



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards  
of Competence**

# **Food Preparation and Cookery**

## **Level 2**

#7 “Chelwood”, 8<sup>th</sup> Avenue Belleville, St. Michael, Barbados

Telephone: (246) 435-3096    Fax: (246) 429-2060    E-mail: [office@tvetcouncil.com.bb](mailto:office@tvetcouncil.com.bb)  
(246) 228-3383/84

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The Technical and Vocational Education and Training Council  
#7, 8<sup>th</sup> Ave. Belleville  
St. Michael  
BARBADOS W.I.  
Tel: (246) 435-3096  
Fax: (246) 429-2060  
Email: [office@tvetcouncil.com.bb](mailto:office@tvetcouncil.com.bb) Website: [www.tvetcouncil.com.bb](http://www.tvetcouncil.com.bb)

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|  |  |
|--|--|
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| 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,<br>Barbados Community College     |
| Sonia Greenidge- Franklin .....            | Barbados Institute of Management<br>and Productivity (BIMAP) |
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| Yvonne Hall.....                           | Barbados Tourism Authority                                   |
| Peter Edey .....                           | Dining Club  |

### **Members of the Technical Working Group**

#### ***Food Preparation and Cooking***

|                            |   |
|----------------------------|---|
| Sonia Bayne-Harewood ..... | Sea Breeze Hotel                                      |
| Keith Brathwaite.....      | Savannah Hotel  |
| Peter Edey .....           | The Dining Club                                       |
| John Hinds.....            | The Hospitality Institute, Barbados Community College |
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**Regional and Extra-Regional Organisations**

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

Hospitality Training Foundation (HTF) United Kingdom

**Qualification Overview**

**NVQ**

**in**

**Food Preparation and Cookery Level 2**

## Qualification Overview

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### Who is the qualification for?

The NVQ in Food Preparation and Cookery Level 2 is for individuals whose Food Preparation and Cooking 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:

- Prepare and cook a wide selection of dishes according to recipes
- Use a variety of utensils and equipment including ovens, broilers, grills and grinders
- Produce baked goods – breads, cookies, pastries, cakes and rolls
- Estimate food requirements, plan menus, ensure food quality and order food supplies

Relevant occupations include:

- 1<sup>st</sup> Commis Cook
- 1 Demi Chef
- 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 Twelve (12) units in total made up of five (5) Mandatory Units from Group A, plus Four (4) Optional Units from Group B and Three (3) Optional Units from Group C.

**APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE**

**FOOD PREPARATION AND COOKERY – LEVEL 2**

To achieve the full qualification, candidates must complete twelve (12) units in total made up of five (5) Mandatory Units from Group A, plus four (4) Optional Units from Group B and three (3) Optional Units from Group C.

| <b><u>Mandatory Units</u></b> (All must be completed) |  | <b><u>TVETC Number</u></b> |
|---|--|----------------------------|
| <b>1</b>  | <b>Create and maintain effective working relationships</b>                   | 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                    |                            |
| <b>2</b>  | <b>Maintain a safe and secure working environment</b>                        | 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          |                            |
| <b>3</b>  | <b>Clean food production areas, equipment and utensils</b>                   | U09801                     |
|   | 3.1 Clean food production areas  |                            |
|   | 3.2 Clean food production equipment  |                            |
|   | 3.3 Clean food production utensils   |                            |
| <b>4</b>  | <b>Maintain and handle knives</b>  | U09901                     |
|   | 4.1 Maintain knives  |                            |
|   | 4.2 Handle knives  |                            |
| <b>5</b>  | <b>Maintain and promote hygiene in food storage, preparation and cooking</b> | U13602                     |
|   | 5.1 Maintain and promote hygiene in food storage                             |                            |
|   | 5.2 Maintain and promote hygiene in food preparation and cooking             |                            |

**FOOD PREPARATION AND COOKERY – LEVEL 2**

**Optional Units – Group B (choose 4)**

|           |  |        |
|-----------|--|--------|
| <b>6</b>  | <b>Clean and maintain cutting equipment</b>                        | U13702 |
|           | 6.1 Clean cutting equipment  |        |
|           | 6.2 Maintain cutting equipment                                     |        |
| <b>7</b>  | <b>Prepare and cook basic fish dishes</b>                          | U13802 |
|           | 7.1 Prepare basic fish dishes for cooking                          |        |
|           | 7.2 Cut and finish basic fish dishes                               |        |
| <b>8</b>  | <b>Prepare and cook basic hot and cold sauces</b>                  | U13902 |
|           | 8.1 Prepare basic hot and cold sauces                              |        |
|           | 8.2 Cook basic hot and cold sauces                                 |        |
| <b>9</b>  | <b>Prepare and cook basic meat, poultry and offal dishes</b>       | U14002 |
|           | 9.1 Prepare basic meat, poultry and offal dishes                   |        |
|           | 9.2 Cook basic meat, poultry and offal dishes                      |        |
| <b>10</b> | <b>Prepare and cook basic soups</b>                                | U14102 |
|           | 10.1 Prepare basic soups   |        |
|           | 10.2 Cook basic soups  |        |
| <b>11</b> | <b>Prepare and cook vegetables for basic hot dishes and salads</b> | U14202 |
|           | 11.1 Prepare vegetables for basic hot dishes and salads            |        |
|           | 11.2 Cook vegetables for basic hot dishes and salads               |        |

**Optional Units – Group C (choose 3)**

|           |  |        |
|-----------|--|--------|
| <b>12</b> | <b>Prepare and cook basic pulse dishes</b> | U14302 |
|           | 12.1 Prepare basic pulse dishes            |        |
|           | 12.2 Cook basic pulse dishes               |        |
| <b>13</b> | <b>Cook-chill Food</b>                     | U14402 |
|           | 13.1 Portion, pack and blast-chill food    |        |
|           | 13.2 Store cook-chill food                 |        |



**FOOD PREPARATION AND COOKERY – LEVEL 2**

**Optional Units – Group C (choose 3) .../Continued**

|           |   |        |
|-----------|---|--------|
| <b>14</b> | <b>Cook-freeze food</b>   | U14502 |
|           | 14.1 Portion, pack and blast-freeze food                            |        |
|           | 14.2 Store cook-freeze food   |        |
| <b>15</b> | <b>Prepare, bake and decorate basic cakes, cookies and biscuits</b> | U14602 |
|           | 15.1 Prepare basic cakes, cookies and biscuits                      |        |
|           | 15.2 Bake basic cakes, cookies and biscuits                         |        |
|           | 15.3 Decorate basic cakes, cookies and biscuits                     |        |
| <b>16</b> | <b>Prepare and cook basic cold desserts</b>                         | U14702 |
|           | 16.1 Prepare basic cold desserts                                    |        |
|           | 16.2 Cook and finish basic cold desserts                            |        |
| <b>17</b> | <b>Prepare and cook basic hot desserts</b>                          | U14802 |
|           | 17.1 Prepare basic hot desserts                                     |        |
|           | 17.2 Cook and finish basic hot desserts                             |        |
| <b>18</b> | <b>Prepare and cook basic dough products and quick breads</b>       | U14902 |
|           | 18.1 Prepare basic dough products and quick breads                  |        |
|           | 18.2 Cook basic dough products and quick breads                     |        |
| <b>19</b> | <b>Prepare and cook basic egg dishes</b>                            | U15002 |
|           | 19.1 Prepare basic egg dishes                                       |        |
|           | 19.2 Cook basic egg dishes  |        |
| <b>20</b> | <b>Prepare and cook basic pasta dishes</b>                          | U15102 |
|           | 20.1 Prepare basic pasta dishes                                     |        |
|           | 20.2 Cook basic pasta dishes  |        |
| <b>21</b> | <b>Prepare and cook basic pastry dishes</b>                         | U15202 |
|           | 21.1 Prepare basic pastry dishes                                    |        |
|           | 21.2 Cook basic pastry dishes                                       |        |

**FOOD PREPARATION AND COOKERY – LEVEL 2**

**Optional Units – Group C (choose 3) .../Continued**

|           |   |        |
|-----------|---|--------|
| <b>22</b> | <b>Prepare and cook basic rice dishes</b>                 | U15302 |
|           | 22.1 Prepare basic rice dishes                            |        |
|           | 22.2 Cook basic rice dishes                               |        |
| <b>23</b> | <b>Prepare and cook basic shell-fish dishes</b>           | U15402 |
|           | 23.1 Prepare basic shell-fish dishes                      |        |
|           | 23.2 Cook and finish basic shell-fish dishes              |        |
| <b>24</b> | <b>Prepare and cook basic vegetable protein dishes</b>    | U15502 |
|           | 24.1 Prepare basic vegetable protein dishes               |        |
|           | 24.2 Cook basic vegetable protein dishes                  |        |
| <b>25</b> | <b>Prepare and present food for cold presentation</b>     | U15602 |
|           | 25.1 Prepare and present sandwiches and canapés           |        |
|           | 25.2 Prepare and present cooked, cured and prepared foods |        |

## 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 organization 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.

## 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:*

- |   |   |
|---|---|
| <p>1. Gain the trust and support of colleagues and team members</p> | <p>1.1 Communications with <b>colleagues</b> and <b>team members</b> 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**
- 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.
- 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**

### (2) Methods of Assessment

- Observation reports by assessor of how you:
  - o consult with colleagues and give feedback
  - o present progress reports to, and consulting 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.

**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**
- 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.
- 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** and **4** from the range of **F**.

### (2) Method of Assessment

#### Examples of performance evidence

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

**Examples of supplementary evidence**

- 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, food production equipment and food production utensils.
- A personal statement describing how you clean food production areas, food production equipment and food production utensils.

**(3) Context of Assessment**

**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.

## U13602: Maintain and promote hygiene in food storage, preparation and cooking

Unit Descriptor:

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

**The unit describes the essential abilities of:**

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

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Maintain and promote hygiene in food storage | <p><i>To be competent you must achieve the following:</i></p> <p>1.1 Hands are kept clean and washed after carrying out <b>unhygienic activities</b>.</p> <p>1.2 Work area is maintained in a clean and hygienic condition.</p> <p>1.3 Appropriate checks are carried out to ensure that <b>food items</b> are in good hygienic condition upon delivery.</p> <p>1.4 Food items are stored under correct conditions according to <b>food type</b>.</p> <p>1.5 Stock is rotated in line with hygienic operational procedures.</p> <p>1.6 Appropriate operational procedures are followed to minimize risk of pest infestation.</p> |

- 1.7 Any problems identified are reported promptly to the appropriate person.
  - 1.8 **Unexpected situations** are dealt with effectively and the appropriate people informed where necessary.
  - 1.9 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygienic regulations and organizational procedures.
2. Maintain and promote hygiene in food preparation and cooking
    - 2.1 Hands are washed prior to, and kept clean during food preparation and cooking.
    - 2.2 Food preparation, cooking areas and equipment are maintained in a clean and hygienic condition.
    - 2.3 Raw and high-risk **food items** are prepared separately using separate equipment.
    - 2.4 All unfit or waste food items are removed from the food preparation and cooking area promptly.
    - 2.5 All waste bins are kept covered and away from food.
    - 2.6 Food items are maintained at a safe temperature throughout the cooking process in accordance with current food hygiene regulations.
    - 2.7 Any problems identified are reported promptly to the appropriate person.

- 2.8 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
- 2.9 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygienic regulations and organisational procedures.

## RANGE STATEMENT

*You must cover the items below:*

### **Element 1: Maintain and promote hygiene in food storage**

#### **A. Unhygienic activities:**

- (i) handling waste/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
- (iii) vegetables/fruits
- (iv) eggs
- (v) dry goods

#### **C. Food type:**

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

#### **D. Unexpected situations:**

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

**Element 2: Maintain and promote 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 appropriate safe 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.

**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 in a hygienic condition.
7. What the main contamination threats are when storing food.
8. Why time and temperature are important when storing food.
9. What checks should be carried out to ensure that food items are in good hygienic condition upon delivery.
10. Why food deliveries should be checked for pest infestation.
11. Why raw and cooked food should be kept separately during storage.

12. What cross contamination is and how it can be prevented.
13. What the correct procedures are for defrosting food items.
14. Why it is important to keep preparation and cooking areas and equipment hygienic at all times.
15. What the main contamination threats are when preparing and cooking food.
16. Why time and temperature are important when preparing and cooking food.
17. Why it is important to maintain personal hygiene when preparing and cooking food.
18. How to identify when food items are unfit for purpose and why it is important to dispose of them correctly.
19. Why it is important to keep waste bins covered at all times.
20. Why food should be handled as little as possible.
21. What the different sources of food poisoning bacteria are.
22. What an individual food handler's responsibilities are under current food health, safety, and hygienic requirements.
23. Why it is important to cover cuts and grazes.

## **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 – 1.6** 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 to cover **performance criteria 2.1 – 2.5** and a minimum of:
  - **3 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:
  - maintain and promote hygiene in food storage
  - maintain and promote hygiene in food preparation and cooking
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you:
  - maintain and promote hygiene in food storage
  - maintain and promote hygiene in food preparation and cooking
- A personal statement describing how you:
  - maintain and promote hygiene in food storage
  - maintain and promote 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.



## U13702: Clean and maintain cutting equipment

Unit Descriptor:

This unit describes the competence required to effectively clean and maintain cutting equipment.

### The unit describes the essential abilities of:

- Knowing how to correctly use cutting equipment
- Working in a safe and hygienic manner
- Problem solving
- Operating within organizational procedures

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

#### 1. Clean cutting equipment

- 1.1 **Cutting equipment** is switched off and correctly dismantled before and during cleaning.
- 1.2 Cutting equipment is cleaned using appropriate material and equipment.
- 1.3 Cleaned cutting equipment is dry and ready for use.
- 1.4 Cutting equipment is correctly stored after use.
- 1.5 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
- 1.6 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organizational procedures.

## 2. Maintain cutting equipment

- 2.1 **Cutting equipment** is stored in accordance with manufacturer's instructions.
- 2.2 Cutting equipment is clean and in good working order.
- 2.3 Cutting equipment is handled safely and lifted using approved safe methods.
- 2.4 Faulty cutting equipment is clearly labeled, isolated to prevent use and reported to the relevant person.
- 2.5 Storage areas are kept clean, tidy, free from rubbish and secured from unauthorized access.
- 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 organizational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Clean cutting equipment****A. Cutting equipment: *(Also applies to element 2)***

- (i) mincing/chipping machines
- (ii) slicing machines
- (iii) rotary knife chopping machines
- (iv) mandolins
- (v) food processor

**B. Problems: *(Also applies to element 2)***

- (i) in terms of equipment
- (ii) in terms of cleaning materials

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. Why cutting equipment should be turned off and dismantled before cleaning.
2. What the dangers are when cleaning cutting equipment.
3. What precautions should be taken when dismantling cutting equipment.
4. Why manufactures' instructions should be carefully followed for the operation, maintenance, cleaning and storage of cutting equipment.
5. Why it is important to inspect cutting equipment regularly.
6. How to store cutting equipment when not in use.
7. Why it is important to lift heavy or bulk items using approved safe methods.
8. Why storage areas should be kept secured from unauthorized access.

**Food hygiene**

9. What the risks of cross contamination are when using cutting equipment.

## 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 1.1–1.4** and a minimum of:
  - **1 from the range of A**
- Performance evidence in the form of observation to cover **performance criteria 2.1 – 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 all 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:
  - clean cutting equipment
  - maintain cutting equipment

- Answers to oral or written question from your assessor.
  
- Witness statement from colleagues and/or line managers that provide evidence of how:
  - clean cutting equipment
  - maintain cutting equipment
  
- A personal statement describing how you:
  - clean cutting equipment
  - maintain cutting equipment

### **(3) Context of Assessment**

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

**U13802: Prepare and cook basic fish dishes**

Unit Descriptor:

This unit describes the competence required to effectively prepare and cook basic fish dishes.

**The unit describes the essential abilities of:**

- Preparing and cooking fish dishes in a safe and hygienic manner
- Cooking fish dishes to meet dish requirements
- Operating within organizational procedures
- Operating within safety and hygiene regulations

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Prepare basic fish dishes for cooking | <p>1.1 Prepare areas and equipment to satisfy health and safety requirements and are ready for use.</p> <p>1.2 <b>Fish</b> is of the type, <b>quality</b> and quantity required.</p> <p>1.3 Any <b>problems</b> identified with quality of fish or <b>other ingredients</b> are reported promptly to the appropriate person.</p> <p>1.4 Fish is prepared correctly, using <b>basic preparation methods</b> appropriate to the <b>fish cut</b>.</p> <p>1.5 Prepared fish is combined correctly with other ingredients to meet <b>dish requirements</b>.</p> <p>1.6 Prepared fish not for immediate use is stored correctly.</p> |
|--|--|

- 1.7 Preparation areas and equipment are cleaned correctly after use.
  - 1.8 Waste is handled correctly ready for appropriate dispatch methods.
  - 1.9 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.10 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 finish basic fish dishes
- 2.1 Cooking areas and suitable equipment satisfy health and safety requirements and are ready for use.
  - 2.2 **Fish** dishes are cooked to meet **dish** requirements using appropriate **wet** or **dry cooking methods** to the type of fish or **fish cut**.
  - 2.3 Fish dishes are finished using appropriate **finishing methods** to meet **quality** requirements.
  - 2.4 Fish dishes not for immediate consumption are stored correctly.
  - 2.5 Any **problems** identified with the quality of the dish are reported promptly to the appropriate person.
  - 2.6 Cooking areas and equipment are cleaned correctly 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 prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.

## RANGE STATEMENT

*You must cover the items below:*

### **Element 1: Prepare basic fish dishes for cooking**

#### **A. Fish:**

- (i) fresh/frozen/cured/canned
- (ii) flying fish
- (iii) dolphin
- (iv) bonita
- (v) shark
- (vi) red snapper
- (vii) cod
- (viii) herring
- (ix) salmon

#### **B. Quality:**

- (i) aroma
- (ii) appearance

#### **C. Problems: *(Also applies to element 2)***

- (i) in terms of freshness
- (ii) in terms of quality

#### **D. Other ingredients:**

- (i) flour
- (ii) melted butter
- (iii) breadcrumbs
- (iv) milk egg wash

**E. Basic preparation methods:**

- (i) washing
- (ii) trimming
- (iii) portioning
- (iv) skinning
- (v) gutting
- (vi) de-scaling
- (vii) filleting
- (viii) basic coating

**F. Fish cut: (*Also applies to element 2*)**

- (i) fillet
- (ii) goujon
- (iii) whole
- (iv) troncon/darne

**G. Dish requirements:**

- (i) fish dishes cooked by the dry method with basic sauces and garnish with appropriate accompaniments
- (ii) fish dishes cooked by the wet method with basic sauces and garnish with appropriate accompaniments

**Element 2: Cook and finish basic fish dishes****H. Fish:**

- (i) fresh/frozen/cured/canned
- (ii) flying fish
- (iii) dolphin
- (iv) bonita
- (v) shark
- (vi) red snapper
- (vii) cod
- (viii) herring
- (ix) salmon
- (x) white fish (oily fish)

**I. Dry cooking methods:**

- (i) baking
- (ii) grilling
- (iii) frying

**J. Wet cooking methods:**

- (i) poaching
- (ii) combination cooking
- (iii) steaming
- (iv) boiling

**K. Dish:**

- (i) Fish dishes cooked by the dry method finished with basic garnishing sauce with appropriate accompaniments
- (ii) Fish dishes cooked by the wet method finished with basic sauces and garnish with appropriate accompaniments

**L. Finishing methods:**

- (i) dressing
- (ii) garnishing
- (iii) portioning
- (iv) saucing
- (v) gratinating with cheese

**M. Quality:**

- (i) texture
- (ii) aroma
- (iii) flavor
- (iv) appearance

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing fish for cooking.
2. What signs to look for when fat/oil is approaching “flashpoint”.
3. What procedures should be followed if fat/oil reaches “flashpoint”.

**Food Hygiene**

4. Why it is important to keep preparation areas and equipment hygienic when preparing fish for cooking.
5. What the main contamination threats are when preparing and storing fish.
6. Why time and temperature are important when preparing fish.
7. Why prepared fish should be stored at the required safe temperature before cooking.
8. Why it is important to keep cooking areas and equipment hygienic when cooking fish dishes.
9. What the main contamination threats are when cooking and storing fish dishes.
10. Why time and temperature are important when cooking fish dishes.
11. Why fish dishes not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after cooking.

**Product Knowledge**

12. What quality points to look for in fresh fish.
13. What basic preparation methods are suitable for different types of fish.
14. What the different cuts of fish are and which basic dishes they are appropriate for.
15. What quality points to look for in cooked fish dishes.
16. What basic cooking methods are suitable for different types of fish.
17. How to identify when fish dishes are cooked to dish requirements.

### Health and Catering Practices

18. Which products could be used to substitute high fat ingredients when preparing fish for cooking.
19. Why increasing the fibre content of fish dishes can contribute to healthy catering practices.
20. Why reducing the amount of salt added to fish dishes, can contribute to healthy catering practices.
21. Which fats/oils can contribute to healthier catering practices
22. What cooking methods and equipment can contribute to reducing the fat/oil in fish dishes.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

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

It 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, 1.4, 1.5 and 1.7** and a minimum of:
  - **2 from the range of A**
  - **2 from the range of B**
  - **3 from the range of D**
  - **5 from the range of E**
  - **2 from the range of F**
  - **1 from the range of G**
- 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 H**
  - **1 from the range of I**
  - **1 from the range of J**
  - **2 from the range of F**
  - **2 from the range of K**
  - **3 from the range of L**
  - **4 from the range of M**

- 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 basic fish dishes
  - cook and finish basic fish dishes
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues and/or line managers that provide evidence of how:
  - prepare basic fish dishes
  - cook and finish basic fish dishes
- A personal statement describing how you :
  - prepare basic fish dishes
  - cook and finish basic fish dishes

## **(3) Context of Assessment**

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

## U13902: Prepare and cook basic hot and cold sauces

Unit Descriptor:

This unit describes the competence required to effectively prepare and cook hot and cold sauces.

**The unit describes the essential abilities of:**

- Correctly preparing and cooking basic hot and cold sauces
- Working in a safe and hygienic manner
- Problem solving
- Operating within organizational procedures

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |                                      |   |
|--------------------------------------|---|
| 1. Prepare basic hot and cold sauces | <p>1.1 Preparation areas and suitable equipment satisfy health and safety requirements and are ready for use.</p> <p>1.2 Hot and cold sauce ingredients are of the type, <b>quality</b> and quantity required.</p> <p>1.3 Any problems identified with the quality of ingredients are reported promptly to the appropriate person.</p> <p>1.4 <b>Hot and cold sauces</b> are prepared using appropriate <b>basic preparation methods</b>.</p> <p>1.5 Prepared hot and cold sauces not for immediate consumption are stored correctly.</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 prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
2. Cook basic hot and cold sauces
- 2.1 Cooking areas and suitable equipment satisfy health, safety and hygiene requirements and are ready for use.
  - 2.2 **Hot and cold sauces** ingredients are cooked using appropriate basic **cooking methods**.
  - 2.3 Hot and cold sauces are finished using appropriate **finishing methods** to meet **quality** requirements.
  - 2.4 Finished hot and cold sauces not for immediate consumption are stored correctly.
  - 2.5 Cooking areas and equipment are cleaned correctly 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 prioritized 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 basic hot and cold sauces****A. Hot sauces: *(Also applies to element 2)***

- (i) roux sauce
- (ii) starch thickened sauce

**B. Cold sauces: *(Also applies to element 2)***

- (i) vinaigrette
- (ii) mayonnaise
- (iii) mint sauce
- (iv) horseradish

**C. Basic preparation methods:**

- (i) chopping
- (ii) blending
- (iii) whisking
- (iv) mixing
- (v) straining
- (vi) rating

**D. Quality: *(Also applies to element 2)***

- (i) texture
- (ii) aroma
- (iii) consistency
- (iv) flavor
- (v) appearance

**Element 2: Cook basic hot and cold sauces****E. Problems:**

- (i) in terms of freshness
- (ii) in terms of quality

**F. Cooking methods:**

- (i) boiling
- (ii) simmering

**G. Finishing method:**

- (i) adjusting consistency
- (ii) seasoning
- (iii) straining

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing hot and cold sauces.
2. What safe working practices should be followed when cooking hot and cold sauces.

**Food Hygiene**

3. Why it is important to keep preparation areas and equipment hygienic when preparing hot and cold sauces.
4. What the main contamination threats are when preparing and storing hot and cold sauces.
5. Why time and temperature are important when preparing hot and cold sauces.
6. Why prepared cold sauces should be stored at the required safe temperature before service.
7. Why it is important to keep cooking areas and equipment hygienic when cooking hot and cold sauces.
8. What the main contamination threats are when cooking and storing hot and cold sauces.
9. Why time and temperature are important when cooking hot and cold sauces.

10. Why hot sauces not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after cooking.

### Healthy Catering Practices

11. What quality points to look for in hot and cold sauces.
12. What basic preparation methods are suitable for different types of hot and cold sauces.
13. What basic cooking methods are suitable for different types of hot and cold sauces.
14. How to identify when hot and cold sauces are cooked to recipe requirements.

### Product Knowledge

15. Which products could be used to substitute high fat ingredients when preparing hot and cold sauces.
16. Which fats/oils can contribute to healthy catering practices.
17. Why reducing the amount of salt added to hot and cold sauces 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, 1.4 and 1.5**, and a minimum of:
  - **1 from the range of A**
  - **2 from the range of B**
  - **4 from the range of C**
  - **2 from the range of D**

- Performance evidence in the form of observation to cover **performance criteria 2.1 - 2.5** and a minimum of:
  - **1 from the range of A**
  - **2 from the range of B**
  - **All from the range of F**
  - **2 from the range of G**
  - **2 from the range of D**
- 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:
  - prepare basic hot and cold sauces
  - cook basic hot and cold sauces
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues and/or line managers that provide evidence of how you:
  - prepare basic hot and cold sauces
  - cook basic hot and cold sauces
- A personal statement describing how you:
  - prepare basic hot and cold sauces
  - cook basic hot and cold sauces

**(3) Context of Assessment**

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

**U14002: Prepare and cook basic meat, poultry and offal dishes**

Unit Descriptor:

This unit describes the competence required to effectively prepare and cook basic meat, poultry and offal dishes.

**The unit describes the essential abilities of:**

- Preparing and cooking basic meat, poultry and offal dish to specification
- Effectively maintaining safety and hygienic requirements
- Operating within organizational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

1. Prepare basic meat, poultry and offal dishes

- 1.1 Preparation areas and suitable **equipment** satisfy health and safety requirements and are ready for use.
- 1.2 **Meat, poultry and offal** is of the type, **quality** and quantity required.
- 1.3 Any **problems** identified with the quality of ingredients are reported promptly to the appropriate person.
- 1.4 Meat, poultry and offal is prepared correctly using appropriate **basic preparation methods** and combined with **other ingredients** to meet **dish** requirements.
- 1.5 Prepared meat, poultry and offal not for immediate use is stored correctly.
- 1.6 Preparation areas and equipment are cleaned correctly after use.

- 1.7 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.
  - 1.8 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.9 Waste is handled correctly ready for appropriate dispatch methods.
2. Cook basic meat, poultry and offal dishes
- 2.1 Cooking areas and suitable equipment satisfy health and safety requirements and are ready for use.
  - 2.2 **Meat, poultry and offal** dishes are cooked to meet requirements using appropriate **wet or dry cooking methods**.
  - 2.3 Meat, poultry and offal dishes are finished using appropriate **finishing methods** to meet **quality** requirements.
  - 2.4 Meat, poultry and offal dishes not for immediate consumption are stored correctly.
  - 2.5 Any **problems** identified with the quality of the **dish** are reported promptly to the appropriate person.
  - 2.6 Cooking areas and equipment are cleaned correctly 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 prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.



**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare basic meat, poultry and offal dishes****A. Equipment/Utensils:**

- (i) pots
- (ii) pans
- (iii) knife
- (iv) cutting board
- (v) scale
- (vi) skewer
- (vii) bowl

**B. Meat: *(Also applies to element 2)***

- (i) beef
- (ii) pork
- (iii) lamb
- (iv) bacon
- (v) rabbit

**C. Poultry: *(Also applies to element 2)***

- (i) chicken
- (ii) turkey
- (iii) duck
- (iv) game bird

**D. Offal – Innards: *(Also applies to element 2)***

- (i) kidney
- (ii) liver
- (iii) gizzards
- (iv) heart

**E. Quality:**

- (i) aroma
- (ii) appearance

**F. Problems: (Also applies to element 2)**

- (i) freshness
- (ii) quality

**G. Other ingredients:**

- (i) flour
- (ii) breadcrumbs
- (iii) seasoning
- (iv) herbs
- (v) spices
- (vi) eggs

**H. Basic preparation methods:**

- (i) defrosting
- (ii) skinning
- (iii) trimming
- (iv) seasoning
- (v) washing
- (vi) dicing
- (vii) slicing
- (viii) coating

**I. Dish: (Also applies to element 2)**

- (i) meat, poultry and offal dishes cooked by the dry method finished with basic garnish sauce or gravy and appropriate accompaniments.
- (ii) meat, poultry and offal dishes are cooked by the wet method finished with basic sauce and garnish and appropriate accompaniments.

**Element 2: Cook basic meat, poultry and offal dishes****J. Dry cooking methods:**

- (i) baking
- (ii) grilling
- (iii) roasting
- (iv) frying

**K. Wet cooking methods:**

- (i) boiling
- (ii) combination cooking
- (iii) stewing
- (iv) steaming
- (v) braising

**L. Finishing methods:**

- (i) garnishing
- (ii) glazing
- (iii) coating

**M. Quality:**

- (i) texture
- (ii) aroma
- (iii) flavor
- (iv) appearance

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing meat, poultry and offal for cooking.
2. What signs to look for when fat/oil is approaching “flashpoint”.
3. What procedures should be followed if fat/oil reaches “flashpoint”.

**Food hygiene**

4. Why it is important to keep preparation areas and equipment hygienic when preparing meat, poultry and offal for cooking.
5. What the main contamination threats are when preparing and storing meat, poultry and offal.
6. Why time and temperature are important when preparing meat, poultry and offal.
7. Why prepared meat, poultry and offal should be stored at the required safe temperature before cooking.
8. Why it is important to keep preparation areas and equipment hygienic when cooking meat, poultry and offal.
9. What the main contamination threats are when cooking and storing meat, poultry and offal dishes.
10. Why time and temperature are important when cooking meat, poultry and offal dishes
11. Why cooked meat, poultry and offal dishes should be cooled rapidly or maintained at a safe hot temperature after cooking.

**Product Knowledge**

12. What quality points to look for in fresh meat, poultry and offal.
13. What basic preparation methods are suitable for different types of meat, poultry and offal.
14. What quality points to look for in cooked basic meat, poultry and offal dishes.
15. What basic cooking methods are suitable for different types of meat, poultry and offal dishes.

16. How to identify when meat, poultry and offal dishes are cooked to dish requirements.

### **Healthy Catering Practices**

17. Which products could be used to substitute high fat ingredients when preparing meat, poultry and offal for cooking.

18. Why increasing the fibre content of meat, poultry and offal dishes can contribute to healthy catering practices.

19. Why reducing the amount of salt added to meat, poultry and offal dishes can contribute to healthy catering practices.

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

21. What cooking methods and equipment can contribute to reducing the fat/oil in meat, poultry and offal dishes.

## **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:

- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.4 and 1.6** and a minimum of:
  - **4 from the range of A**
  - **2 from the range of B**
  - **1 from the range of C**
  - **2 from the range of D**
  - **All from the range of E**
  - **4 from the range of G**
  - **4 from the range of H**
  - **All from the range of I**

- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2, 2.3 and 2.6** and a minimum of:
  - **2 from the range of B**
  - **1 from the range of C**
  - **2 from the range of D**
  - **2 from the range of I**
  - **2 from the range of J**
  - **3 from the range of K**
  - **3 from the range of L**
  - **2 from the range of F**
  - **3 from the range of M**
  
- Supplementary evidence in the form of questioning 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.
  
- Performance evidence should be demonstrated on at least two (2) occasions.

## **(2) Methods of Assessment**

- Observation reports by your assessor of how you:
  - prepare basic meat, poultry and offal dishes
  - cook basic meat, poultry and offal dishes
  
- Answers to oral or written questions from your assessor.
  
- Witness statement from colleagues and/or line managers that provide evidence of how:
  - prepare basic meat, poultry and offal dishes
  - cook basic meat, poultry and offal dishes
  
- A personal statement describing how you:
  - prepare basic meat, poultry and offal dishes
  - cook basic meat, poultry and offal dishes

**(3) Context of Assessment**

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

## U14102: Prepare and cook basic soups

Unit Descriptor:

This unit describes the competence required to effectively prepare and cook basic soups.

**The unit describes the essential abilities of:**

- Knowing what type, quality and quantity of soup ingredients are required
- Knowing what basic preparation methods are suitable for different types of basic soup
- Knowing what quality points to look for in cooked soups
- Knowing what safe working practices should be followed when preparing and cooking basic soups
- Operating within organizational procedures

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

#### 1. Prepare basic soups

- 1.1 Preparation areas and suitable equipment satisfy health, safety and hygienic requirements and are ready for use.
- 1.2 Soup **ingredients** are of the type, **quality** and quantity required.
- 1.3 Any **problems** identified with the quality of ingredients are reported promptly to the appropriate person.
- 1.4 Soup ingredients are prepared using appropriate **basic preparation methods**.
- 1.5 Prepared soup not for immediate consumption is stored correctly.



## 2. Cook basic soups

- 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 organized 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 Soup is cooked using the appropriate **finishing methods** to meet **quality** requirements.
- 2.3 Prepared soup not for immediate consumption is stored correctly.
- 2.4 Cooking areas and equipment are cleaned correctly 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 basic soups****A. Ingredients: (Also applies to element 2)**

- (i) soup (cream, broth, puree)
- (ii) herbs
- (iii) seasonings
- (iv) meat/poultry/fish
- (v) vegetables
- (vi) salt

**B. Problems:**

- (i) in terms of freshness
- (ii) in terms of quantity

**C. Basic preparation methods:**

- (i) chopping
- (ii) slicing
- (iii) mixing
- (iv) serving
- (v) blending
- (vi) straining

**D. Quality: (Applies to element 2)**

- (i) texture
- (ii) flavour
- (iii) aroma
- (iv) consistency
- (v) appearance

**Element 2: Cook basic soups****E. Finishing methods:**

- (i) adding cream/butter
- (ii) garnishing
- (iii) seasoning
- (iv) adjusting consistency

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing basic soups.
2. What safe working practices should be followed when cooking basic soups.

**Food hygiene**

3. Why it is important to keep preparation areas and equipment hygienic when preparing basic soups.
4. What the main contamination threats are when preparing basic soups
5. Why it is important to keep preparation areas and equipment hygienic when cooking basic soups.
6. What the main contamination threats are when cooking basic soups.
7. Why time and temperature are important when cooking basic soups
8. Why soup not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after cooking.

**Product Knowledge**

9. What quality points to look for in basic soups.
10. What basic preparation methods are suitable for different types of basic soups.
11. What basic cooking methods are suitable for different types of basic soups.
12. What quality points to look for in cooked basic soups.
13. How to identify when basic soup is cooked to dish requirements.

### Healthy Catering Practices

14. Which products could be used to substitute high fat ingredients when preparing basic soups.
15. Which fats/oils can contribute to healthier catering practices when preparing basic soups.
16. Why increasing the fibre content of basic soup can contribute to healthy catering practices.
17. Why reducing the amount of salt added to basic soup 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:

- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.4 and 1.5** and a minimum of:
  - **4 from the range of A**
  - **2 from the range of B**
  - **4 from the range of C**
  - **All from the range of D**
- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2 and 2.4**, and a minimum of:
  - **3 from the range of A**
  - **All from the range of D**
  - **All 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 all 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) Method of Assessment**

- Observation reports by your assessor of how you:
  - prepare basic soups
  - cook basic soups
  
- Answers to oral or written question from your assessor.
  
- Witness statement from colleagues, line managers that provide evidence of how you:
  - prepare basic soups
  - cook basic soups

A personal statement describing how:

- prepare basic soups
- cook basic soups

**(3) Context of Assessment**

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

**U14202: Prepare and cook vegetables for basic hot dishes and salads**

Unit Descriptor:

This unit describes the competence required to effectively prepare and cook vegetables for basic hot dishes and salads.

**The unit describes the essential abilities of:**

- Knowing what basic preparation methods are suitable for different types of vegetables.
- Knowing what safe working practices should be followed when preparing vegetables
- Problem solving
- Operating within organizational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Prepare vegetables for basic hot dishes and salads | <p>1.1 Preparation areas and suitable equipment satisfy health and safety requirements and are ready for use.</p> <p>1.2 <b>Vegetables</b> are of the type, <b>quality</b> and quantity required.</p> <p>1.3 Any <b>problems</b> identified with the quality of ingredients are reported promptly to the appropriate person.</p> <p>1.4 Vegetables are prepared using appropriate basic <b>preparation methods</b>.</p> <p>1.5 Prepared vegetables for immediate consumption are finished using appropriate <b>finishing methods</b> to meet quality requirements.</p> <p>1.6 Prepared vegetables not for immediate consumption are stored correctly.</p> <p>1.7 Preparation areas and equipment are cleaned correctly after use.</p> |
|---|---|

- 1.8 Waste is handled correctly ready for appropriate dispatch methods.
  - 1.9 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.10 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 vegetables for basic hot dishes and salads
- 2.1 Cooking areas and suitable equipment satisfy health, safety and hygiene requirements and are ready for use.
  - 2.2 **Vegetables** are of the type, quantity and **quality** required.
  - 2.3 Any **problems** identified with the quantity of vegetables are reported promptly to the appropriate person.
  - 2.4 Vegetables are correctly combined with other ingredients to meet quality requirements.
  - 2.5 Vegetables dishes are prepared using appropriate **cooking methods** and **finishing methods**.
  - 2.6 Cooking areas and equipment are correctly 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 people informed where necessary.
  - 2.9 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare vegetables for basic hot dishes and salads****A. Vegetables: (Also applies to element 2)**

- (i) roots
- (ii) tubers
- (iii) bulbs
- (iv) aqueous (marrow, cucumber)
- (v) leaves
- (vi) flower heads
- (vii) stems
- (viii) vegetable fruits (tomato)
- (ix) legumes

**B. Quality:**

- (i) texture
- (ii) appearance

**C. Problems: (Also applies to element 2)**

- (i) in terms of freshness
- (ii) in terms of quantity

**D. Preparation method:**

- (i) peel/skin/shell
- (ii) chop/shred/cut
- (iii) trim
- (iv) slice
- (v) grate

**E. Finishing method:**

- (i) seasoning
- (ii) garnishing
- (iii) dressing
- (iv) tossing



**Element 2: Cook vegetables for basic hot dishes and salads****F. Quality:**

- (i) appearance
- (ii) texture
- (iii) flavor
- (iv) consistency
- (v) aroma

**G. Cooking methods:**

- (i) blanching
- (ii) roasting
- (iii) baking
- (iv) grilling
- (v) shallow frying
- (vi) boiling
- (vii) steaming
- (viii) deep frying
- (ix) combination cooking

**H. Finishing methods:**

- (i) reheating
- (ii) seasoning
- (iii) draining

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing vegetables.
2. Why it is important to lift heavy or bulk items using approved safe methods.
3. What safe working practices should be followed when cooking vegetables.

**Food Hygiene**

4. Why it is important to keep preparation areas and equipment hygienic when preparing vegetables.
5. What the main contamination threats are when preparing and storing vegetables.
6. Why is it important to thoroughly wash vegetables.
7. Why vegetables should be removed or loosened from packaging.
8. Why prepared vegetables should be stored correctly before cooking.
9. Why it is important to keep cooking areas and equipment hygienic when cooking vegetables.
10. What the main contamination threats are when cooking and storing vegetables.
11. Why time and temperature are important when cooking vegetables.
12. Why vegetables not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after cooking.

**Product Knowledge**

13. Which category the different types of vegetables belong to.
14. What basic preparation methods are suitable for different types of vegetables
15. What quality points to look for in cooked vegetables.
16. What basic cooking methods are suitable for different types of vegetables.
17. How to identify when vegetables are cooked to basic dish requirements.
18. Why vegetables should be boiled gently.
19. What the benefits are of sweating vegetables.

**Healthy Catering Practices**

20. Which basic preparation methods can increase the fibre content of vegetable dishes.
21. What basic cooking methods and equipment can contribute to reducing the fats/oil in vegetable dishes.

22. Why reducing the amount of salt added to vegetables 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, 1.4, 1.5 and 1.7** and a minimum of:
  - **7 from the range of A**
  - **3 from the range of B**
  - **2 from the range of C**
  - **4 from the range of D**
  - **All from the range of E**
- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.4, 1.5 and 1.7** and a minimum of:
  - **7 from the range of A**
  - **3 from the range of B**
  - **2 from the range of C**
  - **4 from the range of G**
  - **All from the range of H**
- Supplementary evidence in the form of questioning 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.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Methods of Assessment**

- Observation reports by your assessor of how you:
  - prepare vegetables for basic hot dishes and salads
  - cook vegetables for basic hot dishes and salads
  
- Answers to oral or written question from your assessor.
  
- Witness statement from colleagues, line managers that provide evidence of how you:
  - prepare vegetables for basic hot dishes and salads
  - cook vegetables for basic hot dishes and salads
  
- A personal statement describing how you :
  - prepare vegetables for basic hot dishes and salads
  - cook vegetables for basic hot dishes and salads

**(3) Context of Assessment**

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

## U14302: Prepare and cook basic pulse dishes

### Unit Descriptor:

This unit describes the competence required to effectively prepare and cook basic pulse dishes.

#### The unit describes the essential abilities of:

- Knowing the type, quality and quantity of pulse and other ingredients required to prepare and cook basic pulse dishes.
- Knowing what basic preparation methods are suitable for different types of basic pulse dishes.
- Knowing what safe working practices should be followed when preparing basic pulse dishes.
- Operate within organizational procedures.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

#### 1. Prepare basic pulse dishes

- 1.1 Preparation areas and suitable **equipment** satisfy health and safety requirements and are ready for use.
- 1.2 **Pulses** and **other ingredients** are of the type, quality and quantity required.
- 1.3 Any **problems** identified with the quality of pulses and other ingredients are promptly and appropriately handled.
- 1.4 Pulses are prepared and combined with other ingredients using appropriate **basic preparation methods**.
- 1.5 Prepared pulses not for immediate consumption are stored correctly.
- 1.6 Preparation areas and equipment are cleaned correctly after use.

- 1.7 Waste is handled correctly ready for appropriate dispatch methods.
  - 1.8 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.9 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 basic pulse dishes
- 2.1 Cooking areas and suitable equipment satisfy health, safety and hygiene requirements and are ready for use.
  - 2.2 **Pulse dishes** are cooked using appropriate **cooking methods** to meet **quality** requirements.
  - 2.3 Pulse dishes are finished using appropriate finishing methods to meet quality requirements.
  - 2.4 Pulse dishes not for immediate consumption are stored correctly.
  - 2.5 Any **problems** identified with the quality of pulses are promptly and appropriately handled.
  - 2.6 Cooking areas and equipment are correctly 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 people informed where necessary.
  - 2.9 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: Prepare basic pulse dishes****A. Equipment/Utensils:**

- (i) pots
- (ii) knife
- (iii) cutting board

**B. Pulses:**

- (i) beans
- (ii) peas
- (iii) lentils

**C. Other ingredients:**

- (i) fresh vegetables and fruits
- (ii) preserved vegetables and fruit
- (iii) cereal
- (iv) nuts
- (v) seeds

**D. Problems:**

- (i) in terms of freshness
- (ii) in terms of quantity

**E. Basic preparation methods:**

- (i) soaking
- (ii) draining
- (iii) mixing
- (iv) blanching
- (v) slicing
- (vi) chopping

**Element 2: Cook basic pulse dishes****F. Pulse dishes:**

- (i) loaf/bake
- (ii) casserole/curry
- (iii) national dishes/burgers

**G. Cooking method:**

- (i) stewing
- (ii) braising
- (iii) grilling
- (iv) baking
- (v) shallow frying
- (vi) stir frying
- (vii) steaming
- (viii) deep frying

**H. Quality:**

- (i) texture
- (ii) aroma
- (iii) consistency
- (iv) appearance
- (v) flavor

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing basic pulse dishes.
2. What safe working practices should be followed when cooking basic pulse dishes.

**Food Hygiene**

3. Why it is important to keep preparation areas and equipment hygienic when preparing basic pulse.
4. What the main contamination threats are when preparing basic pulse dishes.
5. Why time and temperature are important when preparing basic pulse dishes.



6. Why it is important to keep cooking areas and equipment hygienic when cooking basic pulse dishes.
7. What the main contamination threats are when cooking basic pulse dishes.
8. Why time and temperature are important when cooking basic pulse dishes.
9. Why basic pulse dishes not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after cooking.

### **Product Knowledge**

10. What quality points to look for in prepared basic pulse dishes.
11. What basic preparation methods are suitable for different types of basic pulse dishes.
12. What quality points to look for in cooked basic pulse dishes.
13. What basic cooking methods are suitable for different types of basic pulse dishes.
14. How to identify when different basic pulse dishes are cooked to dish requirements.

### **Healthy Catering Practices**

15. Which ingredients could be used to substitute high fat ingredients when preparing basic pulse dishes.
16. Which fat/oils can contribute to healthier catering practices.
17. Why reducing the amount of salt added to basic pulse dishes can contribute to healthy catering practices.
18. Why increasing the fibre content of basic pulse dishes can contribute to healthy catering practices.
19. Which ingredients could be used to substitute high fat ingredients when cooking basic pulse dishes.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period 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, 1.4, 1.5 and 1.7** and a minimum of:
  - **2 from the range of A**
  - **All from the range of B**
  - **2 from the range of C**
  - **1 from the range of D**
  - **3 from the range of E**
- Performance evidence in the form of observation to cover performance criteria 1, 2, 3, 5, and a minimum of:
  - **2 from the range of F**
  - **4 from the range of G**
  - **All from the range of H**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and all the range.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Methods of Assessment**

- Observation reports by your assessor of how you:
  - prepare basic pulse dishes
  - cook basic pulse dishes
- Answers to oral or written question from your assessor.
- Witness statement from colleagues, line managers that provide evidence of how:
  - prepare basic pulse dishes
  - cook basic pulse dishes
- A personal statement describing how you:
  - prepare basic pulse dishes
  - cook basic pulse dishes

**(3) Context of Assessment**

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

**U14402: Cook – chill food**

Unit Descriptor:

This unit describes the competence required to effectively cook – chill food.

**The unit describes the essential abilities of:**

- Knowing what safe working practices should be followed when portioning, packing and blast chilling food.
- Identifying problems with food in terms of freshness and quality
- Operating within organizational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

## 1. Portion, pack and blast-chill food

- 1.1 Preparation areas and suitable equipment satisfy health and safety requirements and are ready for use.
- 1.2 **Food** is of the correct type, quality and quantity required.
- 1.3 Any **problems** identified are reported promptly to the appropriate person.
- 1.4 Food is portioned correctly, packed and covered
- 1.5 Food is correctly sealed, labeled and blast-chilled.
- 1.6 Food containers are transported to the appropriate storage area.
- 1.7 Food containers are handled correctly during transportation and remain undamaged.

- 1.8 Food temperatures are accurately monitored and recorded.
  - 1.9 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.10 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.
2. Store cook-chill food
- 2.1 Cook-chill items are stored under correct hygienic conditions.
  - 2.2 Stock rotation procedures are correctly followed and stocks are used in date order.
  - 2.3 Accurate records of received, stored and issued food items are maintained.
  - 2.4 Food items are handled with appropriate care and remain undamaged.
  - 2.5 Food temperature are accurately monitored and recorded.
  - 2.6 Storage areas are kept clean, tidy and free from rubbish.
  - 2.7 Storage areas are secured from unauthorized access.
  - 2.8 Any **problems** identified with the storage of cook-chill items are reported promptly to the appropriate person.
  - 2.9 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 2.10 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Portion, pack and blast-chill food****A. Food:**

- (i) meat/poultry dishes
- (ii) joints/whole chickens
- (iii) vegetables/fruits
- (iv) fish dishes
- (v) sauces/soups
- (vi) egg dishes
- (vii) desserts

**B. Problems: (Also applies to element 2)**

- (i) equipment faults
- (ii) problems with food (in terms of freshness and quantity)

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when portioning, packing and blast chilling foods.
2. Why correct and hygienic clothing should be worn at all times.
3. What safe working practices should be followed when storing cook-chilled food.

**Food Hygiene**

4. Why time and temperature are important when preparing cook-chill food.
5. Why food containers must be sealed and labeled correctly before storage.
6. What the main contamination threats are when portioning, packing and blast-chilling food.
7. Why it is important to keep preparation areas and equipment hygienic when portioning, packing and blast-chilling food.

8. Why it is important to monitor and record food temperature regularly.
9. What the main contamination threats are when storing cook-chilled food.
10. Why it is important to keep storage areas and equipment hygienic when storing cook-chill food.

### Product Knowledge

11. Why portions must be controlled when filling packages.
12. What quality points to look for when portioning, packing and blast-chilling food.
13. Why stock rotation procedures must be followed.
14. Why it is important to secure storage areas from unauthorized access.

## 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:

- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.4, 1.5, 1.6 and 1.8** and a minimum of:
  - **4 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 all 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.
- Performance evidence in the form of observation to cover **performance criteria 2.1 – 2.7**
  - **2 from the range of B**

**(2) Methods of Assessment****Examples of performance evidence**

- Observation reports by your assessor of how you portion, pack and blast chill food.
- Observation reports by your assessor of how you store cook-chill food.

**Examples of supplementary evidence**

- Answers to oral or written question from your assessor.
- Witness statement from colleagues, line managers that provide evidence of how you portion, pack and blast chill food.
- A personal statement describing how you portion, pack and blast chill food.
- Witness statement from colleagues, line managers that provide evidence of how you store cook-chill food.
- A personal statement describing how you store cook-chill food.

**(3) Context of Assessment**

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



**U14502: Cook-freeze food**

Unit Descriptor:

This unit describes the competence required to effectively portion, pack and blast freeze food and store cook – freeze food.

**The unit describes the essential abilities of:**

- Knowing what safe work practices should be followed when handling cook-freeze food.
- Knowing how to correctly portion, pack and cover cook-freeze food
- Knowing how to identify problems associated with the type, quality and quantity of cook freeze food
- Operating within organizational procedures.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Portion, pack and blast-freeze food | <p>1.1 Preparation areas and suitable equipment satisfy health and safety requirements and are ready for use.</p> <p>1.2 <b>Food</b> is of the correct type, quality and quantity required.</p> <p>1.3 Any <b>problems</b> identified are reported promptly to the appropriate person.</p> <p>1.4 Food is portioned correctly, packed and covered</p> <p>1.5 Food is blast-frozen, correctly sealed and labeled.</p> <p>1.6 Food containers are transported to the appropriate storage area.</p> |
|--|--|

- 1.7 Food containers are handled correctly during transportation and remain undamaged.
  - 1.8 Food temperatures are accurately monitored and recorded.
  - 1.9 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.10 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.
2. Store cook freeze-food
- 2.1 Cook-freeze items are stored under correct hygienic conditions.
  - 2.2 Stock rotation procedures are correctly followed and stocks are used in date order.
  - 2.3 Accurate records of received, stored and issued food items are maintained.
  - 2.4 Food items are handled with appropriate care and remain undamaged.
  - 2.5 Food temperature are accurately monitored and recorded.
  - 2.6 Storage areas are kept clean, tidy and free from rubbish.
  - 2.7 Storage areas are secured from unauthorized access.

- 2.8 Any **problems** identified with the storage of cook-chill items are reported promptly to the appropriate person.
- 2.9 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
- 2.10 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.

## RANGE STATEMENT

*You must cover the items below:*

### **Element 1: Portion, pack and blast-freeze food**

#### **A. Food:**

- (i) meat/poultry dishes
- (ii) joints/whole chickens
- (iii) vegetables/fruits
- (iv) fish dishes
- (v) sauces/soups
- (vi) egg dishes
- (vii) desserts

#### **B. Problems: *(Also applies to element 2)***

- (i) equipment
- (ii) problems with food (in terms of freshness and quantity)

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when portioning, packing and blast freezing food.
2. Why correct and hygienic clothing should be worn at all times.
3. What safe working practices should be followed when storing cook-freeze food.

**Food Hygiene**

4. Why time and temperature are important when preparing cook – freeze food.
5. Why food containers must be sealed and labeled correctly before storage.
6. What the main contamination threats are when portioning, packing and blast freezing food.
7. Why it is important to keep preparation areas and equipment hygienic when portioning, packing and blast – freezing food.
8. Why it is important to monitor and record food temperature regularly.
9. What the main contamination threats are when storing cook-freeze food.
10. Why it is important to keep storage areas and equipment hygienic when storing cook-freeze food.

**Product Knowledge**

11. Why portions must be controlled when filling packages.
12. What quality points to look for when portioning, packing and blast - freezing food.
13. Why stock rotation procedures must be followed.
14. Why it is important to secure storage areas from unauthorized access.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

You must provide evidence that shows you have met the performance criteria over a sufficient period 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, 1.4, 1.5, 1.6, 1.7 and 1.8** and a minimum of:
  - **4 from the range of A**
- Performance evidence in the form of observation to cover **performance criteria 2.1 – 2.7** and:
  - **All 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 all 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:
  - portion, pack and blast-freeze food
  - store cook-freeze food
- Answers to oral or written question from your assessor.
- Witness statement from colleagues, line managers that provide evidence of how:
  - portion, pack and blast-freeze food
  - store cook-freeze food
- A personal statement describing how you:
  - portion, pack and blast-freeze food
  - store cook-freeze food

**(3) Context of Assessment**

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

## U14602: Prepare, bake and decorate basic cakes, cookies and biscuits

### Unit Descriptor:

This unit describes the competence required to effectively prepare, bake and decorate basic cakes, cookies and biscuits.

#### The unit describes the essential abilities of:

- Preparing and baking cakes, cookies and biscuits correctly using the type, quality and quantity of ingredients required.
- Working in a safe and hygienic manner
- Operating within organizational procedures

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Prepare basic cakes, cookies and biscuits | <p>1.1 Preparation areas and suitable <b>equipment</b> satisfy health and safety requirements and are ready for use.</p> <p>1.2 Cake, cookie and biscuit mixture <b>ingredients</b> are of the type, <b>quality</b> and quantity required.</p> <p>1.3 Any <b>problems</b> identified with the quality of ingredients are reported promptly to the appropriate person.</p> <p>1.4 Cake, cookie and biscuit mixture is prepared using appropriate <b>preparation methods</b> to meet quality requirements.</p> <p>1.5 Prepared cake, cookie and biscuit mixture not for immediate use is stored correctly.</p> <p>1.6 Preparation areas and equipment are correctly cleaned after use.</p> |
|--|--|

- 1.7 Waste is handled correctly ready for appropriate dispatch methods.
  - 1.8 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.9 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygienic regulations and organizational procedures.
2. Bake basic cakes, cookies and biscuits
- 2.1 Preparation areas and suitable **equipment** satisfy health and safety requirements and are ready for use.
  - 2.2 **Cake, cookie and biscuit** mixture is of the type, **quality** and quantity required.
  - 2.3 Any **problems** identified with the quality of the mixture are reported promptly to the appropriate person.
  - 2.4 Cake, cookie and biscuit mixture is suitably prepared for the baking process using appropriate **preparation methods**.
  - 2.5 Cakes, cookies and biscuits are baked according to recipe, product requirements or order.
  - 2.6 Cakes, cookies and biscuits meet quality requirements and finished using appropriate **finishing methods**.
  - 2.7 Finished cakes, cookies and biscuits not for immediate consumption are stored correctly.
  - 2.8 Cooking areas and equipment are cleaned correctly after use.



- 2.9 Waste is handled correctly ready for appropriate dispatch methods.
  - 2.10 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 2.11 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
3. Decorate basic cakes, cookies and biscuits
- 3.1 Preparation areas and suitable equipment satisfy health and safety requirements and are ready for use.
  - 3.2 Ingredients for **decorations, fillings or toppings** are of the type, **quality** and quantity required
  - 3.3 Any **problems** identified are reported promptly to the appropriate person.
  - 3.4 **Decoration**, fillings or toppings are suitably prepared to meet quality requirements.
  - 3.5 Cakes, cookies and biscuits are suitably decorated using appropriate **decoration method**.
  - 3.6 Cakes, cookies and biscuits not for immediate consumption are stored correctly.
  - 3.7 Preparation areas and equipment are clean correctly after use.
  - 3.8 Waste is handled correctly ready for appropriate dispatch methods.
  - 2.9 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.

- 2.10. All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygienic regulations and organisational procedures.

## **RANGE STATEMENT**

*You need to understand:*

### **Element 1: Prepare basic cakes, cookies and biscuits**

#### **A. Equipment/utensils:**

- (i) blenders
- (ii) moulds
- (iii) mixers
- (iv) pans
- (v) counter

#### **B. Ingredients:**

- (i) flour
- (ii) water
- (iii) shortening
- (iv) salt
- (v) eggs
- (vi) raising agents
- (vii) spices
- (viii) colouring

#### **C. Problems: (Also applies to elements 2 and 3)**

- (i) in terms of freshness
- (ii) in terms of quality

**D. Preparation methods:**

- (i) creaming/beating
- (ii) mixing
- (iii) whisking
- (iv) folding
- (v) rubbing in
- (vi) greasing
- (vii) glazing
- (viii) portioning

**E. Quality: (Also applies to elements 2 and 3)**

- (i) texture
- (ii) appearance
- (iii) flavor
- (iv) consistent

**Element 2: Bake basic cakes, cookies and biscuits****F. Equipment/Utensils:**

- (i) baking sheets
- (ii) bun pans
- (iii) ovens

**G. Cake, cookies and biscuits:**

- (i) plain cakes
- (ii) biscuits
- (iii) cookies
- (iv) muffins
- (v) scones
- (vi) fruit cakes
- (vii) layered cakes

**H. Preparation methods:**

- (i) portioning
- (ii) shaping
- (iii) spreading
- (iv) filling
- (v) rolling
- (vi) lining

**I. Cooking method:**

- (i) baking
- (ii) steaming

**J. Finishing method:**

- (i) spreading
- (ii) turning out
- (iii) cooling
- (iv) glazing
- (v) trimming
- (vi) basic piping
- (vii) sprinkling/dusting/dredging
- (viii) rolling
- (ix) filling

**Element 3: Decorate basic cakes, cookies and biscuits****K. Decorating, fillings or toppings:**

- (i) icing
- (ii) butter cream
- (iii) jam
- (iv) fruit fillings/fresh fruit
- (v) chocolate
- (vi) fondant
- (vii) frosting

**L. Decorations:**

- (i) lettering
- (ii) borders
- (iii) royal icing
- (iv) fondant
- (v) patterns

**M. Decoration methods:**

- (i) trimming
- (ii) filling
- (iii) spreading and smoothing
- (iv) piping with icing/chocolate
- (v) coating
- (vi) topping

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing basic cakes, cookies and biscuits.
2. What safe working practices should be followed when baking basic cakes, cookies and biscuits.
3. Why it is essential that ovens should be at the correct temperature before baking commences.
4. Why it is important to follow safety procedures when using ovens.
5. What the main contamination threats are when baking and storing basic cakes, cookies and biscuits.
6. Why time and temperature are important when cooking basic cakes, cookies and biscuits.
7. Why basic cakes, cookies and biscuits not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after baking.
8. What safe working practices should be followed when decorating basic cakes, cookies and biscuits.

**Food Hygiene**

9. Why it is important to keep preparation areas and equipment hygienic when preparing basic cake, cookie and biscuit mixtures.
10. What the main contamination threats are when preparing and storing basic cake, cookie and biscuit mixtures.
11. Why time and temperature are important when preparing basic cake, cookie and biscuit mixtures.
12. Why prepared basic cake, cookie and biscuit mixtures should be stored at the required safe temperature before cooking.
13. Why it is important to keep cooking areas and equipment hygienic when baking basic cakes, cookies and biscuits.
14. Why it is important to keep preparation areas and equipment hygienic when decorating basic cakes, cookies and biscuits.
15. What the main contamination threats are when decorating basic cakes, cookies and biscuits.
16. Why time and temperature are important when decorating basic cakes, cookies and biscuits.
17. Why decorating basic cakes, cookies and biscuits not for immediate consumption should be maintained at a safe temperature when decorating.

**Product Knowledge**

18. What quality to look for in basic cake, cookie and biscuit mixtures.
19. What basic preparation methods are suitable for different types of basic cakes, cookies and biscuits.
20. What quality points to look for in baked cakes, cookies and biscuits.
21. What basic baking methods are suitable for different types of basic cakes, cookies and biscuits.
22. How to identify when different basic cakes, cookies and biscuits are baked to dish requirements.
23. What quality points to look for in decorated cakes, cookies and biscuits.

24. What basic decorating methods are suitable for different types of cakes, cookies and biscuits.

### Healthy Catering Practices

25. Which products could be used to substitute high fat ingredients when preparing basic cake, cookie and biscuit mixtures.

26. Which fats/oils can contribute to healthy catering practices.

27. Why increasing the fat content of basic cake, cookies and biscuit mixtures can contribute to healthy catering practices.

28. Why reducing the amount of sugar in basic cake, cookie and biscuit mixtures can contribute 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 areas:

- Totally through performance evidence in the form of observation
- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.4 and 1.6** and a minimum of:
  - **2 from the range of A**
  - **All from the range of B**
  - **5 from the range of D**
  - **All from the range of E**
- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2, 2.4, 2.5, 2.6 and 2.7** and a minimum of:
  - **2 from the range of E**
  - **5 from the range of F**
  - **All from the range of C**
  - **All from the range of E**
  - **4 from the range of H**
  - **All from the range of I**
  - **5 from the range of J**

- Performance evidence in the form of observation to cover performance criteria 3.1, 3.2, 3.4, 3.5, 3.6 and 3.7 and a minimum of:
  - **4 from the range of A**
  - **All from the range of E**
  - **All from the range of L**
  - **4 from the range of M**
- Supplementary evidence in the form of questioning 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.
- Performance evidence should be demonstrated on at least two (2) occasions.

## **(2) Methods of Assessment**

- Observation reports by your assessor of how you:
  - prepare basic cakes, cookies and biscuits
  - bake basic cakes, cookies and biscuits
  - decorate basic cakes, cookies and biscuits
- Answers to oral or written question from your assessor.
- Witness statement from colleagues, line managers that provide evidence of how you:
  - prepare basic cakes, cookies and biscuits
  - bake basic cakes, cookies and biscuits
  - decorate basic cakes, cookies and biscuits
- A personal statement describing how you prepare basic cakes, cookies and biscuits.
  - prepare basic cakes, cookies and biscuits
  - bake basic cakes, cookies and biscuits
  - decorate basic cakes, cookies and biscuits



**(3) Context of Assessment**

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

## U14702: Prepare and cook basic cold desserts

Unit Descriptor:

This unit describes the competence required to effectively prepare and cook basic cold desserts.

### The unit describes the essential abilities of:

- Preparing desert ingredients using the basic preparation methods
- Identifying the correct type, quality and quantity of desert required
- Knowing what safe working practices to follow when preparing basic cold desserts
- Knowing what basic preparation methods are suitable for different types of basic cold desserts

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |                                |  |
|--------------------------------|--|
| 1. Prepare basic cold desserts | <p>1.1 Preparation areas and suitable equipment satisfy health and safety requirements and are ready for use.</p> <p>1.2 <b>Dessert</b> ingredients are of the type, quality and quantity required.</p> <p>1.3 Any <b>problems</b> identified with the quality of ingredients are reported promptly to the appropriate person.</p> <p>1.4 Dessert ingredients are prepared using appropriate basic <b>preparation methods</b>.</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 prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.
2. Cook and finish basic cold desserts
- 2.1 Cooking areas and suitable equipment satisfy health, safety and hygiene requirements and are ready for use.
  - 2.2 **Desserts** are cooked using appropriate **cooking methods** to meet **quality** requirements.
  - 2.3 Desserts are finished using appropriate **finishing methods** to meet quality requirements.
  - 2.4 Finished desserts not for immediate consumption are stored correctly.
  - 2.5 Cooking areas and equipment are cleaned correctly after use.
  - 2.6 Waste is handled correctly ready for appropriate dispatch methods.
  - 2.7 Unexpected situation are dealt with effectively and the appropriate person(s) informed where necessary.
  - 2.8 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare basic cold desserts****A. Desserts: (*Also applies to element 2*)**

- (i) trifle
- (ii) egg custard/crème
- (iii) cold rice desserts
- (iv) jellies
- (v) flans
- (vi) tartlets (sweet & short pastry)
- (vii) basic meringue (shell & nests)
- (viii) moulded creams
- (ix) fruit based (basic baked and stewed fruit)

**B. Problems:**

- (i) in terms of freshness
- (ii) in terms of quality

**C. Preparation methods:**

- (i) piping
- (ii) aeration
- (iii) addition of flavours/colours
- (iv) mixing
- (v) combing
- (vi) pureeing

**Element 2: Cook and finish basic cold desserts****D. Cooking methods:**

- (i) boiling/poaching
- (ii) baking
- (iii) stewing

**E. Quality:**

- (i) texture
- (ii) appearance
- (iii) aroma
- (iv) consistency
- (v) flavor

**F. Finishing methods:**

- (i) cooling
- (ii) filling
- (iii) demoulding
- (iv) chilling
- (v) glazing
- (vi) piping
- (vii) dusting

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing basic cold desserts.
2. What safe working practices should be followed when cooking and finishing basic cold desserts.

**Food Hygiene**

3. Why it is important to keep preparation areas and equipment hygienic when preparing basic cold desserts.
4. What the main contamination threats are when preparing basic cold desserts.
5. Why time and temperature are important when preparing basic cold desserts.
6. Why it is important to keep cooking areas and equipment hygienic when cooking and finishing basic cold desserts.
7. What the main contamination threats are when cooking and storing basic cold desserts.
8. Why time and temperature are important when cooking and finishing basic cold desserts.

**Product Knowledge**

9. What quality points to look for in preparing basic cold desserts.
10. What basic preparation methods are suitable for different types of basic cold desserts.
11. What quality points to look for in cooked basic cold desserts.
12. What cooking methods are suitable for different types of basic cold desserts.
13. How to identify when different basic cold desserts are cooked to dish requirements.

**Healthy Catering Practices**

14. Which products can be used to substitute high fat ingredients when preparing basic cold desserts.
15. Which fats/oils can contribute to healthier catering practices.

16. Why increasing the fibre content of basic cold desserts can contribute to healthy catering practices.
17. Why reducing the amount of sugar in basic cold desserts 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, 1.4 and 1.5** and a minimum of:
  - **5 from the range of A**
  - **1 from the range of B**
  - **3 from the range of C**
- Performance evidence in the form of observation to cover performance criteria 2.1 – 2.5 and a minimum of:
  - **5 from the range of A**
  - **2 from the range of D**
  - **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 all the range.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Methods of Assessment**

- Observation reports by your assessor of how you:
  - prepare basic cold desserts
  - cook and finish basic cold desserts
- Answers to oral or written question from your assessor.
- Witness statement from colleagues, line managers that provide evidence of how you:
  - prepare basic cold desserts
  - cook and finish basic cold desserts
- A personal statement describing how you:
  - prepare basic cold desserts
  - cook and finish basic cold desserts

**(3) Context of Assessment**

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



## U14802: Prepare and cook basic hot dishes

Unit Descriptor:

This unit describes the competence required to effectively prepare and cook basic hot desserts.

### The unit describes the essential abilities of:

- Knowing what basic preparation methods are suitable for different types of basic hot desserts
- Knowing what type, quality and quantity of dessert ingredients are required
- Knowing what quality points to look for in preparing basic hot desserts

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you achieve the following:*

#### 1. Prepare basic hot desserts

- 1.1 Preparation areas and suitable equipment satisfy health and safety requirements and are ready for use.
- 1.2 **Dessert** ingredients are of the type, **quality** and quantity required.
- 1.3 Any **problems** identified with the quality of ingredients are reported promptly to the appropriate person.
- 1.4 Dessert ingredients are prepared and cooked using appropriate **basic preparation methods**.
- 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. Cook and finish basic hot desserts
- 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.
  - 2.1 Cooking areas and suitable equipment satisfy health and safety requirements and are ready for use.
  - 2.2 Desserts are cooked using appropriate **cooking methods** to meet **quality** requirements.
  - 2.3 Desserts are finished using appropriate finishing methods to meet quality requirements.
  - 2.4 Finished desserts not for immediate consumption are stored correctly.
  - 2.5 Cooking areas and equipment are cleaned correctly 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 hygienic regulations and organisational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare basic hot dishes:****A. Deserts:**

- (i) pancakes/crepes
- (ii) sponge based (steamed & baked)
- (iii) egg based set
- (iv) basic cereal based milk puddings
- (v) fruit based
- (vi) pies and tarts (sweet & short pastry)

**B. Problems:**

- (i) in terms of freshness
- (ii) in terms of quantity

**C. Basic preparation methods:**

- (i) creaming
- (ii) moulding
- (iii) mixing
- (iv) portioning
- (v) filling
- (vi) creation
- (vii) folding
- (viii) peeling
- (ix) slicing

**D. Quality:**

- (i) texture
- (ii) appearance
- (iii) aroma
- (iv) consistency
- (v) flavor

**Element 2: Cook and finish basic hot desserts****E. Pulse dishes:**

- (i) loaf/bake
- (ii) casserole/curry
- (iii) rissoles/burgers

**F. Cooking methods:**

- (i) stewing
- (ii) braising
- (iii) grilling
- (iv) baking
- (v) shallow frying
- (vi) stir frying
- (vii) steaming
- (viii) deep frying

**G. Problems:**

- (i) in terms of quality
- (ii) in terms of quantity

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing basic hot desserts.
2. What safe working practices should be followed when cooking and finishing basic hot desserts

**Food Hygiene**

3. Why it is important to keep preparation areas and equipment hygienic when preparing hot desserts.
4. What the main contamination threats are when preparing and storing basic hot desserts.
5. Why time and temperature are important when preparing basic hot desserts.

6. Why it is important to keep cooking areas and equipment hygienic when cooking and finishing basic hot desserts.
7. What the main contamination threats are when cooking and storing basic hot desserts.
8. Why time and temperature are important when cooking and finishing basic hot desserts.

**Product Knowledge**

9. What quality points to look for in preparing basic hot desserts.
10. What basic preparation methods are suitable for different types of basic hot desserts.
11. What quality points to look for in basic hot desserts.
12. What basic cooking methods are suitable for different types of basic hot desserts.
13. How to identify when basic hot desserts are cooked to dish requirements.

**Healthy Catering Practices**

14. Which products could be used to substitute high fat ingredients when preparing basic hot desserts.
15. Which fat/oils can contribute to healthier catering practices.
16. Why increasing the fibre content of basic hot desserts can contribute to healthier catering practices.
17. Why reducing the amount of sugar in basic hot desserts can contribute to healthy catering practices.
18. Which products could be used to substitute high fat ingredients when cooking basic hot desserts.

## EVIDENCE GUIDE

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, 1.4 and 1.5** and a minimum of:
  - **4 from the range of A**
  - **2 from the range of B**
  - **5 from the range of C**
  - **3 from the range of D**
- Performance evidence in the form of observation to cover performance criteria 2.1 – 2.5 and a minimum of:
  - **4 from the range of E**
  - **All from the range of F**
  - **4 from the range of D**
  - **All from the range of G**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and all the range.
- Performance evidence should be demonstrated on at least two (2) occasions.

### (2) Method of Assessment

- Observation reports by your assessor of how you:
  - prepare hot desserts
  - cook and finish basic hot desserts

- Answers to oral or written question from your assessor.
- Witness statement from colleagues, line managers that provide evidence of how you:
  - prepare hot desserts
  - cook and finish basic hot desserts
- A personal statement describing how you:
  - prepare hot desserts
  - cook and finish basic hot desserts

### **(3) Context of Assessment**

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

**U14902: Prepare and cook basic dough products and quick breads**

## Unit Descriptor:

This unit describes the competence required to effectively prepare and basic dough products and quick breads.

**The unit describes the essential abilities of:**

- Knowing what safe working practices should be followed when preparing basic dough and quick bread products.
- Knowing what quality points to look for in basic dough and quick bread products.
- Operating within organizational procedures.
- Identifying and using dough and quick breads ingredients that are of the type quality and quantity required.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Prepare basic dough products and quick breads | <p>1.1 Preparation areas and suitable equipment satisfy health and safety requirements and are ready for use.</p> <p>1.2 <b>Dough</b> and <b>quick bread ingredients</b> are of the type, <b>quality</b> and quantity required.</p> <p>1.3 Any <b>problems</b> identified with the quality of ingredients are reported promptly to the appropriate person.</p> <p>1.4 Dough and quick breads are prepared using appropriate basic <b>preparation methods</b>.</p> <p>1.5 Prepared dough and quick breads not for immediate consumption is stored correctly.</p> <p>1.6 Preparation areas and equipment are cleaned correctly after use.</p> |
|--|---|



- 1.7 Waste is handled correctly ready for appropriate dispatch methods.
  - 1.8 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.9 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 basic dough products and quick breads
- 2.1 Cooking areas and suitable equipment satisfy health and safety requirements and are ready for use.
  - 2.2 **Dough product** is cooked using appropriate **cooking methods** to meet **quality** requirements.
  - 2.3 Dough product not for immediate consumption is stored correctly.
  - 2.4 Preparation and cooking area and equipment are correctly cleaned after use.
  - 2.5 Any **problems** identified with the quality of the dough products are reported promptly to the appropriate person.
  - 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 elements below:*

**Element 1: Prepare basic dough products and quick breads****A. Dough:**

- (i) white dough
- (ii) whole wheat dough/wheat meal dough
- (iii) bun dough/enriched

**B. Quick breads: (*Also applies to element 2*)**

- (i) coconut/sweet bread
- (ii) banana bread

**C. Ingredients:**

- (i) white/wheatmeal/wholemeal flour
- (ii) fresh yeast
- (iii) dried yeast
- (iv) fat oil
- (v) eggs
- (vi) sugar
- (vii) milk
- (viii) water

**D. Problems:**

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

**E. Quality:**

- (i) texture
- (ii) appearance
- (iii) aroma
- (iv) consistency

**F. Preparation method:**

- (i) mixing
- (ii) kneading
- (iii) proving
- (iv) folding
- (v) glazing
- (vi) shaping
- (vii) rolling
- (viii) portioning

**Element 2: Cook basic dough products and quick breads****G. Dough products:**

- (i) bread loaves
- (ii) bread rolls
- (iii) buns
- (iv) doughnuts
- (v) pizza bases
- (vi) pita bread

**H. Cooking methods:**

- (i) baking methods
- (ii) deep frying

**I. Quality:**

- (i) texture
- (ii) appearance
- (iii) flavor
- (iv) aroma
- (v) consistency

**J. Problems:**

- (i) equipment failure
- (ii) in terms of freshness
- (iii) in terms of quantity

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing basic dough products and quick breads for cooking.
2. What safe working practices should be followed when cooking basic dough products and quick breads.
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 is it important to keep preparation areas and equipment hygienic when preparing basic dough products and quick breads for cooking.
6. What the main contamination threats are when preparing and storing dough products and quick breads for cooking.
7. Why time and temperature are important when preparing basic dough products and quick breads.
8. Why prepared basic dough products and quick breads should be stored at the required safe temperature before cooking.
9. Why is it important to keep cooking areas and equipment hygienic when cooking basic dough products and quick breads.
10. What the main contamination threats are when cooking and storing basic dough products and quick breads.
11. Why time and temperature are important when cooking basic dough products and quick breads.
12. Why basic dough products and quick breads not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after cooking.

**Product Knowledge**

13. What quality points to look for in basic dough products and quick breads.
14. What quality points to look for in cooked basic dough products and quick breads.
15. What basic cooking methods are suitable for different types of basic dough products and quick breads.
16. How to identify when basic dough products and quick breads are cooked to dish requirements.

**Healthy Catering Practices**

17. Which products could be used to substitute high fat ingredients when preparing basic dough products and quick breads for cooking.
18. Why increasing the fibre content of basic dough and quick breads can contribute to healthy catering practices.
19. Which different types of flours could increase the fibre content of basic dough products and quick breads.
20. Why reducing the amount of sugar in basic dough products and quick breads can contribute to healthy catering practices.
21. Which fats/oils can contribute to healthier catering 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, 1.4 and 1.6** and a minimum of :
  - **3 from the range of A**
  - **2 from the range of B**
  - **5 from the range of C**
  - **All from the range of E**
  - **4 from the range of F**
- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2, 2.4 and 2.6** and a minimum of:
  - **3 from the range of G**
  - **2 from the range of B**
  - **1 from the range of H**
  - **4 from the range of I**
  - **1 from the range of J**
- Supplementary evidence in the form of questioning and/or witness testimony to cover the rest of the performance criteria and all the range.
- Performance evidence should be demonstrated on at least two (2) occasions.

**(2) Methods of Assessment**

- Observation report by your assessor of how you:
  - prepare basic dough products and quick breads
  - cook basic dough products and quick breads
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you:
  - prepare basic dough products and quick breads
  - cook basic dough products and quick breads
- A personal statement describing how you:
  - prepare basic dough products and quick breads
  - cook basic dough products and quick breads

**(3) Context of Assessment**

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

**U15002: Prepare and cook basic egg dishes**

Unit Descriptor:

This unit describes the competence required to effectively prepare and basic egg dishes.

**The unit describes the essential abilities of:**

- Knowing when eggs and other ingredients are of the type, quality and quantity required.
- Knowing what quality points to look for in basic egg dishes.
- Knowing what safe working practices should be followed when preparing and cooking basic egg dishes.
- Operating within organizational procedures.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

## 1. Prepare basic egg dishes

- 1.1 Preparation areas and suitable **equipment** satisfy health and safety requirements and are ready for use.
- 1.2 **Eggs** and **other ingredients** are of the type, **quality** and quantity required.
- 1.3 Any **problems** identified with the quality of the food are reported promptly to the appropriate person.
- 1.4 Eggs are combined correctly with other ingredients to meet quality requirements.
- 1.5 Egg dishes are prepared using appropriate **preparation methods**.
- 1.6 Preparation areas and equipment are cleaned correctly after use.



- 1.7 Waste is handled correctly ready for appropriate dispatch methods.
  - 1.8 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.9 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
2. Cook basic egg dishes
- 2.1 Cooking areas and suitable **equipment** satisfy health and safety requirements and are ready for use.
  - 2.2 Any problems identified with the quantity of **eggs** or **other ingredients** are reported promptly to the appropriate person.
  - 2.3 **Egg dish** is cooked using appropriate **dry wet cooking methods** to meet **quality** requirements.
  - 2.4 Egg dish is finished using appropriate **finishing methods** to meet quality requirements.
  - 2.5 Egg dish not for immediate consumption is stored correctly.
  - 2.6 Cooking area and equipment are correctly 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 prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.

## RANGE STATEMENT

*You must cover the items below:*

### **Element 1: Prepare basic egg dishes**

#### **A. Equipment/Utensils:**

- (i) mixing bowls
- (ii) whisk
- (iii) measuring spoon
- (iv) blender

#### **B. Eggs: (*Also applies to element 2*)**

- (i) (pre-prepared/fresh) – chicken
- (ii) duck
- (iii) quail/other game bird

#### **C. Other ingredients: (*Also applies to element 2*)**

- (i) vegetables
- (ii) ham/bacon
- (iii) fish/shellfish
- (iv) cooked/smoked meat/poultry/offal
- (v) rice
- (vi) herbs
- (vii) spices

#### **D. Problems:**

- (i) in terms of quality
- (ii) in terms of quantity

**E. Quality:** *(Also applies to element 2)*

- (i) texture
- (ii) aroma
- (iii) consistency
- (iv) flavor

**F. Preparation method:**

- (i) beating
- (ii) whisking
- (iii) folding

**Element 2: Cook basic egg dishes****G. Equipment/utensils:**

- (i) casserole dish
- (ii) oven
- (iii) pans
- (iv) trays

**H. Egg dishes:**

- (i) egg dishes cooked by the dry method finished with basic sauces and garnish and/or appropriate accompaniments
- (ii) egg dishes cooked by the wet method finished with basic sauces and garnish and appropriate accompaniments

**I. Dry cooking methods:**

- (i) shallow fried
- (ii) sur le plat
- (iii) deep fried
- (iv) omelettes (garnished)
- (v) omelettes (filled/stuffed)

**J. Wet cooking methods:**

- (i) poached/moulded
- (ii) scrambled
- (iii) en cocotte
- (iv) boiled (soft/hard)

**K. Finishing methods:**

- (i) garnishing
- (ii) dressing
- (iii) glazing
- (iv) saucing
- (v) gratinating

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing basic egg dishes.
2. What safe working practices should be followed when cooking and finishing egg dishes.

**Food Hygiene**

3. Why it is important to keep preparation areas and equipment hygienic when preparing egg dishes.
4. What the main contamination threats are when preparing and storing egg dishes.
5. Why time and temperature are important when preparing egg dishes.
6. Why it is important to keep cooking areas and equipment hygienic when cooking and finishing egg dishes.
7. What the main contamination threats are when cooking and storing egg dishes.
8. Why time and temperature are important when cooking egg dishes.
9. Why egg dishes not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after cooking.

**Product Knowledge**

10. What quality points to look for in basic egg dishes.
11. What basic preparation methods are suitable for different types of basic egg dishes.
12. What basic cooking methods are suitable for different types of egg dishes.
13. How to identify when different types of egg dishes are cooked to dish requirements.

### Healthy Catering Practices

14. Which products should be used to substitute high fat ingredients when preparing egg dishes.
15. Which fats/oils can contribute to healthier catering practices.
16. Why increasing the fibre content of egg dishes can contribute to healthier catering practices.
17. Why reducing the amount of salt in egg dishes can contribute to healthier catering practices.
18. What cooking methods and equipment can contribute to reducing the fat/oil in egg dishes.

## 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, 1.4, 1.5 and 1.6** and a minimum of:
  - **2 from the range of A**
  - **1 from the range of B**
  - **4 from the range of C**
  - **2 from the range of D**
  - **4 from the range of E**
  - **2 from the range of F**
- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2, 2.4, 2.5, and 2.6** and a minimum of:
  - **2 from the range of G**
  - **1 from the range of B**
  - **4 from the range of C**
  - **4 from the range of E**
  - **3 from the range of I**
  - **2 from the range of J**
  - **3 from the range of K**

- 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 assessor of how you:
  - prepare basic egg dishes
  - prepare basic egg dishes
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you:
  - prepare basic egg dishes
  - prepare basic egg dishes
- A personal statement describing how you:
  - prepare basic egg dishes
  - prepare basic egg dishes

## **(3) Context of Assessment**

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

## U15102: Prepare and cook basic pasta dishes

### Unit Descriptor:

This unit describes the competence required to effectively prepare and cook basic pasta dishes.

#### The unit describes the essential abilities of:

- Knowing what type, quality and quantity of pasta and other ingredients are required.
- Knowing what are the appropriate preparation methods.
- Knowing what safe working practices should be followed when preparing basic pasta dishes.
- Operating within organizational procedures.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Prepare and cook basic pasta dishes | <p>1.1 Preparation areas and suitable <b>equipment</b> satisfy health and safety requirements and are ready for use.</p> <p>1.2 <b>Pasta</b> and <b>other ingredients</b> are of the type, quality and quantity required.</p> <p>1.3 Any <b>problems</b> identified with the quality of pasta and other ingredients are reported promptly to the appropriate person.</p> <p>1.4 Pasta is prepared using appropriate <b>preparation methods</b>.</p> <p>1.5 Pasta is combined correctly with other ingredients.</p> <p>1.6 Pasta not for immediate consumption are stored correctly.</p> |
|--|---|



- 1.7 Preparation areas and equipment are cleaned correctly after use.
  - 1.8 Waste is handled correctly ready for appropriate dispatch methods.
  - 1.9 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.10 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 basic pasta dishes
- 2.1 Cooking areas and suitable **equipment** satisfy health and safety requirements and are ready for use.
  - 2.2 **Pasta dishes** are cooked using appropriate **cooking methods** to meet **quality** requirements.
  - 2.3 Pasta dishes are finished using appropriate **finishing methods** to meet quality requirements.
  - 2.4 Pasta dishes not for immediate consumption are stored correctly.
  - 2.5 Cooking areas and equipment are correctly cleaned after use.
  - 2.6 Any problems identified with the quantity of pasta dishes are reported promptly to the appropriate person.
  - 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 prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.

## RANGE STATEMENT

*You must cover the items below:*

### **Element 1: Prepare basic pasta dishes**

#### **A. Equipment/utensils:** *(Also applies to element 2)*

- (i) pots
- (ii) stove

#### **B. Pasta:**

- (i) (pre-prepared fresh/dried) white pasta
- (ii) whole wheat pasta
- (iii) egg noodles
- (iv) stuffed pasta
- (v) linguini
- (vi) lasagna
- (vii) macaroni

#### **C. Other ingredients:**

- (i) vegetables
- (ii) meat
- (iii) stock
- (iv) cheese
- (v) spices
- (vi) eggs
- (vii) fish/shellfish
- (viii) herbs

#### **D. Problems:**

- (i) in terms of quality
- (ii) in terms of quantity

**E. Preparation methods:**

- (i) rinsing
- (ii) draining
- (iii) mixing
- (iv) chopping
- (v) grating
- (vi) slicing
- (vii) stuffing
- (viii) tossing
- (ix) seasoning (salt)
- (x) shaping

**Element 2: Cook basic pasta dishes****F. Pasta dishes:**

- (i) lasagna
- (ii) macaroni
- (iii) spaghetti
- (iv) linguini

**G. Cooking methods:**

- (i) boiling
- (ii) steaming
- (iii) combination cooking
- (iv) grilling
- (v) baking
- (vi) frying

**H. Quality:**

- (i) texture
- (ii) appearance
- (iii) aroma
- (iv) consistency
- (v) flavor

**I. Finishing methods:**

- (i) garnishing
- (ii) gratinating with cheese
- (iii) saucing

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing basic pasta dishes.
2. What safe working practices should be followed when cooking basic pasta dishes.

**Food Hygiene**

3. Why it is important to keep preparation areas and equipment hygienic when preparing basic pasta dishes.
4. What the main contamination threats are when preparing and storing basic pasta dishes.
5. Why time and temperature are important when preparing basic pasta dishes.
6. Why it is important to keep cooking areas and equipment hygienic when cooking basic pasta dishes.
7. What the main contamination threats are when cooking and storing basic pasta dishes.
8. Why time and temperature are important when cooking basic pasta dishes.
9. Why basic pasta dishes not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after cooking.

**Product Knowledge**

10. What quality points to look for in fresh/dried pasta.
11. What quality points to look for in cooked basic pasta dishes.
12. What basic cooking methods are suitable for different types of basic pasta dishes.
13. How to identify when pasta is cooked to dish requirements.

### Health Catering Practices

14. Which products could be used to substitute high fat ingredients when preparing basic pasta dishes.
15. Which fats/oils can contribute to healthy catering practices.
16. Why increasing the fibre content of basic pasta dishes can contribute to healthy catering practices.
17. Why reducing the amount of salt added to basic pasta dishes can contribute to healthy catering practices.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- Totally through performance evidence in the form of observation
- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.4, 1.5 and 1.7** and a minimum of:
  - **2 from the range of A**
  - **5 from the range of B**
  - **2 from the range of D**
  - **5 from the range of E**
- 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 F**
  - **4 from the range of G**
  - **5 from the range of H**
- 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 assessors of how you:
  - prepare basic pasta dishes
  - cook basic pasta dishes
  
- Answers to oral or written questions from your assessor.
  
- Witness statements from colleagues, line managers that provide evidence of how you:
  - prepare basic pasta dishes
  - cook basic pasta dishes
  
- A personal statement describing how you:
  - prepare basic pasta dishes
  - cook basic pasta dishes

**(3) Context of Assessment**

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

## U15202: Prepare and cook basic pastry dishes

Unit Descriptor:

This unit describes the competence required to effectively prepare and cook hot and cold sauces.

**The unit describes the essential abilities of:**

- Knowing what type, quality and quantity of pastry ingredients are required.
- Knowing what safe working practices should be followed when preparing and cooking basic fresh pastry
- Knowing what quality points to look for in different types of fresh pastry.
- Operating within organizational procedures.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |                                |  |
|--------------------------------|--|
| 1. Prepare basic pastry dishes | <p>1.1 Preparation areas and <b>equipment</b> satisfy health and safety requirements and are ready for use.</p> <p>1.2 <b>Pastry</b> ingredients are of the type, <b>quality</b> and quantity required.</p> <p>1.3 Any <b>problems</b> identified with the quality of pastry ingredients are reported promptly to the appropriate person.</p> <p>1.4 Pastry is prepared using appropriate <b>basic preparation methods</b> and <b>processing methods</b> to meet quality requirements.</p> <p>1.5 Prepared pastry not for immediate consumption is stored correctly.</p> |
|--------------------------------|--|

- 1.6 Preparation areas and equipment are cleaned correctly after use.
  - 1.7 Waste is handled correctly, ready for appropriate dispatch methods.
  - 1.8 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.9 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
2. Cook basic pastry dishes
- 2.1 Cooking areas and suitable **equipment** satisfy health and safety requirements and are ready for use.
  - 2.2 **Pastry** and other ingredients are of the type, **quality** and quantity required.
  - 2.3 Any **problems** identified with the pastry and other ingredients are promptly reported to the appropriate person
  - 2.4 Pastry is correctly combined with other ingredients ready for cooking.
  - 2.5 **Pastry dishes** are cooked using appropriate **cooking methods** to meet quality requirements.
  - 2.6 Pastry dishes are finished using appropriate **finishing methods**.
  - 2.7 Pastry dishes not for immediate consumption are stored correctly.
  - 2.8 Cooking areas and equipment are correctly cleaned after use.



- 2.9 Waste is handled correctly ready for appropriate dispatch methods.
- 2.10 Unexpected situations are dealt with effectively and the appropriate people informed where necessary.
- 2.11 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 basic pastry dishes**

#### **A. Equipment:**

- (i) sieve
- (ii) scale
- (iii) pastry cutter
- (iv) scissors
- (v) knife
- (vi) rolling pin
- (vii) mixer
- (viii) dish

#### **B. Pastry:**

- (i) short
- (ii) sweet
- (iii) suet
- (iv) choux

**C. Problems:**

- (i) in terms of freshness
- (ii) in terms of quantity

**D. Basic preparation methods:**

- (i) rubbing in
- (ii) mixing
- (iii) relaxing
- (iv) kneading

**E. Processing methods:**

- (i) cutting
- (ii) rolling
- (iii) shaping
- (iv) lining

**F. Quality:**

- (i) texture
- (ii) aroma
- (iii) consistency
- (iv) flavor

**Element 2: Cook basic pastry dishes****G. Equipment/utensils:**

- (i) oven
- (ii) bake sheet
- (iii) pastry brush

**H. Pastry:**

- (i) short
- (ii) sweet
- (iii) suet
- (iv) choux
- (v) frozen
- (vi) convenience
- (vii) puff
- (viii) flaky

**I. Cooking methods:**

- (i) baking
- (ii) steaming
- (iii) filling

**J. Finishing methods:**

- (i) dusting
- (ii) filling
- (iii) piping

**K. Pastry dishes:**

- (i) pies
- (ii) tartlets
- (iii) tarts
- (iv) pudding

**L. Quality:**

- (i) texture
- (ii) appearance
- (iii) aroma

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing basic fresh pastry.
2. What safe working practices should be followed when cooking basic pastry dishes.

**Food Hygiene**

3. Why it is important to keep preparation areas and equipment hygienic when preparing basic fresh pastry.
4. What the main contamination threats are when preparing and storing basic fresh pastry.
5. Why time and temperature are important when preparing basic fresh pastry.
6. Why prepared basic pastry should be stored at the required safe temperature before cooking.
7. Why it is important to keep cooking areas and equipment hygienic when cooking pastry dishes.
8. What the main contamination threats are when cooking and storing basic pastry dishes.
9. Why time and temperature are important when cooking basic pastry dishes.
10. Why basic pastry dishes not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after cooking.

**Product Knowledge**

11. What quality points to look for in different types of fresh pastry.
12. What basic preparation methods are suitable for different types of basic fresh pastry.
13. What quality points to look for in cooked basic pastry dishes.
14. What basic cooking methods are suitable for different types of basic pastry dishes.
15. How to identify when different types of pastry are cooked to dish requirements.

**Healthy Catering Practices**

16. Which products could be used to substitute high fat ingredients when preparing basic fresh pastry.
17. Which fat/oils can contribute to healthier catering practices.
18. Why increasing the fibre content of basic fresh pastry can contribute to healthy catering practices.
19. Why reducing the amount of sugar in basic fresh pastry can contribute to healthy catering practices.

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

- Totally through performance evidence in the form of observation
- Performance evidence in the form of observation to cover **performance criteria 1.1, 1.2, 1.4 and 1.6** and a minimum of:
  - **5 from the range of A**
  - **2 from the range of B**
  - **2 from the range of C**
  - **2 from the range of D**
  - **3 from the range of E**
  - **4 from the range of F**
- Performance evidence should be demonstrated on at least two (2) occasions.  
performance evidence in the form of observation to cover **performance criteria 2.1, 2.2, 2.4, 2.5, 2.6 and 2.8** and a minimum of:
  - 3 from the range of E**
  - 3 from the range of H**
  - 2 from the range of C**
  - 2 from the range of I**
  - 2 from the range of J**
  - 3 from the range of K**
  - 3 from the range of L**

- 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.

## **(2) Methods of Assessment**

- Observation reports by assessors of how you:
  - prepare basic pastry dishes
  - cook basic pastry dishes
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you:
  - prepare basic pastry dishes
  - cook basic pastry dishes
- A personal statement describing how you:
  - prepare basic pastry dishes
  - cook basic pastry dishes

## **(3) Context of Assessment**

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

## U15302: Prepare and cook rice dishes

Unit Descriptor:

This unit describes the competence required to effectively prepare and cook rice dishes.

**The unit describes the essential abilities of:**

- Knowing what the type, quality and quantity of rice and other ingredients are required.
- Knowing what basic preparation methods are suitable for different types of rice dishes.
- Knowing what quality points to look for in basic rice dishes.
- Operating within organizational procedures.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

#### 1. Prepare rice dishes

- 1.1 Preparation areas and suitable **equipment** satisfy health and safety requirements and are ready for use.
- 1.2 **Rice and other ingredients** are of the type, quality and quantity required.
- 1.3 Any **problems** identified with the quality of rice and other ingredients are reported promptly to the appropriate person.
- 1.4 Rice and other ingredients are prepared using appropriate preparation methods.
- 1.5 Rice is combined correctly with other ingredients.
- 1.6 Rice dishes not for immediate consumption are stored correctly.
- 1.7 Preparation areas and equipment are cleaned correctly after use.

- 1.8 Waste is handled correctly ready for appropriate dispatch methods.
  - 1.9 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.10 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
2. Cook rice dishes
- 2.1 Cooking areas and suitable **equipment** satisfy health and safety requirements and are ready for use.
  - 2.2 **Rice dishes** are cooked using appropriate **cooking methods** to meet **quality** requirements.
  - 2.3 Rice dishes are finished to meet quality requirements.
  - 2.4 Prepared rice dishes not for immediate consumption are stored correctly.
  - 2.5 Cooking areas and equipment are correctly cleaned after use.
  - 2.6 Any problems identified with rice dishes are reported promptly to the appropriate person.
  - 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 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 rice dishes****A. Equipment/utensils:** *(Also applies to element 2)*

- (i) Pots
- (ii) Stove

**B. Rice:**

- (i) Polished
- (ii) Unpolished
- (iii) Long grain rice
- (iv) Short grain rice
- (v) White rice
- (vi) Brown rice

**C. Other ingredients:**

- (i) Vegetables
- (ii) Meat
- (iii) Stock
- (iv) Cheese
- (v) Spices
- (vi) Herbs
- (vii) Eggs
- (viii) Fish/shellfish

**D. Problems:**

- (i) In terms of quality
- (ii) In terms of freshness

**E. Basic preparation methods:**

- (i) Washing
- (ii) Rinsing
- (iii) Draining
- (iv) Mixing
- (v) Moulding
- (vi) Seasoning (salt)

**Element 2: Cook rice dishes****F. Rice dishes:**

- (i) boiled
- (ii) pilau/pilaf
- (iii) risotto
- (iv) mixed fried/stir fried
- (v) steamed

**G. Cooking methods:**

- (i) boiling/steaming
- (ii) stewing
- (iii) stir frying
- (iv) braising

**H. Quality:**

- (i) texture
- (ii) appearance
- (iii) aroma
- (iv) consistency
- (v) flavor

**I. Finishing methods:**

- (i) garnishing
- (ii) saucing

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing rice dishes.
2. What safe working practices should be followed when cooking rice dishes.

**Food Hygiene**

3. Why it is important to keep preparation areas and equipment hygienic when preparing rice dishes.
4. What main contamination threats are when preparing and storing rice dishes.
5. Why time and temperature are important when preparing rice dishes.
6. Why it is important to keep cooking areas and equipment hygienic when cooking rice dishes.
7. What main contamination threats are when cooking and storing rice dishes.
8. Why time and temperature are important when cooking rice dishes.

**Product Knowledge**

9. What quality points to look for in fresh rice dishes.
10. What basic preparation methods are suitable for different types of rice dishes.
11. What basic cooking methods are suitable for different types of rice dishes.
12. How to identify when rice dishes are cooked to dish requirements.

**Healthy Catering Practices**

13. Which products could be used to substitute high fat ingredients when preparing rice dishes.
14. Which fats/oils can contribute to healthy catering practices.
15. Why increasing the fibre content of rice dishes can contribute to healthy catering practices.
16. Why reducing the amount of salt added to rice dishes 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, 1.4, 1.5, 1.7, and 1.8** and a minimum of:
  - **All from the range of A**
  - **5 from the range of B**
  - **5 from the range of C**
  - **All from the range of D**
  - **4 from the range of E**
- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2, 2.3, 2.5, 2.7 and 2.8** and a minimum of:
  - **All from the range of A**
  - **4 from the range of F**
  - **3 from the range of G**
  - **All from the range of H**
  - **1 from the range of I**
- 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 assessors of how you:
  - prepare rice dishes
  - cook rice dishes
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you:
  - prepare rice dishes
  - cook rice dishes
- A personal statement describing how you:
  - prepare rice dishes
  - cook rice dishes

**(3) Context of Assessment**

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

## U15402: Prepare and cook basic shellfish dishes

Unit Descriptor:

This unit describes the competence required to effectively prepare and cook basic shellfish dishes.

### The unit describes the essential abilities of:

- Knowing what type, quality and quantity of shellfish is required.
- Knowing what safe working practices should be followed when preparing basic shellfish dishes.
- Knowing what quality points to look for in shellfish.
- Knowing what basic preparation methods are suitable for different types of shellfish.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

#### 1. Prepare basic shellfish dishes

- 1.1 Preparation areas and equipment satisfy health and safety requirements and are ready for use.
- 1.2 **Shellfish** are of the type, quality and quantity.
- 1.3 Any **problems** identified with the quality of shellfish or **other ingredients** are reported promptly to the appropriate person.
- 1.4 Shellfish is correctly prepared using the appropriate **preparation method** and combined with other ingredients ready for cooking.
- 1.5 Shellfish dishes not for immediate consumption are stored correctly.
- 1.6 Preparation areas and equipment are cleaned correctly after use.

- 1.7 Waste is handled correctly ready for appropriate dispatch methods.
  - 1.8 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.9 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 finish basic shellfish dishes
- 2.1 Cooking areas and suitable equipment satisfy health and safety requirements and are ready for use.
  - 2.2 **Shellfish** dishes are cooked to meet dish requirements using appropriate **wet or dry cooking methods** to the type of fish or fish cut.
  - 2.3 Shellfish **dishes** are finished using appropriate **finishing methods** to meet **quality** requirements.
  - 2.4 Shellfish dishes not for immediate consumption are stored correctly.
  - 2.5 Any **problems** identified with the quality of the dish are reported promptly to the appropriate person.
  - 2.6 Cooking areas and equipment are correctly 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 prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.

## **RANGE STATEMENT**

*You must cover the items below:*

### **Element 1: Prepare basic shellfish dishes**

#### **A. Shellfish:**

- (i) (fresh, frozen, cured, canned) crab
- (ii) prawn
- (iii) shrimps
- (iv) scampi
- (v) sea urchins (white)
- (vi) mussels
- (vii) oysters
- (viii) conch

#### **B. Problems:**

- (i) in terms of freshness
- (ii) in terms of quality

#### **C. Other ingredients:**

- (i) dairy products
- (ii) eggs
- (iii) fruits
- (iv) vegetables
- (v) breadcrumbs



**D. Preparation methods:**

- (i) trimming
- (ii) shelling
- (iii) divining
- (iv) scraping
- (v) coating
- (vi) defrosting
- (vii) freezing

**Element 2: Cook and finish basic shellfish dishes****E. Dry cooking methods:**

- (i) deep frying
- (ii) shallow frying

**F. Moist cooking methods:**

- (i) poaching
- (ii) boiling

**G. Dish:**

- (i) dishes cooked by the dry method finished with basic garnishing sauce and appropriate accompaniments
- (ii) shellfish dishes cooked by the moist method finished with basic sauces and garnish and appropriate accompaniments

**H. Finishing methods:**

- (i) dressing
- (ii) garnishing
- (iii) portioning
- (iv) saucing

**I. Quality:**

- (i) texture
- (ii) aroma
- (iii) flavor
- (iv) appearance

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing basic shellfish dishes.
2. What safe working practices should be followed when cooking shellfish.
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 preparation areas and equipment hygienic when preparing basic shellfish dishes.
6. What the main contaminating threats are when preparing and storing basic shellfish dishes.
7. Why prepared shellfish should be stored at the required safe temperature before cooking.
8. Why it is important to keep cooking areas and equipment hygienic when cooking basic shellfish dishes.
9. What the main contaminating threats are when cooking and storing basic shellfish dishes.
10. Why time and temperature are important when cooking shellfish dishes.
11. Why shellfish not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after cooking.

**Product Knowledge**

12. What quality points to look for in shellfish.
13. What basic preparation methods are suitable for different types of shellfish.
14. What quality points to look for in cooked shellfish dishes.
15. What basic cooking methods are suitable for different types of shellfish.
16. How to identify when shellfish dishes are cooked to dish requirements.

**Healthy Catering Practices**

17. Which products could be used to substitute high fat ingredients when preparing basic shellfish.
18. Which fats/oils can contribute to healthy catering practices.
19. Why increasing the fibre content of basic shellfish dishes can contribute to healthy catering practices.
20. What cooking methods and equipment can contribute to reducing the fats/oils in shellfish dishes.

**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, 1.4, 1.6 and 1.7** and a minimum of:
  - **4 from the range of A**
  - **All from the range of B**
  - **3 from the range of C**
  - **3 from the range of D**
- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6** and a minimum of:
  - **4 from the range of A**
  - **All from the range of E**
  - **2 from the range of F**
  - **2 from the range of G**
  - **2 from the range of H**
  - **4 from the range of I**
  - **All 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 assessors of how you:
  - prepare basic shellfish dishes
  - cook and finish basic shellfish dishes
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you :
  - prepare basic shellfish dishes
  - cook and finish basic shellfish dishes
- A personal statement describing how you:
  - prepare basic shellfish dishes
  - cook and finish basic shellfish dishes

## **(3) Context of Assessment**

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

**U15502: Prepare and cook basic vegetable protein dishes**

Unit Descriptor:

This unit describes the competence required to effectively prepare and cook basic vegetable protein dishes.

**The unit describes the essential abilities of:**

- Knowing the type, quality and quantity of vegetable protein and other ingredients that are required.
- Knowing what basic preparation methods are suitable for different types of vegetable protein dishes.
- Knowing what safe working practices should be followed when preparing basic vegetable protein dishes.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Prepare basic vegetable protein dishes | 1.1 Preparation areas and suitable equipment satisfy health and safety requirements and are ready for use.   |
|   | 1.2 <b>Vegetable protein and other ingredients</b> are of the type, <b>quality</b> and quantity required.    |
|   | 1.3 Any <b>problems</b> identified with the quality of food are reported promptly to the appropriate person. |
|   | 1.4 Vegetable protein is correctly combined with other ingredients to meet quality requirements.             |
|   | 1.5 Vegetable protein dish is prepared using appropriate <b>preparation methods</b> .                        |
|   | 1.6 Preparation areas and equipment are cleaned correctly after use.   |
|   | 1.7 Waste is handled correctly ready for appropriate dispatch methods.                                       |

- 1.8 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
- 1.9 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 basic vegetable protein dishes
  - 2.1 Cooking areas and suitable equipment satisfy health and safety requirements and are ready for use.
  - 2.2 Any **problems** identified with **quality** of food are reported promptly to the appropriate person.
  - 2.3 **Vegetable protein** dishes are cooked using appropriate **cooking methods** to meet quality requirements.
  - 2.4 Vegetable protein dishes are finished to meet quality requirements.
  - 2.5 Vegetable protein dishes not for immediate consumption are stored correctly.
  - 2.6 Cooking areas and equipment are correctly 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 prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare basic vegetable protein dishes****A. Vegetable protein: (Also applies to element 2)**

- (i) reconstituted texture vegetable protein (TVP)
- (ii) tempeh (fermented soya beans)
- (iii) tofu
- (iv) quorn (trademark for a vegetable protein used in cooking as a meat substitute)

**B. Other ingredients:**

- (i) fresh vegetables/fruits
- (ii) preserved vegetables/fruit
- (iii) cereals
- (iv) nuts
- (v) seeds

**C. Problems: (Also applies to element 2)**

- (i) in terms of freshness
- (ii) in terms of quantity

**D. Quality: (Also applies to element 2)**

- (i) texture
- (ii) appearance
- (iii) aroma
- (iv) consistency
- (v) flavor

**E. Preparation methods:**

- (i) soaking
- (ii) mixing
- (iii) slicing
- (iv) chopping

**Element 2: Cook basic vegetable protein dishes****F. Cooking methods:**

- (i) grilling
- (ii) boiling
- (iii) shallow frying/stir frying
- (iv) braising
- (v) stewing
- (vi) deep frying
- (vii) roasting
- (viii) consistency
- (ix) flavor

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when preparing basic vegetable protein dishes.
2. What safe working practices should be followed when preparing basic vegetable protein dishes.

**Food Hygiene**

3. Why it is important to keep preparation areas and equipment hygienic when preparing basic vegetable protein dishes.
4. Why time and temperature are important when preparing basic vegetable protein dishes.
5. Why it is important to keep cooking areas and equipment hygienic when cooking basic vegetable protein dishes.
6. What the main contamination threats are when cooking and storing vegetable protein dishes.
7. Why time and temperature are important when cooking basic vegetable protein dishes.
8. Why vegetable protein dishes not for immediate consumption should be cooled rapidly or maintained at a safe hot temperature after cooking.



**Product Knowledge**

9. What the different types of vegetable protein are and their uses.
10. What quality points to look for in different vegetable proteins.
11. What basic preparation methods are suitable for different types of vegetable proteins.
12. What other alternatives are available which are suitable for vegetarians.
13. What quality points to look for in cooked basic vegetable protein dishes.
14. What basic cooking methods are suitable for different types of vegetable protein.
15. How to identify when different types of vegetable proteins are cooked to dish requirements.

**Healthy Catering Practices**

16. Which fats/oils can contribute to healthier catering practices.
17. What cooking methods and equipment can contribute to reducing the fats/oils in basic vegetable protein dishes.
18. Why reducing the amount of salt added to vegetables can contribute to healthy catering practices.
19. Which products could be used to substitute high fat ingredients when preparing basic vegetable protein dishes.

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

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, 2, 4, 5, 6, 7 and a minimum of:
  - **2 from the range of A**
  - **2 from the range of B**
  - **All from the range of C**
  - **All from the range of D**
  - **2 from the range of E**
- Performance evidence in the form of observation to cover performance criteria 1, 3, 4, 6, 7 and a minimum of:
  - **2 from the range of A**
  - **All from the range of C**
  - **All from the range of D**
  - **5 from the range of F**
- By 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 assessors of how you:
  - prepare basic vegetable protein dishes
  - you cook basic vegetable protein dishes
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you:
  - prepare basic vegetable protein dishes
  - you cook basic vegetable protein dishes
- A personal statement describing how you:
  - prepare basic vegetable protein dishes
  - you cook basic vegetable protein dishes

**(3) Context of Assessment**

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

**U15602: Prepare and present food for cold presentation**

Unit Descriptor:

This unit describes the competence required to effectively prepare and present food for cold presentation.

**The unit describes the essential abilities of:**

- Knowing the type, quality and quantity of bread and other ingredients required.
- Knowing what safe working practices should be followed when preparing and presenting food for cold presentation.
- Operate within organizational procedures.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

1. Prepare and present sandwiches and canapés

- 1.1 Preparation areas and suitable equipment satisfy health and safety requirements and are ready for use.
- 1.2 **Bread and other ingredients** are of the type, **quality** and quantity required.
- 1.3 Any **problems** identified with the quality of the bread and other ingredients are reported promptly to the appropriate person.
- 1.4 Bread and other ingredients are prepared according to product requirements.
- 1.5 Canapés and sandwiches not for immediate consumption are stored correctly.
- 1.6 Preparation areas and equipment are cleaned correctly after use.

- 1.7 Waste is handled correctly ready for appropriate dispatch methods.
  - 1.8 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
  - 1.9 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.
2. Prepare and present cooked, cured and pre-prepared foods
    - 2.1 Preparation areas and suitable equipment satisfy health and safety requirements and are ready for use.
    - 2.2 **Food products** and **garnish ingredients** are of the type, **quality** and quantity required.
    - 2.3 Any **problems** identified with the quality of food products and garnish ingredients are reported promptly to the appropriate person.
    - 2.4 Basic garnish ingredients are prepared using appropriate **preparation methods** and garnished to meet quality requirements.
    - 2.5 Food products are prepared using appropriate preparation methods and garnished to meet quality requirements.
    - 2.6 Prepared food not for immediate consumption is stored correctly.
    - 2.7 Displayed food is held under hygienic conditions.
    - 2.8 Prepared food returned is stored correctly or disposed of.

2.9 Preparation areas and equipment are cleaned correctly after use.

2.10 Waste is handled correctly ready for appropriate dispatch methods.

## **RANGE STATEMENT**

*You need to understand:*

### **Element 1: Prepare and present sandwiches and canapés**

#### **A. Bread:**

- (i) white/whole wheat bread
- (ii) sliced/unsliced bread
- (iii) buns
- (iv) pita bread
- (v) rye bread
- (vi) crisp bread
- (vii) toasted bread
- (viii) wraps

#### **B. Other ingredients:**

- (i) cooked/cured meats/poultry
- (ii) cooked/cured fish/shellfish
- (iii) fresh vegetables/fruit
- (iv) eggs
- (v) cheese
- (vi) fats

#### **C. Quality:**

- (i) appearance
- (ii) flavor

#### **D. Problems:**

- (i) in terms of quality
- (ii) in terms of quantity

**Element 2: Prepare and present cooked, cured and pre-prepared foods****E. Food products:**

- (i) pre-prepared basic salads
- (ii) prepared pies
- (iii) cooked meats/cooked poultry
- (iv) fish
- (v) pre-prepared pates
- (vi) cured meats
- (vii) fish
- (viii) shellfish

**F. Garnish ingredients:**

- (i) fruit
- (ii) vegetables
- (iii) herbs

**G. Quality:**

- (i) texture
- (ii) appearance
- (iii) aroma
- (iv) flavor

**H. Problems:**

- (i) in terms of freshness
- (ii) in terms of quality

**I. Preparation methods:**

- (i) slicing
- (ii) dressing
- (iii) garnishing
- (iv) portioning

**UNDERPINNING KNOWLEDGE AND SKILLS****Health and Safety**

1. What safe working practices should be followed when presenting sandwiches and canapés.
2. What safe working practices should be followed when preparing cooked, cured and pre-prepared foods for presentation

**Food Hygiene**

3. Why it is important to keep preparation areas and equipment hygienic when preparing and presenting sandwiches and canapés.
4. What the main contamination threats are when preparing and presenting sandwiches and canapés.
5. Why time and temperature are important when preparing and presenting sandwiches and canapés.
6. Why sandwiches and canapés not for immediate consumption should be maintained at a safe temperature
7. Why it is important to keep preparation areas and equipment hygienic when preparing cooked, cured and pre-prepared foods for presentation.
8. What the main contamination threats are when preparing and storing cooked, cured and pre-prepared foods for presentation.
9. Why time and temperature are important when preparing cooked, cured and pre-prepared foods for presentation.
10. Why cooked, cured and pre-prepared foods should be stored at the required safe temperature before presentation

**Product Knowledge**

11. What quality points to look for in prepared sandwiches and canapés.
12. What quality points to look for in the presentation of cooked, cured and pre-prepared foods.
13. Which products could be used to substitute high fat ingredients when preparing cooked, cured and pre-prepared food for presentation.



**Healthy Catering Practices**

14. Which products could be used to substitute high fat ingredients when preparing sandwiches and canapés.
15. Which fat/oils can contribute to healthy catering practices.
16. Why increasing the fibre content of sandwiches and canapés can contribute to healthy catering practices.
17. Why increasing the fibre content of cooked, cured and pre-prepared food can contribute to healthy catering practices.
18. Why reducing the amount of salt added to cooked, cured and pre-prepared 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, 1.4, 1.5 and 1.7** and a minimum of:
  - **4 from the range of A**
  - **4 from the range of B**
  - **2 from the range of C**
  - **All from the range of D**
- Performance evidence in the form of observation to cover **performance criteria 2.1, 2.2, 2.4, 2.5, 2.7, 2.9 and 2.10** and a minimum of:
  - **3 from the range of E**
  - **3 from the range of F**
  - **4 from the range of G**
  - **2 from the range of H**
  - **1 from the range of I**
- 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 assessors of how you:
  - prepare and present sandwiches and canapés
  - prepare and present cooked, cured and pre-prepared foods
- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you:
  - prepare and present sandwiches and canapés
  - prepare and present cooked, cured and pre-prepared foods
- A personal statement describing how you:
  - prepare and present sandwiches and canapés
  - prepare and present cooked, cured and pre-prepared foods

**(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 2**

### 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.

### Explanation of NVQ Levels ...Cont'd.

#### **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 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.

### Performance evidence

Performance evidence is evidence, which either shows how the candidate carried out real work, or takes the form of the product (or result) of real work undertaken by the candidate.

### 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.



**Simulations ...Cont'd**

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.

**Supplementary evidence**

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include: records of candidate's answers to questions asked by the assessor to confirm the candidate's competence; records of questioning to confirm details contained within the witness testimonies; simulation (see note in glossary).

**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).