

Level 3 Advanced Diploma in Food Preparation and Cookery Supervision 8065-04

March 2012 Version 2.3 (June 2015)



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 3 Advanced Diploma in Food Preparation and Cookery Supervision	8065-04	600/4869/4

Version number	Changes made	Section
2.1 (May 2012)	New resource requirements	Centre Requirements
2.2 (July 2013)	Centre guidance	Units
2.3 (May 2015)	Changes made to range for units 306 & 308	Units



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1 Introduction

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

Area	Description
Who is the qualification for?	The Level 3 Advanced Diploma in Food Preparation and Cookery Supervision is for candidates who have gained experience as a chef and wish to extend their knowledge of the planning and monitoring of operations and staff within the kitchen environment. Candidates will be required to demonstrate their supervisory skills, both knowledge based and practically, in order to fulfil the requirements of the assessments
What does the qualification cover?	The qualification covers the supervision of food safety and food production, menu planning and control, including global influences, and resource management with the associated training needs.
What opportunities for progression are there?	On completion of this qualification candidates may progress into a supervisory post within the food and beverage area in hospitality. They may wish to continue their study with one of City & Guild's partner institutions The Institute of Leadership and Management: <ul style="list-style-type: none">• ILM Level 3 Certification in First Line Management• ILM Level 4 Certificate in Management

2 Structure

To achieve the Level 3 Advanced Diploma in Food Preparation and Cookery Supervision, learners must achieve all of the units listed in the table below.

Level 3 Advanced Diploma in Food Preparation and Cookery Supervision (8065-04)				
City & Guilds unit number	Unit accreditation number	Unit title	Notional learning hours	Guided learning hours
303	R/503/7587	Supervise staff training	40	25
305	R/503/7864	Food safety supervision for catering	30	30
306	Y/503/7865	Resource management in food preparation	50	40
307	D/503/7866	Menu planning and costing	50	30
308	H/503/7867	Global influences on eating and drinking	100	30
309	K/503/7868	Supervise food production	80	60
310	Assessment	Food Preparation and Cookery Principles	N/A	



3 Centre requirements

Approval

If your Centre is approved to offer the following qualification:

- (7065-33) Level 3 IVQ Advanced Diploma in Culinary Arts (500/5759/5) you can apply for approval for the new:
- (8065-04) Level 3 Advanced Diploma in Food Preparation and Cookery Supervision

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 3 Diploma in Food Preparation and Cookery Supervision (8065-04)	
Practical assignments 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	Externally set question papers To achieve the qualification, candidates are required to be successful in the following examinations: <ul style="list-style-type: none">• Food Preparation and Cookery Supervision Principles. 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
- title
- level
- notional learning hours
- guided learning hours
- 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 303

Supervise staff training

UAN:	R/503/7587
Level:	Level 3
Notional learning hours:	40
Guided learning hours:	25
Aim:	The aim of this unit is to enable the learner to develop the necessary knowledge and understanding of the principles of identifying staff training needs and to be able to organise a training session.

Learning outcome
The learner will: 1 Understand how to train staff
Assessment criteria
The learner can: 1.1 state the importance of staff training to the organisation 1.2 describe the benefits of staff development 1.3 explain the methods of identifying staff training needs 1.4 explain the importance of structured and planned training 1.5 identify the content of a training plan 1.6 describe the planning considerations for training sessions 1.7 state different types of training records 1.8 describe methods of monitoring the progress of trainees.

Range
Importance To achieve organisational objectives, to provide staff with correct skills to deliver service and products, motivate individuals and teams, build team spirit, empowerment of staff, staff retention, legal obligation.
Benefits Individual satisfaction, motivation, efficiency, increased skills, cohesion of teams.
Methods Observation, questioning, interview, induction, appraisals, customer and peer feedback, skills audit.
Importance of structured and planned training To address learning needs, to be cohesive, follows a logical sequence building on the knowledge and understanding, to enable assessment of learning, to be consistent.

Content of a training plan

Resources required, skills and knowledge to be developed, objectives, duration, cost.

Planning considerations

Aim, objectives, methods of delivery (eg demonstration, theory, practical application), review.

Training records

Logbooks, CPD records, HR record.

Methods of monitoring

Target setting, observation, questioning, assessment, customer feedback, review date setting.

Learning outcome

The learner will:

2 Be able to train staff

Assessment criteria

The learner can:

2.1 assess **training needs** of staff against organisational objectives

2.2 develop a **structured** training session

2.3 demonstrate **training methods**

2.4 provide **materials** and equipment to support training

2.5 **monitor** the progress of trainees

2.6 provide **ongoing guidance and instruction** to staff.

Range**Training needs**

Induction, legal responsibilities development of knowledge to underpin role, skills required for the role, new developments (equipment, changes to standards of operation for example after a refurbishment), succession planning.

Structured

Clearly sets out aim, objectives, captures attention, is broken into sequences, paced to adapt to learners needs, includes review of learning at intervals, summary at the end, checks learning has taken place.

Training methods

Demonstration, presentation, group training, one to one training.

Materials

Handouts, PowerPoint slides, DVD, internet, books.

Monitor

Observation, verbal checks, feedback.

Ongoing guidance and instruction

Checking that skills have been learnt, providing coaching and/or mentoring, feedback.

Unit 305

Food safety supervision for catering

UAN:	R/503/7864
Level:	Level 3
Notional learning hours:	30
Guided learning hours:	30
Aim:	The aim of the unit is to ensure that learners develop and implement food safety management systems that are based on HACCP principles. The unit will ensure that supervisors or prospective supervisors receive training in food safety management and the development and implementation of food safety management procedures that is commensurate with their responsibilities.

Learning outcome
The learner will: 1 Understand the role of the supervisor in ensuring compliance with food safety legislation
Assessment criteria
The learner can: 1.1 summarise the importance of food safety management procedures 1.2 explain the responsibilities of employers and employees in respect of food safety legislation and procedures for compliance 1.3 state the ways in which the legislation is enforced.

Range
Importance To ensure safe delivery, storage, preparation, cooking and service of food, compliance with legal requirements, to avoid causing harm, to avoid legal action from government agencies, to avoid civil action (both personal and against the business), to demonstrate due diligence.
Food safety management procedures HACCP (hazard analysis and critical control points): ranging of HACCP, identification monitoring and assessment of critical control points, implementation of HACCP, corrective action, documentation, ongoing review that establishes critical limits, and the verification system to ensure effectiveness of HACCP plan. Monitoring and reporting procedures, pest control, swabbing, supervision, instruction and training, cleaning, waste disposal, maintenance of equipment and building infrastructure.

Responsibilities

Employers registering the food business (premises and vehicles), ensure appropriate licences are in place, requirement for at least one employer to be trained in HACCP, ensure training is provided commensurate with employees' level of responsibility, to ensure policies and procedures are in place for training, recruitment and day-to-day staffing levels, supervision, implementation of food safety management procedures, supply of appropriate sanitary accommodation, potable water supply, adequate washing facilities, equipment, materials and PPE (personal protective equipment), record keeping and accident reporting, compliance with environmental health agencies, provide sufficient ventilation.

Employees to comply with the law, to follow instructions and comply with employer's processes/procedures, to attend instruction/training/supervision, good personal hygiene, reporting of illness, reporting of errors/omissions in employer processes/procedures (eg hand washing facilities, kitchen and cleaning equipment such as fridges, infrastructure faults, deliveries).

Procedures for compliance

Ranging and implementation of HACCP (7 principles of HACCP)

Written documentation (eg on recruitment, instruction/supervision /training, guidance on working practices, reporting procedures).

Record keeping (eg temperature control, delivery records, sickness records, supplier records).

Ensure reputable suppliers are in place.

How the legislation is enforced

Through local Food Safety Act , enforcement visits , through the civil and criminal courts, in addition the employer enforces legislation through appropriate practices, procedures and training.

Learning outcome

The learner will:

2 Understand the application and monitoring of good hygiene practice

Assessment criteria

The learner can:

2.1 explain the **importance of, and methods for, temperature control**

2.2 explain **procedures to control contamination and cross-contamination**

2.3 justify the importance of **high standards of personal hygiene**

2.4 explain **procedures for cleaning, disinfection and waste disposal**

2.5 outline **requirements relating to the design of food premises and equipment**

2.6 describe the **importance of, and methods for, pest control.**

Range

Importance of temperature control

To prevent, or reduce to an acceptable level, bacterial multiplication; to prevent outbreaks of food poisoning; to meet due diligence criteria; environmental health agency requirements; to keep food safe; to comply with legislation; to control wastage.

Methods for temperature control

Temperature logs; use of fridges), freezers and serving cabinets, ovens, chiller cabinets, hot cupboards/bains marie, other methods of holding hot food for service (eg Norwegian flasks), thawing cabinets, blast chiller; in order to prevent optimum bacterial growth in food heat/chill food through danger zone as quickly as possible, calibrated and sanitized temperature probes, temperature management systems (computerised/automated systems); visual checks/control systems, manual control systems; food to be chilled to the recommended level within specified timescales after cooking, eg by breaking down into smaller portions; cook chill; effective servicing contracts; use of appropriate vehicles for transporting food.

Procedures to control contamination and cross-contamination

Procedures to control hazardous substances; effective cleaning procedures which are monitored and reviewed regularly; correct use of cleaning products; regular microbial swabbing of food preparation areas; clear separation between low and high risk areas; good visibility; pest control; work surfaces which are smooth, impervious, non-tainting, easily cleaned, no crevasses, resistant to corrosion, fit for purpose (e.g. for commercial use); equipment which is easy to take apart, in good state of repair, installed as to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting, resistant to corrosion, fit for purpose; personal hygiene procedures (hand washing); correct use of protective clothing; visitors' policy; use of separate sinks for food/washing food equipment/hand washing; use of sterilising sinks; correct storage of equipment; internal/external waste/food disposal procedures.

Importance of high standards of personal hygiene

Prevention of the transmission of pathogenic bacteria (in particular staphylococcus aureus), objectionable matter from an individual into the food chain (eg hair, plaster, jewellery), ways to avoid cross-contamination (eg changing from external clothes to clean uniform before commencing work); convalescent and healthy carriers; consideration to co-workers; tainting/spoilage of food (eg smoking in the kitchen).

Procedures for cleaning, disinfection and waste disposal

Cleaning and disinfection

Ensuring equipment is disconnected from power before cleaning; clean as you go, traditional stages of cleaning (pre-clean, main clean, rinse, disinfect, rinse, dry), 'clean, rinse, sanitise' method; double-sink washing up, pre-clean, main clean using detergent, second sink to disinfect; cleaning in place; consideration of procedures from delivery of food to service point; correct clearance of areas for cleaning (to avoid chemical contamination, over-spray); correct dilution of chemicals, correct equipment (single use cloths); procedures to control hazardous substances, lockable storage away from foods (restricted access), storage in original containers, dilution, mixing of chemicals,

manufacturers' instructions, PPE, appropriate cleaning and disposal of chemical spillages, safety data sheets; use of mechanical equipment.

Waste disposal

Regular disposal, no over-night storage, use of bin bags, waste containers kept clean and in good condition, kept on hard surfaces, easy access for collection, clean as you go, separating food and general waste eg glass policy, external waste storage (covered waste container, impervious surface, away from direct sunlight/rain, kept clean and tidy to avoid odours and so as not to attract pests, availability of hoses), recyclables; waste collection of food waste (liquid food waste, oil, grease traps).

Requirements relating to the design

Food premises: designed to make good food hygiene practicable, relating to walls, floors, ceilings, windows, doors, lighting, design of waste areas, work flow (separation between high and low risk areas, good visibility), ventilation, design of building infrastructure/work areas (eg for pest control, storage, surfaces), washing facilities (hand washing basins, toilets), staff areas (changing, shower area as necessary), services (gas, electricity, water, drainage, sanitation).

Equipment: easy to take apart, in good state of repair, installed to allow adequate cleaning of surrounding areas, easily cleaned, impervious, non-tainting, resistant to corrosion, fit for purpose (eg for commercial use), suitable work surfaces (eg smooth, no crevasses).

Importance of, and methods for, pest control

Pest: rodents, cockroaches, insects, stored products insects, domestic pets, birds, wild cats.

Importance of pest control

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

Methods for pest control

Written policy for pest control; engagement of a pest control contractor; path around food business buildings for ease of detection; traps, poisons, pesticides; netting, fly traps, electronic fly killers; clean as you go.

Learning outcome

The learner will:

3 Understand how to implement food safety management procedures

Assessment criteria

The learner can:

- 3.1 describe the importance to food safety of **microbial, chemical, physical** and **allergenic** hazards
- 3.2 describe **methods and procedures for controlling food safety**
- 3.3 define **critical control points, critical limits and corrective actions**
- 3.4 explain the **requirements** for monitoring and recording food

safety procedures

3.5 describe **methods** for, and the **importance** of, evaluating food safety controls and procedures.

Range

Microbial

Typical hazards Foodborne Illnesses and Food Poisoning (salmonella, campylobacter, e coli, e coli 0157VTEC), danger zone, vegetative reproduction, binary fission, bacterial growth line (stages: lag, log, stationary, decline), common symptoms (diarrhoea, vomiting, stomach ache), bacterial cell make-up (endotoxins, exotoxins, entotoxins), four elements to enable bacterial growth (food, water, time, warmth), psychotrophic, mesophilic, thermophilic.

Chemical

Typical hazards (cleaning chemicals, veterinary residue, farming chemicals), overspray, common symptoms (eyes, nose, throat, skin irritation, sickness, vomiting).

Physical

Typical hazards (broken machinery, packaging material, plants, string, pests and insects), common symptoms (choking, broken teeth, vomiting).

Allergenic

Typical hazards (nuts, flour, dairy products, shellfish, wheat, fungi), common symptoms (anaphylactic shock, asthma-like symptoms, difficulty in breathing, swollen lips).

Methods and procedures for controlling food safety

Delivery: correct vehicle (fit for purpose, temperature, cleanliness, personal hygiene of the driver).

Storage: correct storage conditions (temperature control, dry stores, procedures to control hazardous substances), time limits on temperature control deliveries (food stored as quickly as possible after delivery), First In First Out (FIFO), conditions of storage facilities (infrastructure, seals, shelving, maintenance), correct storage to avoid drips and cross-contamination.

Preparation: correct defrosting, food not prepared too far in advance, temperature control (before, during, after preparation), cross-contamination (vehicles and routes), over-handling, personal hygiene (hand-washing, PPE, jewellery), see also critical control points (CCPs).

Cooking: correct temperatures, methods and time, physical inspections, use of appropriate equipment (probes and wipes), drip and cross-contamination, see also CCPs.

Chilling: correct times, temperatures, methods, cross-contamination, equipment.

Holding: correct times, temperatures, methods (cold and hot food holding), use of bain-maries, equipment, correct disposal.

Re-heating: correct times, temperatures, methods, equipment (probes and wipes).

Cleaning: in all the above: effective, monitored cleaning must be in place using correct chemicals and equipment for specific jobs.

Critical Control Points, Critical Limits and Corrective Actions

CCPs: the point at which it is critical for an intervention to be taken by the food handler in order to maintain food safety

CLs: the maximum acceptable limits set by management within the HACCP analysis for the safe production of food

CAs: the actions that must be taken by the food handler where a CCP is identified to ensure the safe production of food; these actions must form part of the management HCAAP plan and must be regularly reviewed and amended if required.

Requirements

Following local food safety regulations in regards to monitoring and recording of food safety procedures. Traceability of food (farm to fork), choice of suppliers (supplier audits), delivery records, HACCP (implement the seven steps of HACCP and record all necessary documentation), temperature control records (including storage, cooking, reheating and holding), staff (training, sickness, pre and post employment records), cleaning records and schedules, monitoring of cleaning records and schedules, recommended sample keeping, visitors' records/policy, pest control, maintenance records, waste management policy (including disposal of glass), ensure due diligence is maintained.

Methods

Internal/external audits, management reviews, supervisory spot checks (including swabbing of equipment and food handlers), advisory visits by regulatory bodies, staff consultation, supervisors' handover book.

Importance

The importance of regular reviews and monitoring of all food safety management systems and records is to ensure the continued safe storage, production and delivery of all foodstuffs. Records of review findings and corrective actions taken must also be recorded.

Learning outcome

The learner will:

4 Understand the role of the supervisor in staff training

Assessment criteria

The learner can:

4.1 explain the **requirements** for **induction** and **on-going training** of staff

4.2 explain the **importance** of effective communication of food safety procedures.

Range

Requirements

Following local food safety regulations in regards to staff training, instructed and/or trained in food hygiene relevant to their work activities. Further obligations under these regulations are placed upon management in relation to training for HACCP.

Induction

Benefits (quickly integrates new employees into the business, goes towards proving due diligence on the part of the employer, allows new employees to become aware of basic food hygiene), records of induction to be kept.

On-going training

Supervisors must observe employees and carry out spot checks to ensure company standards and legal requirements are being maintained. Discrepancies observed and/or identified must be recorded and have corrective action taken (staff may need to be placed on refresher food safety courses).

Importance

To prove due diligence (including HACCP), staff are aware of legal requirements, company policies and procedures, risks can be eliminated or reduced to an acceptable level, staff awareness/ability is raised, reduction of possible food borne illnesses and food poisoning outbreaks, to encourage good working relationships.

Unit 306

Resource management in food preparation

UAN:	Y/503/7865
Level:	Level 3
Notional learning hours:	50
Guided learning hours:	40
Aim:	<p>The aim of this unit is to cover the requirements of resource management for a kitchen. The content covers staff and physical resources and commodities.</p> <p>This unit is about ensuring that resources are used effectively and efficiently, without undue waste. It covers obtaining supplies, checking equipment, monitoring the use of resources and keeping records.</p>

Learning outcome
The learner will: 1 Understand how to control resources
Assessment criteria
The learner can: 1.1 identify the resources required for food production areas 1.2 explain the importance of working within agreed budgets 1.3 state the purpose of key financial records and documents 1.4 describe different types of suppliers 1.5 explain the considerations to take into account when choosing suppliers 1.6 explain the environmental impact of resources used within food production areas 1.7 explain how to monitor the use of resources 1.8 explain the importance of keeping waste to a minimum 1.9 explain the advantages of using computerised stock control systems.

Range
Resources Food items, chemicals, large and small equipment.
Areas Kitchen, larder, pantry, wash-up, store areas (dry goods stores, cold rooms, freezers), auxiliary areas.

Financial records and documents

Profit and Loss accounts, trading accounts, invoices, goods received notes, credit notes, statements, stock sheets.

Types of suppliers

Contract, local, specialist, ad hoc.

Considerations

Quality/flavour of produce, cost-effectiveness, terms of supply, supply meets demand, hygiene, HACCP, reputation, reliability, ethical considerations (production methods, food miles, sustainability, fair-trade, environment, health concerns), appropriateness for purpose, impact (economy, environment, quality), opportunities (seasonality, flavour, quality, marketing potential).

Environmental impact

Sustainability (eg over-fishing), food miles, waste management (eg recycling, disposal of chemicals, disposal and recycling of used oil).

Learning outcome

The learner will:

2 Be able to manage physical resources

Assessment criteria

The learner can:

- 2.1 **determine** the **resources** required
- 2.2 manage the storage of food items and chemicals
- 2.3 manage the storage of items of equipment
- 2.4 manage the maintenance of equipment
- 2.5 manage the efficient use of resources
- 2.6 maintain accurate **records** about resources.

Range**Determine**

Audit of equipment; use of stock control systems.

Resources

Food items, chemicals, large and small equipment.

Records

of deliveries, stock taking, equipment maintenance. Methods of monitoring the storage conditions of commodities – documentation (checklists, reports, logs).

Learning outcome

The learner will:

3 Understand how to manage the deployment of human resources

Assessment criteria

The learner can:

- 3.1 determine the **resources** required
- 3.2 explain the **considerations** to be taken into account in the deployment of resource
- 3.3 state the **reasons** for monitoring the use of resource
- 3.4 explain the **ways in which resource is monitored**.

Range**Resources**

Full time, part time, zero hour contracts; skilled and unskilled labour; labour costs; availability of labour, structure of staff required (managers, supervisors, operatives).

Considerations

Service style type and volume.

Reasons

Efficient allocation of resource; staff satisfaction and motivation.

Ways in which resource is monitored

Records; staff rotas; documentation (checklists, reports, logs, etc).

UAN:	D/503/7866
Level:	Level 3
Notional learning hours:	50
Guided learning hours:	30
Aim:	The aim of this unit is to provide the basic knowledge about the principles of menu planning. It will also increase awareness about the costing of dishes, and the elements of costs to be considered when calculating selling prices. The unit also provides the opportunity for learners to undertake the practical application of calculating gross and net profits and setting selling prices for menus and dish items.

Learning outcome
The learner will: 1 Understand how to plan and cost menus
Assessment criteria
The learner can: 1.1 describe different types of menus 1.2 explain the main considerations when developing dishes for menus 1.3 describe the principles of menu planning 1.4 explain the factors that need to be taken into account when planning menus 1.5 state the information that should be available to customers 1.6 explain preparation and cooking wastage and its impact on the cost of the menu 1.7 explain the importance of portion control when costing menus 1.8 explain the need to consider costs when costing menus 1.9 explain the terms gross and net profit 1.10 explain the methods of evaluating menus .

Range
Menus Breakfast, lunch, dinner, dessert menu, buffet menu, cyclical menu, dishes priced and ordered individually, fixed price menu, function menu, banqueting menu, specialised themed menus, ethical menus.

Main considerations when developing dishes

Target market: research into customer demands.

Resources: equipment, staff.

Recipe: balance against other dishes on the menu, methods of cooking, presentation time, taste, texture, colour.

Cost: budget, selling price, ingredients, production, profit requirements, equipment requirements.

Availability of commodities: season, cost/quality, consistency of supply.

Quality of commodities: fitness for purpose.

Testing: modifications to product (eg trying combinations of flavours, seasonings, different quantities of commodities).

Dish specification: records (eg recipes, methods, photographs).

Food safety: supplier quality assurance.

Food value: nutritional aspects.

Equipment: availability, adaptability.

Use of substitute ingredient or other adaptations.

Sales mix and sales volume.

New products.

Principles

Balance (courses, colour, texture, flavour, smell, taste, ingredients/commodities, nutritional aspects, wording, sales mix, variety of cooking methods).

Legal: any legal requirements.

Factors

Staff skills, availability of food items, kitchen/dining room size, design, layout, scale and type of equipment.

Information

Description of the dishes, nutritional content, produce likely to cause allergic reactions, food suitable for specific dietary requirements, prices.

Importance of portion control when costing menus

Consistency in portion size, value for money, ability to cost food and make profit.

Costs

Fixed costs (Electricity, gas, staff salaries, repairs, rent); cost of sales; overheads; variable costs.

Methods of evaluating menus

Expert panel, customer evaluation (formal and informal), peer comments, self assessment.

Learning outcome

The learner will:

2 Be able to plan and cost menus

Assessment criteria

The learner can:

- 2.1 plan a menu to include different **styles of cuisine**
- 2.2 provide **recipes** including ingredients and preparation methods for the menu
- 2.3 identify **means of portion control**
- 2.4 calculate the cost of a portion
- 2.5 calculate:
 - gross profit
 - net profit
 - selling price
 - break even point.

Range**Styles of cuisine**

Oriental, South/North American, Mediterranean, Western/Eastern European, Asian, Antipodean, African.

Recipes

Balance against other dishes on the menu, methods of cooking, presentation time, taste, texture, colour.

Means of portion control

Weight, volume, standardised recipes, portion measuring tools and equipment (jugs, ladles, scales), individually portioned dishes.

Unit 308

Global influences on eating and drinking

UAN:	H/503/7867
Level:	Level 3
Notional learning hours:	100
Guided learning hours:	30
Aim:	The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of the principles of the dining experience. It covers the influences of the impact of gastronomy including cultural, religious, science and technology. The candidate will need to explain the factors that contribute to a dining experience and how customer needs differ.

Learning outcome
The learner will: 1 Understand the global influences on eating and drinking
Assessment criteria
The learner can: 1.1 give a definition of the term gastronomy 1.2 identify the factors that make a good dining experience 1.3 identify different meal types and dining experiences 1.4 explain the relationship between customer needs and different types of dining experience 1.5 identify the types of beverages that complement different foods 1.6 explain the influences of different cultures/religions on eating and drinking 1.7 explain the ways in which science and technology have affected eating and drinking 1.8 explain the influence changes in lifestyles and trends have had on eating and drinking 1.9 describe the influence of the media on eating and drinking 1.10 describe the contributions of individuals who have made significant impact on professional cookery 1.11 describe the influence of migration on local eating habits.

Range
Gastronomy The influences on eating and drinking, the relationship between culture and food, art and/or science of eating and drinking.

Factors

Setting, ambience, menu, food, drink, food service, wine service, style (design), reception, technical ability and awareness, execution, perceived value.

Meal types

Breakfast, lunch, dinner, brunch.

Dining experiences

Fine dining, restaurants, bistros, brasseries, cafés, chains, themes, fast food, take away, delicatessens, coffee shops, food bars, pop-ups, outdoor, lodges.

Relationship

Value and worth, hierarchy of need, perceptions and expectations, reputation, consistency, standardisation (maintaining).

Beverages

Alcoholic/non-alcoholic.

Influences

Food cultures: foods of various origins, preparation and cooking methods, different etiquettes of eating and drinking.

Religions: Taboo foods (pork, beef, shellfish, alcohol), methods of preparation of commodities (halal, kosher), religious meaning/importance of different foods.

Minority groupings: Shinto Parsee, Rastafarians, local indigenous faiths. The requirement to modify recipes to meet specific cultural demands.

Science and technology

Shorter ripening times, reduction of fat content in livestock, increased resistance to pests/disease, increased use of fertilisers, increased yields, increased shelf life, GM foods, irradiated foods, intensive farming, ready meals (for individuals/commercial businesses) including cook-chill, cook-freeze and sous-vide production systems.

Changes in lifestyles and trends

Pre-prepared meals, takeaway, supermarket shopping, tourism, increase in eating out, availability and appreciation of fine foods, income/economy.

Healthy eating initiatives, organic food, vegetarianism (lacto-vegetarians, meat-avoiders, vegans), fashions/fads (such as provenance, artisan products).

Media

Television, radio, books, magazines, newspapers, internet, social media.

Individuals

Chefs, food writers, restaurateurs.

Influence of migration

History: developments and introduction of new cuisines.

Developments: fast-food, speciality restaurants, influences.
Books: availability, types.
Case-studies: local developments.

UAN:	K/503/7868
Level:	Level 3
Notional learning hours:	80
Guided learning hours:	60
Aim:	This unit is about supervising food production to ensure that the customer receives their order within reasonable timescales and to quality standards.

Learning outcome
The learner will: 1 Understand how to supervise food production operations
Assessment criteria
The learner can: 1.1 identify the timescales for the different stages of the food production process 1.2 describe the roles and responsibilities of individuals in the food production team 1.3 describe the supervisory skills required to implement the procedures for food production 1.4 state the responsibilities of the supervisor to maintain health and safety 1.5 describe the steps in the risk assessment process 1.6 identify legislation and other industry specific regulations and codes of practice that need to be followed 1.7 list the resources needed for food production operations 1.8 explain the importance of portion control .

Range
Individuals Head chef, second chef, section chef, chef, trainee chef, kitchen assistant, food handlers.
Supervisory skills Leadership, communication, motivation, teamwork, practical cookery skills, time management, planning, resource supervision, training, quality control.
Steps Identify all hazards; Identify who is at risk; evaluate risks; implement control measures; record the assessment; review.

Resources

Staff, equipment, commodities.

Importance of portion control

Minimising wastage, cost efficiency, consistency.

Learning outcome

The learner will:

- 2 Be able to supervise food production operations

Assessment criteria

The learner can:

- 2.1 plan **resources** for a food production operation
- 2.2 produce **documentation** for a food production operation
- 2.3 comply with food safety requirements in the handling and storage of food items
- 2.4 manage own areas of responsibility for **risks**
- 2.5 manage the production of food to timescales
- 2.6 monitor the **quality** of food at point of service
- 2.7 supervise food service delivery from the hotplate.

Range**Resources**

Staff, equipment, commodities.

Documentation

Staff rota, menu, requisition/food order, cleaning schedules, dish specification.

Risks

Health, safety, hygiene and security.

Quality

Temperature, food meets dish specification.

Unit 310

Food Preparation and Cookery Supervision Principles

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

303 Supervise staff training
305 Food safety supervision for catering
306 Resource management in food preparation
307 Menu planning and costing
308 Global influences on eating and drinking
309 Supervise food production

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 (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for 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.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds 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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