Level 1 Certificate in Food Preparation and Cooking 8065-01

Qualification Handbook

March 2012 Version 6.2 (October 2015)

City&
Guilds

Qualification at a glance

Subject area	Food Preparation and Culinary Arts
City & Guilds number	8065
Age group approved	16+
Assessment	Practical assignments and synoptic test
Fast track	Available
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Level and title	City & Guilds number	Qualification Accreditation Number
Level 1 Certificate in Food Preparation and Cooking	8065-01	600/4858/X

Version number	Changes made	Section
1.1 (May 2012)	New resource requirements	Centre Requirements
1.2 (July 2013)	Centre guidance	Units
4.1 (December 2013)	Changes made to ranges for units 102, 109 & 201	Units
5.0 (January 2014)	Added extra range to unit 203	Units
6.0 (March 2014)	Information about evolve test added to the Structure	Structure
6.1 (June 2015)	Changes made to range for units 102, 203	Units
6.2 (October 2015)	Removed Unit 203 from the Synoptic Test table	Unit 112

Contents

1   Introduction

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

Area	Description
Who is the qualification for?	The Level 1 Certificate in Food Preparation and Cooking is for candidates who want to begin a career within the hospitality industry, specialising in kitchen operations. They will wish to progress as a qualified chef and will be able to demonstrate the ability to perform practical skills and the necessary knowledge in order to complete the assessments
What does the qualification cover?	The qualification covers an introduction to the hospitality industry, elements of health, safety and nutrition and the preparation, cooking and finishing of dishes using a range of different cookery methods
What opportunities for progression are there?	On completion of this qualification candidates may progress into employment as a trainee, or to the following City & Guilds qualifications:

- City & Guilds Level 2 Diploma in Food Preparation and Cooking(Culinary Arts) 8065-02
- City & Guilds Level 2 Diploma in Food Preparation and Cooking (Patisserie) 8065-03
- City & Guilds Level 2 Diploma in Professional Cookery 7100

2   Structure

To achieve the Level 1 Certificate in Food Preparation and Cooking, learners must achieve all of the units listed in the table below.

Level 1 Certificate in Food Preparation and Cooking (8065-01)				
City & Guilds unit number	**Unit accreditation number**	**Unit title**	**Notional learning hours**	**Guided learning hours**
102	K/503/7563	Safety at work	50	30
104	F/503/7844	Introduction to nutrition	20	10
105	D/503/7849	Prepare food for cold presentation	30	20
106	J/503/7845	Prepare, cook and finish foods by frying	40	30
107	L/503/7846	Prepare, cook and finish food by braising and stewing	80	60
108	R/503/7847	Prepare, cook and finish foods by boiling, poaching and steaming	110	100
109	Y/503/7848	Prepare, cook and finish food by baking, roasting and grilling	110	100
110	R/503/7850	Introduction to basic kitchen procedures	35	30
201	Y/503/7574	Introduction to the hospitality and catering industry	30	20
203	M/503/7578	Food safety in catering	30	20
112	Assessment	Food Preparation and Cooking Principles	N/A	
503	E-volve on-line tests	Food safety in catering	N/A	

3   Centre requirements

Approval

If your Centre is approved to offer the following qualification:

- (7065-31) Level 1 IVQ Certificate in Food Preparation and Cooking (500/5761/3)

you can apply for approval for the new:

- (8065-01) Level 1 IVQ Certificate in Food Preparation and Cooking

using the **Fast Track Approval Form**, available from the City & Guilds website.

Centres should use the Fast Track Form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

New centres will need to gain both centre and qualification approval to offer this qualification. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

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

Resources

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

When being assessed candidates will need to have sufficient space to work efficiently, hygienically and in a safe manner.

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

- cooking facilities to enable full access to the qualification for example ovens, ranges, grills, griddles, woks, griddles, deep fat fryers, bain maries, hot plates, display cabinets and food mixers.
- worktop space – stainless steel workstations or tables used as food preparation areas
- washing facilities- hand washing, food preparation and wash up

- refrigerators and freezers
- suitable storage facilities
- small and large equipment- it is recommended that centres review the range of equipment requirements against each unit within this qualification as it may be necessary to purchase additional equipment in order to offer the qualification.
- Health and Safety equipment to include PPE, food temperature equipment and fire safety.

Centres should be able to maintain food and beverage stock levels, both perishable and non-perishable ingredients, to allow all candidates to prepare the given variety of dishes using the full range of food preparation methods.

Centres wishing to deliver these qualifications must ensure that they have the staff and facilities to deliver the practical elements of the course. If there are no facilities within the centre to deliver the activities in a realistic working environment we recommend developing links with local industry to provide hands-on experience.

Centre staffing

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

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

- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Continuing professional development (CPD)

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

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.

4 Delivering the qualification

Initial assessment and induction

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

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

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

Support materials

The following resources are available for this qualification:

Description	How to access
Candidate logbook	www.cityandguilds.com
Assessment Pack	www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk

5   Assessment

Assessment of the qualification

Level 1 Certificate in Food Preparation and Cooking (8065-01)	
Practical assignments	**Externally set question papers**
Learners are required to successfully complete practical assignments to be assessed in centre. The Assessment Pack which includes specific guidance, information and instructions can be located at www.cityandguilds.com	Learners are required to successfully complete the following external examinations: • Food Safety in Catering (available online) • Food Preparation and Cooking Principles (available online) Please refer to the International Directory on the Walled Garden for dates and times of each examination. Test specifications for each examination can be found in Appendix 1 of the Assessment Pack.

6   Units

Structure of units

These units each have the following:
- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- notional learning hours (NLH)
- guided learning hours (GLH)
- unit aim
- learning outcomes which are comprised of a number of assessment criteria

Centres must deliver the full breadth of the range. Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (e.g. video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the range.

Unit 102   Safety at work

UAN:	K/503/7563
Level:	Level 1
NLH	50
GLH:	30
Aim:	The aim of this unit is to enable the learner to develop basic knowledge and understanding of the principles of health and safety in a hospitality and catering environment. The unit also introduces the learners to common hazards in the workplace and immediate action to be taken to ensure a healthy and safe workplace. The unit also covers the fire and emergency procedures Note: learners will be expected to apply the knowledge from this unit to all other units of the qualification.

Learning outcome
The learner will:
1   know how to work safely
Assessment criteria
The learner can:
1.1   state the importance of keeping the work area neat and tidy whilst working
1.2   state the **use** and **importance of safety signs**
1.3   list potential **hazards** in the workplace
1.4   list potential **consequences of hazards** in the workplace
1.5   state **who to report accidents to**
1.6   state what **documentation** should be completed in case of an accident
1.7   state the **importance of training staff in health and safety**
1.8   state when to **check equipment** and **to whom damage should be reported**
1.9   describe safe **handling techniques** for hazardous substances
1.10 describe how to **store** hazardous substances safely
1.11 state the **importance of storing tools and equipment correctly** after use.

Range
Use of safety signs
Warning, prohibition (what you must not do), instruction, information.
Importance of safety signs
To maintain health and safety.

Hazards

Floors (different surfaces, spillages), machinery (maintenance, safety check, manufacturers' instruction), electricity (power points, appliances, cables, fuses), manual handling (movement and transportation of large or heavy items), tools/utensils (sharp objects), damaged equipment (frayed leads) personal hazards (incorrect uniform), handling gas.

Consequences of hazards

Trips, slips, sprains, falls, burns, cuts, broken bones, electrocution, other injuries, abrasions.

Who to report accidents to

Supervisor or manager, health and safety officer.

Documentation

Accident report forms.

Importance of training staff in health and safety

To ensure safe use of equipment and machinery, prevention of accidents to self and to others, legal requirements.

Check equipment

Prior to use, during use, after use before storage.

To whom damage should be reported

Supervisor or manager.

Handling techniques (hazardous substances)

Use Personal Protective Equipment, read instructions, store correctly, correct dilution rates.

Store

On shelving, off floor, locked cupboard, in correct containers, correct labelling.

Importance of storing tools and equipment correctly

To avoid accidents, to maintain the good state of repair, for security reasons.

Learning outcome
The learner will: 2 know fire and emergency procedures
Assessment criteria
The learner can: 2.1 state what **action** to take in case of an **emergency**   2.2 identify the **elements** of the fire triangle and how they can be used to extinguish a fire   2.3 list different **types of fires**   2.4 list **basic types of fire fighting equipment** and when they should be used.

Range
Action
Raise the alarm, follow evacuation procedures
Emergency
Fire, bomb threat, gas leak, natural disaster, security, theft, public disturbance, gas leak
Elements
Fuel (remove the source of fuel), oxygen (restrict the supply of oxygen by smothering), heat (remove the heat)
Types of fires
Paper, wood, fat, electrical, gas, combustible chemicals
Basic types of fire fighting equipment
Fire blanket (fat fires), water (wood, paper), sand, foam, powder, carbon dioxide.

Unit 104 Introduction to nutrition

UAN:	F/503/7844
Level:	Level 1
NLH:	20
GLH	10
Aim:	The aim of this unit is to enable the learner to develop knowledge and understanding of the importance of the nutritional content of food, its relation to food groups, and how it may be preserved when preparing and cooking food.

Learning outcome
The learner will:
1   understand the importance of a balanced diet
Assessment criteria
The learner can:
1.1   identify the main **food groups** that contribute to a **balanced diet**
1.2   identify the different types of **nutrients** found in the food groups
1.3   identify groups of people who may have **special dietary requirements**
1.4   state the **benefits of a balanced diet**.

Range
Food groups
Bread, rice, potatoes and pasta.
Meat, poultry, fish, eggs, beans.
Vegetables and fruits.
Dairy products.
Foods high in fat and sugar.
Balanced diet
Eating the right amount of food for how active you are, and eating a range of food from the five main food groups, balanced diet should also include fibre and water.
Nutrients
Carbohydrates, proteins, minerals, vitamins, fat – macro and micro nutrients, water.
Special dietary requirements
Vegan, vegetarian, religious beliefs, pregnant women, children, ill people, those with intolerance, allergies, cultural differences.
Benefits of a balanced diet
Good health, energy levels.

Learning outcome
The learner will:
2   understand the impact of food preparation and cooking on the nutritional content of food

Assessment criteria
The learner can:
2.1   identify **changes** that can be made to dishes to produce healthier food
2.2   describe **ways in which nutrients in food can be destroyed** during: - storage   - preparation   - cooking   - holding (hot food)
2.3   describe **methods** for retaining the nutritional content of food
2.4   identify **foods** that can be used to make menus healthier.

Range
Changes
Reduction in fat: by using low fat products and use low fat cooking methods such as grilling.
Substitute healthier ingredients: reduce sugar by using fruit substitutes; reduce salt by substituting with healthier flavourings eg herbs.
Ways in which nutrients in food can be destroyed
During storage: methods of storage, temperatures, humidity, time in storage.
During preparation: soaking in water, cutting.
During cooking: overcooking, incorrect temperatures.
During holding: prolonged holding, incorrect temperatures.
Methods
Prepare, cook and serve food immediately, blanching, cooking quickly, steaming, sous vide.
Foods
Lean meat, oily fish, low fat products, wholemeal flour products, brown rice, vegetables, fruit, pulses, sunflower/olive oil.

Unit 105   Prepare food for cold presentation

UAN:	D/503/7849
Level:	Level 1
NLH	30
GLH	20
Aim:	The aim of this unit is to enable the learner to develop the necessary knowledge, understanding and skills required in preparing and presenting cold foods. The skills required to prepare and present cold food are required in all sectors of the catering industry. Learners will be introduced to the techniques of preparing and presenting a range of cold food items ranging from simple sandwiches to complex cold buffets.

Learning outcome
The learner will:
1   understand how to prepare food for cold presentation
Assessment criteria
The learner can:
1.1   list **food items** used for cold presentation
1.2   describe **preparation methods** and **storage** of food for cold presentation
1.3   state the importance of presentation in the service of cold food.

Range
Food items
Bread products, meat (ham, salami, beef, chicken, offal, pate/terrine), fish (smoked, fresh, cooked), shellfish, vegetables, salads, dressings, sauces, fruits, dairy products, savoury pastries, eggs, preserves.
Preparation methods
Marinade, slice, chop, mix, spread, shred, wash, re-wash, dice, carve, portion, mould.
Storage
Holding food in a refrigerator prior to serving, use of refrigerated display cabinets during service.

Learning outcome
The learner will: 2   be able to prepare food for cold presentation
Assessment criteria
The learner can: 2.1   select **equipment and tools** suitable for preparing and serving cold food 2.2   select **food items** suitable for cold presentation 2.3   **prepare** food for cold presentation 2.4   combine food items to achieve the correct colour, flavour and texture 2.5   **finish** food according to dish requirements 2.6   display the cold food correctly prior to service 2.7   comply with hygienic and safe working practices throughout the operation.

Range
Equipment and tools Knives, boards, utensils, refrigerators, display cabinets, serving platters. **Food items** Bread products, meat (ham, salami, beef, chicken, offal, pate/terrine), fish (smoked, fresh, cooked), shellfish, vegetables, salads, dressings, sauces, fruits, dairy products, savoury pastries, eggs, preserves. **Preparation methods** Marinade, slice, chop, spread, mix, shred, wash, re-wash, dice, carve, portion, mould. **Finish** Season (eg herbs, spices), dress (eg cold sauces/dressings, yoghurt), Garnish (eg herbs, salads, leaves, flowers), marinade (eg vinegar, herbs).

Unit 106 Prepare, cook and finish foods by frying

UAN:	J/503/7845
Level:	Level 1
NLH	40
GLH	30
Aim:	The aim of this unit is to enable the learners to develop the skills and knowledge required to prepare and cook foods using the frying methods of cookery. Learners will need to ensure that the commodities chosen are suitable and of good quality and the tools and equipment are suitable for the task in hand. They need to be able to follow dish specifications and will begin to appreciate the aesthetic aspects of food preparation through the processes of finishing and presenting the products.

Learning outcome
The learner will:
1   understand how to prepare, cook and finish food by frying
Assessment criteria
The learner can:
1.1   describe the different **methods of frying** food
1.2   describe **food items suitable for frying**
1.3   describe different types of **equipment and tools used for frying food**
1.4   list the different types of preparation methods suitable for the food items
1.5   state the temperature required for deep frying foods correctly
1.6   state the **effects** on food if it is not fried at the correct temperature or for the correct time
1.7   state the different **types of fat** used to fry food and their uses
1.8   describe how to **safely handle equipment and tools** when frying food
1.9   state the importance of draining deep fried food thoroughly.

Range
Methods of frying
Deep, shallow, sauté, stir frying.
Food items suitable for frying
Food of correct quality, cut and quantity, meat, fish, shellfish, poultry, vegetables, fruit, pastries, dough or flour (various) based products, eggs, rice, noodles, spices.
Equipment and tools used for frying food
Deep fryer, frying pan, wok, griddle, tava, bratt pan (tilting pan), utensils,

knives.

Effects

Food not cooked thoroughly, loss of flavour, wrong texture, food burnt, absorption of fat/oil.

Types of fat

Oil (various), butter, margarine, (ghee).

Safely handle equipment and tools

Deep fat fryer – do not overfill with oil or food items, heat to correct temperature, clear spillages, handling of portable fryers. Handling of hot frying pans.

Learning outcome

The learner will:

2   be able to prepare, cook and finish food by frying

Assessment criteria

The learner can:

2.1   select **equipment and tools** suitable for the cookery method

2.2   select **food items** suitable for frying

2.3   **prepare** food for frying

2.4   cook food by frying

2.5   control the temperature throughout cooking

2.6   check the food is cooked correctly

2.7   **finish** food according to dish requirements

2.8   comply with hygienic and safe working practices throughout the operation.

Range

Equipment and tools

Deep fryer, frying pan, wok, griddle, tava, bratt pan, utensils, knives.

Food items

Meat, fish, shellfish, poultry, vegetables, fruit, pastries, dough or flour (various) based products, eggs, rice, noodles, spices, sauces, oils, fats.

Preparation methods

Cutting, filleting, pin boning, boning, portioning, marinating, blanching, flour, batters, wrappings, coating.

Finish

Methods to include draining off excess fat, seasoning, garnishing, visual appearance, taste texture.

Unit 107   Prepare, cook and finish food by braising and stewing

UAN:	L/503/7846
Level:	Level 1
NLH	80
GLH	60
Aim:	The aim of this unit is to enable the learners to develop the skills and knowledge required to prepare and cook foods using the braising and stewing methods of cookery. Learners will need to ensure that the commodities chosen are suitable and of good quality and the tools and equipment are suitable for the task in hand. They need to be able to follow dish specifications and will begin to appreciate the aesthetic aspects of food preparation through the processes of finishing and presenting the products.

Learning outcome
The learner will:
1   understand how to prepare, cook and finish food by braising and stewing
Assessment criteria
The learner can:
1.1   define the following methods of cookery:
•   braising
•   stewing
1.2   list **food items** suitable for braising and stewing
1.3   state why time and temperature are important when braising and stewing food
1.4   list the different cooking **liquids** that can be used for braising and stewing food
1.5   list the **equipment and tools** required for braising and stewing.

Range
Food items
Meat, offal, poultry, fish, shellfish, vegetables, rice, pulses.
Liquids
Water, wine, sauces, stock, aromatic cooking liquid.
Equipment and tools
Casserole dish, bratt pan, saucepan and lid, knives, utensils.

Learning outcome
The learner will: 2   be able to prepare, cook and finish food by braising and stewing
Assessment criteria
The learner can: 2.1   select **equipment and tools** suitable for braising and stewing food 2.2   select **food items** suitable for braising and stewing 2.3   **prepare** food for braising and stewing 2.4   ensure the correct amount of liquid is added and the level maintained throughout cooking 2.5   control the time and temperature throughout cooking 2.6   check the food is correctly cooked 2.7   **finish** food according to dish requirements 2.8   comply with hygienic and safe working practices throughout the operation.

Range
Equipment and tools Casserole dish, bratt pan, saucepan and lid, knives, utensils. **Food items** Meat, offal, poultry, fish, shellfish, vegetables, rice, pulses. **Prepare** Braising: washing, dicing, trimming, slicing, chopping, mixing, coating, marinating, tying. Stewing: washing, trimming, chopping, slicing, shredding, peeling. **Finish** Methods to include adjusting the seasoning and consistency of the sauce, garnishing removing items used to secure shape, visual appearance, texture, and taste.

Unit 108 Prepare, cook and finish foods by boiling, poaching and steaming

UAN:	R/503/7847
Level:	Level 1
NLH	110
GLH	100
Aim:	The aim of this unit is to enable the learners to develop the skills and knowledge required to prepare and cook foods using the boiling, poaching and steaming methods of cookery. Learners will need to ensure that the commodities chosen are suitable and of good quality and the tools and equipment are suitable for the task in hand. They need to be able to follow dish specifications and will begin to appreciate the aesthetic aspects of food preparation through the processes of finishing and presenting the products.

Learning outcome
The learner will:
1   understand how to prepare, cook and finish foods by boiling, poaching and steaming
Assessment criteria
The learner can:
1.1   define the following methods of cookery:
• boiling
• poaching
• steaming
1.2   list **food items** suitable for boiling, poaching and steaming
1.3   state why time and temperature are important when boiling, poaching and steaming food
1.4   list the different cooking **liquids** that can be used for boiling, poaching and steaming food
1.5   list the **equipment and tools** required for boiling, poaching and steaming food.

Range
Food items
Food of correct quality and quantity.
Boiling: meat, vegetables, eggs, pulses, pasta.
Poaching: fish, chicken, eggs, fruit, vegetables.
Steaming: fish, chicken, sweet and savoury puddings, vegetables.
Liquids
Boiling: water, stock.

Poaching: water, stock, milk, wine.
Steaming: water vapour.

Equipment and tools
Steamer, fish kettle, pans, knives, utensils, pots.

Learning outcome
The learner will: 2   be able to prepare, cook and finish foods by boiling, poaching and steaming
Assessment criteria
The learner can: 2.1   select **equipment and tools** suitable for boiling, poaching and steaming food 2.2   select **food items** suitable for boiling, poaching and steaming 2.3   **prepare** food for boiling, poaching and steaming 2.4   ensure the correct amount of liquid is added and the level maintained throughout cooking 2.5   control the time and temperature throughout cooking 2.6   check the food is correctly cooked 2.7   **finish** food according to dish requirements 2.8   comply with hygienic and safe working practices throughout the operation.

Range
Equipment and tools Steamer, fish kettle, pans, knives, utensils, pots. **Food items** Food of correct quality and quantity. Boiling: meat, vegetables, eggs, pulses, pasta. Poaching: fish, chicken, eggs, fruit, vegetables. Steaming: fish, chicken, sweet and savoury, vegetables. **Prepare** Portioning meat, poultry and fish, peeling and cutting fruit and vegetables, trussing, tying poultry and meat. **Finish** Methods to include draining off excess liquid, seasoning, garnishing, removing items used to secure shape, visual appearance, texture, and taste.

Unit 109 Prepare, cook and finish food by baking, roasting and grilling

UAN:	Y/503/7848
Level:	Level 1
NLH	110
GLH	100
Aim:	The aim of this unit is to enable the learners to develop the skills and knowledge required to prepare and cook foods using the baking, roasting and grilling methods of cookery. Learners will need to ensure that the commodities chosen are suitable and of good quality and the tools and equipment are suitable for the task in hand. They need to be able to follow dish specifications and will begin to appreciate the aesthetic aspects of food preparation through the processes of finishing and presenting the products.

Learning outcome
The learner will:
1 understand how to prepare, cook and finish food by baking, roasting and grilling
Assessment criteria
The learner can:
1.1 define the following methods of cookery:
• baking
• roasting
• grilling
1.2 list **food items** suitable for baking, roasting and grilling
1.3 state why time and temperature are important when baking, roasting and grilling food
1.4 list the **equipment and tools** required for baking, roasting and grilling.

Range
Food items
Baking: bread, pastries, pies, biscuits, cakes, fish, fruit
Roasting: meat, poultry, vegetables, fish
Grilling: meat, fish, shellfish, poultry, vegetables, fruit
Equipment and tools
Baking: trays, ovens, tins.
Roasting: trays, ovens, trivet.
Grilling: charcoal grill, open flame, salamander, griddle pan, tongs.

Learning outcome
The learner will:
2   be able to prepare, cook and finish food by baking, roasting and grilling

Assessment criteria
The learner can:
2.1   select **equipment and tools** suitable for baking, roasting and grilling food
2.2   select **food items** suitable for baking, roasting and grilling
2.3   **prepare** food for baking, roasting and grilling
2.4   control the time and temperature throughout cooking
2.5   check the food is correctly cooked
2.6   **finish** food according to dish requirements
2.7   comply with hygienic and safe working practices throughout the operation.

Range
Equipment and tools
Baking: trays, ovens, tins
Roasting: trays, ovens, trivet
Grilling: grill, salamander
Food items
Baking: bread, pastries, pies, biscuits, cakes, fish, fruit
Roasting: meat, poultry, vegetables, fish
Grilling: meat, fish, shellfish, poultry, vegetables, fruit
Prepare
Boning, sealing, cutting, washing, chopping, resting, tying, stuffing, mixing, rolling, shaping
Finish
Seasoning, garnishing, visual appearance, taste and texture, plating.

Unit 110 Introduction to basic kitchen procedures

UAN:	R/503/7850
Level:	Level 1
NLH	35
GLH	30
Aim:	The aim of this unit is to introduce the learner to three important areas essential to working in the kitchen environment. The learner will develop an understanding of the different roles and responsibilities, develop basic kitchen numeracy skills, and develop an understanding of the importance of the safe handling of knives in the kitchen.

Learning outcome
The learner will:
1   know how to use knives and cutting equipment
Assessment criteria
The learner can:
1.1   identify the different types of **knives and cutting equipment** and uses
1.2   state the **importance of correct and safe use** of knives and cutting equipment
1.3   describe the different ways to **clean, maintain and store** knives and cutting equipment
1.4   identify relevant age restrictions specific to the use of cutting equipment.

Range
Knives and cutting equipment
Straight edged knives – small (paring, turning, filleting, boning) large (chopping, palette, carving knife and fork).
Serrated edged knives and saws, food processors, mincer, mandolins, graters, peelers, corers, cutters and can openers, scissors, shears, cleaver, gravity feed slicer, ancillary tools: steel, carborundum, wet stone.
Importance of correct and safe use
Prevent injury to self and others (carrying, handling), ensure quality of finished product, improved efficiency (time, waste).
Clean, maintain and store
Appropriate washing/drying techniques, sharpening, safe and secure storage.

Learning outcome
The learner will: 2   be able to use knives and cutting equipment

Assessment criteria
The learner can: 2.1   select appropriate **knife or cutting equipment** for use 2.2   use the **correct and safe** knife sharpening technique 2.3   use knives and cutting equipment correctly and safely for a variety of tasks 2.4   **maintain and care** for knives and cutting equipment 2.5   store knives and cutting equipment correctly and safely.

Range
Knives and cutting equipment Straight edged knives – small (paring, turning, filleting, boning) large (chopping, palette, carving knife and fork) Serrated edged knives and saws, food processors, mincer, mandolins, graters, peelers, corers, cutters and can openers, scissors, shears, cleaver, gravity feed slicer, ancillary tools: steel, carborundum, wet stone **Correctly and safely** Prevent injury to self and others (carrying, handling), ensure quality of finished product, improved efficiency (time, waste) **Maintain and care** Appropriate washing/drying techniques, sharpening, safe and secure storage.

Learning outcome
The learner will: 3   understand how to perform basic numeracy calculations in the kitchen

Assessment criteria
The learner can: 3.1   state the **units of measurement** used for different **commodities** 3.2   describe the methods used to **scale** recipes 3.3   perform basic calculations for recipes and methods.

Range
Units of measurement Metric; Imperial Volume Teaspoon (also t or tsp.); Tablespoon (also T, tbl., or tbsp.); Fluid ounce (also fl oz); Gill; Cup (also c); Pint (also p, pt, or fl pt); Quart (also q, qt, or fl qt); Gallon (also g or gal); ml also millilitre, cc (and mL); l, also litre, (and L); dl, also decilitre (and dL)

Mass and weight

Pound (also lb or #); Ounce (also oz); mg (also milligram or milligramme); g (also gram or gramme); kg (also kilogram or kilogramme)

Length

mm (also milimeter or millimetre); cm (also centimetre or centimetre); m (also meter or metre); inch (also in or ").

Commodities

Liquid and dry; commodities purchased according to size; portion sizes.

Scale

Conversion factor; use of cooking conversion tool; use of culinary measurements conversion table.

Learning outcome
The learner will:
4   outline the responsibilities of different job roles in the kitchen
Assessment criteria
The learner can:
4.1   outline the responsibilities of the different **job roles** in the kitchen.

Range
Job roles
Kitchen brigade (executive chef, executive sous chef, sous chef, chef de partie, demi-chef de partie, commis, trainee).

Unit 201   Introduction to the hospitality and catering industry

UAN:	Y/503/7574
Level:	Level 2
NLH	30
GLH	20
Aim:	The aim of this unit is to enable the learner to develop a broad understanding of the hospitality and catering industry. Learners will explore the broad structure of the industry, types of operations and establishments within the sectors. Learners will also develop an awareness of the employment opportunities and an understanding of the importance of professional behaviour in the industry.

Learning outcome
The learner will:
1   know the hospitality and catering industry
Assessment criteria
The learner can:
1.1   describe the types of **establishments** that operate in the hospitality and catering industry
1.2   describe the different **services** offered by different establishments
1.3   describe the **job roles** within the hospitality and catering industry
1.4   identify **working patterns** in the hospitality and catering industry
1.5   explain the **processes** involved in applying for a job within the hospitality and catering industry
1.6   identify **ways to progress** within the hospitality and catering industry.

Range
Establishments
Hotels, restaurants, planes, airports, hostels, hospitals, cruise liners, lodges and chalets, campsites, caravan-sites.
Services
Accommodation, food and beverage, conference facilities, leisure facilities (eg gym, spa), events catering.
Job roles
Managers, supervisors, kitchen staff, food and beverage service staff, front office staff, and accommodation staff.

Working patterns

Flexible working hours, shift work, split shifts, weekend work.

Processes

Checking advertisements, preparing CV, completing application forms, interview preparation.

Ways to progress

Qualifications, Continuing Professional Development, experience (eg work placements).

Learning outcome
The learner will:
2   know the importance of professional behaviour in the hospitality and catering industry

Assessment criteria
The learner can:
2.1   describe **professional behaviour** in the workplace
2.2   describe **professional personal** appearance in the hospitality and catering industry
2.3   describe the **importance** of professional behaviour
2.4   explain the **role** of teamwork in the hospitality and catering industry.

Range

Professional behaviour

Punctuality, appropriate uniform, prepared for work, plan tasks, work methodically, keep work area tidy, make efficient use of resources, conduct, and positive communication.

Personal appearance

Hygiene, clean uniform, grooming.

Importance

Maintaining a positive image of the establishment, ensuring customer satisfaction, maintaining good working relationships with colleagues.

Role

Effective communication, completion of tasks, customer satisfaction, job satisfaction.

Unit 203   Food safety in catering

UAN:	M/503/7578
Level:	Level 2
NLH	30
GLH	20
Aim:	The aim of this unit is to provide learners with knowledge of the parameters of basic food safety practices as relevant to the catering industry. This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.
	Note: learners will be expected to apply the working methods from this unit to all other units of the qualification. It is recommended that this unit is achieved by the learners at the beginning of the course.

Learning outcome
The learner will:
1   understand food safety procedures
Assessment criteria
The learner can:
1.1   define food poisoning
1.2   define food hygiene
1.3   outline hazard analysis critical control points **(HACCP) practices and procedures**
1.4   identify key food safety **records**
1.5   state the **key elements** of a food safety policy
1.6   identify **reporting procedures**
1.7   state the **key requirements** of food safety legislation.

Range
HACCP practices and procedures
Hazard analysis at all stages of food production, identification of control points and critical control points, control limits, corrective action, audit and validation/verification documentation.
Records
Training records, pest control records, temperature records – hot and cold refrigerator/freezer temperatures.
Cleaning records, Rotation of stock records.
Key elements
Guidance on the following: personal hygiene, accident and sickness procedures, pest control, cleaning and disinfection, visitors' policy.

Reporting procedures

Accident, sickness, problems with pests, complaints and equipment failure.

Key requirements

Personal hygiene practices, compliance with training policies, compliance with organisational policies and procedures, compliance with food safety legislation.

Learning outcome
The learner will:
2   understand how to keep self clean and hygienic
Assessment criteria
The learner can:
2.1   describe the **design features** of protective clothing for food handlers
2.2   identify **bad habits and poor hygiene practices**
2.3   identify **resources/facilities and procedures** for hand washing
2.4   list the most important **times** to wash hands
2.5   describe the **advantages and disadvantages** of wearing gloves
2.6   list **reportable illnesses** and infections
2.7   explain the term **carriers**
2.8   state the importance of being '**fit for work**'
2.9   describe the **features** of plasters suitable for use by food handlers
2.10 state the **bacteria** associated with open wounds.

Range
Design features
No external pockets, press studs and Velcro rather than buttons, cover all own clothes, durable, easy to clean, preferably light coloured, long sleeves to protect arms.
Bad habits and poor hygiene practices
Eating/chewing, spitting, nail biting, scratching, smoking, infrequent cleaning of oneself and working environment, touching any part of the body.
Resources/facilities and procedures
Use of hot and cold running water, liquid anti-bacterial soap, disposable paper-towels, separate sink for hand washing, sanitiser.
Times
After touching face, coughing, sneezing, nose blowing, touching raw food or waste products, handling cleaning materials, after going to the toilet, after breaks, after smoking, between tasks to prevent cross-contamination, at the beginning of a shift, after handling money, after cleaning a wound, after touching any part of the body.

Advantages and disadvantages

Advantages: barrier for cuts, reduction of bacterial contamination, public perception.

Disadvantages: skin infection, cost, false sense of security ie gloves not changed frequently enough.

Reportable illnesses and infections

Diarrhoea, vomiting, colds, sore throats, congested eyes, skin infections, stomach upset, suspected food poisoning.

Carriers

Healthy: a person who carries the virus or bacteria without showing any symptoms.

Convalescent: recovering from the virus or bacteria and continues to be a carrier.

Fit for work

Fitness for work certificate/medical clearance.

Features

Non food coloured plaster, waterproof, metal strip.

Bacteria

Staphylococcus Aureus.

Learning outcome
The learner will:
3   understand how to keep the working area clean and hygienic
Assessment criteria
The learner can:
3.1   identify different types of **cleaning products** and **cleaning equipment**
3.2   define a 'clean as you go' policy
3.3   identify the **six stages of cleaning**
3.4   state the **key features** of cleaning schedules
3.5   list different **cleaning methods** used for **tools and equipment**
3.6   describe the **safety requirements** for handling and storing chemicals
3.7   list the **features** of equipment and surfaces suitable for use in food handling areas
3.8   describe the ways in which **waste** should be stored and disposed of
3.9   describe the **importance** of keeping the waste storage area clean and tidy
3.10   list common types of food **pests**
3.11   identify **signs** of food pests
3.12   describe pest management reporting and **control procedures**
3.13   describe different pest proofing **methods**.

Range

Cleaning products
Detergent, sanitisers, disinfectant, sterilisers, bactericides.

Cleaning equipment
Mops, buckets, cloths, vacuum cleaner.

Six stages of cleaning
Pre-clean, main clean, rinse, disinfect, rinse, dry, double sink washing up method (pre clean, main clean using detergent, second sink to disinfect using chemicals or water at the correct temperature).

Key features
Who, what, where, why, when, how, safety measures.

Cleaning methods
Dismantling component parts before cleaning, washing, rinsing, drying, reassembling component parts after cleaning.

Tools and equipment
Knives, small utensils, medium and large scale equipment.

Safety requirements
Control of Substances Hazardous to Health, storage away from foods, storage in original containers, labelling, decanting, personal protective equipment (PPE), dilution, manufacturers' instructions.

Features
Smooth, non-porous, inert, easily cleaned, non-toxic, no crevasses, resistant to corrosion.

Waste
Unfit food, non-food refuse, recycling.

Importance
To prevent odours, pests, bacteria growth.

Pests
Rodents, cockroaches, insects, domestic pets, birds.

Signs
Droppings, smell, smear marks, pupae cases, larvae, damaged/gnawed packaging, food spillages.

Control procedures
Environmental, design, proofing, physical, chemical.

Methods
Kick plates, bristle strips, self closing door, fly screens, building maintenance.

Learning outcome
The learner will:
4   know how to receive and store food safely

Assessment criteria
The learner can:
4.1   describe the **checks** that should be made when accepting deliveries of ambient, chilled or frozen foods
4.2   describe **stock rotation systems**
4.3   describe the difference between 'best before' and 'use by dates'
4.4   identify the **correct storage conditions** for foods
4.5   state the **reasons** why certain foods require refrigeration
4.6   describe the **methods** of storing foods which prevent contamination by pests
4.7   identify the main **categories** of contamination
4.8   define the term **cross contamination**
4.9   describe **ways of reducing cross contamination**
4.10 describe the **types** of cross contamination
4.11 state the **conditions for safe food storage**
4.12 state the **rules** to observe when using probe thermometers
4.13 state **best practice** for thawing/defrosting foods
4.14 identify the **documents** used for recording food storage and temperature control.

Range
Checks
Damage, dates, quality, quantities, pest infestation, temperature.
Stock rotation systems
FIFO (first in first out), day dots, date systems, labelling.
Correct storage conditions
Ambient: dry and well ventilated storeroom.
Chilled: store cooked and raw foods separately.
Frozen: store cooked and raw foods separately.
Optimum storage temperatures:
•ambient food: 14°C to 18°C
•chilled food: 1°C to 5°C (lower for fresh fish, 0°C to 3°C)
•frozen: -18°C to -22°C.
Reasons
To prevent spoilage bacteria from spoiling the food, prevent pathogenic bacteria growing on high risk foods.
Methods
Off floor, pest proof containers.

Categories
Chemical, physical, microbiological.

Ways of reducing cross contamination
Colour coded systems, thorough cleaning procedures, separate area for preparation, cooking and storage, linear work flow, appropriate training.

Types
Direct, indirect, drip.

Conditions for safe food storage
Chilled and frozen food to be stored as soon as possible (best practice is within 15 minutes of delivery), covered, wrapped, in suitable containers, labelled, away from contaminants and strong odours.

Rules
Disinfect probe before and after use, calibration of equipment.

Best practice
Use of thawing cabinets, fridges, refrigerated rooms.

Documents
Delivery monitoring form, fridge/freezer monitoring form, cooking/cooling record sheets.

Learning outcome
The learner will:
5   know how to prepare cook hold and serve food safely
Assessment criteria
The learner can:
5.1   list the **micro-organisms** associated with food poisoning
5.2   identify **non-bacterial causes of food poisoning**
5.3   state the usual **conditions** for bacterial growth
5.4   identify different **types of high risk foods**
5.5   describe **techniques** to prevent food poisoning during preparing, cooking and serving foods
5.6   describe common **symptoms** of food poisoning
5.7   identify the **people** most at risk from food poisoning
5.8   identify common **food allergens** and **intolerances**
5.9   identify **sources of physical contaminants**
5.10 identify the temperatures at which most food poisoning micro-organisms will grow rapidly, cease to multiply and die
5.11 define the term **temperature** danger zone
5.12 identify different **heat treatment processes**
5.13 identify the **best practice for cooking and reheating food**
5.14 identify the **best practice for chilling food**
5.15 identify the **best practice for holding food**, hot and cold for service.

Range

Micro-organisms

Pathogens: Salmonella, clostridium prefingens, Bacillus cereus, clostridium botulinum, staphylococcus aureus, e-coli.

Food borne diseases: bacillary dysentery, typhoid/paratyphoid, listeria, campylobacter enteritis.

Spoilage organisms: harmless organisms, moulds, viruses, yeasts, toxins.

Non-bacterial causes of food poisoning

Metals, poisonous plants, chemicals, equipment, tampering, viruses.

Conditions

Warmth, food, moisture, time, pH balance.

Types of high risk food

Cooked meats, poultry, dairy products, cooked rice, stocks, sauces, fish, shellfish

Techniques

Cleaning procedures, good personal hygiene, pest control, storage procedures, separate areas for preparation, cooking and storage.

Symptoms

Nausea, diarrhoea, vomiting, abdominal pain.

People

Young children, the elderly, sick, pregnant women, those with immune deficiency.

Food allergens and intolerances

Nuts, wheat, dairy, gluten, shellfish (seafood), fungus.

Sources of physical contaminants

People (eg hair, unwashed hands, jewellery), equipment (eg screws, broken parts), pests (eg droppings), premises (eg flaking paint), product (eg pieces of packaging).

Temperature

5°C to 63°C.

Heat treatment process

Cooking, pasteurisation, sterilisation, ultra heat treatment, canning.

Best practice for cooking and reheating food

Cook and re-heat to core temperature of 75°C.

Best practice for chilling food

Chill hot food to under 5°C within recommended guideline of 90 minutes. Methods for chilling: blast chiller/freezer; stand/stir food over ice cold

water; decant large quantities into smaller portions; do not mix hot with cold foods.

Best practice for holding food

Holding and Serving – cold: below 8°C, hot: above 63°C.

Unit 112 Food Preparation and Cooking Principles

This synoptic test covers the assessment of the underpinning knowledge in the following units:

102 Safety at work
104 Introduction to nutrition
105 Prepare food for cold presentation
106 Prepare, cook and finish food for frying
107 Prepare, cook and finish food by braising and stewing
108 Prepare, cook and finish foods by boiling, poaching and steaming
109 Prepare, cook and finish food by baking, roasting and grilling
110 Introduction to basic kitchen procedures
201 Introduction to the hospitality and catering industry

Full details can be found in the Assessment Pack on the website.

Appendix 1　Sources of general information

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

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

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

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework
- SQA Awarding Body Criteria
- NVQ Code of Practice

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

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

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

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

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

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