Learners should be aware that low or non-alcoholic beverages can still be categorised as 'alcoholic beverages', as some contain up to 1.2% alcohol.

### **Employer engagement**

Practical experiences should be offered through relevant work experience with local employers and possibly part time employment so that the learner is able to gain an understanding of current industry practice and procedures. Learners would benefit from industry visits and opportunities to observe beverage production methods and processes in order to expand their beverage product knowledge.

### **Suggested learning resources**

#### ***Books***

Food and Beverage Service, 9th Edition  
Published by: Hodder Education  
ISBN: 978-1471807954

Cousins, J., Lillicrap, D., Weekes, S.

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#### ***Websites***

Drinkaware  
UK Tea & Infusions Association

<https://www.drinkaware.co.uk>  
<https://www.tea.co.uk>

## Unit 207 Food and beverage service

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

The purpose of this unit is to provide learners with the knowledge and skills to provide food and beverage service in a style appropriate to the establishment.

Learners will learn how to distinguish between different types of service and ensure a high quality experience is provided.

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

- What is meant by a 'customer meal experience'?
  - What is the difference between plated service and family service styles?
  - What is the purpose of a float in a restaurant?
  - Can alcohol be served to someone under the age of 18?
- 

### Learning outcomes

In this unit, learners will be able to

- 1 Provide food and beverage service

## Scope of content

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

---

## Learning outcome

- 1 Provide food and beverage service
- 

## Topics

- 1.1 Styles of service
- 1.2 Prepare for different styles of service
- 1.3 Provide food and beverage service to customers
- 1.4 Take payments

### Topic 1.1

Characteristics of different styles of service:

- Assisted service
- Counter service
- In-situ service
- Room service
- Single point service
- Table service (plated, family)

### Topic 1.2

Methods of preparing for service:

- Preparing the area(s) for service:
  - o Laying tables
  - o Preparing service stations
  - o Preparing the counter/buffet/takeaway area
  - o Preparing service trays/trolleys
  - o Preparing the bar area
  - o Checking equipment
- Preparing the items required for service:
  - o Accompaniments and condiments
  - o Crockery
  - o Cutlery
  - o Disposables
  - o Glassware
  - o Linen
  - o Menus and promotional materials
  - o Order pads
  - o Serving equipment
  - o Stock levels



### Topic 1.3

Methods of providing food and beverage service to customers:

- Handling pre-service orders and bookings (telephone, internet, face-to-face)
- Providing menu knowledge (including dietary or allergen information) and availability
- Promote products or special offers
- Taking orders
- Serving food and beverages
- Carrying out satisfaction checks
- Maintaining tables and service areas
- Clearing tables and service areas

Types of service problems and what action to take:

- Delays
- Incorrect orders
- Overbooking
- Product quality issues (under/over-cooked food, faulty items, short measures)
- Product sold out

### Topic 1.4

Methods of taking payment:

- Cash
- Debit or credit cards (chip and pin, contactless, signature)
- Alternatives (cheques, vouchers, pre-payments, deposits, contactless devices, business accounts)

Types of payment problems:

- Over/under-charging
- Declined cards
- Suspected counterfeit money
- Technical problems with EPOS equipment
- Insufficient float

### Guidance for delivery

Learners must be made aware of the legislative requirements and their responsibilities when serving food and beverages (e.g. sale of alcohol, providing allergen information).

Learners should be encouraged to practice their techniques and skills through work experience and/or part-time employment. Learners should also be encouraged to experience the different food and beverage service styles offered in their localities, and consider the differences between the various outlets.

### Employer engagement

Practical experiences should be offered through relevant work experience with local employers and possibly part time employment so that the learner is able to gain an understanding of current industry practice and procedures. Tutors should encourage learners to share their experiences of standards learnt from industry placements through peer teaching and support in the practical environments. Learners would benefit from industry visits and opportunities to observe service styles and standards to broaden their experiences and understanding of the systems and procedures being implemented throughout the industry and the importance of offering the service style to meet customer needs.

### Suggested learning resources

#### **Books**

Food and Beverage Service, 9th Edition  
Published by: Hodder Education  
ISBN: 978-1471807954

Cousins, J., Lillicrap, D., Weekes, S.

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#### **Websites**

Drinkaware <https://www.drinkaware.co.uk>

#### **Additional resources**

- Michel Roux's Service (BBC television series)

## Appendix 1 Sources of general information

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

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

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

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

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

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

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

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

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

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

## Appendix 2 Useful contacts

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

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## About City & Guilds

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

## City & Guilds Group

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

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### City & Guilds

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1 Giltspur Street

---

London EC1A 9DD

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T +44 (0)844 543 0000

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F +44 (0)20 7294 2413

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[www.cityandguilds.com](http://www.cityandguilds.com)

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