



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards
of Competence**

Food Preparation and Cookery

Level 1

#7 “Chelwood”, 8th Avenue Belleville, St. Michael, Barbados

Telephone: (246) 435-3096 Fax: (246) 429-2060 E-mail: office@tvetcouncil.com.bb
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November 2008*

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Members of the Tourism and Hospitality Lead Body

Dennis Newton	D&S Incorporated
Pauline Mager	Duty Free Caribbean
Jon Martineau.....	Accra Beach Hotel
Muriel Roberston	House of D’Zigns
Sonia Cole-Wilson.....	Casuarina Beach Hotel
Bernice Critchlow-Earle	The Hospitality Institute, Barbados Community College
Sonia Greenidge- Franklin	Barbados Institute of Management and Productivity (BIMAP)
Andrew Sobers (Alternate).....	BIMAP
Peter Charles	Ile de France Restaurant
Christopher Parravicino	Johnson’s Stable & Garage Ltd.
Sharon Banfield	Ministry of Tourism
Keith Neblett	National Conservation Commission
Julia Greenidge- Bonnett (Alternate)	National Conservation Commission
Sheila Reece	REEMAC Hospitality Training and Development Centre
Cheryl Corbin	Sandy Lane Hotel and Golf Club
Susan Springer	Barbados Hotel & Tourism Association
Hugh Arthur	University of the West Indies
Ulric Sealy	Barbados Workers’ Union Labour College
Yvonne Hall	Barbados Tourism Authority
Peter Edey	The Dining Club

Members of the Technical Working Groups

Food Preparation and Cooking

Sonia Bayne-Harewood	Sea Breeze Hotel
Peter Edey	The Dining Club
John Hinds	The Hospitality Institute, Barbados Community College
Dennis Newton	D & S Incorporated
Athlone McCollin	Elegant Hotels Group, Tamarind Cove
Keith Brathwaite.....	Savannah Hotel

ACKNOWLEDGEMENTS

Regional and Extra-Regional Organisations

National Council for Technical and Vocational Education and Training (NCTVET), Jamaica

Hospitality Training Foundation (HTF) United Kingdom

Qualification Overview

NVQB

In

Food Preparation and Cookery

Level 1

NVQB in Food Preparation and Cookery Level 1

Qualification Overview

Who is the qualification for?

The **NVQB in Food Preparation and Cookery Level 1** is for individuals whose Food Preparation and Cookery role require well developed behavioural competence, but whose scope for independent decision making and for bringing about change is limited. They are likely to be in roles where for example they:

- Assist chefs and cooks in preparing a wide selection of dishes according to recipes
- Weigh and measure ingredients
- Clean, peel and slice vegetables and fruits and make salads.
- Cut, grind meats, poultry and seafood in preparation for cooking.
- Clean and prepare cooking/work areas, equipment, utensils and cutlery.

Normally, persons working at **Level 1** should be able to competently carry out simple and routine work activities and to collaborate with others through work groups or teams. The qualification covers the competencies of preparing and cooking various types of food, using different cooking methods while working in a safe and hygienic manner.

Relevant occupations include:

- 3rd Commis Cook
- 2nd Commis Cook
- Trainee Cook

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

How the qualification is structured:

To achieve the full qualification, candidates must complete ten (10) units in total made up of five (5) mandatory units plus three (3) optional units from Group B and two (2) optional units from Group C.

APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

FOOD PREPARATION AND COOKERY – LEVEL 1 – A008 01

To achieve the full qualification, candidates must complete ten (10) units in total made up of five (5) mandatory units plus three (3) optional units from Group B and two (2) optional units from Group C.

MANDATORY UNITS (All must be completed)

		<u>TVETC Numbers</u>
1	Create and maintain effective working relationships	U00106
	1.1 Gain the trust and support of colleagues and team members	
	1.2 Gain the trust and support of one's immediate manager	
2	Maintain a safe and secure working environment	U00306
	2.1 Maintain personal health and hygiene	
	2.2 Carry out procedures in the event of fire	
	2.3 Deal with the discovery of suspicious items/packages	
	2.4 Carry out procedures in the event of an accident	
	2.5 Maintain a safe work environment for customers, staff and visitors	
	2.6 Maintain a secure environment for customers, staff and visitors	
3	Maintain hygiene in food storage, preparation and cooking	U09701
	3.1 Maintain hygiene in food storage	
	3.2 Maintain hygiene in food preparation and cooking	
4	Clean food production areas, equipment and utensils	U09801
	4.1 Clean food production areas	
	4.2 Clean food production equipment	
	4.3 Clean food production utensils	
5	Maintain and handle knives	U09901
	5.1 Maintain knives	
	5.2 Handle knives	

NVQB in Food Preparation and Cookery Level 1

FOOD PREPARATION AND COOKERY – LEVEL 1 – A008 01

OPTIONAL UNITS GROUP B (Choose 3)

TVETC Numbers

6	Prepare and bake food	U10001
	6.1 Prepare food for baking	
	6.2 Bake food	
7	Prepare and fry food	U10101
	7.1 Prepare food for frying	
	7.2 Fry food	
8	Prepare and griddle food	U10201
	8.1 Prepare food for griddling	
	8.2 Griddle food	
9	Prepare and grill food	U10301
	9.1 Prepare food for grilling	
	9.2 Grill food	
10	Prepare boil, poach and steam food	U10401
	10.1 Prepare food for boiling, poaching and steaming	
	10.2 Boil, poach and steam food	

OPTIONAL UNITS Group C (Choose 2)

11	Prepare vegetables and fruit	U10501
	11.1 Prepare vegetables	
	11.2 Prepare fruit	
12	Prepare cold and hot sandwiches and bread products	U10601
	12.1 Prepare cold sandwiches and rolls	
	12.2 Prepare hot sandwiches and rolls	

NVQB in Food Preparation and Cookery Level 1

FOOD PREPARATION AND COOKERY – LEVEL 1 – A008 01

<u>OPTIONAL UNITS Group C (Choose 2).../Cont'd</u>		<u>TVETC Numbers</u>
13	Prepare and finish reconstituted food	U10701
	13.1 Prepare food for reconstituting	
	13.2 Finish reconstituted food	
14	Prepare and microwave food	U10801
	14.1 Prepare food for microwave cooking	
	14.2 Microwave food	
15	Prepare, cook and assemble food for service	U10901
	15.1 Prepare food and kitchen areas for service	
	15.2 Cook and assemble food products for service	

Qualification Overview

Evidence Requirements

For a candidate to be judged competent in a unit, the evidence presented must satisfy:

- All the performance criteria in each element
- All the range in each element
- All the evidence requirements
- All the relevant knowledge and understanding listed

Competence must be demonstrated consistently in the workplace over a period of time

The candidate must produce varied performance evidence and knowledge evidence derived from different situations over a period of time in the workplace.

Unless otherwise stated within the evidence requirements, all performance evidence must come from **real work** within the workplace. **Work** being defined as real if the provision of a service or product by the candidate that if not carried out, would require the organisation to employ someone else to execute the task.

Simulation

Unless otherwise stated in the evidence requirements, simulation is acceptable only as a supplementary form of evidence for certain range statements and performance criteria. These situations may include generic health and safety, fire and contingency activities for which the opportunity for assessment is often minimal in the workplace. It **should not** include routine activities which should be covered by performance evidence.

Where assessment is to be carried out through activities performed under simulation, the internal verifier must agree to the use of simulated activities with the assessor(s) and external verifier before they take place and must sample all performance evidence produced through simulated activities.



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U00106: Create and maintain effective working relationships

Unit Descriptor:

This unit describes the competence required to ensure that teams and individuals have effective working relationships. It covers what you should be doing to gain the trust and support of colleagues and team members and to gain the trust and support of your immediate manager.

The unit describes the essential abilities of:

- Team building
- Communicating effectively

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Gain the trust and support of colleagues and team members | <p>1.1 Communications with colleagues and team members about proposed activities take place at appropriate times and in a manner which encourages open frank discussion.</p> <p>1.2 Colleagues and team members are sufficiently informed about organisational plans and activities.</p> <p>1.3 Commitments made to colleagues and team members are realistic and honoured.</p> <p>1.4 The manner in which colleagues and team members are treated shows respect for individuals and the need for confidentiality.</p> <p>1.5 Colleagues and team members receive sufficient support to achieve work objectives.</p> <p>1.6 Evaluations of output and behaviour at work are discussed with colleagues and team members promptly and directly.</p> |
|--|---|

- 1.7 Unexpected situations are dealt with effectively and the appropriate persons are informed where necessary.
- 1.8 All work is carried out in an organised and efficient manner in accordance with organisational procedures.
2. Gain the trust and support of one's immediate manager
 - 2.1 The **immediate manager** receives timely and accurate reports on activities, issues, progress, results and achievements.
 - 2.2 The immediate manager receives clear, accurate and timely information about emerging threats and opportunities.
 - 2.3 The immediate manager is consulted about organisational policies and ways of working at appropriate times.
 - 2.4 **Proposals** for action are realistic, clear and presented at an appropriate time.
 - 2.5 Where there are **disagreements** with the immediate manager, constructive efforts are made to resolve them.
 - 2.6 Unexpected situations are dealt with effectively and the appropriate persons informed where necessary.
 - 2.7 All work is carried out in an organised and efficient manner in accordance with organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Gain the trust and support of colleagues and team members

A. Colleagues:

- (i) persons working at a lower level
- (ii) persons working at a higher level
- (iii) persons working at the same level as the individual

B. Team members:

- (i) persons with whom individual works to fulfill line or functional responsibilities

Element 2: Gain the trust and support of one's immediate manager

C. Immediate manager:

- (i) the person(s) to whom the individual reports
- (ii) the organisation or authority to which the person reports

D. Proposals:

- (i) oral
- (ii) written

E. Disagreements:

- (i) actual
- (ii) potential

UNDERPINNING KNOWLEDGE AND SKILLS**Working Relationships**

1. Why gaining the trust and support of colleagues and team members are important for effective performance.
2. How to encourage good working relationships and a feeling that colleagues and team members are respected.
3. Why gaining the trust and support of one's immediate manager is important to effective performance.
4. What types of emerging threats and opportunities the immediate manager needs to be informed about and the degree of urgency attached to these.

Planning

5. Why commitments to colleagues need to be realistic and why they should be honoured.
6. What types of support colleagues and team members may require to achieve their objectives and how to respond effectively to these needs.

Communication

7. How to select appropriate times, methods and styles of consultation according to a range of issues and contexts.
8. What range of issues about which colleagues and team members need to be informed.
9. What range of communication methods is available and how to select methods appropriate to a range of issues and contexts.
10. What range of communication methods are available and how to select methods appropriate to a range of issues and contexts.

11. Which types of information concerning colleagues and team members need to be treated confidentially and what procedures need to be followed to achieve this.
12. How to provide feedback in a way which will lead to a constructive outcome.
13. What types of disagreements may occur with the immediate manager and what are the methods of handling these in an appropriate manner.
14. Why the immediate manager needs to be kept informed of activities, progress, results and achievements.
15. What range of communication methods can be used to keep the immediate manager informed and how to select an appropriate method according to the range of issues and contexts.
16. How to develop and present proposals in a way which is realistic, clear and likely to influence the immediate manager's decision-making positively.

Organisational Policies and Procedures

17. What types of organisational policies and ways of working the manager needs to be informed about and what the appropriate methods of doing so are.

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation and/or products of work
- Performance evidence to cover all of the performance criteria and a minimum of:
 - **2 items from the range of A**
 - **1 item from the range of B**
- Performance evidence to cover all of the performance criteria and a minimum of:
 - **1 item from the range of C**
 - **1 item from the range of D**
 - **1 item from the range of E**
- Supplementary evidence in the form of questioning, and/or personal statement and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge and skills should be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Methods of Assessment

- Observation reports by assessor of how you:
 - o consult with colleagues and give feedback
 - o present progress reports to and consult with those to whom you report.
- Minutes of relevant meetings.
- Your appraisal reports.
- Relevant letters and memos.
- Briefing documents you have produced on organisational plans and activities.
- Documented feedback from those to whom you report.

- Answers to written or oral questions from your assessor.

- Personal statements describing how you:
 - o ensure that you honour commitments you make to colleagues and how the way you treat colleagues shows your respect for individuals and the need for confidentiality

 - o resolved disagreements with those to whom you report.

- Witness testimony from persons who have witnessed you:
 - o gaining the trust and support of colleagues and team members.

 - o enhanced their trust and support.

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U00306: Maintain a safe and secure working environment

Unit Descriptor:

This unit describes the competence required to maintain a safe and secure working environment.

The unit describes the essential abilities of:

- Communicating effectively
- Working in a safe and hygienic manner
- Problem solving
- Meeting legal requirements
- Operating within organizational procedures

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--------------------------------------|-----|---|
| 1. | Maintain personal health and hygiene | 1.1 | Clean, smart and appropriate clothing, footwear and headgear are worn. |
| | | 1.2 | Hair is neat and tidy and worn in accordance with organizational requirements. |
| | | 1.3 | Jewellery, perfume and cosmetics are worn in line with organizational requirements. |
| | | 1.4 | Cuts, grazes and wounds are correctly treated by the appropriate person. |
| | | 1.5 | Illness and infections are reported promptly to the appropriate person. |
| | | 1.6 | All work is carried out in an efficient manner in line with appropriate organizational procedures and legal requirements. |

- | | | | |
|----|---|-----|--|
| 2. | Carry out procedures in the event of a fire | 2.1 | In the event of a fire, the alarm is raised immediately. |
| | | 2.2 | Fire fighting equipment is correctly used in accordance with manufacturer's instructions and organisation's procedures. |
| | | 2.3 | All safety and emergency signs and notices are adhered to. |
| | | 2.4 | Correct evacuation procedures are followed in a calm, orderly manner and in accordance with organizational procedures. |
| | | 2.5 | Designed assembly points are reached and registration done. |
| | | 2.6 | Unexpected situations are dealt with effectively and the appropriate person(s) where necessary. |
| | | 2.7 | All work is carried out in an organised and efficient manner in accordance with safety and health regulations and organisational procedures. |
| 3. | Handle the discovery of suspicious items/packages | 3.1 | Suspicious items and packages are left untouched. |
| | | 3.2 | Suspicious items and packages are reported in accordance with organizational procedures. |
| | | 3.3 | Correct safety and security procedures are followed in a calm and accordance with organizational procedures. |
| | | 3.4 | Unexpected situations are dealt with effectively and the appropriate person(s) where necessary. |
| | | 3.5 | All work is carried out in an organised and efficient manner in accordance with safety and health regulations and organisational procedures. |

- | | |
|---|---|
| 4. Carry out procedures in the event of an accident | 4.1 In the event of an accident, basic first aid is performed following recommended procedures. |
| | 4.2 Assistance from the appropriate person responsible for first aid is sought immediately. |
| | 4.3 Emergency services are contacted in accordance with organizational procedures |
| | 4.4 Appropriate action is taken to ensure safety of injured and uninjured persons. |
| | 4.5 Comfort and reassurance is given to injured persons. |
| | 4.6 Accidents are reported and documented in accordance with organisational procedures. |
| | 4.7 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary. |
| | 4.8 All work is carried out in an organised and efficient manner in accordance with safety and health regulations and organisational procedures |
| | . |
| 5. Maintain a safe work environment for customers, staff and visitors | 5.1 Hazard and potential hazards to the safety of customers, staff and visitors are promptly identified and rectified. |
| | 5.2 Customers, staff and visitors are made aware of all hazards and potential hazards in accordance with organizational procedures. |

- 5.3 Cautionary measures are taken to warn customers, staff and visitors of hazards and potential hazards.
 - 5.4 Accidents, damage and non-rectifiable hazards are reported promptly to the appropriate person.
 - 5.5 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
 - 5.6 All work is carried out in an organized and efficient manner in accordance with safety and health regulations and organizational procedures.
6. Maintain a secure work environment for customers, staff and visitors
- 6.1 Potential security risks are identified and reported to the appropriate person in line with organizational procedures.
 - 6.2 Customer and staff areas are correctly secured against unauthorised access.
 - 6.3 All establishment storage and security facilities are secured against unauthorized access.
 - 6.4 Establishment, staff or customer lost property is promptly reported to the appropriate person.
 - 6.5 Suspicious individuals are politely challenged or reported promptly to the appropriate person.
 - 6.6 Unexpected situations are dealt with efficiently and the appropriate person(s) are informed where necessary.
 - 6.7 All work is carried out in an organized and efficient manner in line with appropriate organizational procedures and legal requirements.

RANGE STATEMENT

You must cover the items below:

Element 1: Maintain personal health and hygiene

A. Regulations:

- (i) current relevant legislation relating to safe and hygienic working practices

Element 2: Carry out procedures in the event of a fire

B. Fire:

- (i) All types

C. Fire fighting equipment:

- (i) fire hose
- (ii) fire blanket
- (iii) foam extinguisher
- (iv) powder extinguisher
- (v) water extinguisher
- (vi) carbon dioxide extinguisher
- (vii) sand
- (viii) wet blanket

D. Regulations: (*Also applies to element 3*)

- (i) legislation
- (ii) manufacturer
- (iii) supplier

Element 3: Handle the discovery of suspicious items/packages

E. Suspicious items and packages:

- (i) all unattended bags, packages and parcels
- (ii) unusual and unaccounted for deliveries

Element 4: Carry out procedures in the event of an accident

F. Accidents:

- (i) all accidents involving injury

G. Basic first aid application:

- (i) bandaging
- (ii) cold pack
- (iii) Heimlich manoeuvre

H. Appropriate action:

- (i) removing and lifting injured person
- (ii) rendering basic first aid

I. Responsible person:

- (i) company nurse
- (ii) safety officer

Element 5: Maintain a safe work environment for customers, staff and visitors

J. Hazards and potential hazards:

- (i) areas and incidents which threatens the safety of customers, staff and visitors
- (ii) suspicious items

K. Accidents:

- (i) all accidents involving injury to customer, staff and visitors
- (ii) rendering basic first aid

L. Regulations:

- (i) current relevant legislation relating to safe and hygienic working practices when maintaining a safe environment for customers, staff and visitors
- (ii) manufacturer
- (iii) supplier

Element 6: Maintain a secure work environment for customers, staff and visitors

M. Security risks:

- (i) prohibited areas
- (ii) suspicious items
- (iii) unauthorized entrances/exits
- (iv) missing keys

N. Customer and staff area:

- (i) public facilities
- (ii) public areas
- (iii) work areas
- (iv) staff facilities

O. Storage facilities:

- (i) storerooms
- (ii) safes
- (iii) cash boxes

P. Legal requirements:

- (i) Current relevant legislation relating to safe and hygienic working practices when maintaining a secure environment for customers, staff and visitors

UNDERPINNING KNOWLEDGE AND SKILLS**Health and Safety**

1. Why it is important to comply with health and safety regulations.
2. Where and from whom information on current health and safety regulations can be obtained.
3. What the possible causes are of fire in the working environment.
4. What preventative actions can be taken to minimize risk of fire.
5. What organizational procedures should be followed in the event of fire.
6. Where alarms are located and how to activate them.
7. Why a fire should never be approached unless it is safe to do so.
8. Why it is important to comply with health and safety legislation.
9. Why suspicious items and packages should be left untouched.
10. Why suspicious items and packages should be reported.
11. What basic first aid should be applied in the event of an accident.
12. Who is the person responsible for first aid.
13. What emergency services are available in the event of an accident and why it is important to contact them.
14. What action should be taken to ensure the safety of the injured and uninjured.
15. What are the organisational procedures for reporting an accident.
16. What cautionary measures can be taken to warn customers, staff and visitors of potential hazards.
17. What the potential hazards are within own working environment.
18. Why suspicious items and packages must not be approached or tampered with.
19. Where first aid equipment and the accident register are located.
20. Why it is important to use correct lifting techniques.
21. Why it is important to comply with health and safety regulations.
22. Where and from whom information on current health and safety legislation can be obtained.

23. What the employee's responsibility is in relation to health and safety regulations.
24. Which keys, property and areas should be secured from unauthorized access at all times.
25. Why it is essential to be aware of potential security risks.
26. Why procedures relating to lost property must be adhered to.
27. Why it is important to comply with health and safety regulations.

Hygiene

28. What general hygiene practices must be adhered to in own work environment.
29. Why correct clothing, footwear and headgear should be worn at all times.
30. Why and to whom illness and infections should be reported.
31. Why it is important to maintain good personal hygiene.

Communication

32. Where and from whom information on current safety and health regulations can be obtained.
33. Why only disclosable information should be given to customers.
34. Why it is important to report all unusual/non-routine incidents to the appropriate person.

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

You must provide evidence that shows have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

- Totally through performance evidence in the form of observation or
- Performance evidence in the form of observation to cover **performance criteria 1.1 – 1.3.**
- Totally by role-play and/or questioning to cover all the **performance criteria 2.1 – 2.7** and ranges **B, C** and **D.**
- By observation or by role-play and/or questioning to cover all of the **performance criteria 3.1 – 3.5** and ranges **D** and **E.**
- By observation or through role-play and/or questioning to cover all the performance criteria **4.1 – 4.7** and all the range **F, G, H** and **I.**
- By performance evidence in the form if observation to cover **performance criteria 6.2** and **6.3** and a minimum of **2** items from the range of **M**, **2** items from the range of **N** and **2** items from the range of **O.**
- Supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and all the range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.

(2) Methods of Assessment

- Observation reports by assessor of how you:
 - o maintain personal health and hygiene.
 - o carry out procedures in the event of a fire e.g: observing you taking responsibility for the evacuation
 - o deal with the discovery of suspicious items/packages
 - o carry out procedures in the event of an accident
 - o maintain a safe environment in the workplace
 - o maintain a secure environment in the workplace

- Copies of written communication to and from customers
- Photographs of yourself at work
- Entries made by you in the organisation's accident book.
- Answers to oral or written questions from your assessor (these questions and answers may be recorded by your assessor).
- Witness statements from customers, colleagues and line managers that provide evidence of how you:
 - o maintain personal health and hygiene.
 - o carry out procedures in the event of a fire e.g: observing you taking responsibility for the evacuation
 - o deal with the discovery of suspicious items/packages
- Witness testimony from persons who have seen you carry out procedures when an accident has occurred.
- Witness testimony from your manager or the person responsible for health and safety and security in the organisation describing and confirming your role in:
 - o monitoring and maintaining a safe working environment
- A case history report produced by you, giving details of a particular occasion when you contributed to maintaining a safe work environment.

(3) Context of Assessment

Assessment of performance requirements in this unit should be undertaken in an actual work environment. Simulation will only be accepted where specified.

U09701: Maintain hygiene in food storage, preparation and cooking

Unit Descriptor:

This unit describes the competence required to effectively maintain hygiene in food storage, preparation and cooking.

The unit describes the essential abilities of:

- Effectively handling hygienic activities as they relate to food storage
- Maintaining hygiene standard for food preparation and cooking
- Knowing the importance of time and temperature to food storage, preparation and cooking
- Operating within organisational procedures

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-------------------------------------|--|
| 1. Maintain hygiene in food storage | <p>1.1 Hands are kept clean and washed after carrying out unhygienic activities.</p> <p>1.2 Storage areas are maintained in a clean, safe and hygienic condition.</p> <p>1.3 Deliveries of food items are reported promptly to the appropriate person.</p> <p>1.4 Food items are stored under correct hygienic conditions according to food type.</p> <p>1.5 Unexpected situations are dealt with effectively and the appropriate person(s) informed.</p> <p>1.6 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.</p> |
|-------------------------------------|--|

2. Maintain hygiene in food preparation and cooking
 - 2.1 Hands are washed and kept clean during food preparation and cooking.
 - 2.2 Food preparation and cooking areas and equipment are maintained in a clean and hygienic condition.
 - 2.3 **Food items** are prepared and cooked under correct conditions according to **food type**.
 - 2.4 All waste food is removed from the preparation area promptly.
 - 2.5 All waste bins are kept covered away from food preparation and cooking areas.
 - 2.6 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
 - 2.7 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Maintain hygiene in food storage

A. Unhygienic activities:

- (i) handling food waste
- (ii) visiting the toilet
- (iii) handling unwashed fresh foods
- (iv) smoking
- (v) handling cleaning fluids/materials

B. Food items: (Also applies to Element 2)

- (i) meat/poultry/fish
- (ii) dairy products/eggs
- (iii) vegetables/fruits
- (iv) dry goods

C. Food type: (Also applies to Element 2)

- (i) ambient
- (ii) chilled
- (iii) frozen
- (iv) cooked
- (v) uncooked

D. Unexpected situations:

- (i) problems with food deliveries
- (ii) problems with equipment

Element 2: Maintain hygiene in food preparation and cooking

E. Unexpected situations :

- (i) equipment faults
- (ii) problems with ingredients

UNDERPINNING KNOWLEDGE AND SKILLS**Health and Safety**

1. What safe working practices should be followed when storing food.
2. Why it is important to lift heavy or bulk items using approved safety methods.
3. What signs indicate pest infestation in food delivery and storage areas
4. What safe working practices should be followed when preparing and cooking food items.

Food Hygiene

5. Why good personal hygiene is essential when handling and storing food
6. Why it is important to keep storage areas and equipment hygienic.
7. What the “high risk” foods are and why they should be stored and handled correctly.
8. Why prepared food should be stored at the required safe temperature before use.
9. Why time and temperature are important when storing food.
10. What the main contamination threats are when storing food.
11. What checks should be carried out to ensure that food items are in good hygienic condition upon delivery.
12. Why raw and cooked food should be kept separately during storage.
13. What cross contamination is and how it can be prevented.
14. What the correct procedures are for defrosting food items.
15. Why good personal hygiene is essential when preparing and cooking food.
16. Why it is important to keep preparation and cooking areas and equipment hygienic when preparing and cooking food.
17. What the main contamination threats are when preparing and cooking food.
18. Why it is important to cover cuts and grazes.
19. Why time and temperature are important when preparing and cooking food.
20. Why it is important to keep waste bins covered at all times.
21. What the “high risk” foods are and why they should be prepared and cooked correctly.

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation
- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2 and 1.4** and a minimum of:
 - **3 from the range of A**
 - **3 from the range of B**
 - **3 from the range of C**
- Performance evidence in the form of observation **2.1 – 2.5** and a minimum of:
 - **3 from the range C**
 - **3 from the range E**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Methods of Assessment

- Observation reports by your assessor of how you:
 - o maintain hygiene in food storage
 - o maintain hygiene in food preparation and cooking
- Answers to written or oral questions from your assessor.
- Witness statement from colleagues, line managers that provide evidence of how you:
 - o maintain hygiene in food storage
 - o maintain hygiene in food preparation and cooking
- A personal statement describing how you:
 - o maintain hygiene in food storage
 - o maintain hygiene in food preparation and cooking

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U09801: Clean food production areas, equipment and utensils

Unit Descriptor:

This unit describes the competence required to clean food production areas, equipment and utensils.

The unit describes the essential abilities of:

- Effective handling of hygienic activities
- Ensuring safe use of equipment and utensils
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Clean food production areas

- 1.1 Sinks and hand basins are thoroughly clean and free-flowing.
- 1.2 Floors and walls are clean in accordance with service operations.
- 1.3 Drains, gutters, traps and overflows are thoroughly clean and free flowing.
- 1.4 **Surfaces**, shelving, cupboards and drawers are hygienic and ready for use.
- 1.5 Suitable cleaning equipment and materials are used and stored correctly after use.
- 1.6 Rubbish and waste food are disposed of correctly and containers left hygienic and ready for use.
- 1.7 **Unexpected situations** are dealt with effectively and the appropriate person (s) informed where necessary.

- 1.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
2. Clean food production equipment
 - 2.1 Food production **equipment** is correctly turned off and dismantled before and during cleaning.
 - 2.2 Equipment is clean and correctly reassembled.
 - 2.3 Suitable cleaning equipment and materials are used and stored correctly after use.
 - 2.4 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
 - 2.5 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
3. Clean food production utensils
 - 3.1 **Suitable cleaning equipment for the type of utensil is used.**
 - 3.2 Food production **utensils** are cleaned correctly.
 - 3.3 Finished utensils are clean, dry and free from damage.
 - 3.4 Damaged utensils are identified and reported to the appropriate person.
 - 3.5 Finished utensils are handled and stored correctly.
 - 3.6 Waste and food debris are disposed of correctly.

- 3.7 Cleaning areas and equipment satisfy health, safety and hygienic requirements and are ready for use.
- 3.8 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
- 3.9 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Clean food production areas

A. Surfaces:

- (i) metal
- (ii) wall tiles
- (iii) painted
- (iv) glass
- (v) floor tiles

B. Unexpected situations:

- (i) problems with cleaning materials
- (ii) problems with waste containers
- (iii) problems with maintenance

Element 2: Clean food production and equipment**C. Equipment:**

- (i) steamers
- (ii) ovens/microwave ovens
- (iii) hoods/ranges
- (iv) griddles/grills/salamanders
- (v) fryers
- (vi) hotplates
- (vii) food processors

D. Unexpected situations: (*Also applies to element 3*)

- (i) problems with equipment
- (ii) problems with cleaning materials

Element 3: Clean food productions utensils**E. Types of utensils:**

- (i) stainless metal
- (ii) coated metal
- (iii) wooden
- (iv) plastic
- (v) porcelain
- (vi) earthenware
- (vii) glass

F. Utensils:

- (i) chopping boards
- (ii) pots and pans
- (iii) bowls
- (iv) dishes/moulds
- (v) whisks
- (vi) sieves/colanders/strainers
- (vii) spoons/ladles/slice
- (viii) graters
- (ix) peelers/zesters/corers
- (x) can openers

UNDERPINNING KNOWLEDGE AND SKILLS**Health and Safety**

1. Why separate cleaning equipment should be used for floors and work surfaces.
2. What protective clothing should be used for cleaning tasks.
3. Why areas, which are being cleaned, should be carefully marked.
4. Why faulty equipment and maintenance requirements should be reported to the appropriate person.
5. Why it is important to follow manufacturers' instructions when using cleaning materials and equipment.
6. Why cleaning materials should be stored in a correctly labeled container.
7. Why food production equipment should be turned off before cleaning.
8. Why food production equipment should be dismantled before cleaning and reassembled correctly after cleaning.
9. What the appropriate cleaning equipment and materials are when cleaning food production equipment.
10. What the different procedures are for cleaning, drying and storing types of utensils.
11. Why it is important to follow manufacturers' instructions when using cleaning materials and equipment.
12. What the appropriate cleaning equipment and materials are when cleaning utensils.

Food Hygiene

13. Why cleaning of food production areas should be carried out as soon as possible after use.
14. Why waste must be handled and disposed of correctly.
15. Why cleaning equipment should be stored separately from food items.
16. Why cleaning of food production and equipment should be carried out as soon as possible after use.
17. Why disinfectants should not be used in food areas.
18. What the risks are of failing to keep all utensils clean.

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation.
- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.3, 1.5 and 1.6** and a minimum of:
 - **2 from the range of A**
- Performance evidence in the form of observation to cover **performance criteria 2.1 – 2.3** and a minimum of:
 - **3 from the range of C**
- Performance evidence in the form of observation to cover **performance criteria 3.1, 3.2, 3.3, 3.5, 3.6 and 3.7** and a minimum of:
 - **3 from the range of E**
 - **4 from the range of F**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Method of Assessment

- Observation reports by your assessor of how you:
 - clean food production areas
 - clean food production equipment
 - clean food production utensils

- Answers to oral or written questions from your assessor.

- Witness statements from colleagues, line managers that provide evidence of how you:
 - clean food production areas
 - clean food production equipment
 - clean food production utensils

- A personal statement describing how you:
 - clean food production areas
 - clean food production equipment
 - clean food production utensils

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U09901: Maintain and handle knives

Unit Descriptor:

This unit describes the competence required to clean, sharpen store and transport knives in the correct way.

The unit describes the essential abilities of:

- Cleaning, sharpening and storing knives correctly
- Ensuring that knives are kept in the correct condition
- Selecting appropriate knives and using them in a safe and correct manner
- Operating within organisational procedures
- Meeting legal requirements

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Maintain knives

- 1.1 **Knives** are clean and satisfy food hygiene regulations.
- 1.2 Knives are kept sharp using appropriate **sharpening methods** and satisfy health and safety regulations.
- 1.3 Knives are stored correctly after use.
- 1.4 Unexpected situations are dealt with effectively and the appropriate people informed where necessary.
- 1.5 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

2. Handle knives
 - 2.1 **Knives** selected are appropriate to the type of food being prepared.
 - 2.2 Cutting surface is secured safely, clean and ready for use.
 - 2.3 Knives are handled safely.
 - 2.4 Unexpected situations are dealt with effectively and the appropriate people informed where necessary.
 - 2.5 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Maintain knives

A. Knives:

- (i) straight blades
- (ii) poultry shears
- (iii) scissors/poultry shares

B. Sharpening methods:

- (i) steel
- (ii) grinder

C. Problems:

- (i) in terms of knives
- (ii) in terms of sharpening equipment

Element 2: Handle knives

D. Knives:

- (i) straight blades
- (ii) serrated blades
- (iii) scissors/poultry shears

E. Problems:

- (i) in terms of knives
- (ii) in terms of cutting surfaces
- (iii) in terms of injury

UNDERPINNING KNOWLEDGE AND SKILLS

Health and Safety

1. Why knives should be kept sharp.
2. Why knives should be stored correctly and safely.
3. Why and to whom all accidents should be reported.
4. Why the appropriate knife should be used according to food type.
5. Why handles of knives should not be allowed to become greasy during use.
6. Why knives should be handled correctly.
7. Why cutting surface should be secure.

Food Hygiene

8. Why knives should be cleaned between particular tasks.
9. What risks there are of infection when maintaining knives.
10. What the possible risks are of cross contamination when maintaining and storing knives.
11. Why cutting surfaces should be clean.
12. Why damaged knives should not be used.

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation.
- Performance evidence in the form of observation and evidence extracted from the workplace (if appropriate) to cover **performance criteria 1.1 – 1.3** and a minimum of:
 - **All from the range of A**
 - **All from the range of B**
- Performance evidence in the form of observation and evidence extracted from the workplace (if appropriate) to cover **performance criteria 2.1 – 2.3** and a minimum of:
 - **All from the range of D**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Methods of Assessment

- Observation reports by your assessor of how you:
 - o maintain knives
 - o handle knives
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you:
 - o maintain knives
 - o handle knives

- A personal statement describing how you:
 - maintain knives
 - handle knives

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U10001: Prepare and bake food

Unit Descriptor:

This unit describes the competence required to effectively prepare and bake food

The unit describes the essential abilities of:

- Effectively maintaining safety and hygiene requirements
- Suitably preparing food for baking
- Ensuring correct use of equipment
- Baking and finishing food items in accordance with specifications
- Operating within organisational procedures

Persons completing this unit need to be able to:

- Follow mise-en-place procedures
- Adhere to food preparation regulations
- Bake a range of food items

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Prepare food for baking

- 1.1 Preparation areas and suitable **equipment** satisfy health and safety requirements and are ready for use.
- 1.2 **Food items** to be baked are of the type, quality and quantity required.
- 1.3 Food items are suitably prepared for baking.
- 1.4 Prepared food items not for immediate use are stored correctly.
- 1.5 Preparation areas and equipment are cleaned after use.

- 1.6 Waste is handled correctly ready for appropriate dispatch methods.
 - 1.7 **Unexpected situations** are dealt with effectively and the appropriate people informed where necessary.
 - 1.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
2. Bake food
- 2.1 Cooking areas and suitable **equipment** satisfy health, safety and hygienic requirements and are ready for use.
 - 2.2 **Food items** are baked for the specified time at the correct temperature and are of the correct consistency and appearance.
 - 2.3 Baked food items are finished in accordance with product specifications.
 - 2.4 Finished food items are cooled appropriately before use.
 - 2.5 Cooking areas and equipment are cleaned after use.
 - 2.6 Waste is handled correctly ready for appropriate dispatch methods.
 - 2.7 **Unexpected situations** are dealt with effectively and the appropriate people informed where necessary.
 - 2.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Prepare food for baking

A. Equipment: (Also applies to element 2)

- (i) cooling racks
- (ii) ovens
- (iii) baking utensils

B. Food items: (Also applies to element 2)

- (i) pre-prepared
- (ii) convenience

C. Unexpected situations: (Also applies to element 2)

- (i) problems with equipment
- (ii) problems with food

UNDERPINNING KNOWLEDGE AND SKILLS**Health and Safety**

1. What safe working practices should be followed when preparing pre-prepared and convenience food for baking.

Food Hygiene

2. Why it is important to keep the preparation, cooking and storage areas and equipment hygienic when baking pre-prepared and convenience food.
3. Why time and temperature is important when preparing pre-prepared and convenience food for baking.
4. Why food not for immediate consumption should be cooled rapidly or maintained at a safe, hot temperature after cooking.
5. What the main contamination threats are when preparing and storing pre-prepared and convenience food for baking.

6. What the main contamination threats are when baking and storing pre-prepared and convenience food.
7. Why time and temperature are important when baking pre-prepared and convenience food is baked to product requirements.

Product Knowledge

8. What pre-prepared and convenience foods are suitable for baking.
9. What quality points to look for in baked food.
10. How to identify when pre-prepared and convenience food is baked to product requirements.

Health Catering Practices

11. How baking can contribute to healthy catering practices.

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for you assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation
- Performance evidence in the form of observation to cover performance criteria **1.1, 1.2, 1.3** and **1.5** and a minimum of:
 - **2 from the range of A**
 - **1 from the range of B**
- Performance evidence in the form of observation to cover **performance criteria 2.1 – 2.5** and a minimum of:
 - **2 from the range of A**
 - **1 from the range of B**

- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Method of Assessment

- Observation reports by your assessor of how you:
 - o prepare food for baking
 - o bake food
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how:
 - o prepare food for baking
 - o bake food
- A personal statement describing how you:
 - o prepare food for baking
 - o bake food

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U10101: Prepare and fry food

Unit Descriptor:

This unit describes the competence required to effectively prepare and fry food.

The unit describes the essential abilities of:

- Effectively maintaining safety and hygienic requirements
- Suitably preparing food for frying
- Ensuring correct use of equipment
- Problem solving
- Operating within organizational procedures
- Demonstrating different frying methods cooking food items in accordance with dish requirements

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Prepare food for frying

- 1.1 Preparation areas and suitable equipment satisfy health, safety and hygienic requirements and are ready for use.
- 1.2 **Food items** to be fried are of the correct type, quality and quantity required.
- 1.3 Food items are suitably prepared for cooking process.
- 1.4 Prepared food items not for immediate use are stored correctly.
- 1.5 Preparation areas and equipment are cleaned after use.
- 1.6 Waste is handled correctly ready for appropriate dispatch methods.

- 1.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
- 1.8 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.
2. Fry food
- 2.1 Cooking areas and suitable equipment satisfy health and safety requirements and are ready for use.
- 2.2 **Frying method** is appropriate to the food items.
- 2.3 **Food items** are cooked in accordance with dish requirements.
- 2.4 Food items are finished and presented in accordance with dish requirements.
- 2.5 Food items not for immediate consumption are stored correctly.
- 2.6 Cooking areas and equipment are cleaned after use.
- 2.7 Waste is handled correctly ready for appropriate dispatch methods.
- 2.8 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
- 2.9 All work is prioritised and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Prepare food for frying

A. Food items: (Also applies to unit 2)

- (i) pre-prepared
- (ii) convenience

B. Unexpected situations: (Also applies to unit 2)

- (i) problems with food
- (ii) problems with equipment

Element 2: Fry food

C. Fry methods:

- (i) deep frying
- (ii) stir frying
- (iii) shallow frying
- (iv) pressure frying

UNDERPINNING KNOWLEDGE AND SKILLS**Health and Safety**

1. What safe working practices should be followed when preparing pre-prepared and convenience food for frying.
2. What safe working practices should be followed when frying food.
3. What signs to look for when fat/oil is approaching “flashpoint”.
4. What procedures should be followed if fat/oil reaches “flashpoint”.

Food Hygiene

5. Why it is important to keep cooking areas and equipment hygienic when preparing food for frying.
6. What the main contamination threats are when preparing and storing food for frying.
7. Why time and temperature are important when preparing food for frying.
8. Why prepared food should be stored at the required temperature before frying.
9. Why it is important to keep the cooking areas and equipment hygienic when frying food.
10. What the main contamination threats are when frying and storing pre-prepared and convenience food.
11. Why time and temperature are important when frying pre-prepared and convenience food.

Product Knowledge

12. What pre-prepared and convenience foods are suitable for frying.
13. How to identify when pre-prepared and convenience food is cooked to dish requirements.

Healthy Catering Practices

14. Which fats/oils can contribute to healthier catering practices.

EVIDENCE REQUIREMENTS

(1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation.
- By performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.3 and 1.5** and a minimum of:
 - **1 from the range of A**

- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2, 2.3, 2.4** and **2.6** and a minimum of:
 - **1 from the range of A**
 - **2 from the range of C**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge must be assess using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least **two (2)** occasions.
- Use frying method that is appropriate to the food items
- Ensure that food items are cooked in accordance with dish requirements

(2) Methods of Assessment

- Observation reports by your assessor of how you:
 - prepare food for frying
 - fry food
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you:
 - prepare food for frying
 - fry food
- A personal statement describing how you:
 - prepare food for frying
 - fry food

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U10201: Prepare and griddle food

Unit Descriptor:

This unit describes the competence required to effectively prepare and griddle food.

The unit describes the essential abilities of:

- Effectively maintaining safety and hygienic requirements
- Suitably preparing food for griddle
- Problem solving
- Knowing correct time and temperature for the preparation of griddled foods

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Prepare food for griddling

- 1.1 Preparation areas and suitable equipment satisfy health, and safety requirements and are ready for use.
- 1.2 **Food items** to be cooked are of the correct type, quality and quantity required.
- 1.3 Food items are suitably prepared for griddling.
- 1.4 Prepared food items not for immediate use are stored correctly.
- 1.5 Preparation areas and equipment are cleaned correctly after use.
- 1.6 Waste is handled correctly ready for appropriate dispatch methods.
- 1.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.

2. Griddle food

- 1.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
- 2.1 Cooking areas and suitable equipment satisfy health, safety and hygienic requirements and are ready for use.
- 2.2 **Food items** are cooked in accordance with dish requirements.
- 2.3 Cooked food items are finished in accordance with dish requirements.
- 2.4 Cooking areas and equipment are cleaned after use.
- 2.5 Waste is handled correctly ready for appropriate dispatch methods.
- 2.6 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
- 2.7 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Prepare food for griddling

A. Food items: (*Also applies to element 2*)

- (i) pre-prepared
- (ii) convenience

B. Unexpected situations: (*Also applies to element 2*)

- (i) problems with food
- (ii) problems with equipment

UNDERPINNING KNOWLEDGE AND SKILLS**Health and Safety**

1. What safe working practices should be followed when preparing pre-prepared and convenience food for griddling.
2. What safe working practices should be followed when griddling pre-prepared and convenience food.

Food and Hygiene

3. Why it is important to keep preparation areas and equipment hygienic
4. What the main contamination threats are when preparing pre-prepared and convenience food for griddling.
5. Why time and temperature are important when preparing pre-prepared and convenience food for griddling.
6. Why it is important to keep cooking areas and equipment hygienic when griddling pre-prepared and convenience food.
7. Why it is important to keep cooking areas and equipment hygienic when griddling pre-prepared and convenience food.
8. Why time and temperature are important when griddling pre-prepared and convenience food.

Product Knowledge

9. What pre-prepared and convenience foods are suitable for griddling.
10. How to identify when pre-prepared and convenience foods are cooked to dish requirements

Healthy Catering Practices

11. How to reduce fat content in the finished dish.

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation
- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.3 and 1.5** and a minimum of:
 - **1 from the range of A**
- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2, 2.3, and 2.5** and a minimum of:
 - **1 from the range of A.**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Methods of Assessment

- Observation reports by your assessor of how you:
 - prepare food for griddling
 - griddle food

- Answers to oral or written questions from your assessor.

- Witness statements from colleagues, line managers that provide evidence of how you:
 - prepare food for griddling
 - griddle food

- A personal statement describing how you:
 - prepare food for griddling
 - griddle food

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U10301: Prepare and grill food

Unit Descriptor:

This unit describes the competence required to effectively prepare and grill food.

The unit describes the essential abilities of:

- Effectively maintaining safety and hygiene requirements
- Suitably preparing food for grilling
- Knowing what quality points to look for in grilled food
- Ensuring correct use of equipment
- Operating within organisational procedures

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Prepare food for grilling

- 1.1 Preparation and cooking areas and equipment satisfy health and safety requirements and are ready for use.
- 1.2 **Food items** to be cooked are of the correct type, quality and quantity required.
- 1.3 Food items are suitably prepared for cooking process.
- 1.4 Prepared food items not for immediate consumption are held or stored at the correct temperature.
- 1.5 Preparation and cooking areas and equipment are cleaned after use.
- 1.6 Waste is handled correctly ready for appropriate dispatch methods.
- 1.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.

2. Grill food

- 1.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures
- 2.1 Cooking areas and suitable equipment satisfy health, safety and hygienic requirements and are ready for use.
- 2.2 **Food items** are cooked in accordance with dish requirements.
- 2.3 Food items are cooked and finished to meet dish requirements.
- 2.4 Food items not for immediate use are correctly stored.
- 2.5 Cooking areas and equipment are cleaned after use.
- 2.6 Waste is handled correctly ready for appropriate dispatch methods.
- 2.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
- 2.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Prepare food for grilling

A. Food items: (Also applies to element 2)

- (i) pre-prepared
- (ii) convenience

B. Unexpected situations: (Also applies to element 2)

- (i) problems with food
- (ii) problems with equipment

UNDERPINNING KNOWLEDGE AND SKILLS**Health and Safety**

1. What safe working practices should be followed when preparing pre-prepared and convenience food for grilling.

Food Hygiene

2. Why it is important to keep preparation, storage and areas and equipment hygienic when preparing pre-prepared and convenience food for grilling.
3. What the main contamination threats are when preparing pre-prepared and convenience food for grilling.
4. Why time and temperature are important when preparing pre-prepared and convenience food for grilling.

Product Knowledge

5. What pre-prepared and convenience foods are suitable for grilling.
6. What quality points to look for in grilled pre-prepared and convenience food.
7. How to identify when pre-prepared and convenience food is grilled to dish requirements.
8. What changes are involved when grilling pre-prepared and convenience food.
9. How to reduce fat content in the finished grilled dish.

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation
- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.3 and 1.5** and a minimum of:
 - **1 from the range of A**
- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2, 2.3, 2.5 and 2.6** and a minimum of :
 - **1 from the range of A.**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Methods of Assessment

- Observation reports by your assessor of how you:
 - o prepare food for grilling
 - o grill food
- Answers to oral or written questions from your assessors.

- Witness statements from colleagues, line managers that provide evidence of how you:
 - o prepare food for grilling
 - o grill food

- A personal statement describing how you:
 - o prepare food for grilling
 - o grill food

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U10401: Prepare food for boiling, poaching and steaming

Unit Descriptor:

This unit describes the competence required to effectively prepare food for boiling, poaching and steaming.

The unit describes the essential abilities of:

- Effectively maintaining safety and hygienic requirements
- Suitably preparing food for boiling, poaching and steaming
- Problem solving
- Ensuring correct use of equipment
- Operating within organisational procedures

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Prepare food for boiling, poaching and steaming | <p>1.1 Preparation areas and suitable equipment satisfy health, safety and hygienic requirements and are ready for use.</p> <p>1.2 Food items to be cooked are of the correct type, quality and quantity required.</p> <p>1.3 Food items are suitably prepared for the cooking method.</p> <p>1.4 Prepared food items not for immediate use are stored correctly.</p> <p>1.5 Preparation areas and equipment are cleaned correctly after use.</p> <p>1.6 Waste is handled correctly ready for appropriate dispatch methods.</p> |
|--|---|

- 1.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
 - 1.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
2. Boil, poach and steam food
- 2.1 Cooking areas and suitable equipment satisfy health and safety requirements and are ready for use.
 - 2.2 **Cooking method** is appropriate to the type of food.
 - 2.3 **Food items** are cooked and finished to meet dish requirements.
 - 2.4 Food items not for immediate use are correctly stored.
 - 2.5 Cooking areas and equipment are cleaned after use.
 - 2.6 Waste is handled correctly ready for appropriate dispatch methods.
 - 2.7 **Unexpected situations** are dealt with effectively and the appropriate people informed where necessary.
 - 2.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Prepare food for boiling, poaching and steaming**A. Food items: *(Also applies to element 2)***

- (i) pre-prepared
- (ii) convenience

B. Cooking method: *(Also applies to element 2)*

- (i) boiling
- (ii) poaching
- (iii) steaming

C. Unexpected situations: *(Also applies to element 2)*

- (i) problems with food
- (ii) problems with equipment

UNDERPINNING KNOWLEDGE AND SKILLS**Health and Safety**

1. What safe working practices should be followed when preparing pre-prepared and convenience food for boiling, poaching and steaming.
2. What safe working practices should be followed when boiling, poaching and steaming pre-prepared and convenience food.

Food Hygiene

3. Why it is important to keep preparation areas and equipment hygienic.
4. What the main contamination threats are when preparing pre-prepared and convenience food for boiling, poaching and steaming.
5. Why time and temperature are important when preparing pre-prepared and convenience food for boiling, poaching and steaming.
6. Why it is important to keep cooking areas and equipment hygienic when boiling, poaching and steaming pre-prepared and convenience food.

7. What the main contamination threats are when cooking and storing pre-prepared and convenience food.
8. Why time and temperature are important when preparing pre-prepared and convenience food for boiling, poaching and steaming.

Product Knowledge

9. What pre-prepared and convenience foods are suitable for boiling, poaching and steaming.
10. What quality points to look for in boiled, poached and steamed pre-prepared and convenience food.
11. How to identify when pre-prepared and convenience food is boiled, poached or steamed to dish requirements.

Healthy Catering Practices

12. What changes are involved when boiling, poaching and steaming pre-prepared and convenience food.
13. How to minimise nutritional loss when boiling or steaming vegetables.
14. What advantages steaming have over boiling in minimising nutritional loss.
15. Why reducing the amount of salt added to pre-prepared and convenience food can contribute to healthy catering practices.

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation
- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.3, 1.5, and 1.6** and a minimum of:
 - **1 from the range of A**
 - **2 from the range of B**
- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2, 2.3 and 2.5** and a minimum of:
 - **1 from the range of A**
 - **2 from the range of B**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions

(2) Methods of Assessment

- Observation reports by your assessor of how you:
 - o prepare food for boiling, poaching and steaming
 - o boil, poach and steam food
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you:
 - o prepare food for boiling, poaching and steaming
 - o boil, poach and steam food

- A personal statement describing how you:
 - o prepare food for boiling, poaching and steaming
 - o boil, poach and steam food

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U10501:**Prepare vegetables and fruits**

Unit Descriptor:

This unit describes the competence required to effectively prepare vegetables and fruits.

The unit describes the essential abilities of:

- Effectively maintaining safety and hygienic requirements
- Correctly preparing vegetables and fruits for use
- Knowing under what conditions vegetables should be stored
- Operating within organisational procedures
- Keeping preparation and storage areas and equipment hygienic

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Prepare vegetables

- 1.1 Preparation areas and equipment satisfy health and safety requirements and are ready for use.
- 1.2 **Vegetables** to be prepared are of the correct type, quality and quantity required.
- 1.3 Vegetables are prepared using appropriate **preparation methods** to meet dish requirements.
- 1.4 Prepared vegetables not for immediate use are stored correctly.
- 1.5 Waste is handled correctly ready for appropriate dispatch methods.
- 1.6 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.

2. Prepare fruits

- 1.7 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
- 2.1 Preparation areas and equipment satisfy health, safety and hygienic requirements and are ready for use.
- 2.2 **Fruits** to be prepared are of the correct type, quality and quantity required.
- 2.3 Fruits are prepared using appropriate **preparation methods** to meet dish requirements.
- 2.4 Fruits are finished and presented in accordance with dish requirements.
- 2.5 Prepared fruits not for immediate use are correctly stored.
- 2.6 Waste is handled correctly ready for appropriate dispatch methods.
- 2.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
- 2.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Prepare vegetables

A. Vegetables:

- (i) roots
- (ii) tubers
- (iii) bulbs
- (iv) leaves
- (v) steams
- (vi) vegetable fruits (tomato)
- (vii) gourds (pumpkin, squash)

B. Preparation method

- (i) washing
- (ii) peeling
- (iii) slicing
- (iv) chilling
- (v) trimming
- (vi) grating
- (vii) julienne
- (viii) brunoise
- (ix) dicing
- (x) de-seeding

C. Unexpected situations: (*Also applies to element 2*)

- (i) problems with food
- (ii) problems with equipment

D. Fruits:

- (i) hard
- (ii) soft
- (iii) citrus
- (iv) non-citrus

Element 2: Prepare fruits

E. Preparation method:

- (i) washing
- (ii) peeling
- (iii) slicing
- (iv) coring
- (v) segmenting
- (vi) juicing

UNDERPINNING KNOWLEDGE AND SKILLS

Food Hygiene

1. Why it is important to keep preparation and storage areas and equipment hygienic.
2. What the main contamination threats are when preparing vegetables.
3. Why it is important to thoroughly wash vegetables and keep washed items separate from unwashed items.
4. What the main contamination threats are when preparing fruits.
5. Why it is important to thoroughly wash fruits and keep washed items separate from unwashed items.

Product Knowledge

6. What quality points to look for when preparing vegetables.
7. Under what conditions vegetables should be stored.
8. Why blemished vegetables should be separated from perfect produce.
9. Why vegetables should be removed or loosened from plastic wrapping.
10. Why it is important to follow supplier's instructions when storing frozen vegetables.
11. What quality points to look for when preparing fruits.
12. Under what conditions fruits should be stored.

13. Why blemished fruits should be separated from perfect produce.
14. Why fruits should be removed or loosened from plastic wrapping.
15. Why it is important to follow supplier's instructions when storing frozen fruits.

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation
- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.3 1.4 and 1.5** and a minimum of:
 - **4 from the range of A**
 - **6 from the range of B**
- Performance evidence in the form of observation to cover **performance criteria 2.1 – 2.6** and a minimum of:
 - **2 from the range of D**
 - **4 from the range of E**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Method of Assessment

- Observation reports by your assessor of how you:
 - o prepare vegetables
 - o prepare fruits

- Answers to oral or written questions from your assessor.

- Witness statements from colleagues, line managers that provide evidence of how you:
 - o prepare vegetables
 - o prepare fruits

- A personal statement describing how you:
 - o prepare vegetables
 - o prepare fruits

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U10601: Prepare cold and hot sandwiches and bread products

Unit Descriptor:

This unit describes the competence required to effectively prepare cold and hot sandwiches and bread products.

The unit describes the essential abilities of:

- Knowing what different styles of hot and cold filled sandwiches there are
- Correctly preparing cold and hot sandwiches and bread products
- Operating within organisational procedures
- Knowing what safe and hygienic practices should be followed when preparing cold and hot sandwiches and bread products
- Knowing how to present sandwiches and bread products correctly
- Correctly storing sandwiches between preparation and consumption

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Prepare cold sandwiches and bread products

- 1.1 Preparation areas and equipment satisfy health and safety requirements and are ready for use.
- 1.2 **Bread** and **sandwich fillings** are of the correct type, quality and quantity required.
- 1.3 Appropriate **preparation methods** are used for bread and sandwich filling to meet dish requirements.
- 1.4 Prepared sandwiches and bread products not for immediate consumption are held or stored at the correct temperature.

- 1.5 Preparation areas and equipment are cleaned after use.
 - 1.6 Waste is handled correctly ready for appropriate dispatch methods.
 - 1.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
 - 1.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
2. Prepare hot sandwiches and bread products
- 2.1 Preparation and cooking areas and equipment satisfy health and safety requirements and are ready for use.
 - 2.2 **Bread** and fillings are of the type, quality and quantity required.
 - 2.3 Bread and fillings are prepared and cooked to meet product requirements.
 - 2.4 Prepared hot sandwiches and bread products are finished and presented to meet dish requirements.
 - 2.5 Preparation and cooking areas and equipment are cleaned after use.
 - 2.6 Waste is handled correctly ready for appropriate dispatch methods.
 - 2.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
 - 2.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Prepare cold sandwiches and bread products

A. Bread: (Also applies to element 2)

- (i) salt bread
- (ii) rolls
- (iii) buns
- (iv) baguettes
- (v) toasted bread
- (vi) wraps

B. Sandwich fillings: (Also applies to element 2)

- (i) fats/pastes/spreads
- (ii) cooked meat/poultry/fish
- (iii) eggs
- (iv) salads/vegetables /fruit
- (v) cheeses
- (vi) sauces/dressings/relishes

C. Preparation methods:

- (i) spreading
- (ii) slicing
- (iii) shredding
- (iv) grating
- (v) mixing
- (vi) mashing
- (vii) shelling
- (viii) peeling

D. Unexpected situations: (Also applies to element 2)

- (i) problems with equipment
- (ii) problems with food

Element 2: Prepare hot sandwiches and bread products

E. Preparation methods

- (i) spreading
- (ii) slicing
- (iii) shredding
- (iv) grating
- (v) mixing
- (vi) mashing
- (vii) shelling
- (viii) peeling
- (ix) grilling
- (x) frying
- (xi) boiling
- (xii) heating
- (xiii) cooking

UNDERPINNING KNOWLEDGE AND SKILLS

Health and Safety

1. What safe working practices should be followed when preparing cold sandwiches and bread products.
2. What safe working practices should be followed when preparing hot sandwiches and bread products.

Food Hygiene

3. Why it is important to store prepared sandwiches and bread at the correct temperature.
4. What the main contamination threats are when preparing sandwiches and bread.
5. What the potential dangers of softening butter for spreading on bread for sandwiches.
6. Why food not for immediate consumption should be cooled rapidly or maintained at a safe, hot temperature after cooking.
7. Why it is important to keep preparation, cooking and storage areas and equipment hygienic.
8. Why it is important to maintain prepared hot filled sandwiches and bread products at the correct temperature before serving.

9. What the main contamination threats are when preparing and cooking hot filled sandwiches and bread products.

Product Knowledge

10. What the different types cold filled sandwiches and bread products are.
11. How to present sandwiches attractively.
12. What are the correct storage methods for avoiding spoilage of sandwiches between preparation and consumption.
13. Why it is important to keep preparation and storage access and equipment hygienic.
14. What different styles of hot filled sandwiches and bread products there are.
15. What types of food are suitable as hot sandwich fillings.
16. How to present hot filled sandwiches and bread products attractively.
17. What are the correct storage methods for avoiding spoilage of sandwiches between preparation and consumption.

Healthy Catering Practices

18. How to reduce fat in prepared sandwiches and bread products.
19. How to increase fibre in prepared sandwiches and bread products.
20. What healthy alternatives are available to substitute high-fat sandwiches and fillings.
21. Why it is important to minimise salt in sandwich fillings.
22. How to increase fibre in prepared hot filled sandwiches and bread products.
23. How to reduce fat when preparing hot filled sandwiches and bread products.

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation
- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.3 and 1.5** and a minimum of:
 - **2 from the range of A**
 - **3 from the range of B**
 - **3 from the range of C**
- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2, 2.3 and 2.5** and a minimum of:
 - **2 from the range of A**
 - **3 from the range of B**
 - **3 from the range of E**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Methods of Assessment

- Observation reports by your assessor or how you:
 - o prepare cold sandwiches and bread products
 - o prepare hot sandwiches and bread products

- Answers to oral or written questions from your assessor.

- Witness statements from colleagues, line managers that provide evidence of how you:
 - o prepare cold sandwiches and bread products
 - o prepare hot sandwiches and bread products

- A personal statement describing how you :
 - o prepare cold sandwiches and bread products
 - o prepare hot sandwiches and bread products

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U10701: Prepare and finish reconstituted food

Unit Descriptor:

This unit describes the competence required to effectively prepare and finish reconstituted food.

The unit describes the essential abilities of:

- Effectively maintaining safety and hygiene requirements
- Correctly preparing and finishing reconstructed food
- Operating within organisational procedures
- Knowing why to follow product specification for reconstituted food

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Prepare food for reconstituting

- 1.1 Preparation areas and suitable equipment satisfy health and safety requirements and are ready for use.
- 1.2 **Preparation method** and temperature used is suitable to the **food item**.
- 1.3 **Reconstituted food** items not for immediate consumption are stored correctly.
- 1.4 Preparation areas and equipment are cleaned after use.
- 1.5 Waste is handled correctly ready for appropriate dispatch methods.
- 1.6 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.

2. Finish reconstituted food

- 1.7 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
- 2.1 Preparation areas and equipment satisfy health and safety requirements and are ready for use.
- 2.2 **Cooking method** is appropriate to the **food item**.
- 2.3 Food items are finished to meet dish requirements.
- 2.4 Prepared food items not for immediate use are stored correctly.
- 2.5 Preparation areas and equipment are cleaned after use.
- 2.6 Waste is handled correctly ready for appropriate dispatch methods.
- 2.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
- 2.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Prepare food for reconstituting

A. Food items: (Also applies to element 2)

- (i) pre-prepared
- (ii) convenience

B. Reconstituted food:

- (i) stocks
- (ii) gravies
- (iii) sauces
- (iv) soups
- (v) instant potato
- (vi) pie fillings

C. Preparation method:

- (i) diluting
- (ii) combining
- (iii) mixing
- (iv) whisking

D. Unexpected situations: (Also applies to element 2)

- (i) problems with food
- (ii) problems with equipment

Element 2: Finish reconstituted food

E. Cooking method:

- (i) simmering
- (ii) boiling
- (iii) baking

UNDERPINNING KNOWLEDGE AND SKILLS

Food Hygiene

1. Why it is important to keep preparation, cooking and storage areas and equipment hygienic.
2. What the main contamination threats are when preparing and storing reconstituted foods.
3. Why it is important to keep cooking and storage areas and equipment hygienic.
4. What the main contamination threats are when handling and storing reconstituted foods.

Product Knowledge

5. Why it is important to follow product specifications when reconstituting food.

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation.
- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.3 and 1.5** and a minimum of:
 - **1 from the range of A**
 - **2 from the range of B**
- Performance evidence in the form of observation to cover **performance criteria, 2.1, 2.2, 2.3 and 2.5** and a minimum of:
 - **1 from the range of A**
 - **2 from the range of E**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and range.

- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Methods of Assessment

- Observation reports by your assessor of how you:
 - o prepare reconstituted food
 - o finish reconstituted food
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you:
 - o prepare reconstituted food
 - o finish reconstituted food
- A personal statement describing how you:
 - o prepare reconstituted food
 - o finish reconstituted food

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U10801: Prepare and microwave food

Unit Descriptor:

This unit describes the competence required to effectively prepare and microwave food.

The unit describes the essential abilities of:

- Effectively maintaining safety and hygienic requirements
- Correctly preparing and microwaving food
- Following manufacturer's guidelines for use of equipment
- Operating within organisational procedures
- Knowing why time and temperature are important when preparing microwaved food
- Correctly operating equipment

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---------------------------------------|--|
| 1. Prepare food for microwave cooking | <p>1.1 Preparation areas and suitable equipment satisfy health and safety requirements and are ready for use.</p> <p>1.2 Food items are of the type, quality and quantity for the required microwave method.</p> <p>1.3 Food items are suitably prepared for the required microwave method.</p> <p>1.4 Prepared food items not for immediate use are stored correctly.</p> <p>1.5 Preparation areas and equipment are cleaned after use.</p> <p>1.6 Waste is handled correctly ready for appropriate dispatch methods.</p> |
|---------------------------------------|--|

2. Microwave food

- 1.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
- 1.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
- 2.1 Cooking areas and suitable equipment satisfy health and safety requirements and are ready for use.
- 2.2 **Food items** are processed using the required **microwave method** to meet dish requirements.
- 2.3 Cooked food items are finished and presented to meet dish requirements.
- 2.4 Food items not for immediate consumption are stored correctly.
- 2.5 Cooking areas and equipment are cleaned after use.
- 2.6 Waste is handled correctly ready for appropriate dispatch methods.
- 2.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
- 2.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Prepare food for microwave cooking

A. Food items: *(Also applies to element 2)*

- (i) pre-prepared
- (ii) convenience

B. Microwave method: *(Also applies to element 2)*

- (i) defrosting
- (ii) cooking
- (iii) reheating

C. Unexpected situations: *(Also applies to element 2)*

- (i) problems with food
- (ii) problems with equipment

UNDERPINNING KNOWLEDGE AND SKILLS**Health and Safety**

1. What safe working practices should be followed when preparing pre-prepared and convenience food for microwave cooking.
2. What food containers are suitable for use in a microwave oven.
3. What safe working practices should be followed when microwave cooking.

Food Hygiene

4. Why it is important to keep preparation areas and equipment hygienic when using a microwave oven.
5. What the main contamination threats are when preparing and storing pre-prepared and convenience food for microwave cooking.
6. Why time and temperature are important when preparing pre-prepared and convenience food for microwave cooking.

7. Why prepared food should be stored at the required safe temperature before microwave cooking.
8. Why time and temperature are important when microwave cooking.
9. Why it is important to ensuring the correct defrosting methods are followed.

Product Knowledge

10. What food is not suitable for microwave cooking.
11. How to identify when pre-prepared and convenience food items are cooked to dish requirements.

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessors to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation
- By performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.3 and 1.5** and a minimum of:
 - **1 from the range of A**
 - **2 from the range of B.**
- Performance evidence in the form of observation to **cover performance criteria 2.1, 2.2, 2.3 and 2.5** and a minimum of:
 - **1 from the range of A**
 - **2 from the range of B**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and range.

- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Methods of Assessment

- Observation reports by your assessor of how you:
 - o prepare food for microwave cooking
 - o microwave food
- Answers to oral or written questions by your assessor.
- Witness statement from your colleagues, line managers that provide evidence of how you:
 - o prepare food for microwave cooking
 - o microwave food
- A personal statement describing how you:
 - o prepare food for microwave cooking
 - o microwave food

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U10901: Prepare, cook and assemble food for service

Unit Descriptor:

This unit describes the competence required to effectively prepare, cook and assemble food for service.

The unit describes the essential abilities of:

- Effectively maintaining safety and hygienic requirements
- Correctly preparing food and kitchen areas for service
- Correctly cleaning and assembling food products for use
- Correctly disposing of food products after use.
- Operating within organizational procedures

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Prepare food and kitchen areas for service | 1.1 Food preparation, cooking and storage areas satisfy health and safety requirements and are ready for use.

1.2 Equipment and utensils are clean and ready for use.

1.3 Food items are of the type, quality and quantity required.

1.4 Where appropriate, food items are defrosted and packaging is removed and disposed of correctly.

1.5 Food items are held ready for use at the correct temperature.

1.6 Waste is handled correctly ready for appropriate dispatch methods. |
|---|--|

- 1.7 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
- 1.8 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.
2. Cook and assemble food products for service
 - 2.1 Food preparation, cooking and storage areas satisfy health and safety requirements and are ready for use.
 - 2.2 **Food products** are portioned and prepared ready for cooking.
 - 2.3 Food products are cooked and reheated at the specified temperature in accordance with product requirements.
 - 2.4 Cooked food products are assembled with the correct portions of other ingredients in accordance with product requirements.
 - 2.5 Food products are held at the correct temperature ready for service.
 - 2.6 Food products not served within the specified period of time are disposed of.
 - 2.7 Waste is handled correctly ready for appropriate dispatch methods.
 - 2.8 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.

RANGE STATEMENT

You must cover the items below:

Element 1: Prepare food and kitchen areas for service

A. Food items:

- (i) pre-prepared
- (ii) convenience

B. Unexpected situations: *(Also applies to element 2)*

- (i) problems with food
- (ii) problems with equipment

Element 2: Cook and assemble food products for service

C. Food products:

- (i) pre-prepared
- (ii) convenience

UNDERPINNING KNOWLEDGE AND SKILLS**Health and Safety**

1. Why it is important to keep preparation, cooking and storage areas and equipment hygienic.

Food Hygiene

2. Why food not for immediate consumption should be cooled rapidly or maintained at a safe temperature after cooking.
3. What the main contamination threats are when preparing food for service.
4. Why waste must be disposed of correctly.
5. What the main contamination threats are when cooking and assembling food products for service.
6. Why cooked and assembled products should be maintained at the correct temperature before service.

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation
- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.3, 1.4 and 1.6** and a minimum of:
 - **1 from the range of A**
- Performance evidence in the form of observation to cover **performance criteria 2.1 – 2.6** and a minimum of:
 - **1 from the range of A**
 - **2 from the range of C**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Method of Assessments

- Observation reports by your assessor of how you:
 - prepare food for microwave cooking
 - microwave food
- Answers to oral or written questions by your assessor.
- Witness statement from your colleagues, line managers that provide evidence of how you:
 - prepare food for microwave cooking
 - microwave food
- A personal statement describing how you:
 - prepare food for microwave cooking
 - microwave food

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

Glossary of Terms
NVQ
in
Food Preparation and Cookery Level 1

About NVQs

National Vocational Qualifications (NVQs) are work-based qualifications that assess someone's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

Assessment methods

The assessment methods describe the methods which should be used to assess performance and underpinning knowledge.

Assessors

The Assessor's role is to assess the work carried out by candidates and use this evidence to judge whether the candidate has met the standard laid down in the NVQ element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organisation/centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the candidate, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding, and the ability to react appropriately in contingency situations

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 – Entry Level

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 – Skilled Occupations:

Recognises competence in a broad range of varied work activities performed in a variety of contexts, some of which are complex and non-routine. Some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 – Technician and Supervisory Occupations:

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Technical Specialist and Middle Management Occupations:

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of resources, as well as personal accountabilities for analysis, diagnosis, design, planning, execution, and evaluation.

Level 5 – Chartered, Professional and Senior Management Occupations:

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

Person trained and appointed by the TVET Council and competent to approve and ensure an approved centre's quality of provision.

Extracted workplace examples

This could be something produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Internal Verifier

The Internal Verifiers act in a supporting role for Assessors and ensure consistent quality of assessment and competence. Needs to be competent to assess to national standards in the area under assessment.

Key role

Key roles are the broadest descriptions of the activities required in employment. They describe the principle components of work and help shape the standards into a comprehensive structure. This structure is then broken down into further units of competence.

NVQ

National Vocational Qualification.

NVQ Coordinator

Within each approved centre offering NVQs, there will be a centre contact who takes overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Questioning

Questioning can sometimes be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

Questioning is also one of the most appropriate ways you will be able to collect evidence to assess a candidate's underpinning knowledge and understanding.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Range statements

A range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself, or where the candidate needs to develop competence, for example, in a disciplinary situation, before being judged competently.

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

THLB

Tourism and Hospitality Lead Body.

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of a person's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Mandatory units – are core to a qualification and have to be completed.

Elective units – within some qualifications which allow the candidate to choose a number of individual units from a specific group.

Additional units – are units which do not have to be completed to achieve a qualification.

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a

structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).