



Handbook

FPD02 – VTCT (Skillsfirst) Level 2 NVQ Diploma in Food
Production and Cooking (RQF)

600/3229/7

Version 7.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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Contents

About Skillsfirst	2
Contents	3
1 Qualification at a glance.....	4
2 Qualification information.....	5
2.1 Qualification aim and design	5
2.2 Progression opportunities.....	5
3 Qualification structure	6
4 Centre requirements.....	8
4.1 Resources	8
4.2 People 1st.....	8
4.3 Occupational expertise of those who assess performance, and moderate and verify assessments	8
4.3.1 Internal verifiers.....	9
4.3.2 Assessors	9
4.4 Employer direct model.....	10
4.5 Continuous professional development (CPD).....	10
4.6 Total Qualification Time (TQT)	10
5 Assessment	11
5.1 Summary of assessment methods	11
5.2 Assessment principles	11
5.3 Characteristics of assessment guidance	11
5.3.1 Professional discussion	11
5.3.2 Realistic working environment (RWE)	12
5.4 Simulation and witness testimony.....	12
5.4.1 Simulation	12
5.4.2 Witness testimony	13
5.5 Recognition of prior learning (RPL)	13
6 Units	14

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 NVQ Diploma in Food Production and Cooking (RQF)
Qualification number	600/3229/7
Product code	FPD02
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Credits	40
Total Qualification Time (TQT)	400
Guided Learning (GL) hours	329
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Legal considerations	There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

The VTCT (Skillsfirst) Level 2 NVQ Diploma in Food Production and Cooking (RQF) is designed for learners employed in catering roles such as a kitchen assistant, school or general cook, team member or chef, who need to develop or consolidate their skills. This is a work-based qualification, which will allow learners to develop knowledge, understanding and skills essential for working in a catering environment, such as a food production and cooking and working with others and improving their own performance.

2.2 Progression opportunities

This qualification forms part of the Skillsfirst Intermediate Apprenticeship in Hospitality and Catering (Food Service) and learners achieving this qualification could progress to the Level 3 Award in Hospitality Supervision and Leadership Principles (RQF), the level 3 NVQ Diploma in Hospitality Supervision and Leadership (RQF) or into supervisory roles within the hospitality industry.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 NVQ Diploma in Food Production and Cooking (RQF) learners must achieve all mandatory units. A minimum of **40** credits must be achieved.

- Group A – **10** credits
- Group B – **16** credits
- Group C – **14** credits
- Unit ERH1 must be achieved by all learners undertaking the apprenticeship

The minimum TQT required to achieve this qualification is **400**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group A): 10 Credits				
FB1	Maintenance of a safe, hygienic and secure working environment	1	3	F/601/4218
FB2	Working effectively as part of a hospitality team	1	3	T/601/4216
FP1	Maintain food safety when storing, preparing and cooking food	2	4	D/601/6980

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group B): 16 credits				
FP2	Produce basic fish dishes	2	4	H/601/4938
FP3	Produce basic meat dishes	2	4	H/601/4941
FP4	Produce basic poultry dishes	2	4	R/601/7303
FP5	Produce basic vegetable dishes	2	4	R/601/4949
FP6	Cook-chill food	2	3	L/601/4755
FP7	Cook-freeze food	2	3	D/601/4758
FP8	Produce basic hot sauces	2	4	F/601/7328
FP9	Produce basic rice, pulse and grain dishes	2	3	K/601/4861
FP10	Produce basic pasta dishes	2	3	F/601/7331
FP11	Produce basic bread and dough products	2	4	K/601/4925
FP12	Produce basic pastry products	2	5	F/601/4946
FP13	Produce basic hot and cold desserts	2	3	J/601/4964
FP14	Produce basic cakes, sponges and scones	2	4	L/601/4934
FP15	Produce cold starters and salads	2	3	H/601/4955

FP16	Produce flour, dough and tray baked products	2	3	M/601/4960
Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group C): 14 credits				
CSA4	Give customers a positive impression of yourself and your organisation	2	5	L/601/0933
ERH1	Employment rights and responsibility in the hospitality, leisure, travel and tourism sector	2	2	T/601/7214
FB5	Provide a counter and takeaway service	1	3	L/601/5016
FB20	Maintain and deal with payments	2	4	M/601/5039
FP18	Produce basic egg dishes	1	3	L/601/7333
FP19	Produce healthier dishes	2	3	A/601/4962
FP20	Maintain an efficient use of food resources	2	4	J/601/4768
FP21	Maintain an efficient use of resources in the kitchen	2	3	A/601/4766
FP22	Prepare, operate and clean specialist food preparation and cooking equipment	2	4	J/601/4849
FP23	Liaise with care team to ensure that an individual's nutritional needs are met	2	3	Y/601/4760
FP24	Prepare meals for distribution	1	2	M/601/4845
FP25	Modify the content of dishes	2	4	F/601/4770
FP26	Prepare and cook food to meet the requirements of allergy sufferers	2	3	T/601/4782
FP27	Prepare meals to meet relevant nutritional standards set for school meals	1	4	F/601/5000
FP28	Promote new menu items	2	3	R/601/4966
FP29	Present menu items according to a defined brand standard	1	3	Y/601/4855
FP30	Convert a room for dining	2	3	M/601/4697
FP31	Complete kitchen documentation	2	3	L/601/5372
FP32	Set up and close kitchen	2	4	L/601/4996
FP37	Prepare hot and cold sandwiches	1	2	K/601/4844

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 People 1st

The Level 2 NVQ Diploma in Food Production and Cooking (RQF) is based on the units developed by People1st who are the sector skills council for hospitality. Their contact details are:

2nd Floor, Armstrong House
38 Market Square
UXBRIDGE
UB8 1LH
Tel: 01895 817000

enquiries@people1st.co.uk

This handbook provides details from People1st's assessment strategy, which centres will need to apply in order to assess and quality assure the Level 2 NVQ Diploma in Food Production and Cooking (RQF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the People1st website www.people1st.co.uk

4.3 Occupational expertise of those who assess performance, and moderate and verify assessments

Assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

Assessors and IVs should:

- have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:
 - curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution
- have sufficient occupational expertise so they have up to date knowledge and experience of the particular aspects of work they are assessing or verifying. This could be confirmed by records of continuing professional development (CPD) achievements
- be prepared to participate in training activities for their CPD
- have a sound in-depth knowledge of, and uphold the integrity of, the National Occupational Standards (NOS), units of assessment and the people1st assessment principles

- be employed directly or contractually by the same centre as the learner or
- be acting as a counter signatory on a short-term basis for a maximum period of 18 months, where the assessor/IV has not achieved the relevant award

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

4.3.1 Internal verifiers

The IV is responsible for the approved centre's assessment quality. Therefore, in addition to the above, IVs must also:

Internal verifiers must have an in-depth knowledge of the NVQs/SVQs that they are internally verifying.

- For internal verification of NVQs and SVQs, where the internal verifier has not yet achieved the D34, V1 units or other equivalent qualification, all verification decisions must be countersigned by a colleague who has achieved one or other of these units. This colleague must have the same occupational expertise.
- It is essential that the internal verifier is from a relevant occupational background and that they have supervisory/management skills, inter-personal and investigative skills, the ability to hold meetings and guide and plan, together with skills in administration and record-keeping. This is a quality monitoring role with responsibility for consistency of assessment to national standards.
- Internal verifiers should regularly update their occupational competence in the areas they are assessing through a range of Continuous Professional Development.
- It is good practice for internal verifiers to hold a qualification in health, safety and hygiene regulations, or alternatively they must have received training in these areas.

All new IVs must hold units A1 and/or A2.

or:

Where employers opt for an 'employer direct' model (described below) the qualification requirement may be waived. It is desirable that all IVs hold a relevant qualification.

4.3.2 Assessors

Assessors should only assess in their area of technical and occupational competence, approved by Skillsfirst.

Assessors will either:

Hold a D32 and/or D33, or an A1 and/or A2 or other equivalent qualifications, or be working towards an A1 and/or A2

- those working towards an A1 or A2 should achieve the qualification within 18 months of beginning assessment duties
- assessment decisions, by those still working towards A1/A2 certification, must be countersigned by a qualified assessor

or:

Where employers opt for an 'employer direct' model (described below) the qualification requirement may be waived.

4.4 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived.

The employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and People1st and the approval of the qualification regulators, may choose between:

- achieving the appropriate approved qualifications for assessment/verification

or

- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD.

Centres are expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

5.2 Assessment principles

People 1st advocate the integration of national occupational standards within employers' organisations in order to achieve a national level of competence across the sector's labour market.

As such, assessment of this qualification will, ideally, take place within the workplace and assessment should, where possible, be conducted by the learner's supervisors and/or line managers. Skillsfirst recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such we permit the use of assessment within realistic working environments (RWE). Additionally, where sector employers do not have the infrastructure to manage assessment independently, it values the role of the peripatetic assessors to support the assessment process.

Within these parameters, Skillsfirst expects that:

- the majority of assessment of this qualification will be based on performance evidence, such as direct observation, outputs of work and witness testimony within the workplace or an RWE which is approved by Skillsfirst
- opportunities to ascertain candidate's accreditation of prior learning is maximised by early contact between the assessor and candidate and during initial assessment/induction period

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined above) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can:

- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.3.1 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.3.2 Realistic working environment (RWE)

Assessment of this qualification should ideally be carried out within the workplace, however, where this is not possible learners can be assessed within an approved RWE that replicates a real work setting.

It is essential for organisations operating an RWE to ensure it reflects current and real work settings. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment.

The number of hours learners work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the Skillsfirst criteria for this purpose.

The work situation being represented is relevant to this qualification as follows:

- the type of work situation being represented mirrors the relevant setting e.g. quick service takeaway, restaurant, brasserie, café/snack bar, cafeteria, etc.
- appropriate industrial equipment, furnishings and resources (e.g. ingredients and technology) that replicate the work situation are used, ensuring that assessment requirements can be covered
- industry trends are considered in the product and service offer

The learner's work activities reflect those found in the situation being represented, i.e.

- learners operate in a professional capacity with corresponding job schedules and/or descriptions
- learners are clear on their work activities and responsibilities

The RWE is operated in the same manner as a real work situation, i.e.

- customers are not prompted to behave in a particular manner
- customer feedback received is maintained and acted upon

The RWE is under-pinned by commercial principles and responsibilities including:

- organisational charts which indicate the anticipated job roles in the RWE and their hierarchical structure taking into account supervisory requirements
- evidence of business planning, for example product/service plans, staffing/rotas, costing, promotions
- learners being encouraged to carry out their function in line with business expectations, e.g. within timescales and budget, minimizing wastage
- ensuring that legislative regulations are adhered to e.g. food safety, health and safety, equal opportunities, trade description
- consumer information being provided on products and services e.g. allergy advice on food products

5.4 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.4.1 Simulation

There are no units within hospitality NVQs that can be achieved solely by simulation. Simulation can be used as a supplementary form of evidence where the opportunity for assessment in the workplace is minimal, for example for health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

5.4.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.5 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

FB1 – Maintenance of a safe, hygienic and secure working environment

Unit reference number: F/601/4218

Level: 1

Credit value: 3

Guided Learning (GL) hours: 25

Unit aim

This unit is about basic health, hygiene, safety and security. This includes maintaining a clean and hygienic personal appearance, getting any cuts and grazes treated and reporting illnesses and infections. The unit also covers safety and security in your workplace – helping to spot and deal with hazards and following emergency procedures when necessary.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to maintain personal health and hygiene

LO2 Know how to maintain personal health and hygiene

LO3 Be able to help maintain a hygienic, safe and secure workplace

LO4 Know how to maintain a hygienic, safe and secure workplace

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 1GEN1

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Maintain personal health and hygiene

The assessor **must** assess assessment criteria 1.1 and 1.2 by directly observing the learner's work. The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.

Maintain a hygienic, safe and secure workplace

The assessor **must** assess assessment criteria 3.1, 3.3, 3.4 and 3.5 by directly observing the learner's work. The assessor may assess assessment criterion 3.2 through questioning, witness testimony or simulation if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **hazards**:
 - relating to equipment
 - relating to areas where you work
 - relating to personal clothing
- **one** from **ways of dealing with hazards**:
 - putting them right yourself
 - reporting them to appropriate colleagues
 - warning other people
- at least **one** from **emergency procedures**:
 - fire
 - threat
 - security

Evidence for the remaining assessment criteria may be assessed through questioning, witness testimony or simulation.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to maintain personal health and hygiene	1.1 Wear clean, smart and appropriate clothing, footwear and headgear
	1.2 Keep hair neat and tidy and wear it in line with organisational standards
	1.3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards
	1.4 Get any cuts, grazes and wounds treated by the appropriate person
	1.5 Report illness and infections promptly to the appropriate person

Learning Outcome	Assessment Criteria
LO2 Know how to maintain personal health and hygiene	2.1 State own responsibilities under the Health and Safety at Work Act
	2.2 State general rules on hygiene that must be followed
	2.3 State correct clothing, footwear and headgear that should be worn at all times
	2.4 State the importance of maintaining good personal hygiene
	2.5 Describe how to deal with cuts, grazes and wounds and why it is important to do so

Learning Outcome	Assessment Criteria
LO3 Be able to help maintain a hygienic, safe and secure workplace	3.1 Identify any hazards or potential hazards and deal with these correctly
	3.2 Report any accidents or near accidents quickly and accurately to the proper person
	3.3 Follow health, hygiene and safety procedures during work
	3.4 Practise emergency procedures correctly
	3.5 Follow organisational security procedures

Learning Outcome	Assessment Criteria
LO4 Know how to maintain a hygienic, safe and secure workplace	4.1 State the importance of working in a healthy, safe and hygienic way
	4.2 State where information about Health and Safety in your workplace can be obtained
	4.3 Describe the types of hazard in the workplace that may occur and how to deal with these
	4.4 State hazards that can be dealt with personally and hazards that must be reported to someone else
	4.5 State how to warn other people about hazards and why this is important
	4.6 State why accidents and near accidents should be reported and who these should be reported to
	4.7 Describe the type of emergencies that may happen in workplace and how to deal with these
	4.8 State where to find first aid equipment and who the registered first-aider is in the workplace
	4.9 State safe lifting and handling techniques that should be followed
	4.10 State other ways of working safely that are relevant to own position and why these are important
	4.11 Describe organisational emergency procedures, in particular fire, and how these should be followed
	4.12 State the possible causes for fire in the workplace
	4.13 Describe how to minimise the risk of fire
	4.14 State where to find fire alarms and how to set them off
	4.15 State why a fire should never be approached unless it is safe to do so
	4.16 State the importance of following fire safety laws
	4.17 Describe organisational security procedures and why these are important
	4.18 State the correct procedures for dealing with customer property
	4.19 State the importance of reporting all usual/non-routine incidents to the appropriate person

FB1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

FB2 – Working effectively as part of a hospitality team

Unit reference number: T/601/4216

Level: 1

Credit value: 3

Guided Learning (GL) hours: 22

Unit aim

This unit assesses learner's skills and knowledge when working as part of a team. Teams include line managers, supervisors as well as other people in the same team and those working at the same level. The unit includes planning and organising work, working effectively as part of a team and getting feedback from others to support his/her own learning and development.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Be able to plan and organise own work

LO2 Be able to work effectively with team members

LO3 Be able to develop own skills

LO4 Know how to plan and organise own work

LO5 Know how to work effectively with team members

LO6 Know how to develop own skills

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 1GEN4

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to plan and organise own work	1.1 Make sure the requirements of the work are understood
	1.2 Ask questions if the requirements of the work are not clear
	1.3 Accurately follow instructions
	1.4 Plan work and prioritise tasks in order of importance
	1.5 Keep everything needed for the work organised and available
	1.6 Keep work areas clean and tidy
	1.7 Keep waste to a minimum
	1.8 Ask for help from the relevant person if it is needed
	1.9 Provide work on time and as agreed

Learning Outcome	Assessment Criteria
LO2 Be able to work effectively with team members	2.1 Give team members help when they ask for it
	2.2 Ensure the help given to team members is within the limits of own job role
	2.3 Ensure the help given to team members does not prevent own work being completed on time
	2.4 Pass on important information to team members as soon as possible
	2.5 Maintain good working details of the relationships with team members
	2.6 Report any problems with working details of the relationships to the relevant person
	2.7 Communicate clearly and effectively with team members

Learning Outcome	Assessment Criteria
LO3 Be able to develop own skills	3.1 Seek feedback on own work and deal with this feedback positively
	3.2 Identify with the relevant person aspects of own work which are up to standard and areas that could be improved
	3.3 Agree what has to be done to improve their work
	3.4 Agree a learning plan with the relevant person
	3.5 Seek opportunities to review and develop learning plan

Learning Outcome	Assessment Criteria
LO4 Know how to plan and organise own work	4.1 State why it is essential to understand the requirements of the work
	4.2 List the benefits of planning and organising work
	4.3 Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions
	4.4 List the benefits of keeping everything needed for own work organised and available
	4.5 State why it is important to keep work areas clean and tidy
	4.6 State why it is important to keep waste to a minimum
	4.7 State when to ask for help and who can be asked

Learning Outcome	Assessment Criteria
LO5 Know how to work effectively with team members	5.1 State the importance of effective teamwork
	5.2 State the people in own team and explain how they fit into the organisation
	5.3 List the responsibilities of the team and why it is important to the organisation as a whole
	5.4 Describe how to maintain good working details of the relationships with team members
	5.5 State how to determine if helping a team member will prevent own work from being completed on time
	5.6 State the limits of own job role and what can and cannot be done when helping team members
	5.7 State why essential information needs to be passed on to a team member as soon as possible
	5.8 List the types of behaviour that help teams to work effectively and behaviours that do not
	5.9 State why problems with working details of the relationships should be reported to the relevant person
	5.10 Describe how to communicate clearly and why it is important to do so

Learning Outcome	Assessment Criteria
LO6 Know how to develop own skills	6.1 State the importance of improving own knowledge and skills
	6.2 Describe how to get feedback from team members and how this is helpful
	6.3 Describe how a learning plan can improve own work
	6.4 State why it is important to regularly review own learning plan

FB2 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

FP1 – Maintain food safety when storing, preparing and cooking food

Unit reference number: D/601/6980

Level: 2

Credit value: 4

Guided Learning (GL) hours: 32

Unit aim

This unit describes the craft competencies needed for preparing and cooking food safely, and focuses on the four main areas of control - cooking, cleaning, chilling and preventing cross contamination, in addition to supplies being satisfactory. It provides staff with a broad understanding of reviewing hazards and hazard-based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff that directly prepare and cook food.

Separate units are available for those who serve and handle food in other ways, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

Learning outcomes

There are nine outcomes to this unit. The learner will:

- LO1 Be able to keep self clean and hygienic
- LO2 Know how to keep self clean and hygienic
- LO3 Be able to keep working area clean and hygienic
- LO4 Know how to keep working area clean and hygienic
- LO5 Be able to store food safely
- LO6 Know how to store food safely
- LO7 Be able to prepare, cook and hold food safely
- LO8 Know how to prepare, cook and hold food safely
- LO9 Know how to maintain food safety

Version 1.0

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2GEN3

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

- **Clothes:**
 - Trousers
 - Tops/jackets
 - Coats
 - Disposable gloves
 - Shoes
 - Headgear
 - Aprons

- **Appropriate times to wash your hands:**
 - After going to the toilet or in contact with faeces
 - When going into food preparation and cooking areas including after any work breaks
 - After touching raw food and waste
 - Before handling raw food
 - After disposing of waste
 - After cleaning
 - Changing dressings or touching open wounds

- **Unsafe behaviour:**
 - Failure to wash hands thoroughly when necessary
 - Touching your face, nose or mouth, blowing your nose
 - Chewing gum
 - Eating
 - Smoking
 - Scratching

- **Surfaces and equipment**
 - Surfaces and utensils for preparing, cooking and holding food
 - Surfaces and utensils used for displaying and serving food
 - Appropriate cleaning equipment

- **Storage areas:**
 - Ambient temperature
 - Refrigerator
 - Freezer

- **Operations**
 - Defrosting food
 - Preparing food, including washing and peeling
 - Cooking food
 - Reheating food
 - Holding food before serving
 - Cooling cooked food not for immediate consumption
 - Freezing cooked food not for immediate consumption

- **Hazards:**
 - Bacteria and other organisms
 - Chemical
 - Physical
 - Allergenic

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to keep self clean and hygienic	1.1 Wear clean and hygienic clothes appropriate to the jobs being undertaken
	1.2 Tie hair back and/or wear appropriate hair covering
	1.3 Only wear jewellery and other accessories that do not cause food safety hazards
	1.4 Change clothes when necessary
	1.5 Wash hands thoroughly at appropriate times
	1.6 Avoid unsafe behaviour that could contaminate the food working with
	1.7 Report any cuts, boils, grazes, illness and infections promptly to the appropriate person
	1.8 Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing

Learning Outcome	Assessment Criteria
LO2 Know how to keep self clean and hygienic	2.1 State why clean and hygienic clothes must be worn
	2.2 State why hair must be tied back or an appropriate hair covering be worn
	2.3 State the different types of protective clothes that are appropriate for different jobs in
	2.4 Storage, preparation and cooking food
	2.5 Describe the food safety hazards that jewellery and accessories can cause
	2.6 State when clothing should be changed
	2.7 State the importance of changing clothes
	2.8 State why hands must be washed after going to the toilet, before going into food
	2.9 Preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food
	2.10 Describe how to wash hands safely
	2.11 State the importance of not handling food when open cuts are present
	2.12 Describe what to do if anyone has an open cut
	2.13 State the importance of reporting illnesses and infections promptly
	2.14 State why stomach illnesses are particularly important to report
	2.15 State the importance of avoiding touching, face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food

Learning Outcome	Assessment Criteria
LO3 Be able to keep working area clean and hygienic	3.1 Make sure surfaces and equipment are clean and in good condition
	3.2 Use clean and suitable cloths and equipment for wiping and cleaning between tasks
	3.3 Remove from use any surfaces and equipment that are damaged or have lose parts
	3.4 Report damaged surfaces, equipment to the person responsible for food safety
	3.5 Dispose of waste promptly, hygienically and appropriately
	3.6 Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings
	3.7 Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person
	3.8 Identify, take appropriate action on any signs of pests
	3.9 Report any signs of pest to the appropriate person

Learning Outcome	Assessment Criteria
LO4 Know how to keep working area clean and hygienic	4.1 State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task
	4.2 Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task
	4.3 State the importance of only using clean and suitable cloths when cleaning before tasks
	4.4 State how to ensure that clean and suitable cloths are used before tasks
	4.5 Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety
	4.6 List the types of damaged surfaces or equipment that can cause food safety hazards
	4.7 Describe how to deal with damaged surfaces and equipment
	4.8 State the importance of clearing and disposing of waste promptly and safely
	4.9 Describe how to safely dispose of waste
	4.10 Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards
	4.11 State the types of damage that should be looked out for
	4.12 State the types of pests that could be found in catering operations
	4.13 State how to recognise the signs that pest may be present

Learning Outcome	Assessment Criteria
LO5 Be able to store food safely	5.1 Check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery
	5.2 Look at and retain any important labelling information
	5.3 Prepare food for storage
	5.4 Place food in storage as quickly as necessary to maintain its safety
	5.5 Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food
	5.6 Store food so that cross contamination is prevented
	5.7 Follow stock rotation procedures
	5.8 Safely dispose of food that is beyond 'use-by-date'
	5.9 Keep necessary records up-to-date

Learning Outcome	Assessment Criteria
LO6 Be able to prepare, cook and hold food safely	6.1 State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date
	6.2 State the importance of preparing food for storage
	6.3 State why food must be put in the correct storage area
	6.4 State the temperature food should be stored at
	6.5 State the importance of keeping storage areas clean and tidy
	6.6 Describe what to do if storage areas are not clean and tidy
	6.7 State the importance of storing food at the correct temperature
	6.8 Describe how to store food at the correct temperature
	6.9 State what types of food are raw
	6.10 State why types of food are ready-to-eat
	6.11 State why stock rotation procedures are important
	6.12 State why food beyond its 'use-by-date' must be disposed of

Learning Outcome	Assessment Criteria
LO7 Be able to prepare, cook and hold food safely	7.1 Check food before and during operations for any hazards
	7.2 Follow correct procedures for dealing with food hazards
	7.3 Follow organisational procedures for items that may cause allergic reactions
	7.4 Prevent cross-contamination between different types of food
	7.5 Use methods, times, temperatures and checks to make sure food is safe following operations
	7.6 Keep necessary records up-to-date

Learning Outcome	Assessment Criteria
LO8 Know how to prepare, cook and hold food safely	8.1 State why it is necessary to defrost foods before cooking
	8.2 State when it is necessary to defrost foods before cooking
	8.3 Describe how to safely and thoroughly defrost food before cooking
	8.4 Describe how to recognise conditions leading to safety hazards
	8.5 State what to do if any food safety hazards are discovered
	8.6 State the importance of knowing that certain foods cause allergic reactions
	8.7 Describe organisational procedures to deal with foods possible of causing allergic reactions
	8.8 State what to do if a customer asks if a particular dish is free from a certain food allergen
	8.9 Describe how cross-contamination can happen between different food types
	8.10 Describe how to avoid cross-contamination between different food types
	8.11 Explain why thorough cooking and reheating methods should be used
	8.12 State cooking and reheating temperatures and times to use for food being worked with
	8.13 Describe how to check that food is thoroughly cooked or safely reheated
	8.14 State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer
	8.15 State the types of foods that may need to be chilled or frozen because they are not for immediate consumption
	8.16 Describe how to safely store food not for immediate consumption

Learning Outcome	Assessment Criteria
LO9 Know how to maintain food safety	9.1 Describe how to operate a food safety management system
	9.2 Explain the concept of hazards to food safety in a catering operation
	9.3 State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level
	9.4 Describe what may happen if hazards are not controlled
	9.5 State the types of hazards that may occur in a catering operation
	9.6 Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross contamination
	9.7 State why monitoring is important
	9.8 State the key stages in the monitoring process
	9.9 State the importance of knowing what to do when things go wrong
	9.10 State why some hazards are more important than others in terms of food safety
	9.11 State who to report to if there are food safety hazards

FP1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

FP2 – Produce basic fish dishes

Unit reference number: H/601/4938

Level: 2

Credit value: 4

Guided Learning (GL) hours: 34

Unit aim

This unit is about cooking and finishing basic fish dishes.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce basic fish dishes

LO2 Understand how to produce basic fish dishes

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR1

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Fish

- Raw fish portions
- Processed fish products (ie fish cakes, coated fish portions)
- Whole fish

2. Cooking by

- Frying – deep
- Frying – shallow
- Grilling
- Boiling (including boil in the bag)
- Steaming
- Baking
- Microwaving

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce basic fish dishes	1.1 Check fish meets dish requirements
	1.2 Choose and use the right tools and equipment correctly
	1.3 Combine fish with other ingredients
	1.4 Cook fish to meet dish requirements
	1.5 Garnish and present the dish to meet requirements
	1.6 Make sure dishes have the correct flavour, colour, consistency and quantity
	1.7 Make sure dishes are at correct temperature for holding and serving
	1.8 Safely store any cooked fish not for immediate use

Learning Outcome	Assessment Criteria
LO2 Understand how to produce basic fish dishes	2.1 Describe how to check the fish meets dish requirements
	2.2 State what quality points to look for in fish
	2.3 Describe what to do if there are any problems with the fish or other ingredients
	2.4 State which tools and equipment to use for the relevant cooking method
	2.5 State why it is important to use the correct tools and equipment
	2.6 Explain why it is important to use the most appropriate cooking methods in relation to each type of fish
	2.7 State the correct temperatures for cooking fish and why these temperatures are important
	2.8 Describe how to garnish and present fish according to organisational requirements
	2.9 Describe how to correct a dish to make sure it has the correct colour, consistency and flavour
	2.10 State the correct temperature for holding and serving fish dishes
	2.11 State healthy eating options when cooking and finishing fish

FP2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP3 – Produce basic meat dishes

Unit reference number: H/601/4941

Level: 2

Credit value: 4

Guided Learning (GL) hours: 34

Unit aim

This unit is about cooking and finishing basic meat dishes.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce basic meat dishes

LO2 Understand how to produce basic meat dishes

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR2

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Meat

- Raw meat portions
- Processed meat products (i.e. burgers, sausages)
- Meat joints

2. Cooking by

- Grilling (over and under heat source)
- Griddling
- Frying (shallow/stir)
- Boiling (including boil in the bag)
- Braising
- Steaming
- Stewing
- Roasting
- Baking
- Microwaving

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce basic meat dishes	1.1 Check meat meets type, cut, quality and quantity requirements
	1.2 Choose and use tools and equipment correctly
	1.3 Combine meat with other ingredients
	1.4 Cook meat to meet dish requirements
	1.5 Make sure dish has the correct flavour, consistency and quantity
	1.6 Garnish and present the dish to meet organisational specifications
	1.7 Make sure dishes are at correct temperature for holding and serving
	1.8 Safely store cooked meat not for immediate use

Learning Outcome	Assessment Criteria
LO2 Understand how to produce basic meat dishes	2.1 Describe how to check the meat is of correct type, cut and quantity for dishes
	2.2 State what quality points to look for in prepared meat
	2.3 Describe what to do if there any problems with the meat or other ingredients
	2.4 Explain the benefits of sealing meat
	2.5 State the most effective (or appropriate) methods of cooking different cuts of meat
	2.6 State the correct tools and equipment to use for relevant cooking methods
	2.7 State why it is important to use the correct tools and equipment
	2.8 Describe how to use different cooking methods to meet dish requirements
	2.9 State the correct temperature for cooking meat using various methods
	2.10 Describe how to correct a meat dish to meet finishing requirements
	2.11 Describe how to follow finishing methods including, garnishing and presentation
	2.12 State correct temperature for holding and serving meat
	2.13 State healthy eating options when cooking and finishing meat

FP3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP4 – Produce basic poultry dishes

Unit reference number: R/601/7303

Level: 2

Credit value: 4

Guided Learning (GL) hours: 33

Unit aim

This unit is about cooking and finishing basic poultry dishes.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce basic poultry dishes

LO2 Understand how to produce basic poultry dishes

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR3

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Poultry

- Coated poultry products
- Raw poultry portions
- Whole birds

2. Cooking by

- Grilling
- Griddling
- Roasting
- Poaching (including boil in the bag)
- Frying (deep/shallow/sautéing/stir)
- Steaming
- Baking
- Microwaving

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce basic poultry dishes	1.1 Check poultry meets dish requirements
	1.2 Choose and use tools and equipment correctly
	1.3 Combine poultry with other ingredients
	1.4 Cook poultry to meet dish requirements
	1.5 Make sure dishes have the correct flavour, colour, consistency and quantity
	1.6 Garnish and present dishes to meet requirements
	1.7 Make sure dishes are at correct temperature for holding and serving
	1.8 Safely store cooked poultry not for immediate use

Learning Outcome	Assessment Criteria
LO2 Understand how to produce basic poultry dishes	2.1 Describe how to check the poultry meets dish requirements
	2.2 State what quality points to look for in poultry items, including frozen and coated items
	2.3 Describe what to do if there are any problems with the poultry or other ingredients
	2.4 State what tools and equipment to use for the relevant cooking methods
	2.5 State why it is important to use the tools and equipment correctly
	2.6 Describe how each of the cooking methods should be followed to meet dish requirements
	2.7 State why it is important to use the correct cooking techniques
	2.8 State the correct temperatures for cooking poultry and poultry products
	2.9 Describe how to correct a poultry dish to meet finishing requirements
	2.10 Describe how to follow finishing methods including: garnishing and presentation
	2.11 State the correct temperature for holding and serving poultry dishes
	2.12 State healthy eating options when cooking and finishing poultry

FP4 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP5 – Produce basic vegetable dishes

Unit reference number: R/601/4949

Level: 2

Credit value: 4

Guided Learning (GL) hours: 32

Unit aim

This unit is about cooking and finishing basic vegetable dishes. It also covers the cooking and finishing of vegetables in a simple form, for example, boiled or steamed carrots, roast potatoes.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce basic vegetable dishes

LO2 Understand how to produce basic vegetable dishes

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR4

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Vegetables

- Roots and tubers
- Bulbs
- Flower heads
- Fungi
- Seeds and pods
- Leaves
- Stems
- Vegetable fruits

2. Format

- Fresh
- Frozen
- Pre-prepared

3. Cooking by

- Blanching
- Boiling
- Roasting
- Baking
- Grilling
- Frying (deep/shallow/stir)
- Steaming
- Combination cooking methods
- Microwaving

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce basic vegetable dishes	1.1 Check the vegetables meet both quality and quantity requirements
	1.2 Choose and use tools and equipment correctly
	1.3 Combine vegetables with other ingredients
	1.4 Cook vegetables to meet dish requirements
	1.5 Make sure dish has the correct flavour, colour, texture and quantity
	1.6 Finish and present dishes to meet requirements
	1.7 Make sure dishes are at correct temperature for holding and serving
	1.8 Safely store cooked vegetables not for immediate use

Learning Outcome	Assessment Criteria
LO2 Understand how to produce basic vegetable dishes	2.1 Describe how to check vegetables meet dish requirements
	2.2 State what quality points to look for vegetables
	2.3 Describe what to do if there are any problems with the vegetables or other ingredients
	2.4 State what tools and equipment are needed to carry out the relevant cooking methods
	2.5 Describe how each of the cooking methods should be followed to meet dish requirements
	2.6 State the correct temperatures for cooking the relevant vegetable dishes
	2.7 Describe how to maintain the nutritional value of vegetables during cooking and holding
	2.8 State the main reasons for blanching vegetables
	2.9 State which vegetables are suitable for high- and low-pressure steaming
	2.10 Describe how to finish basic vegetable dishes
	2.11 State the correct temperature for holding and serving vegetable dishes
	2.12 State healthy eating options when cooking and finishing vegetable dishes

FP5 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP6 – Cook-chill food

Unit reference number: L/601/4755

Level: 2

Credit value: 3

Guided Learning (GL) hours: 27

Unit aim

This unit is about portioning and packing, sealing and labelling blast chill food correctly whilst monitoring and recording its temperature. The unit also covers storing cook-chill food correctly, stock rotation procedures and maintaining accurate records.

Learning outcomes

There are four outcomes to this unit. The learner will:

- LO1 Be able to portion, pack and blast-chill food
- LO2 Understand how to portion, pack and blast-chill food
- LO3 Be able to store cook-chill food
- LO4 Understand how to store cook-chill food

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR5

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

Food

- Meat dishes
- Poultry dishes
- Joints/whole birds
- Vegetables/fruits
- Vegetable dishes
- Fish dishes
- Sauces/soups
- Egg dishes
- Pasta dishes
- Desserts

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to portion, pack and blast-chill food	1.1 Make sure the food is of the correct type, quality and quantity required
	1.2 Deal correctly with any food that does not meet requirements
	1.3 Correctly portion, pack and cover food
	1.4 Blast-chill food and correctly seal and label it
	1.5 Transport containers to the appropriate storage areas
	1.6 Handle containers correctly during transport to ensure they remain undamaged
	1.7 Monitor and record food temperatures accurately

Learning Outcome	Assessment Criteria
LO2 Understand how to portion, pack and blast-chill food	2.1 State why time and temperature is important when preparing cook-chill food
	2.2 State why containers must be sealed and labelled correctly before storage
	2.3 State why portions must be controlled when filling packages
	2.4 Describe what quality points to look for when portioning, packing and blast-chilling food

Learning Outcome	Assessment Criteria
LO3 Be able to store cook-chill food	3.1 Store cook-chill items under the correct conditions
	3.2 Follow stock rotation procedures correctly and use stock in date order
	3.3 Maintain accurate records of food items that are received, stored and issued
	3.4 Handle food items so that they remain undamaged
	3.5 Monitor and record food temperatures accurately
	3.6 Secure storage areas against unauthorised access
	3.7 Report problems that have been identified with storage of cooking items promptly to the proper person

Learning Outcome	Assessment Criteria
LO4 Understand how to store cook-chill food	4.1 State why it is important to monitor and record food temperatures regularly
	4.2 State why stock rotation procedures must be followed
	4.3 State why time and temperature are important when storing cook-chill food
	4.4 State why storage areas should be secure from unauthorised access

FP6 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP7 – Cook-freeze food

Unit reference number: D/601/4758

Level: 2

Credit value: 3

Guided Learning (GL) hours: 27

Unit aim

This unit is about portioning and packing food, and sealing and labelling cook-freeze food correctly. It also covers storing cook-freeze food correctly, stock rotation procedures and maintaining accurate records.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to portion, pack and blast-freeze food

LO2 Understand how to portion, pack and blast-freeze food

LO3 Be able to store cook-freeze food

LO4 Understand how to store cook-freeze food

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR6

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

Food

- Meat dishes
- Poultry dishes
- Joints/whole birds
- Vegetables/fruits
- Vegetable dishes
- Fish dishes
- Sauces/soups
- Egg dishes
- Desserts

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to portion, pack and blast-freeze food	1.1 Make sure the food is of the correct type, quality and quantity required
	1.2 Deal correctly with any food that does not meet requirements
	1.3 Correctly portion, pack and cover food
	1.4 Blast-freeze food and correctly seal and label it
	1.5 Transport containers to the appropriate storage areas
	1.6 Handle containers correctly during transport to ensure they remain undamaged
	1.7 Monitor and record food temperatures accurately

Learning Outcome	Assessment Criteria
LO2 Understand how to portion, pack and blast-freeze food	2.1 State why time and temperature are important when preparing cook-freeze food
	2.2 State why containers must be sealed and labelled correctly before storage
	2.3 State why portions must be controlled when filling packages

Learning Outcome	Assessment Criteria
LO3 Be able to store cook-freeze food	3.1 Store cook-chill items under the correct conditions
	3.2 Follow stock rotation procedures correctly and use stock in date order
	3.3 Maintain accurate records of food items that are received, stored and issued
	3.4 Handle food items so that they remain undamaged
	3.5 Monitor and record food temperatures accurately

Learning Outcome	Assessment Criteria
LO4 Understand how to store cook-freeze food	4.1 State why it is important to monitor and record food temperatures regularly
	4.2 State why time and temperature are important when storing cook-freeze food
	4.3 State why stock rotation procedures must be followed
	4.4 State why storage areas should be secured from unauthorised access

FP7 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP8 – Produce basic hot sauces

Unit reference number: F/601/7328

Level: 2

Credit value: 4

Guided Learning (GL) hours: 36

Unit aim

This unit is about preparing, cooking and finishing basic hot sauces.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce a basic hot sauce

LO2 Understand how to produce a basic hot sauce

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR7

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

Preparation, cooking and finishing methods

- Weighing/measuring
- Chopping
- Simmering
- Boiling
- Roux preparation
- Passing/straining/blending
- Skimming
- Whisking
- Adding cream

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce a basic hot sauce	1.1 Check ingredients meet quality and quantity requirements
	1.2 Choose and use tools and equipment correctly
	1.3 Prepare, cook and finish the sauce to meet requirements
	1.4 Make sure that the sauce has the correct flavour, colour, texture, consistency and finish
	1.5 Present the sauce to meet requirements
	1.6 Make sure the sauce is at the correct temperature for holding and serving
	1.7 Safely store cooked sauces not for immediate use

Learning Outcome	Assessment Criteria
LO2 Understand how to produce a basic hot sauce	2.1 Describe how to check ingredients meet dish requirements
	2.2 State what qualities to look for in sauce ingredients
	2.3 Describe how to use correct tools and equipment required for preparation, cooking and finishing hot sauces
	2.4 State the importance of using the correct equipment and techniques
	2.5 State the correct temperature for cooking various hot sauces
	2.6 Describe how to identify when hot sauces have the correct flavour, colour, texture, consistency and finish
	2.7 Describe how to present cooked sauces correctly
	2.8 State the importance of holding and serving sauces at the correct temperature
	2.9 State healthy eating options when making hot sauce dishes

FP8 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP9 – Produce basic rice, pulse and grain dishes

Unit reference number: K/601/4861

Level: 2

Credit value: 3

Guided Learning (GL) hours: 25

Unit aim

This unit is about cooking and finishing basic rice, pulse and grain dishes. This may include simple cooked rice and pulses to accompany other dishes, or in the form of specific rice and pulse dishes, for example dhal, moulded rice, grilled and set polenta.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce basic rice, pulse and grain dishes

LO2 Understand how to produce basic rice, pulse and grain dishes

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR8

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Ingredients

- Rice
- Peas, beans and lentils
- Grain, including polenta

2. Preparation and cooking methods

- Soaking and washing
- Boiling
- Braising
- Steaming
- Frying
- Baking
- Microwaving

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce basic rice, pulse and grain dishes	1.1 Check ingredients meet quality and quantity requirements
	1.2 Choose and use tools and equipment correctly
	1.3 Cook ingredients using the correct preparation and cooking methods
	1.4 Make sure dishes have the correct flavour, colour, texture and quantity
	1.5 Garnish and present food products to meet organisational standards
	1.6 Make sure dishes are at the correct temperature for holding and serving
	1.7 Make sure prepared food is stored safely that is not for immediate use

Learning Outcome	Assessment Criteria
LO2 Understand how to produce basic rice, pulse and grain dishes	2.1 Describe how to check ingredients meet the dish requirements
	2.2 State what quality points to look for in rice, pulse and grains
	2.3 Describe what to do if there are problems with rice, pulse and grains
	2.4 State the correct tools and equipment to carry out relevant preparation methods
	2.5 State why it is important to use the correct equipment and techniques
	2.6 Describe how to determine the correct cooking methods
	2.7 Describe how to identify when rice, pulse and grain dishes have the correct colour, flavour, texture and quantity
	2.8 State the correct temperature for holding and serving rice, pulse and grain dishes
	2.9 Describe how rice, pulse and grains can be cooled to maintain effective food safety
	2.10 State healthy eating options when making rice, pulse and grain dishes

FP9 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP10 – Produce basic pasta dishes

Unit reference number: F/601/7331

Level: 2

Credit value: 3

Guided Learning (GL) hours: 35

Unit aim

This unit is about preparing, cooking and finishing basic pasta dishes.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce basic pasta dishes

LO2 Understand how to produce basic pasta dishes

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR9

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Pasta

- Stuffed pasta
- Shaped pasta
- Lasagne
- Dried pasta
- Pre-prepared fresh pasta

2. Preparation and Cooking methods

- Blanching
- Straining
- Mixing
- Boiling
- Baking

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce basic pasta dishes	1.1 Check pasta and other ingredients meet dish requirements
	1.2 Choose and use the correct tools and equipment correctly
	1.3 Prepare and cook the pasta and other ingredients to meet the dish requirements
	1.4 Make sure pasta dish is of the correct flavour, colour, texture and quantity
	1.5 Present and garnish the pasta dish to meet requirements
	1.6 Make sure the temperature is correct for holding and serving pasta dishes
	1.7 Safely store any cooked pasta dishes not for immediate use

Learning Outcome	Assessment Criteria
LO2 Understand how to produce basic pasta dishes	2.1 Describe how to check the pasta and other ingredients meet dish requirements
	2.2 State what quality points to look for in pasta and other ingredients used in the dish
	2.3 Describe what to do if there are any problems with the pasta or other ingredients
	2.4 State why time and temperature are important when cooking and finishing pasta dishes
	2.5 Explain which tools and equipment to use for the relevant preparation and cooking methods
	2.6 Describe how to carry out the relevant preparation and cooking methods
	2.7 State why it is important to use the correct equipment and techniques
	2.8 Describe how to identify when pasta has the correct flavour, colour, texture and quantity
	2.9 State the correct temperature for holding and serving pasta dishes
	2.10 Describe how to cool pasta to ensure effective food safely prior to storage
	2.11 Describe how to safely store cooked pasta dishes
	2.12 State healthy eating options when making pasta dishes

FP10 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP11 – Produce basic bread and dough products

Unit reference number: K/601/4925

Level: 2

Credit value: 4

Guided Learning (GL) hours: 38

Unit aim

This unit is about preparing, cooking and finishing basic bread and dough products.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce basic bread and dough products

LO2 Understand how to produce basic bread and dough products

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR11

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Bread and dough products

- Bun dough
- Bread dough
- Naan dough/pitta dough
- Pizza dough
- Soda bread dough
- Par-cooked products

2. Preparation and cooking methods

- Weighing/measuring
- Sieving
- Mixing/kneading
- Proving
- Knocking back
- Shaping
- Baking
- Frying

3. Finishing methods

- Glazing
- Icing
- Filling
- Decorating

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce basic bread and dough products	1.1 Check the ingredients meet quality and quantity requirements for the dish
	1.2 Choose and use the correct tools and equipment
	1.3 Prepare and cook ingredients to meet requirements
	1.4 Make sure the bread and dough products have the correct colour, texture and finish
	1.5 Present the bread and dough product to meet requirements
	1.6 Make sure the bread and dough product is at the correct temperature for holding and serving
	1.7 Safely store any cooked bread and dough product not for immediate use

Learning Outcome	Assessment Criteria
LO2 Understand how to produce basic bread and dough products	2.1 Describe how to check that the ingredients meet dish requirements
	2.2 State what quality points to look for in bread and dough products
	2.3 Describe what to do if there are any problems with the ingredients
	2.4 State which tools and equipment should be used to carry out the relevant methods to prepare, cook and serve basic bread and dough product
	2.5 Describe how to correctly carry the relevant cooking methods
	2.6 State why it is important to use the correct tools, equipment and techniques
	2.7 Describe how to identify when bread and dough products have the correct colour, texture and finish
	2.8 Describe how to carry out relevant finishing methods
	2.9 State the correct temperature and conditions for holding and serving bread and dough products
	2.10 State how to safely store bread and dough products
	2.11 State healthy eating options when making bread and dough products

FP11 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP12 – Produce basic pastry products

Unit reference number: F/601/4946

Level: 2

Credit value: 5

Guided Learning (GL) hours: 43

Unit aim

This unit is about preparing, cooking and finishing basic pastry products.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce basic pastry products

LO2 Understand how to produce basic pastry products

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR12

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Pastry

- Short
- Sweet
- Suet
- Choux
- Puff
- Convenience

2. Preparation methods

- Weighing/measuring
- Sifting
- Rubbing in
- Creaming
- Resting
- Piping
- Rolling
- Laminating/folding
- Cutting/shaping/trimming
- Lining

3. Cooking methods

- Baking
- Steaming
- Combining cooking methods

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce basic pastry products	1.1 Check ingredients meet quality and quantity requirements
	1.2 Choose and use the correct techniques, tools and equipment
	1.3 Prepare and cook ingredients to meet dish requirements
	1.4 Make sure pastry has the correct flavour, colour, texture and finish
	1.5 Make sure the temperature is correct for holding and serving
	1.6 Safely store any cooked pastry not for immediate use

Learning Outcome	Assessment Criteria
LO2 Understand how to produce basic pastry products	2.1 Describe how to check the ingredients meet dish requirements
	2.2 Describe what to do if there are any problems with the ingredients
	2.3 State why it is important to follow the recipe when preparing pastry products correctly
	2.4 Describe how to correctly use tools and equipment required for preparing, cooking and finishing basic pastry dishes
	2.5 Describe how to carry out the relevant preparation, cooking and finishing methods
	2.6 State why it is important to use the correct tools, equipment and techniques
	2.7 State the correct temperatures for cooking pastry products
	2.8 Describe how to identify when pastry products have the correct flavour, colour, texture and finish
	2.9 State how to store pastry products after preparation and cooking
	2.10 State healthy eating options when making pastry products

FP12 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP13 – Produce basic hot and cold desserts

Unit reference number: J/601/4964

Level: 2

Credit value: 3

Guided Learning (GL) hours: 28

Unit aim

This unit is about cooking and finishing basic hot and cold desserts.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce hot and cold desserts

LO2 Understand how to produce hot and cold desserts

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR14

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Ingredients

- Ice cream
- Pre-prepared pastry-based products
- Pre-prepared sponge-based products
- Pre-prepared egg-based products
- Fresh fruit
- Pre-prepared fruit

2. Cooking methods

- Baking
- Frying
- Microwaving
- Steaming

3. Finishing methods

- Garnishing
- De-moulding
- Slicing
- Portioning
- Piping
- Glazing

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce hot and cold desserts	1.1 Check ingredients meet quality and quantity requirements
	1.2 Choose and use the right tools and equipment
	1.3 Use correct preparation and cooking methods to prepare desserts
	1.4 Make sure dishes have the correct flavour, colour, texture and quantity
	1.5 Finish and present the dish to meet organisational standards
	1.6 Make sure dishes are at the correct temperature for holding and serving
	1.7 Safely store any prepared ingredients not for immediate consumption

Learning Outcome	Assessment Criteria
LO2 Understand how to produce hot and cold desserts	2.1 Describe how to check that ingredients meet dish requirements
	2.2 Describe what to do if there are any problems with ingredients
	2.3 State why time and temperature are important when finishing basic hot and cold desserts
	2.4 State what quality points to look for in basic hot and cold desserts
	2.5 Describe how to correctly carry out the relevant cooking methods
	2.6 Describe how to carry out the relevant finishing methods
	2.7 State why it is important to use the correct tools, equipment and techniques
	2.8 Describe how to identify the correct colour, texture, consistency and quantity of hot and cold desserts
	2.9 Describe what types of problems can occur when cooking and finishing hot and cold desserts and how to correct them
	2.10 Describe how to store prepared hot and cold desserts
	2.11 State healthy eating options when preparing hot and cold desserts

FP13 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP14 – Produce basic cakes, sponges and scones

Unit reference number: L/601/4934

Level: 2

Credit value: 4

Guided Learning (GL) hours: 32

Unit aim

This unit is about preparing, cooking and finishing basic cakes, sponges and scones.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce basic cakes, sponges and scones

LO2 Understand how to produce basic cakes, sponges and scones

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR13

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Preparation, cooking and finishing methods

- Using prepared mixes
- Weighing / measuring
- Creaming / beating
- Whisking
- Folding
- Rubbing in
- Greasing
- Glazing
- Portioning
- Piping
- Shaping
- Baking
- Filling
- Rolling
- Lining
- Trimming / Icing
- Spreading / smoothing
- Kneading
- Dusting / dredging / sprinkling
- Mixing

2. Products

- Cakes (eg Fruit cake, rock cakes, small cakes, shortcake/bread)
- Sponges (eg Victoria sandwich, sponge biscuits, swiss roll)
- Scones

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce basic cakes, sponges and scones	1.1 Check ingredients meet requirements
	1.2 Choose and use tools and equipment correctly
	1.3 Prepare, cook and finish the product to meet requirements
	1.4 Make sure products have correct flavour, colour, texture and quantity
	1.5 Present the product to meet requirements
	1.6 Make sure products are at correct temperature for holding and serving
	1.7 Safely store any cooked products not for immediate use

Learning Outcome	Assessment Criteria
LO2 Understand how to produce basic cakes, sponges and scones	2.1 Describe how to check the ingredients meet requirements
	2.2 State what quality points to look for in the ingredients
	2.3 Describe what you should do if there is a problem with the ingredients
	2.4 State the correct tools and equipment to carry out the necessary preparation and cooking methods
	2.5 Describe how to carry out the necessary preparation and cooking methods according to product requirements
	2.6 State why it is important to use the correct tools, equipment and techniques
	2.7 Describe how to identify when cakes, sponges and scones have the correct flavour, colour, texture and quantity
	2.8 Describe how to present basic cakes sponges and scones
	2.9 Describe how to store cakes, sponges and scones
	2.10 State healthy eating options when making cakes, sponges and scones

FP14 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP15 – Produce cold starters and salads

Unit reference number: H/601/4955

Level: 2

Credit value: 3

Guided Learning (GL) hours: 28

Unit aim

This unit is about preparing and presenting cold products such as salads, bread products, pies, pâtés and cured meats. It also covers the holding of such foods to maintain effective food safety.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce cold starters and salads

LO2 Understand how to produce cold starters and salads

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR15

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Food products

- Bread products
- Salads
- Pre-prepared pastry items
- Cooked and cured meats
- Fish and shellfish
- Pre-prepared pâtés
- Cold dressings and sauces
- Pre-prepared vegetable items

2. Preparation methods

- De-frosting
- Washing
- Slicing
- Dressing
- Garnishing
- Portioning
- Combining ingredients

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce cold starters and salads	1.1 Check ingredients meet dish requirements
	1.2 Choose and use tools and equipment correctly
	1.3 Prepare products using the correct preparation methods
	1.4 Make sure that food products have the correct flavour, colour, texture and quantity
	1.5 Make sure that food products are garnished and presented to meet organisational requirements
	1.6 Safely store any prepared food not for immediate consumption

Learning Outcome	Assessment Criteria
LO2 Understand how to produce cold starters and salads	2.1 Describe how to check that food products and garnish ingredients meet requirements
	2.2 State what quality points to look for in the presentation of cooked, cured, prepared foods
	2.3 Describe what to do if there are any problems with the ingredients
	2.4 State which tools and equipment should be used to carry out the relevant preparation methods
	2.5 State why it is important to use the correct tools, equipment and techniques
	2.6 Describe how to prepare the food products and garnish ingredients for cold presentation
	2.7 Describe how to produce basic dressings and cold sauces
	2.8 Describe how to finish and garnish cold starters and salads
	2.9 Describe how to identify the correct colour, flavour, texture and quantity of food products
	2.10 State why time and temperature are important when preparing cooked, cured and prepared foods for presentation
	2.11 State healthy eating options available when preparing and presenting food for cold presentation

FP15 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP16 – Produce flour, dough and tray baked products

Unit reference number: M/601/4960

Level: 2

Credit value: 3

Guided Learning (GL) hours: 32

Unit aim

This unit is about preparing flour, dough and tray-bakes, as well as correctly storing those items not for immediate use. It also covers baking and deep frying products, such as biscuits and scones. Additionally it describes the importance of presenting cooked products to organisational standards.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to prepare flour, dough and tray-baked products

LO2 Understand how to prepare flour, dough and tray-baked products

LO3 Be able to cook, finish and present flour, dough and tray-baked products

LO4 Understand how to cook, finish and present flour, dough and tray-baked products

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR16

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Ingredients

- Pre-prepared pastry
- Cake/sponge mixes
- Scone mix
- Dough mix
- Biscuit mix
- Tray-bake mix

2. Basic preparation methods

- Mixing
- Kneading
- Greasing
- Creaming/beating
- Lining
- Melting
- Glazing
- Portioning
- Rolling
- Shaping
- Cutting

3. Flour, dough and tray-bake products

- Pastry products
- Cakes/sponges
- Scones
- Dough products
- Biscuits
- Tray-bakes

4. Basic cooking methods

- Baking
- Deep frying

5. Basic finishing methods

- Dusting/sprinkling/dredging
- Filling
- Piping
- Spreading/coating
- Glazing
- Trimming
- Portioning

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prepare flour, dough and tray-baked products	1.1 Identify number of portions required for service
	1.2 Ensure ingredients are of the type, quality and quantity required
	1.3 Use the appropriate basic preparation methods to meet quality and organisational requirements when preparing ingredients
	1.4 Make sure prepared ingredients are stored, clearly and accurately labelled in line with legal requirements for temperature control

Learning Outcome	Assessment Criteria
LO2 Understand how to prepare flour, dough and tray-baked products	2.1 State why it is essential that ovens should be at the correct temperature before baking starts
	2.2 State why time, temperature are important when preparing, cooking and storing basic flour, dough and tray-baked products
	2.3 State why prepared basic flour, dough and tray-baked products should be stored at the required safe temperature before cooking

Learning Outcome	Assessment Criteria
LO3 Be able to cook, finish and present flour, dough and tray-baked products	3.1 Ensure that flour, dough and tray-baked products are of the type, quality and quantity required
	3.2 Combine the flour, dough and tray-baked products with other ingredients
	3.3 Cook flour, dough and tray-baked products using the appropriate basic cooking methods to meet quality and organisational requirements
	3.4 Use basic finishing methods where necessary to meet quality and organisational requirements
	3.5 Store and clearly and accurately label dishes not for immediate use, in line with legal requirements relating to temperature control

Learning Outcome	Assessment Criteria
LO4 Understand how to cook, finish and present flour, dough and tray-baked products	4.1 Describe what quality points to look for in basic flour, dough and other ingredients for tray baked products
	4.2 Describe the preparation and cooking methods for basic flour, dough and tray-baked products
	4.3 State how to identify when different flour, dough and tray-baked products are cooked to dish requirements
	4.4 Describe how to present flour, dough and tray-baked products
	4.5 Describe what problems can occur while preparing and cooking flour, dough and tray-baked products, and to whom problems should be reported
	4.6 Describe how to ensure that products have the correct aroma, texture, temperature and consistency
	4.7 State why it is important to follow dish instructions, and use the correct equipment while portioning
	4.8 Describe healthy eating options when preparing, cooking and finishing basic flour, dough and tray-baked products

FP16 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CSA4 – Give customer a positive impression of yourself and your organisation

Unit reference number: L/601/0933

Level: 2

Credit value: 5

Unit aim

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving.

This unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression, responds to us and gives us good information. Every detail of the learners' behaviour counts when dealing with a customer.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Establish rapport with customers

LO2 Respond appropriately to customers

LO3 Communicate information to customers

LO4 Understand how to give customers a positive impression of themselves and the organisation

Unit content

Evidence requirements

- 1 Your evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence collected in a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.
- 2 You may collect the evidence for the unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
- 3 You must provide evidence that shows you have done this over a sufficient period of time with different customers on different occasions for your assessor to be confident that you are competent.
- 4 Your communication with customers may be face to face, in writing, by telephone, text message, e-mail, internet (including social networking), or by any other method you would be expected to use within your job role.
- 5 You must provide evidence of creating a positive impression with customers:
 - during routine delivery of customer service
 - during a busy time in your job
 - during a quiet time in your job
 - when people, systems or resources have let you down
- 6 You must provide evidence that you communicate with customers effectively by:
 - using appropriate spoken or written language
 - applying the conventions and rules appropriate to the method of communication you have chosen

Details of the relationship to NOS, other qualifications and frameworks

This unit directly relates to unit A4 of the customer service NOS 2010
SSC unit 2GEN1

Functional skills

This unit could contribute towards the functional skills in the following areas:

- English Level 2
- Mathematics Level 2
- ICT Level 2

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Establish rapport with customers	1.1 Meet their organisation's standards of appearance and behaviour
	1.2 Greet their customer respectfully and in a friendly manner
	1.3 Communicate with their customer in a way that makes them feel valued and respected
	1.4 Identify and confirm their customer's expectations
	1.5 Treat their customer courteously and helpfully at all times
	1.6 Keep their customer informed and reassured
	1.7 Adapt their behaviour to respond to different customer behaviour

Learning Outcome	Assessment Criteria
LO2 Respond appropriately to customers	2.1 Respond promptly to a customer seeking help
	2.2 Choose the most appropriate way to communicate with their customer
	2.3 Check with their customer that they have fully understood their expectations
	2.4 Respond promptly and positively to their customer's questions and comments
	2.5 Allow their customer time to consider their response and give further explanation when appropriate

Learning Outcome	Assessment Criteria
LO3 Communicate information to customers	3.1 Quickly find information that will help their customer
	3.2 Give their customer information they need about the services or products offered by their organisation
	3.3 Recognise information that their customer might find complicated and check whether they fully understand
	3.4 Explain clearly to their customers any reasons why their expectations cannot be met

Learning Outcome	Assessment Criteria
LO4 Understand how to give customers a positive impression of themselves and the organisation	4.1 Describe their organisation's standards for appearance and behaviour
	4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately
	4.3 Identify their organisation's rules and procedures regarding the methods of communication they use
	4.4 Explain how to recognise when a customer is angry or confused
	4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information

CSA4 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

ERH1 – Employment rights and responsibility in the hospitality, leisure, travel and tourism sector

Unit reference number: T/601/7214

Level: 2

Credit value: 2

Guided Learning (GL) hours: 16

Unit aim

Successful assessment of the unit proves that the learner has achieved the National Occupational Standards to understand employment rights and responsibilities.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know employer and employee rights, responsibilities and own organisational procedures

LO2 Know factors that affect own organisation and occupation

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit PERR

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know employer and employee rights, responsibilities and own organisational procedures	1.1 State employer and employee rights and responsibilities under employment law, including disability discrimination act, health & safety and other relevant legislation
	1.2 State importance of having employment rights and responsibilities
	1.3 Describe organisational procedures for health & safety, including documentation
	1.4 Describe organisational procedures for equality & diversity, including documentation
	1.5 Identify sources of information and advice on employment rights and responsibilities, including access to work and additional learning support

Learning Outcome	Assessment Criteria
LO2 Know factors that affect own organisation and occupation	2.1 Describe the role played by own occupation within organisation and industry
	2.2 Describe career pathways available to them
	2.3 State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry
	2.4 Identify sources of information and advice on own industry, occupation, training and career
	2.5 Describe principles, policies and codes of practice used by own organisation and industry
	2.6 Describe issues of public concern that affect own organisation and industry

ERH1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FB5 – Provide a counter and takeaway service

Unit reference number: L/601/5016

Level: 1

Credit value: 3

Guided Learning (GL) hours: 30

Unit aim

This unit is about taking customers' orders and serving food and drink on a counter or takeaway basis. It also covers maintaining the counter and service areas, with items such as trays and utensils, and displaying food and drink items in the correct manner.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to serve customers at the counter

LO2 Know how to serve customers at the counter

LO3 Be able to maintain counter and service areas

LO4 Know how to maintain counter and service areas

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 1FS4

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment requirements/evidence requirements

Serve customers at the counter

The assessor **must** assess assessment criteria 1.1 - 1.5 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for:

- at least one from customers
 - a) customers with routine needs
 - b) customers with non-routine needs

- at least two from information
 - a) items available
 - b) ingredients
 - c) prices, special offers and promotions

- at least two from food and drink items
 - a) hot food
 - b) cold food
 - c) hot drinks
 - d) cold drinks

- at least two from condiments and accompaniments
 - a) seasonings
 - b) sugars/sweeteners
 - c) prepared sauces/dressings

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Maintain counter and service areas

The assessor **must** assess assessment criteria 3.1 - 3.6 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least three from service items
 - a) service utensils
 - b) food containers/dispensers
 - c) trays
 - d) crockery
 - e) cutlery
 - f) disposable items

- at least two from food and drink items
 - a) hot food
 - b) cold food
 - c) hot drinks
 - d) cold drinks

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to serve customers at the counter	1.1 Give customers information that meets their needs, and promotes organisations' products and service
	1.2 Find out what customers require, and if necessary tell them about any waiting time
	1.3 Process the order promptly
	1.4 Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type
	1.5 Make sure there are appropriate condiments and accompaniments available for customers

Learning Outcome	Assessment Criteria
LO2 Know how to serve customers at the counter	2.1 Describe safe and hygienic working practices for serving customers and why these are important
	2.2 State why it is important to use separate serving equipment for each food item
	2.3 State why portions must be controlled when serving customers
	2.4 State why food and drink items must be served at the correct temperature
	2.5 State why information given to customers must be accurate
	2.6 Outline the types of unexpected situations that may occur when serving customers and how to deal with them

Learning Outcome	Assessment Criteria
LO3 Be able to maintain counter and service areas	3.1 Keep work area tidy, hygienic and free from rubbish and food debris during service
	3.2 Maintain enough stock of clean service items
	3.3 Restock with food and drink items when necessary
	3.4 Display and store food and drink items in line as required
	3.5 Clear work area of used and non- required service items at the appropriate times
	3.6 Dispose of rubbish, used disposable items and food waste as required

Learning Outcome	Assessment Criteria
LO4 Know how to maintain counter and service areas	4.1 Describe safe and hygienic working practices for clearing and why these are important
	4.2 State why food which is prepared first should be served first
	4.3 State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service
	4.4 State why waste must be handled and disposed of correctly
	4.5 State why a constant stock of service items should be maintained
	4.6 State why maintaining food at the correct temperature is important and how this can be ensured
	4.7 Outline the types of unexpected situations that may occur when clearing away and how to deal with them

FB5 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FB20 – Maintain and deal with payments

Unit reference number: M/601/5039

Level: 2

Credit value: 4

Guided Learning (GL) hours: 30

Unit aim

This unit is about maintaining a payment point such as a till. It also covers taking payments from the customer, operating the till correctly and keeping payments safe and secure.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to maintain and deal with payments

LO2 Know how maintain and deal with payments

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2GEN9

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1 and 1.3-1.10 by directly observing the learner's work.

The assessor may assess assessment criterion 1.2 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least two from materials
 - a) cash
 - b) cash equivalents
 - c) relevant stationery
 - d) till/credit/debit rolls

- at least **two** from **payments**
 - a) cash
 - b) cheques
 - c) credit cards
 - d) debit cards
 - e) cash equivalents

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to maintain and deal with payments	1.1 Make sure payment point is working and that all materials needs are available
	1.2 Maintain the payment point and restock it when necessary
	1.3 Enter/scan information into the payment point correctly
	1.4 Tell the customer how much they have to pay
	1.5 Acknowledge the customer's payment and validate it where necessary
	1.6 Follow correct procedure for chip and pin transactions
	1.7 Put the payment in the right place according to organisational procedures
	1.8 Give correct change for cash transactions
	1.9 Carry out transactions without delay and give relevant confirmation to the customer
	1.10 Make the payment point content available for authorised collection when ask to

Learning Outcome	Assessment Criteria
LO2 Know how maintain and deal with payments	2.1 State the legal requirements for operating a payment point and taking payments from customers
	2.2 Describe organisational security procedures for cash and other types of payments
	2.3 Describe how to set up a payment point
	2.4 Describe how to get stocks of materials needed to set up and maintain the payment point
	2.5 State the importance of telling the customer of any delays and how to do so
	2.6 Describe the types of problems that might happen with a payment point and how to deal with these
	2.7 Describe how to change till/debit/credit machine rolls
	2.8 Describe the correct procedures for handling payments
	2.9 Describe what to do if there are errors in handling payments
	2.10 Describe the procedures for dealing with hand held payment devices at tables
	2.11 State what procedure must be followed with regards to a payment that has been declined
	2.12 State what might happen if errors are not reported
	2.13 Describe the types of problems that may happen when taking payments and how to deal with these
	2.14 Describe the procedure for collecting the content of payment point and who should hand payments over to

FB20 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP18 – Produce basic egg dishes

Unit reference number: L/601/7333

Level: 1

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit is about preparing, cooking and finishing basic egg dishes.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce basic egg dishes

LO2 Understand how to produce basic egg dishes

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR10

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Eggs

- a) Fresh egg
- b) Pasteurised egg

2. Preparation and cooking methods

- a) Boiling
- b) Whisking
- c) Frying/griddling
- d) Poaching
- e) Baking
- f) Scrambling
- g) Bain marie

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce basic egg dishes	1.1 Ensure that the eggs and other ingredients meet dish requirements
	1.2 Select and use the correct tools and equipment
	1.3 Prepare and cook eggs and other ingredients to meet dish requirements
	1.4 Ensure the egg dish has the correct colour, texture and quantity
	1.5 Present and finish the egg dish to meet requirements
	1.6 Ensure the egg dish is at the correct temperature for holding and serving
	1.7 Safely store cooked egg dishes not for immediate use

Learning Outcome	Assessment Criteria
LO2 Understand how to produce basic egg dishes	2.1 Describe how to check the eggs and other ingredients meet dish requirements
	2.2 Describe what to do if there are problems with the eggs or other ingredients
	2.3 State why time and temperature is important when cooking and finishing basic egg dishes
	2.4 Describe how to carry out the relevant preparation and cooking methods
	2.5 state why it is important to use the correct tools, equipment and techniques
	2.6 Describe how to identify when egg dishes have the correct colour, texture and quantity
	2.7 Describe how to finish basic egg dishes
	2.8 State the correct temperature for holding and serving egg dishes
	2.9 Describe how to safely store cooked egg dishes
	2.10 State healthy eating options when making egg dishes

FP18 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP19 – Produce healthier dishes

Unit reference number: A/601/4962

Level: 2

Credit value: 3

Guided Learning (GL) hours: 28

Unit aim

This unit is about preparing, cooking and finishing dishes that use healthier ingredients, preparation, cooking and finishing techniques.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to produce healthier dishes

LO2 Understand how to produce healthier dishes

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR17

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

Dish:

- meat/poultry
- fish
- vegetables/fruit
- eggs
- pasta/rice/grain/pulses
- soups/sauces
- pastry
- bread/dough
- sponges/cakes/biscuits/scones

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to produce healthier dishes	1.1 Check ingredients meet dish requirements
	1.2 Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre
	1.3 Cook food in a way that maximises its nutritional value
	1.4 Use flavourings that minimise the use of salt and sugar
	1.5 Present dishes in a way that is attractive to the customer
	1.6 Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish

Learning Outcome	Assessment Criteria
LO2 Understand how to produce healthier dishes	2.1 Describe the concept of a balanced diet and how this is important to good health
	2.2 State the government's current guidelines for healthy eating
	2.3 State the types and combinations of ingredients that make up a healthy dish
	2.4 Describe the nutritional benefits of minimising the fat, sugar and salt content of dishes
	2.5 Describe the nutritional benefits of starchy foods, fruits vegetables and pulses
	2.6 Explain how to read and interpret food labelling
	2.7 Describe how to select types, combinations and proportions of ingredients that will make a healthy dish
	2.8 Describe what techniques can be used to prepare ingredients in a healthy way
	2.9 Describe what techniques can be used to cook the dish in a way that maximises its nutritional value
	2.10 State what healthier flavourings can be used as alternatives to salt and sugar
	2.11 Explain why it is important to present healthier dishes to customers in an attractive way and how to do so
	2.12 State why it is important to provide the customers with their choice of sauces, dressing, toppings and condiments
	2.13 State appropriate alternative healthier types of sauces, dressings, toppings and condiments

FP19 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP20 – Maintain an efficient use of food resources

Unit reference number: J/601/4768

Level: 2

Credit value: 4

Guided Learning (GL) hours: 34

Unit aim

This unit is about working in an efficient way to ensure food resource wastage is limited.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to maintain an efficient use of food resources

LO2 Understand how to maintain an efficient use of food resources

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR19

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Information to be gained from

- a) Senior colleagues
- b) Bookings information
- c) Records of sales patterns
- d) Records of anticipated customer volumes

2. Portion control measures

- a) use of scoops, measures and scales
- b) counting of items
- c) following standard recipe and brand standard

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to maintain an efficient use of food resources	1.1 Gain information to anticipate the volume of customers to be served
	1.2 Check storage areas to ensure that sufficient volumes of food resources are available
	1.3 Check that available food items are of the type and quality required
	1.4 Organise food resources for immediate use in a manner that makes them accessible
	1.5 Follow portion control measures that meet organisational and dish requirements
	1.6 Organise food items for immediate use to reduce the risk of cross contamination
	1.7 Label and store food items in a safe manner for use in the next service period
	1.8 Identify items nearing the end of their shelf life
	1.9 Record any food wastage
	1.10 Identify any potential food shortages and report to relevant people

Learning Outcome	Assessment Criteria
LO2 Understand how to maintain an efficient use of food resources	2.1 Describe the principles of stock and portion control
	2.2 Describe the financial impact of food resource wastage can have upon the organisation
	2.3 State organisational procedures for recording food usage
	2.4 State procedures for storing opened food items
	2.5 State the importance of maintaining minimum food stock levels
	2.6 Describe how stock items should be stored and labelled
	2.7 Describe how labelling systems used by the organisation operate
	2.8 State the individuals responsible for re-ordering food stock items
	2.9 Describe how food stock needing to be disposed of is recorded and reported

FP20 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP21 – Maintain an efficient use of resources in the kitchen

Unit reference number: A/601/4766

Level: 2

Credit value: 3

Guided Learning (GL) hours: 23

Unit aim

This unit is about working in an efficient way to ensure food resource wastage is limited.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to maintain an efficient use of resources in the kitchen

LO2 Understand how to maintain an efficient use of resources in the kitchen

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR20

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Cooking equipment

- a) Grills
- b) Ovens
- c) Hot plates
- d) Fridges and freezers
- e) Extraction equipment

2. Waste

- a) Food waste
- b) Glass
- c) Card
- d) Plastic packaging

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to maintain an efficient use of resources in the kitchen	1.1 Follow manufacturer's guidelines to ensure that kitchen equipment is working at correct settings
	1.2 Use cooking equipment efficiently to reduce unnecessary waste of energy
	1.3 Ensure taps are not left running to reduce the waste of water
	1.4 Ensure correct disposal of packaging to minimise space
	1.5 Ensure packaging is disposed of in the correct place
	1.6 Report equipment faults or potential wastage to the appropriate person

Learning Outcome	Assessment Criteria
LO2 Understand how to maintain an efficient use of resources in the kitchen	2.1 State the principles of energy efficiency and waste reduction
	2.2 Describe the financial impact that wastage of physical resources can have upon the organisation
	2.3 Describe how electricity and gas waste can be minimised
	2.4 List the different types of waste produced by the operation
	2.5 Describe how different types of waste should be safely handled
	2.6 Describe the organisational procedures for storing waste
	2.7 State who excessive waste should be reported to

FP21 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP22 – Prepare, operate and clean specialist food preparation and cooking equipment

Unit reference number: J/601/4849

Level: 2

Credit value: 4

Guided Learning (GL) hours: 35

Unit aim

This unit is about operating and maintaining cooking equipment that is specific to the operation. 'Specialist equipment' may include items specific to the operation or those that do not appear in all kitchen environments. This may include items such as pressure fryers, combination ovens and food holding systems.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Be able to prepare specialist food preparation and cooking equipment

LO2 Be able to operate specialist food preparation and cooking equipment

LO3 Know how to operate specialist food preparation and cooking equipment

LO4 Be able to clean specialist food preparation and cooking equipment

LO5 Know how to clean specialist food preparation and cooking equipment

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR21

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prepare specialist food preparation and cooking equipment	1.1 Ensure that the equipment is safe to operate
	1.2 Check the equipment controls are set at the correct level before operating

Learning Outcome	Assessment Criteria
LO2 Be able to operate specialist food preparation and cooking equipment	2.1 Follow manufacturer's procedures to both switch on and operate equipment
	2.2 Monitor the action of the equipment to ensure that it is operating at the correct temperature and speed
	2.3 Shut down equipment at the end of service following the correct procedures
	2.4 Re-assemble the equipment so it is ready to use and meets required health and safety and food safety standards
	2.5 Report any identified problems or faults to the relevant person

Learning Outcome	Assessment Criteria
LO3 Know how to operate specialist food preparation and cooking equipment	3.1 State the types of specialist equipment used within the organisation
	3.2 State what each type of specialist equipment is used for
	3.3 Describe the relevant hazards and potential hazards relating to specialist equipment
	3.4 State how hazards and potential hazards can be minimised
	3.5 State who to report any identified faults to

Learning Outcome	Assessment Criteria
LO4 Be able to clean specialist food preparation and cooking equipment	4.1 Check the equipment is suitably clean to use
	4.2 Disassemble the equipment correctly and safely to enable effective cleaning
	4.3 Clean the equipment and its component parts using the correct methods and cleaning agents

Learning Outcome	Assessment Criteria
LO5 Know how to clean specialist food preparation and cooking equipment	5.1 Describe how the equipment should be cleaned
	5.2 List the relevant cleaning agents that should be used with the equipment
	5.3 Describe how cleaning agents should be used to avoid accidents and potential food safety hazards

FP22 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP23 – Liaise with care team to ensure that an individual’s nutritional needs are met

Unit reference number: Y/601/4760

Level: 2

Credit value: 3

Guided Learning (GL) hours: 26

Unit aim

This unit is about working with care team staff to ensure that clients in the care sector and patients in hospitals receive adequate nutrition and fluids through the provision of meals. The unit requires that the individual has a basic knowledge of the nutritional requirements of the general population and how food meets these.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to liaise with care team to ensure that an individual’s nutritional needs are met

LO2 Understand how to liaise with care team to ensure that an individual’s nutritional needs are met

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR22

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to liaise with care team to ensure that an individual's nutritional needs are met	1.1 Develop relationships with carers that recognises their role and expertise
	1.2 Identify with care team specific nutritional requirements of individuals and groups of customers
	1.3 Ensure that any information gained can be used and explored with carers, gaining clarification on specific points
	1.4 Work with appropriate people to gather information about resources, and options that are available to meet the identified nutritional needs
	1.5 Identify with carers what additional support is needed to ensure nutritional and fluid requirements are met including the consistency, timing and service of food
	1.6 Ensure that customer requirements are recorded and available to authorised people
	1.7 Seek additional help where the needs are outside of scope of personal responsibility and expertise

Learning Outcome	Assessment Criteria
LO2 Understand how to liaise with care team to ensure that an individual's nutritional needs are met	2.1 Describe the key care roles that operate within the organisation and the need to liaise with them
	2.2 State the nutritional requirements that customers may have
	2.3 State the appropriate meal options available to support nutritional requirements
	2.4 Describe the role of a 'care plan'
	2.5 State the significance of meal times and rotated meal times
	2.6 Describe how nutritional screening is implemented within the organisation
	2.7 Describe what information can be interpreted and used following nutritional screening
	2.8 State what quantity of nutrients are typically needed to maintain a good dietary balance

FP23 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP24 – Prepare meals for distribution

Unit reference number: M/601/4845

Level: 1

Credit value: 2

Guided Learning (GL) hours: 16

Unit aim

This unit is about preparing finished dishes and meals for distribution to wards and patients. It covers the activities associated with protecting, covering and labelling of foods and preparing the trolley and containers used to transport them.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to prepare meals for distribution

LO2 Understand how to prepare meals for distribution

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR23

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prepare meals for distribution	1.1 Prepare trolleys and containers ensuring they are clean and suitable for holding food
	1.2 Ensure that the temperature of trolleys and containers is at required level to protect the safety of the food
	1.3 Check the required quantity and range of food against order information provided
	1.4 Use approved methods to portion food to meet order and nutritional requirements of individuals
	1.5 Cover food using appropriate materials in a manner that maintains the quality and safety of the food
	1.6 Label food items highlighting items for patients with special dietary requirements according to organisational procedures
	1.7 Load trolleys and containers to ensure that the quality and safety of the food is protected
	1.8 Transport food to ensure that presentation standards of food are met

Learning Outcome	Assessment Criteria
LO2 Understand how to prepare meals for distribution	2.1 State what equipment and different systems that can be used to transfer food within the operation
	2.2 List key food safety and health and safety considerations that need to be monitored to protect the safety of food
	2.3 State temperatures at which it is safe to hold food
	2.4 State the maximum times at which food can be safely held
	2.5 Describe organisational procedures for labelling food
	2.6 Describe organisational procedures for identifying ward and patient needs

FP24 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP25 – Modify the content of dishes

Unit reference number: F/601/4770

Level: 2

Credit value: 4

Guided Learning (GL) hours: 40

Unit aim

This unit is about modifying food and drink to ensure that it enables consumers to gain the maximum nutritional value from it. Modification may include the consistency, the fat and calorific content.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to modify the content of dishes

LO2 Understand how to modify the content of dishes

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR24

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Food and drink products

- Cereals/pulses
- Fruit
- Egg
- Meat
- Soups/stocks/sauces
- Cheese
- Pasta
- Fish
- Vegetables
- Liquids

2. Dietary requirements

- Volume
- Consistency
- Aroma
- Appearance
- Nutrient levels
- Texture
- Nutritional balance
- Taste

3. Modify/fortify

- Purée
- Mash to a soft form
- Liquidise
- Mince to a soft form
- Smooth
- Add calorific value
- Use thickening agent/texture modification
- Modify the protein
- Modify the fat content
- Modify the sugar/carbohydrate level

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to modify the content of dishes	1.1 Ensure that the preparation and cooking areas and equipment are safe, hygienic and ready for use
	1.2 Prioritise and carry out work in an efficient manner
	1.3 Obtain, and follow, clear and accurate information relating to dietary requirements
	1.4 Ensure that the meal has been correctly prepared and cooked to the required stage, and that ingredients are of the type required
	1.5 Incorporate substances to fortify the meal at the correct time to meet dish quality requirements
	1.6 Ensure that finish and presentation of food or drink meets organisational standards and dietary requirements
	1.7 Ensure food or drink is maintained at the correct temperature until ready for service
	1.8 Store and clearly and accurately label dishes not for immediate use in line with legal requirements relating to temperature control
	1.9 Clean preparation and cooking areas and equipment to organisational and legal standards after use
	1.10 Report any problems to the proper person
	1.11 Modify the consistency of food and drink in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices

Learning Outcome	Assessment Criteria
LO2 Understand how to modify the content of dishes	2.1 State the main nutrient groups
	2.2 State the quantity of nutrients typically needed to maintain a good dietary balance
	2.3 Describe what food preparation and cooking methods can affect the dietary content of foods
	2.4 Describe how modifying and fortifying food can add or remove vital nutrients

FP25 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP26 – Prepare and cook food to meet the requirements of allergy sufferers

Unit reference number: T/601/4782

Level: 2

Credit value: 3

Guided Learning (GL) hours: 26

Unit aim

This unit is about producing dishes for individuals that suffer from particular food allergies. It highlights the requirement for ensuring that allergenic contamination is avoided. The unit also reflects the competency associated with the effective cleaning and controls needed to ensure that the preparation area remains free from contaminants.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to prepare and cook food to meet the requirements of allergy sufferers

LO2 Understand how to prepare and cook food to meet the requirements of allergy sufferers

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR25

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prepare and cook food to meet the requirements of allergy sufferers	1.1 Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminants
	1.2 Prioritise work and carry it out in an efficient and safe manner
	1.3 Obtain and follow, clear and accurate information relating to particular allergenic condition being catered for
	1.4 Ensure that all ingredients are of the type, quality and quantity required and all relevant information provided on labelling is referred to
	1.5 Follow procedures to ensure that during preparation and cooking there is no contamination from anything that can cause an allergic reaction
	1.6 Finish dish to quality requirements and present to organisational standards
	1.7 Store and label in line with requirements for allergen control and general safety any dishes not for immediate use
	1.8 Clean preparation and cooking areas and equipment to organisational and legal standards after use ensuring that equipment and work areas set aside for the preparation of meals for allergy sufferers are not compromised
	1.9 Report problems or concerns to appropriate person
	1.10 Return cleaned equipment materials and personal protective equipment to areas segregated for allergens

Learning Outcome	Assessment Criteria
LO2 Understand how to prepare and cook food to meet the requirements of allergy sufferers	2.1 State the main food allergens and those that occur most commonly
	2.2 State what food preparation and cooking methods can affect the allergenic content of foods
	2.3 Describe the impact that anaphylaxis has upon the lifestyle of people
	2.4 Describe the impact that eating particular food stuffs can have upon people who are allergic to them
	2.5 Describe how the risk of allergic reaction can be minimised
	2.6 State the methods used to prepare and cook food which prevents contamination
	2.7 Describe how to effectively communicate information regarding allergens to colleagues

FP26 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator



Unit Handbook

FP27 – Prepare meals to meet relevant nutritional standards set for school meals

Unit reference number: F/601/5000

Level: 1

Credit value: 4

Guided Learning (GL) hours: 36

Unit aim

This unit is about producing dishes that meet the relevant nutritional standards and specifications set for school meals services. The skills described highlight the need to be aware of the requirements to meet the relevant nutritional standards.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to prepare meals to meet relevant nutritional standards set for school meals

LO2 Understand how to prepare meals to meet relevant nutritional standards set for school meals

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR26

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prepare meals to meet relevant nutritional standards set for school meals	1.1 Liaise with colleagues and clients to identify the relevant nutritional standards and requirements
	1.2 Prepare menu items to fulfil nutritional and organisational standards
	1.3 Cook menu items to fulfil nutritional and organisational standards
	1.4 Work in a manner that maximises the nutritional value of the food
	1.5 Ensure that the preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminating substances
	1.6 Finish dish to required quality standards
	1.7 Present dish to required quality standards
	1.8 Report any problems with meeting the nutritional standards to the appropriate person
	1.9 Conduct work in line with relevant workplace procedures and current legal and regulatory requirements relating to safe and hygienic practices

Learning Outcome	Assessment Criteria
LO2 Understand how to prepare meals to meet relevant nutritional standards set for school meals	2.1 Describe the relevant nutritional standards used within school meals context
	2.2 State the main nutrient groups
	2.3 Describe what quantity of nutrients are typically needed to maintain a good dietary balance
	2.4 Describe what food preparation and cooking methods can affect the nutritional content of foods
	2.5 State the importance of knowing calorific values per portion
	2.6 Describe what quantity of nutrients are typically needed to maintain a good dietary balance
	2.7 Describe the range of different special dietary requirements that may be encountered and the impact that they have upon the production of food
	2.8 Describe the differences between dietary, religious and cultural requirements
	2.9 State the consequences of not providing food that meets nutritional requirements
	2.10 State where to obtain information on different dietary requirements
	2.11 Describe what safe working practices should be followed when preparing and cooking dishes to meet special dietary requirements

FP27 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP28 – Promote new menu items

Unit reference number: R/601/4966

Level: 2

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

This unit is about promoting menu items that have been recently introduced and/or are being sold as part of a promotion. This includes using promotional materials such as tent cards and posters to display around the service area. The unit also reflects the competencies required to highlight new dishes that may appeal to the customer.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to promote new menu items

LO2 Understand how to promote new menu items

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR27

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to promote new menu items	1.1 Liaise with colleagues and senior staff to identify what food items are to be promoted
	1.2 Obtain relevant promotional material
	1.3 Assemble and display promotional material in a manner that makes it clear attractive to the customer
	1.4 Ensure service areas are clean and set up correctly
	1.5 Inform customers of new menu items in a helpful and clear manner
	1.6 Answer questions regarding, flavour, ingredients and nature of the food item to customers in a helpful and clear manner
	1.7 Refer to promotional material and displays to highlight features of menu items
	1.8 Provide feedback regarding the impact of promotions to the appropriate people

Learning Outcome	Assessment Criteria
LO2 Understand how to promote new menu items	2.1 State why organisations use promotional activities
	2.2 Describe the advantages and disadvantages of different types of promotional materials that can be used
	2.3 State where promotional material can be obtained from and the organisational requirements for using it
	2.4 State when promotional material might commonly be used
	2.5 Describe how food items can be promoted by staff when communicating with customers
	2.6 State the key features that can be highlighted when describing new/promoted menu items to customers
	2.7 State why it is important to know the ingredients contained within new/promoted menu items
	2.8 State which customer groups might not be attracted to new/promoted items and why

FP28 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP29 – Present menu items according to a defined brand standard

Unit reference number: Y/601/4855

Level: 1

Credit value: 3

Guided Learning (GL) hours: 27

Unit aim

This unit is about providing a consistent quality of menu items. This unit reflects the need to ensure that menu items are presented in such a way that they reflect the marketing and promotional styles used by the organisation.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to present menu items according to a defined brand standard

LO2 Understand how to present menu items according to defined brand standard

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR28

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to present menu items according to a defined brand standard	1.1 Collect and assemble relevant ingredients required for specific dishes
	1.2 Prepare dishes as specified within the relevant brand standard, ensuring cooking methods and ingredients are as prescribed
	1.3 Collect crockery and dishes which are relevant and designated as being required according to the brand standard
	1.4 Assemble prepared food items onto plates/dishes to accurately reflect presentation style and portion sizes as set out in brand standard
	1.5 Check that the dish has been prepared to the brand standard correctly
	1.6 Make adjustments to the presentation of the dish to ensure that the brand standard is reflected accurately
	1.7 Present the dish for service together with the specified accompaniments as set out within the brand standards

Learning Outcome	Assessment Criteria
LO2 Understand how to present menu items according to defined brand standard	2.1 Describe brand literature and material to ensure familiarity with the required standards for each menu item
	2.2 Describe what a brand standard is
	2.3 Explain why organisations use brand standards
	2.4 List implications of not adhering to the organisations brand standard
	2.5 State where information relating to brand standards can be obtained
	2.6 State which brand standards are relevant to own area of work
	2.7 Describe how menu items should be prepared to ensure that the brand standards are maintained correctly
	2.8 State how brand standards are used to ensure portion control
	2.9 State why portion control is important to the organisation
	2.10 Describe what course of action to take if insufficient ingredients are available to achieve the required brand standard

FP29 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP30 – Convert a room for dining

Unit reference number: M/601/4697

Level: 2

Credit value: 3

Guided Learning (GL) hours: 23

Unit aim

This unit is about converting an empty, but appropriate, room so that it is suitable for dining purposes. It also covers returning the room to its original state.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to set up food dining areas

LO2 Know how to set up food dining areas

LO3 Be able to return food dining area to its original state

LO4 Understand how to return food dining area to its original state

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2FS5

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion.

Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Dining equipment

- Tables
- Chairs
- Service surface

2. Service equipment

- Customer cutlery
- Customer plates/bowls
- Service apparatus
- Condiments

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to set up food dining areas	1.1 Ensure number of staff required are available to prepare food dining areas, and inform the proper person when more staff are required
	1.2 Prioritise work and carry out in an efficient manner
	1.3 Identify items requiring moving, the number of people needed to move each item and the amount of time required to do so
	1.4 Move items not required in a safe way and pack away as required
	1.5 Set up necessary dining and service equipment in a safe and hygienic manner to meet organisational requirements, using required number of people to move each item
	1.6 Clean any unhygienic dining or service equipment or dining areas

Learning Outcome	Assessment Criteria
LO2 Know how to set up food dining areas	2.1 State why it is important to lift heavy or bulk items using approved safe methods
	2.2 Describe the safe methods for lifting and carrying
	2.3 Describe how to determine how many staff are needed for lifting and carrying different items
	2.4 State what equipment commonly needs to be moved
	2.5 Describe what specific packing requirements certain equipment may have
	2.6 Describe the organisational table layouts are
	2.7 Describe the organisation's service structure is
	2.8 State why, and to whom, problems such as damaged, dirty or missing equipment should be reported

Learning Outcome	Assessment Criteria
LO3 Be able to return food dining area to its original state	3.1 Ensure that the required number of staff are available to clear the food dining areas and inform the proper person when more staff are required
	3.2 Prioritise work and carry out in an efficient manner
	3.3 Clean surfaces and service equipment where required
	3.4 Move dining equipment and service equipment in an orderly manner ensuring they are packed away correctly
	3.5 Safely return any items to their proper place
	3.6 Ensure that area is left as required by organisational standards

Learning Outcome	Assessment Criteria
LO4 Understand how to return food dining area to its original state	4.1 State what materials and equipment are used for clearing different types of surfaces in food dining areas
	4.2 State why work area needs to be inspected on completion
	4.3 State what information is required in order to clean food dining surfaces

FP30 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP31 – Complete kitchen documentation

Unit reference number: L/601/5372

Level: 2

Credit value: 3

Guided Learning (GL) hours: 25

Unit aim

This unit is about completing documentation commonly used in kitchen environments: for example, temperature charts, time sheets, accident report forms, food safety information and equipment fault reports.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to complete kitchen documentation

LO2 Understand how to complete kitchen documentation

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2P & C1

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion.

Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Relevant documents:

- Temperature charts
- Food safety information
- Accident report forms
- Equipment fault reports
- Stock usage reports

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to complete kitchen documentation	1.1 Ensure sufficient relevant documents are available and when necessary, obtain extra copies
	1.2 Complete relevant documents accurately and legibly to meet organisational requirements
	1.3 Ensure relevant documents arrive with proper person within time required
	1.4 Copy and file relevant documents in line with organisational requirements
	1.5 Respond to queries about completion of relevant documents, within the boundaries of authority

Learning Outcome	Assessment Criteria
LO2 Understand how to complete kitchen documentation	2.1 State organisational documents that need to be completed
	2.2 State why it is important to complete documentation
	2.3 Describe how to complete particular documents
	2.4 State where to obtain appropriate documents from
	2.5 State when and where documentation is copied and kept
	2.6 State who should be contacted when problems occur and explain why
	2.7 Describe why kitchen documentation needs to remain confidential
	2.8 Describe what information required by law within the kitchen is required to be noted and kept
	2.9 State why it is important that information is accurate
	2.10 State why it is important that documents are not fraudulently completed

FP31 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP32 – Set up and close kitchen

Unit reference number: L/601/4996

Level: 2

Credit value: 4

Guided Learning (GL) hours: 37

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Be able to prepare kitchen for food operations

LO2 Understand how to prepare kitchen for food operations

LO3 Be able to prepare food items for operation and service

LO4 Understand how to prepare food items for operation and service

LO5 Be able to close kitchen after operations

LO6 Understand how to close kitchen after operations

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2P & C2

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Tools

- Knives
- Utensils

2. Kitchen equipment

- Oven/combo oven
- Grill
- Hob
- Fryer
- Microwave
- Steamer
- Fridge/freezer

3. Establishment requirements

- Number of customers
- Menu requirements

4. Ingredients

- Vegetables
- Garnishes
- Frozen products
- Fresh high-risk products

5. Prepare

- Washing
- Cutting
- Defrosting
- Weighing

6. Tools

- Knives
- Utensils

7. Food storage equipment

- Fridge
- Freezer
- Dry store/larder

8. Cooking equipment

- Oven/combination oven
- Grill
- Hob
- Fryer
- Microwave
- Steamer

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prepare kitchen for food operations	1.1 Prioritise work and carry it out in an efficient manner
	1.2 Check that food preparation and cooking tools and kitchen equipment are clean, and of the right type and in working order
	1.3 Turn on appropriate kitchen equipment at the correct time and to correct setting
	1.4 Report any unhygienic or defective tools or kitchen equipment, or other problems, to the proper person
	1.5 Conduct work in line with legal requirements, work place procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for food operation

Learning Outcome	Assessment Criteria
LO2 Understand how to prepare kitchen for food operations	2.1 State why knives/utensils should be handled correctly
	2.2 State why and to whom all incidents should be reported
	2.3 Describe how to safely turn on different types of equipment
	2.4 State why faulty equipment and maintenance requirements should be reported to the proper person
	2.5 State why it is important to ensure all appropriate equipment is safely turned off

Learning Outcome	Assessment Criteria
LO3 Be able to prepare food items for operation and service	3.1 Prepare work and carry it out in an efficient manner
	3.2 Ensure that there are sufficient ingredients in stock in line with establishment requirements
	3.3 Prepare ingredients to the organisational needs and quality requirements
	3.4 Report any ingredients that are not prepared to the correct quantity or quality to proper person
	3.5 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing food items ready for operations

Learning Outcome	Assessment Criteria
LO4 Understand how to prepare food items for operation and service	4.1 State why machinery should be cleared between tasks
	4.2 State why it is important to monitor the temperature of kitchen storage equipment and areas
	4.3 Describe the organisational menu requirements in terms of the type, quality and number of ingredients

Learning Outcome	Assessment Criteria
LO5 Be able to close kitchen after operations	5.1 Prioritise work and carry it out in an efficient manner
	5.2 Check that tools are cleaned and stored to organisational and legal requirements
	5.3 Check food storage equipment meets organisational and legal requirements for kitchen closure
	5.4 Check that cooking equipment is turned off, unplugged and cleaned following manufacturers and organisations instructions
	5.5 Report any un-cleaned tools, food storage or cooking equipment or problems to the appropriate person
	5.6 Conduct work in line with legal requirements, work place procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations

Learning Outcome	Assessment Criteria
LO6 Understand how to close kitchen after operations	6.1 State why tools and equipment should be cleaned and stored following use
	6.2 Describe organisational and legal requirements for food storage equipment when kitchen is closed
	6.3 State organisational and legal requirements for turning off, unplugging and cleaning cooking equipment following use
	6.4 State who problems should be reported to

FP32 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

FP37 – Prepare hot and cold sandwiches

Unit reference number: K/601/4844

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

This unit is about preparing hot and cold sandwiches including burgers, wraps, rolls, Panini and fajitas.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to prepare hot and cold sandwiches

LO2 Understand how to prepare hot and cold sandwiches

Unit content

Details of the relationship to NOS, other qualifications and frameworks

SSC unit 2PR1

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for hospitality, leisure, travel and tourism.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

What you must cover:

1. Bread

- Sliced bread
- Un-sliced bread
- Wraps
- Bread rolls

2. Fillings

- Fats/pastes/spreads
- Cooked meat and poultry
- Cooked fish
- Dairy products
- Salad/vegetables/fruit
- Sauces/dressings/relishes

3. Preparation methods

- Slicing
- Preparing fillings
- Garnishing
- Heating/toasting

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prepare hot and cold sandwiches	1.1 Check the bread and fillings to make sure that they meet quality and quantity requirements
	1.2 Choose the right tools and equipment
	1.3 Prepare sandwiches as required
	1.4 Safely store any sandwich and fillings not for immediate use

Learning Outcome	Assessment Criteria
LO2 Understand how to prepare hot and cold sandwiches	2.1 Explain how to check that bread and fillings are fit for purpose
	2.2 State the correct tools and equipment for making sandwiches
	2.3 Describe how to present sandwiches and bread products attractively
	2.4 State the correct methods of storage to avoid spoiling sandwiches and bread products between preparation and consumption

FP37 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

FPD02 Document History

Version	Issue Date	Changes	Role
V7.0	07/03/2023	Formatting and re-branding. Unit appraisal completed and added.	Qualification Administrator