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# Handbook

FPP02 – VTCT (Skillsfirst) Level 2 Certificate in  
Hospitality and Catering Principles (Food Production  
and Cooking) (RQF)

600/3221/2

Version 4.2

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# 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](http://www.vtct.org.uk) and [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk), contact our dedicated Customer Support Team via email at [customersupport@vtct.org.uk](mailto:customersupport@vtct.org.uk) and [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk) or call 0121 270 5100

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# 1 Qualification at a glance

<b>Qualification title</b>	VTCT (Skillsfirst) Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking) (RQF)
<b>Qualification number</b>	600/3221/2
<b>Product code</b>	FPP02
<b>Age range</b>	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
<b>Credits</b>	16
<b>Total Qualification Time (TQT)</b>	160
<b>Guided Learning (GL) hours</b>	98
<b>Assessment</b>	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"><li>• Portfolio of evidence</li><li>• Skills-based assessment (if applicable)</li></ul>
<b>Entry requirements</b>	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.
<b>Legal considerations</b>	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.
<b>Support materials</b>	Support materials can be found on the website (if applicable)

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## 2 Qualification information

### 2.1 Qualification aim and design

The Skillsfirst Level 2 Certificate in Hospitality and Catering Principles (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 already have some knowledge and basic skills in the catering industry - possibly from a role where they work under supervision - and wanting a formal qualification to help them in their catering career.

### 2.2 Progression opportunities

On completion of the Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking) (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- Level 2 NVQ Diploma in Food Production and Cooking (RQF)

or similar higher level qualifications

### 3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking) (RQF) learners must achieve all mandatory units. All **16** credits must be achieved.

- 5 credits must be achieved from Group A
- A minimum of 4 credits must be achieved from Group B
- Remaining 7 credits from Group B and/or Group C

The minimum TQT required to achieve this qualification is **160**.

Product code	Unit title	Level	Credit	Unit reference number
<b>Mandatory units (Group A): 5 credits</b>				
FBP1	Safe, hygienic and secure working environments in hospitality	1	2	R/600/0615
FBP2	Effective teamwork	1	2	Y/600/0616
IEH02	Food safety in catering	2	1	H/502/0132

Product code	Unit title	Level	Credit	Unit reference number
<b>Optional units (Group B): A minimum of 4 credits must be achieved from Group B. Remaining 7 credits from Group B and/or Group C</b>				
FBP23	Principles of producing basic meat dishes	2	1	A/502/8284
FBP24	Principles of producing basic pasta dishes	2	2	F/502/8285
FBP25	Principles of producing basic cakes, sponges and scones	2	1	H/502/8280
FBP26	Principles of producing basic vegetable dishes	2	1	H/502/8294
FBP27	Principles of producing flour, dough and tray baked products	2	2	H/502/8330
FBP28	Principles of producing basic hot sauces	2	1	J/502/8286
FBP29	Principles of producing basic fish dishes	2	1	K/502/8281
FBP30	Principles of producing cold starters and salads	2	1	K/502/8295
FBP31	Principles of producing basic poultry dishes	2	1	L/502/8290
FBP32	Principles of producing basic bread and dough products	2	1	M/502/8279
FBP33	Principles of producing basic pastry products	2	1	R/502/8288
FBP34	Principles of producing basic rice, pulse and grain dishes	2	1	R/502/8291
FBP35	Principles of producing basic hot and cold desserts	2	2	T/502/8283

Product code	Unit title	Level	Credit	Unit reference number
<b>Optional units (Group C): A minimum of 4 credits must be achieved from Group B. Remaining 7 credits from Group B and/or Group C</b>				
FBP4	Principles of providing a counter and takeaway service	1	1	T/502/8297
FBP36	Principles of completing kitchen documentation	2	1	H/502/8313
FBP37	Principles of how to maintain an efficient use of resources in the kitchen	2	2	R/502/8257
FBP38	Principles of preparing meals for distribution	2	1	R/502/8274
FBP39	Principles of setting up and closing the kitchen	2	1	T/502/8316
FBP3	Giving customers a positive impression	2	2	D/600/0617
FBP20	Dealing with payments	2	1	L/600/1133
IEH03	Principles of customer service in hospitality leisure travel and tourism	2	1	T/600/1059

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## 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 People1st

The Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking) (RQF) is based on the units developed by People1st who are the sector skills council for hospitality, catering, leisure and tourism. Their contact details are:

2nd Floor, Armstrong House  
38 Market Square  
Uxbridge UB8 1LH  
Phone: 01895 817000

[enquiries@people1st.co.uk](mailto:enquiries@people1st.co.uk)

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

- occupational expertise of those who assess performance, and moderate and verify assessments.
- expert witnesses
- 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](http://www.people1st.co.uk)

### 4.3 Occupational expertise of those who deliver, 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).

#### 4.3.1 Assessors and internal verifiers

While the assessor/verifier (A/V) and the assessor/internal quality assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for the qualification. Those delivering the knowledge element of this qualification should have a relevant training/teaching qualification.

Assessors and IVs must also be able to demonstrate that they meet the following occupational expertise requirements. They 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 relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through ‘hands on’ experience in the industry.
- Adhere to Skillsfirst’s assessment requirements and practice standardised assessment principles.
- Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget.
- Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.
- Hold qualifications, or have undertaken training, that has legislative relevance to the qualification being assessed.

#### 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 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. 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 Expert witnesses

##### 4.5.1 Overview

An expert witness is someone who is in a position to infer the learner’s consistent competence at work and provide the assessor with evidence to support the assessment process. The approved expert witness will usually be the learner’s supervisor or manager in the workplace, but could also be an experienced colleague or other approved assessor.

The expert witness does not make any assessment decisions and is not, therefore, required to be qualified. All assessment decisions that take into account evidence provided by an expert witness must be made by an assessor who is qualified with the appropriate qualification.

##### 4.5.2 Requirements for expert witnesses

An expert witness should:

- be the learner's immediate supervisor or manager or other appropriate individual in the workplace.
- work alongside the learner, preferably on a daily basis.
- be technically competent in the units they are providing an expert opinion on.
- understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on.

#### 4.5.3 Using an expert witness to collect evidence

It is important to remember that having an expert witness does not eliminate the need for a competent assessor to be assigned to a learner. The expert witness can be used to infer consistent competency and/or fill in gaps within the assessment process to ensure a streamlined approach to assessment. In all instances, the assessor is responsible for making the final assessment decision and for signing off each unit, once satisfied that there is sufficient evidence of the learner's competence.

When making assessment decisions, the assessor must take into account:

- their own observations and assessments of the learner's performance.
- evidence collected by the expert witness that relates to the assessment criteria.
- evidence of underpinning knowledge that has been gathered by the assessor.

#### 4.5.4 How to record an expert witness record

In all instances where a learner's assessment has been based in part on evidence collected via an expert witness, details of the witness involved must be provided in the learner's portfolio. The information should be provided on the expert witness testimony record. The purpose of including this form in the learner's file is to make it clear to the internal and external verifiers that:

- an expert witness has been involved in the assessment process.
- the expert witness is suitably qualified to carry out that role.

The form will also record an example of the witness's signature, so that their involvement in the portfolio can be easily identified throughout. Expert witness testimonies can be recorded in a variety of ways:

- digital voice recording
- written record
- verbally given by the witness and written summary by the assessor – including a signed declaration by the witness

#### 4.5.5 Verification of expert witness testimonies

When planning the internal verification sampling strategy the internal verifier should include a sample of a range of different expert witnesses. The sample should include:

- records of the expert witness CV's/competence
- the assessed witness records
- interviewing of expert witnesses.
- learners questioning about the involvement of the expert witness within their portfolio.

A similar process will be carried out by the external verifier during verification visits to the centre.

### 4.6 Continuous professional development (CPD)

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

Centres are expected to support their deliverers, 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.

#### 4.7 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.

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# 5 Assessment

## 5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the units.

## 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

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 realistic working environment (RWE) that replicates a real work setting.

It is essential for organisations operating a realistic working environment (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's 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

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

### 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.

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## 6 Units

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# Unit Handbook

FBP1 – Safe, hygienic and secure working environments in hospitality

Unit reference number: R/600/0615

**Level: 1**

**Credit value: 2**

**Guided Learning (GL) hours: 16**

## Unit aim

This unit has been written to cover the knowledge relating to the basic health, hygiene, safety and security, which they can apply in a hospitality environment.

## Learning outcomes

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

LO1 Know their personal responsibilities under the Health and Safety at Work Act

LO2 Know why it is important to work in a safe and hygienic way

LO3 Know about hazards and safety in the workplace



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# Unit content

## Assessment guidance

### **Personal responsibility**

Maintain health and safety of self and others, comply with company procedures/training and instruction.

### **Importance of following safety procedures**

To prevent accidents to self and others to comply with the law.

### **Reporting procedures**

Report to supervisor/line manager, provide medical certificate if required on return to work.

### **Importance of maintaining good personal hygiene**

Prevent cross contamination, comply with legislation, promote good company image.

### **Correct clothing, footwear and headgear**

Protect food from bacteria, protect the employee.

### **Why, and to whom accidents and near accidents should be reported**

Why; to prevent further accidents, to comply with legislation, to identify problem areas

To whom; supervisor/line manager, relevant first aider.

### **Why it is important to report all unusual/non-routine incidents**

To comply with legislation, for security purposes, to ensure appropriate action can be taken.

### **Types of common hazards**

Spillage, trailing wires when operating electrical equipment, obstacles on floor, lifting heavy loads

### **Types of emergencies**

Accidents, fire alarm, power failure, bomb threat.

### **Possible causes of fire**

Rubbish not correctly stored, poor maintenance of electrical equipment/damaged wiring, discarded cigarette ends/poor disposal of cigarette waste, incorrect storage and use of chemicals, poor supervision of equipment.

### **Fire Safety procedures**

Switch off and unplug all electrical equipment when not in use, inspection of public rooms and staff changing rooms for debris, correct waste storage, and correct storage of hazardous substances.

### **Security procedures**

Locking doors, key security, designated security staff, warning/prompting signs for all staff.

## Details of the relationship to NOS, other qualifications and frameworks

The relates to 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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know their personal responsibilities under the Health and Safety at Work Act	1.1 State personal responsibility for health and safety when in the workplace
	1.2 Identify the importance of following safety procedures in the workplace
	1.3 State reporting procedures in the case of personal illness

Learning Outcome	Assessment Criteria
LO2 Know why it is important to work in a safe and hygienic way	2.1 State why it is important to maintain good personal hygiene
	2.2 State why correct clothing, footwear and headgear should be worn at all times
	2.3 State why, and to whom, accidents and near accidents should be reported
	2.4 Describe safe lifting and handling techniques that you must follow
	2.5 State why it is important to report all unusual/non-routine incidents to the appropriate person

Learning Outcome	Assessment Criteria
LO3 Know about hazards and safety in the workplace	3.1 Identify the types of common hazards found in the workplace
	3.2 Identify types of emergencies that may happen in the workplace
	3.3 Describe why first aid procedures should be in place
	3.4 Identify possible causes of fire in the workplace
	3.5 Describe fires safety procedures
	3.6 Describe security procedures

**FBP1 Document History**

Version	Issue Date	Changes	Role
1.0	01/02/2023	Rebrand	Regulation Officer

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# Unit Handbook

## FBP2 – Effective teamwork

Unit reference number: Y/600/0616

**Level: 1**

**Credit value: 2**

**Guided Learning (GL) hours: 19**

### Unit aim

This unit will provide learners with the knowledge to make useful contributions to the work of a team.

### Learning outcomes

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

LO1 Know how to organise their own work

LO2 Know how to support the work of a team

LO3 Know how to contribute to their own learning and development

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# Unit content

## Assessment guidance

### **When it is appropriate to ask for help**

To be able to complete work tasks on time, to prevent errors, to maintain good working relationships and to work to high standards.

### **When it is appropriate to help and support others**

When own work tasks have been completed, when requested by a manager or supervisor, when extra job tasks are applicable to your skills.

### **Working to deadlines**

To maintain customer satisfaction, to demonstrate a professional image, to demonstrate competence in the job role.

### **Keeping work areas clean and tidy**

To complete work tasks on time and to a high standard, present a positive and professional image to customers, comply with legislation

### **Benefits**

Individual, team, business profitability, customer efficient work, motivational, team building. To be able to respond to change, to progress ones career, job satisfaction, continuous personal development (CPD).

### **Passing information**

To maintain good working relationships, complete work tasks on time, prevent errors, minimise waste, comply with data protection Act

### **Clear communication**

To prevent errors, to ensure communication is understood, information is accurate.

### **Good working relationships**

By displaying suitable behaviour to enhance relationships; respectful, polite, helpful, friendly and cooperative.

### **Problems**

Where there is a conflict situation, where there is an escalation of issues, where team morale is affected.

### **Feedback**

To understand own strengths and weaknesses, to develop positive relationships with colleagues.

### **Learning plan**

Identification of strengths and weaknesses, specific action identified to improve work, timescales set for improvements.

### **Activities**

Mentoring/coaching, formal training, appraisals and one to one conversations.

### **Details of the relationship to NOS, other qualifications and frameworks**

The relates to 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.

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to organise their own work	1.1 State the order of work to complete a task
	1.2 Describe situations when it is appropriate to ask for help
	1.3 Describe situations when it is appropriate to help and support others
	1.4 State the importance of working to deadlines
	1.5 State why it is important to follow instructions accurately
	1.6 State the importance of keeping work areas clean and tidy

Learning Outcome	Assessment Criteria
LO2 Know how to support the work of a team	2.1 State the benefits of helping team members
	2.2 State the importance of passing information to the relevant people
	2.3 State the importance of clear communication
	2.4 Describe ways to maintain good working relationships in a team
	2.5 State problems in working relationships that should be reported to line managers

Learning Outcome	Assessment Criteria
LO3 Know how to contribute to their own learning and development	3.1 List benefits of self-development
	3.2 State the importance of feedback from team members
	3.3 Describe how a learning plan could improve aspects of work
	3.4 List types of activities that help learning



**FBP2 Document History**

Version	Issue Date	Changes	Role
1.0	01/002/2023	Rebrand	Regulation Officer

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# Unit Handbook

## IEH02 – Food safety in catering

Unit reference number: H/502/0132

**Level: 2**

**Guided Learning (GL) hours: 9**

### Unit aim

This unit will provide candidates with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the unit at Level 2 will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole. This unit provides candidates with a range of food safety skills directly relevant to the catering and hospitality industry.

### Learning outcomes

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

- LO1 Understand how individuals can take personal responsibility for food safety
- LO2 Understand the importance of keeping him/herself clean and hygienic
- LO3 Understand the importance of keeping the work areas clean and hygienic
- LO4 Understand the importance of keeping food safe

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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence which meets all the assessment criteria. The guide for tutor/trainers can be found in Appendix 1.

## Details of the relationship between the unit and relevant national occupational standards

These qualifications are based on NOS which have been developed by People1st, the sector skills council for Hospitality, Leisure, Travel and Tourism.

## 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.

## Functional Skills/Key Skills

This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for the following Functional/Key Skills:

- Mathematics/Application of Number
- English/Communication
- Information and Communication Technology
- Improving Own Learning and Performance
- Problem Solving
- Working with Others

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how individuals can take personal responsibility for food safety	1.1 Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour
	1.2 Describe how to report food safety hazards
	1.3 Outline the legal responsibilities of food handlers and food business operators

Learning Outcome	Assessment Criteria
LO2 Understand the importance of keeping him/herself clean and hygienic	2.1 Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination
	2.2 Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds

Learning Outcome	Assessment Criteria
LO3 Understand the importance of keeping the work areas clean and hygienic	3.1 Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal
	3.2 State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning
	3.3 Outline the importance of pest control

Learning Outcome	Assessment Criteria
LO4 Understand the importance of keeping food safe	4.1 State the sources and risks to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards
	4.2 Explain how to deal with food spoilage including recognition, reporting and disposal
	4.3 Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
	4.4 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
	4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation

## IEH02 Document History

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

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# Unit Handbook

## FBP23 – Principles of producing basic meat dishes

Unit reference number: A/502/8284

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 9**

### Unit aim

This unit aims to give learners the knowledge of how to cook and finish basic meat dishes such as steak, stews, casseroles, curries and minced dishes (e.g. lasagne or shepherd's pie). This will cover raw meat portions, processed meat products and meat joints. Learners will gain knowledge of a variety of cooking methods including:

- Grilling
- Griddling
- Frying
- Boiling
- Braising
- Steaming
- Stewing
- Roasting
- Baking
- Microwaving

### Learning outcomes

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

LO1 Know how to cook basic meat dishes

LO2 Know how to finish basic meat dishes

Version 1.0

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# Unit content

This unit introduces learners to three types of meat: lamb, beef and pork. Learners will be taught how to cook and finish some basic dishes that can be made using these meats.

Also, this unit helps learners develop their knowledge of the principles of preparing meat as a product, cooking of meat and meat dishes. Learners will also be introduced to the essential tools and equipment associated with preparing and cooking meat, along with the safe working practices and hygiene procedures that should be applied when working in a food production situation with meat.

Learners will be shown how to recognise a variety of meat dishes including grilled steaks, stews, casseroles, curries and minced meat dishes and the cuts of meat that are used to make them. They will also learn how to deal with any problems that may be associated with the meat that they are using. Learners will be taught the correct cooking temperatures to cook meat and hold meat dishes in accordance with the Food Safety Act 1990 (revised April 2009).

In line with government guidance and contemporary practice, learners will be introduced to the basic principles of healthy eating and the associated benefits that it may bring. Learners will be shown how they can adapt cooking methods, basic meat recipes and dishes to incorporate some of these principles. In cookery finishing and presenting is an important skill and learners should understand how to undertake the finishing of basic meat dishes to make food attractive to customers as well as how to select the most appropriate containers and serving dishes for food items to enhance their appeal.

## Assessment guidance/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to SSC units 2PR2

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality.

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to cook basic meat dishes	1.1 Outline quality points in prepared meat
	1.2 Describe how to deal with problems with meat
	1.3 State the benefits of sealing meat
	1.4 Describe how different cuts of meat should be cooked
	1.5 State the importance of using the correct tools and equipment to cook meat
	1.6 State the temperature required for cooking meat

Learning Outcome	Assessment Criteria
LO2 Know how to finish basic meat dishes	2.1 Describe methods used for correcting meat dishes to meet dish requirements
	2.2 Describe garnish and presentation methods for meat dishes
	2.3 State the correct temperature for holding meat dishes
	2.4 State healthy eating options when cooking and finishing meat dishes



### FBP23 Document History

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

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# Unit Handbook

## FBP24 – Principles of producing basic pasta dishes

Unit reference number: F/502/8285

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 5**

### Unit aim

This unit aims to provide learners with knowledge of how to prepare, cook and finish basic pasta dishes. Learners will gain knowledge of the following types of pasta:

- stuffed
- shaped
- lasagne
- dried
- pre-prepared fresh pasta

### Learning outcomes

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

LO1 Know how to cook basic pasta dishes

LO2 Know how to finish basic pasta dishes

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# Unit content

Pasta and pasta dishes are popular items on menus as pasta can be easily eaten by most consumers including young children and vegetarians. Pasta can be a main meal in itself when appropriately garnished and accompanied with sauce. It can be a starter where the portions are smaller than for a main course but served in similar style. Pasta can be an accompaniment to meat, poultry or fish as the main 'staple' instead of potatoes, rice or bread. The popularity of pasta is such that there are restaurants that specialise in serving only pasta.

Pasta is made from 'strong' wheat flour, called durum wheat. This flour is high in gluten, a soluble protein. Other ingredients used to make pasta are eggs, oil, water and seasoning. Learners will be taught how to cook and finish basic pasta dishes as well as the quality points of good pasta ingredients.

Learners will be taught safe working practices and personal hygiene procedures that should be applied when working in a food production situation. Although this is not a food hygiene unit, learners must understand the correct temperatures for cooking and holding finished pasta and pasta dishes which are ready for use or consumption in accordance with the Food Safety Act 1990 (revised April 2009). In cookery the finishing and presenting of dishes is an important skill and learners should know how to undertake a range of techniques so pasta dishes can be presented both safely and attractively to meet business and customer requirements.

## Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to 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.

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to cook basic pasta dishes	1.1 Outline the quality points in pasta and dish ingredients
	1.2 Describe how to deal with problems with pasta
	1.3 Describe why time and temperature are important when cooking pasta
	1.4 State which tools and equipment are used when preparing and cooking pasta
	1.5 State the importance of using the correct equipment and techniques when producing pasta dishes
	1.6 Explain how to identify when pasta meets dish requirements for colour, consistency and flavour

Learning Outcome	Assessment Criteria
LO2 Know how to finish basic pasta dishes	2.1 State the temperature for holding and serving pasta dishes
	2.2 Describe how to cool pasta prior to storage
	2.3 State how to store cooked pasta dishes
	2.4 State healthy eating considerations when producing pasta dishes

#### FBP24 Document History

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

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# Unit Handbook

FBP25 – Principles of producing basic cakes, sponges and scones

Unit reference number: H/502/8280

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 8**

## Unit aim

This unit aims to provide learners with the knowledge of how to prepare, cook and finish basic cakes, sponges and scones.

## Learning outcomes

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

LO1 Know how to cook cakes, sponges and scones

LO2 Know how to finish cakes, sponges and scones

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# Unit content

Cakes, sponges and scones are forms of food, usually sweet, baked desserts. These normally contain a combination of flour, sugar, eggs and fat. Cakes, sponges and scones are often filled with fruit preserves or dessert sauces and decorated with icing or fruit.

Learners will gain knowledge of the principles of producing basic cakes, sponges and scones. They will learn about the quality points in ingredients for cakes, sponges and scones and how to deal with problems with the ingredients. Learners will also be taught the importance of using the correct tools in the preparation, cooking and finishing of cakes, sponges and scones. Learners will be shown how to identify when cakes, sponges and scones have the correct flavour, colour, texture and quality, and how to present and store cakes, sponges and scones.

Learners should be introduced to the basic principles of healthy eating and its associated benefits.

Some of these basic considerations will be introduced to the teaching and applied to the preparation and cooking of cakes, sponges and scones.

## Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to 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.

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to cook cakes, sponges and scones	1.1 Outline <b>quality points</b> in ingredients for cakes, sponges and scones
	1.2 State the importance of using the correct <b>tools and equipment</b> to cook cakes, sponges and scones
	1.3 Describe how to deal with <b>problems</b> with the ingredients
	1.4 Describe <b>preparation methods</b> for cakes, sponges and scones
	1.5 Describe <b>cooking methods</b> for cakes, sponges and scones

Learning Outcome	Assessment Criteria
LO2 Know how to finish cakes, sponges and scones	2.1 State how to identify when cakes sponges and scones have the correct flavour, colour, texture and quality
	2.2 Describe <b>finishing methods</b> for cakes, sponges and scones
	2.3 Describe how to present cakes, sponges and scones
	2.4 State how to <b>store</b> cakes, sponges and scones
	2.5 State <b>healthy eating options</b> when making cakes, sponges and scones



### FBP25 Document History

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

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# Unit Handbook

## FBP26 – Principles of producing basic vegetable dishes

Unit reference number: H/502/8294

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 9**

### Unit aim

This unit aims to provide learners with the knowledge of how to cook and finish basic vegetable dishes including vegetable curry, roasted vegetables and stuffed vegetables, as well as how to finish vegetables in a simple form, for example boiling, steaming, roasting.

### Learning outcomes

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

LO1 Know how to cook vegetable dishes

LO2 Know how to finish vegetable dishes

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# Unit content

Vegetables can be divided into three groups: root vegetables and tubers, green vegetables and pulses. Vegetables and pulses are important in the diet as they provide vitamins, minerals, dietary fibre and protein. Vegetables are available in more than just a fresh form. Some forms of preserved vegetables such as frozen peas or tinned tomatoes are as nutritious and as good a quality as their fresh counterparts.

This unit helps learners develop their basic theoretical knowledge and understanding of the principles of producing basic vegetable dishes. Learners will be introduced to the basic tools and equipment used for vegetable preparation and cookery.

This unit introduces learners to the principles of preparing and cooking vegetables using some of the commonly recognised cooking methods as well as the correct use of associated tools and equipment. Learners will be taught the safe working practices and hygiene procedures that should be followed when working in food production in accordance with the Food Safety Act 1990 (revised April 2009).

Learners will be taught how to recognise some of the more common vegetables and their characteristics at the same time as they begin to understand the different cooking methods that can be used for a selection of vegetables. Learners will be taught how to determine essential quality points as applied to prepared vegetables and deal with any associated problems of quality and quantity. Learners will also be taught the correct cooking temperatures to ensure food safety standards are maintained, as well as meeting customer requirements in order to preserve the nutritional value of vegetables during cooking.

## Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to 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.

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to cook vegetable dishes	1.1 Outline quality points in prepared vegetables
	1.2 Describe how to deal with problems with vegetables
	1.3 State the importance of using the correct tools and equipment to cook vegetables
	1.4 Describe cooking methods for vegetable dishes
	1.5 State the temperature required for cooking vegetables
	1.6 Describe how the nutritional value of vegetable can be maintained during cooking
	1.7 State the benefits of blanching vegetables
	1.8 Identify vegetables suitable for high and low pressure steaming

Learning Outcome	Assessment Criteria
LO2 Know how to finish vegetable dishes	2.1 Describe finishing methods for vegetable dishes
	2.2 State the correct temperature for holding and serving vegetable dishes
	2.3 State healthy eating options when cooking and finishing vegetable dishes

### FBP26 Document History

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

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# Unit Handbook

## FBP26 – Principles of producing basic vegetable dishes

Unit reference number: H/502/8294

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 9**

### Unit aim

This unit aims to provide learners with the knowledge of how to cook and finish basic vegetable dishes including vegetable curry, roasted vegetables and stuffed vegetables, as well as how to finish vegetables in a simple form, for example boiling, steaming, roasting.

### Learning outcomes

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

LO1 Know how to cook vegetable dishes

LO2 Know how to finish vegetable dishes

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# Unit content

Learners will gain knowledge of producing flour, dough and tray baked products. They will learn about quality points in flour, dough and other ingredients for tray baked products and problems that can occur when preparing and cooking flour, dough and tray baked products. Learners will be taught why ovens should be at the correct temperature before baking starts and why time and temperature are important when preparing flour, dough and tray baked products.

Learners will be taught the preparation and cooking methods for flour, dough and tray baked products. They will learn how to identify when flour, dough and tray baked products have the correct aroma, colour, texture and consistency. Learners will be introduced to how to present flour, dough and tray baked products and why it is important to use the correct equipment when portioning.

Learners will be taught the safe working practices and hygiene procedures that should be followed when working in food production in accordance with the Food Safety Act 1990 (revised April 2009).

## Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to 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.

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to prepare, dough and tray baked products	1.1 Describe <b>cooking methods</b> for flour, dough and tray-baked products
	1.2 Describe how to identify when flour, dough and tray-baked products have the correct aroma, colour, texture and consistency
	1.3 Describe problems that can occur when cooking flour, dough and tray baked products

Learning Outcome	Assessment Criteria
LO2 Know how to cook flour, dough and tray baked products	2.1 Describe how to present flour, dough and tray-baked products
	2.2 State why it is important to use the correct equipment when portioning
	2.3 State <b>healthy eating considerations</b> when producing flour, dough and tray-baked products



### FBP27 Document History

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

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# Unit Handbook

## FBP28 – Principles of producing basic hot sauces

Unit reference number: J/502/8286

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 8**

### Unit aim

This unit aims to provide learners with the knowledge of how to prepare and cook basic hot sauces including:

- thickened gravy (jus lié)
- roast gravy (jus roti)
- white sauce (béchamel)
- brown sauce (espagnole)
- velouté
- purée

### Learning outcomes

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

LO1 Know how to cook basic hot sauces

LO2 Know how to finish basic hot sauces

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# Unit content

Along with stocks, sauces are part of the basic foundations for any kitchen.

This unit helps learners to develop their knowledge of the principles of producing basic hot sauces, the foundation of many dishes. Learners will also be taught the correct use of tools and utensils used in the production processes of basic hot sauce making. Learners will be introduced to the basic ingredients and quality points in sauce ingredients. Learners will be taught the basic technical skills needed for producing these sauces as well as how to identify when they meet requirements for colour, consistency and flavour.

Learners will be taught how to present cooked sauces for service. They will also be taught how to adapt recipes and ingredients when applying the principles of healthy eating to a sauce. Although this is not a food hygiene unit, learners must understand the correct temperatures for cooking and holding sauces that are ready for use or consumption in accordance with the Food Safety Act 1990 (revised April 2009).

In cookery the finishing and presenting of dishes is an important skill and learners should know how to undertake a range of techniques so that sauces can be presented both safely and attractively to meet business and customer requirements.

## Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to 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.

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to cook basic hot sauces	1.1 Describe the safe use of alcohol in <b>hot sauces</b>
	1.2 Outline the <b>quality points</b> in sauce ingredients
	1.3 State the importance of using the correct <b>equipment</b> and <b>techniques</b> when producing hot sauces
	1.4 State the required <b>temperature</b> when cooking various hot sauces
	1.5 Describe how to identify when hot sauces meet <b>requirements</b> for colour, consistency and flavour

Learning Outcome	Assessment Criteria
LO2 Know how to finish basic hot sauces	2.1 Outline how to present cooked sauces
	2.2 State the temperature for holding and serving hot sauces
	2.3 State healthy eating considerations when producing hot sauces

**FBP28 Document History**

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

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# Unit Handbook

## FBP29 – Principles of producing basic fish dishes

Unit reference number: K/502/8281

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 9**

### Unit aim

This unit aims to provide learners with the knowledge of how to cook and finish basic fish dishes using raw fish portions, processed fish products and whole fish.

### Learning outcomes

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

LO1 Know how to cook basic fish dishes

LO2 Know how to finish basic fish dishes

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# Unit content

Fish has become a very popular item on menus and there is now an extensive range available in restaurants, fishmongers, wholesale suppliers and supermarkets. Cooking fish can be quite technical, as it can easily be spoilt by overcooking or cooking at the incorrect temperature. Fresh fish deteriorates rapidly so the quality points relating to fish need to be known.

This unit helps learners develop their knowledge of the principles of cooking and finishing basic fish dishes, as well as the tools, utensils and equipment used in producing them.

Learners will be taught how to deal with the basic quality problems of fresh and preserved fish such as frozen, chilled and processed products.

Learners will gain knowledge of cooking methods for fish and know how to select the correct cooking method to suit a specific type. In accordance with the Food Safety Act 1990 (revised April 2009) learners must also know the correct temperatures for cooking fish to ensure that products are fully cooked to kill any bacteria or parasites that may be present and subsequently make the fish safe to eat. They will also be taught the correct holding temperatures for cooked and raw fish to ensure safe practice and compliance with regulations.

Learners will be taught how to finish, garnish and present basic fish dishes as well as how to correct dishes to meet customer or business requirements for colour, consistency and flavour.

## Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to 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.

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to cook basic fish dishes	1.1 Outline the <b>quality</b> points to look for in fish
	1.2 Describe how to deal with <b>problems</b> with fish
	1.3 State the importance of using the correct <b>tools and equipment</b> to cook fish
	1.4 Describe <b>cooking methods</b> for fish
	1.5 State why the correct cooking method must be used in relation to different <b>types of fish</b>
	1.6 State the required <b>temperature</b> when cooking fish
	1.7 Explain the importance of cooking fish at the correct temperature

Learning Outcome	Assessment Criteria
LO2 Know how to finish basic fish dishes	2.1 Give examples of how to <b>garnish and present</b> fish dishes
	2.2 Explain how to <b>correct</b> a fish dish to ensure it meets dish requirements for colour, consistency and flavour
	2.4 State the temperature for holding and serving fish dishes
	2.5 State <b>healthy eating considerations</b> when producing fish dishes



**FBP29 Document History**

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

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# Unit Handbook

**FBP30 – Principles of producing cold starters and salads**

Unit reference number: K/502/8295

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 9**

## Unit aim

This unit aims to provide learners with the knowledge of how to prepare and present cold products including salads, bread products, pies, pates and cured meats. This unit also covers how to hold these foods to maintain effective food safety.

## Learning outcomes

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

LO1 Know how to prepare cold starters and salads

LO2 Know how to finish cold starters and salads

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# Unit content

With a focus on healthier eating and the wish for lighter, more balanced meals cold starters have become well established.

Cold starters and salads can be served before a main course or as snacks instead of a more filling meal. They can be served at many different events. If the event requires finger food or a snack, then cold starters and salads can be served.

Learners will gain knowledge of producing cold starters and salads. They will learn about quality points in cooked, cured and prepared foods and how to deal with problems with food products or garnishes.

Learners will also be taught the importance of using the correct tools and equipment, the methods used to prepare food products and garnishes for cold presentation and finishing cold starters and salads. This will also include the production of basic dressings and cold sauces.

Learners will learn to recognise when cold starters and salads are the correct flavour, colour, texture and quality. They will learn why time and temperature are important when preparing cooked, cured and prepared foods for presentation, and why cooked, cured and prepared foods should be kept at the required temperature before presentation in accordance with the Food Safety Act 1990 (revised April 2009).

## Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to 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.

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to prepare cold starters and salads	1.1 Outline quality points in <b>cooked, cured and prepared foods</b>
	1.2 Describe how to deal with problems with food products or garnishes
	1.3 State the importance of using the correct tools and equipment
	1.4 Describe methods used to <b>prepare food products and garnishes</b> for cold presentation
	1.5 Describe how to produce <b>basic dressings and cold sauces</b>

Learning Outcome	Assessment Criteria
LO2 Know how to finish cold starters and salads	2.1 Describe methods for finishing cold starters and salads
	2.2 State how to identify when cold starters and salads have the correct flavour colour texture and quality
	2.3 Explain why time and temperature are important when preparing cooked, cured and prepared foods for presentation
	2.4 Explain why cooked, cured and prepared foods should be kept at the required temperature before presentation
	2.5 State healthy eating options when preparing and presenting food for cold presentation

**FBP30 Document History**

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

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# Unit Handbook

## FBP31 – Principles of producing basic poultry dishes

Unit reference number: L/502/8290

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 9**

### Unit aim

This unit aims to provide learners with the knowledge of how to cook and finish basic poultry dishes including chicken Kiev, sautéed chicken and chicken and bacon pie. Learners will gain knowledge of the following cooking methods:

- grilling
- griddling
- roasting
- poaching
- frying
- steaming
- baking
- microwaving

### Learning outcomes

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

LO1 Know how to cook basic poultry dishes

LO2 Know how to finish basic poultry dishes

Version 1.0

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# Unit content

Poultry is domestic fowl that is bred for food. It includes chickens, turkeys, ducks and geese. Poultry provides essential protein to a person's diet, however it can be an expensive item to buy and so must be well managed to prevent unnecessary wastage.

This unit helps learners develop their knowledge of the principles of cooking poultry and poultry dishes. Learners will be introduced to the essential tools and equipment associated with poultry cookery.

Learners will be taught the safe working practices and hygiene procedures that should be followed when working in a food production situation with poultry in accordance with the Food Safety Act 1990 (revised 2009). Learners will be taught how to hold raw and cooked poultry safely to prevent contamination and food poisoning. The risks of salmonella bacteria that can cause serious food poisoning, associated with some types of poultry, need to be clearly identified. The temperature probing of foods and dishes will be introduced, including the procedures needed to monitor foods for safety in a practical situation.

They will also understand how to deal with quality and hygiene problems that may be associated with poultry including the correct cooking temperatures to maintain eating quality, ensure safe hygiene and meet customer and/or business requirements.

Learners will be shown how to recognise a variety of basic poultry dishes and the cuts of poultry that are used to make them.

Learners will be able to understand how to undertake the finishing of basic poultry dishes to make food attractive to customers. They also need to know how to select the most appropriate containers and serving dishes for food items to enhance their appeal.

## Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to 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.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to cook basic poultry dishes	1.1 Outline the <b>quality points</b> in poultry
	1.2 Describe how to deal with <b>problems</b> with poultry
	1.3 State the importance of using the correct <b>tools and equipment</b> to cook poultry
	1.4 Describe <b>cooking methods</b> for poultry
	1.5 State the importance of using the correct cooking method
	1.6 State the required <b>temperature</b> when cooking poultry

Learning Outcome	Assessment Criteria
LO2 Know how to finish basic poultry dishes	2.1 Describe how to garnish and present poultry dishes
	2.2 Explain how to correct a poultry dish to ensure it meets dish requirements for colour, consistency and flavour
	2.3 State the temperatures for holding and serving poultry dishes
	2.4 State healthy eating considerations when producing and finishing poultry dishes



**FBP31 Document History**

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

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# Unit Handbook

## FBP32 – Principles of producing basic bread and dough products

Unit reference number: M/502/8279

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 7**

### Unit aim

This unit aims to provide learners with the knowledge of how to prepare, cook and finish basic bread and dough products including buns, bread, bread rolls, naan, pitta bread, pizza and soda bread dough.

### Learning outcomes

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

LO1 Know how to cook bread and dough products

LO2 Know how to finish bread and dough products

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# Unit content

## **Assessment requirements/evidence requirements**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.  
The assessment criteria determine the standard required to achieve the unit.

## **Details of the relationship to NOS, other qualifications and frameworks**

This relates to 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, catering, leisure and tourism.

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to cook bread and dough products	1.1 Outline <b>quality points</b> in <b>ingredients</b> for <b>bread and dough products</b>
	1.2 State the importance of using the correct <b>tools and equipment</b> to cook bread and dough products
	1.3 Describe how to deal with <b>problems</b> with the ingredients
	1.4 Describe <b>cooking methods</b> for bread and dough products

Learning Outcome	Assessment Criteria
LO2 Know how to finish bread and dough products	2.1 State how to identify when bread and dough have the correct flavour colour texture and quality
	2.2 Describe <b>finishing methods</b> for bread and dough products
	2.3 State the correct temperature and <b>conditions</b> for holding bread and dough products
	2.4 State how to <b>store</b> bread and dough products
	2.5 State <b>healthy eating options</b> when making bread and dough products

## Range

### Bread and dough products

Bun dough, bread dough, naan dough/pitta dough, pizza dough, soda bread dough, part-cooked products

### Ingredients

Flour, yeast, butter, eggs

### Quality points in ingredients

No signs of pest infestation, no physical contaminants, fresh yeast (crumbly, fresh smell, grey in colour), dried yeast (within use by date), butter (smooth texture, creamy in colour to deep yellow, no strong smell) Eggs (cracked or damaged eggs should not be used)

### Tools and equipment

Prover, oven, deep fryer, spider, cooling wire, docker, piping bag

### Problems

Inform supervisor, separate problem ingredients from the rest of food, do not use

### Cooking methods

Baking, frying

### Finishing methods

Glazing, icing, filling, decorating

### Conditions

Held at room temperature, dry atmosphere

### Storage

Cooked dough products should be stored at room temperature.  
Dough products with high risk food (such as cream) stored in refrigerator

### Healthy eating options

Reduce salt and sugar where possible, use unsaturated fat, use wholegrain flour

**FBP32 Document History**

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

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# Unit Handbook

## FBP33 – Principles of producing basic pastry products

Unit reference number: R/502/8288

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 9**

### Unit aim

This unit aims to provide learners with knowledge of how to prepare, cook and finish basic pastry products including chocolate éclair, apple tart, savoury quiche. Learners should cover the following types of pastry:

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

### Learning outcomes

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

LO1 Know how to cook basic pastry products

LO2 Know how to finish basic pastry products

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# Unit content

## **Assessment requirements/evidence requirements**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.  
The assessment criteria determine the standard required to achieve the unit.

## **Details of the relationship to NOS, other qualifications and frameworks**

This relates to 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.



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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to cook basic pastry products	1.1 Outline the <b>quality points</b> of <b>ingredients</b> used to cook <b>pastry</b> products
	1.2 Describe how to deal with <b>problems</b> with ingredients
	1.3 Describe the importance of following the recipe when preparing pastry products
	1.4 Describe how to use <b>tools and equipment</b> when preparing and cooking pastry products
	1.5 State the importance of using the correct tools and equipment to cook pastry products
	1.6 Describe <b>preparation methods</b> for pastry products
	1.7 Describe <b>cooking methods</b> for pastry products
	1.8 State the required <b>temperature</b> when cooking pastry products

Learning Outcome	Assessment Criteria
LO2 Know how to finish basic pastry products	2.1 Describe how to identify when pastry products have the correct colour, texture and flavour
	2.2 State how to <b>store</b> pastry products after preparation and cooking
	2.3 State <b>healthy eating considerations</b> when producing pastry dishes

**FBP33 Document History**

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

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# Unit Handbook

## FBP34 – Principles of producing basic rice, pulse and grain dishes

Unit reference number: R/502/8291

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 8**

### Unit aim

This unit aims to provide learners with the knowledge of how to cook and finish basic rice, pulse and grain dishes, including simple cooked rice and pulses to accompany other dishes as well as specific rice and pulse dishes including dhal, moulded rice and grilled set polenta. Learners will gain knowledge of the following preparation and cooking methods:

- soaking and washing
- boiling
- braising
- steaming
- frying
- baking
- microwaving

### Learning outcomes

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

LO1 Know how to cook rice, pulse and grain dishes

LO2 Know how to finish rice, pulse and grain dishes

Version 1.0

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# Unit content

This unit will help learners to recognise the three groups of commodities – rice, pulses and grains. Learners will be taught about the types of tools and equipment used to undertake the preparation and cookery of these ingredients and associated dishes made from them. They will also be given knowledge on the safe working practices and procedures that should be followed when preparing, cooking and finishing basic rice, pulse and grain dishes.

Learners will also know how they should be stored and how they can be cooked using a variety of cooking methods.

They will also be taught how to cool, hold and store dishes safely to prevent contamination and food poisoning. They will also understand how to select the most appropriate serving dishes for the finished items, to enhance their appeal.

## Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to 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.

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to cook rice, pulse and grain dishes	1.1 Outline <b>quality points</b> in rice, pulses and grains
	1.2 Describe how to deal with <b>problems</b> with rice, pulses and grains
	1.3 State the importance of using the correct <b>tools and equipment</b> to cook rice, pulses and grains
	1.4 Describe <b>cooking methods</b> for rice, pulses and grains

Learning Outcome	Assessment Criteria
LO2 Know how to finish rice, pulse and grain dishes	2.1 State how to identify when rice, pulse and grain based dishes have the correct flavour, colour, texture and quality
	2.2 Describe methods for <b>cooling</b> cooked rice, grain and pulses that maintain food safety
	2.3 State the correct <b>temperature</b> for holding rice, pulse and grain dishes
	2.4 State <b>healthy eating options</b> when cooking rice, pulse and grain dishes

**FBP34 Document History**

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

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# Unit Handbook

## FBP35 – Principles of producing basic hot and cold desserts

Unit reference number: T/502/8283

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 9**

### Unit aim

This unit aims to provide learners with the knowledge of how to cook and finish basic hot and cold desserts. It covers a range of cooking and finishing methods including:

- baking
- frying
- microwaving
- steaming
- garnishing
- de-moulding
- slicing
- portioning
- piping
- glazing

### Learning outcomes

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

LO1 Know how to produce and cook basic hot and cold desserts

LO2 Know how to finish basic hot and cold desserts

Version 1.0

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# Unit content

Learners will gain knowledge of the principles of producing basic hot and cold desserts. They will be taught how to deal with problems with ingredients used to produce and cook these desserts.

Learners will be taught the importance of following the recipe when producing hot and cold desserts and of using the correct tools and equipment, as well as the preparation and cooking methods.

Learners will be shown how to identify when hot and cold desserts have the correct consistency, colour, texture and flavour. They will learn why time and temperature are important when finishing hot and cold desserts. Learners will consider finishing methods for hot and cold desserts and quality points in hot and cold desserts, as well as how to store hot and cold desserts after preparation and cooking.

## Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to 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.



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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to produce and cook basic hot and cold desserts	1.1 Describe how to deal with <b>problems</b> with ingredients
	1.2 Describe the importance of following the recipe when producing <b>hot and cold desserts</b>
	1.3 State the importance of using the correct <b>tools and equipment</b> to produce hot and cold desserts
	1.4 Describe <b>preparation</b> and <b>cooking methods</b> for hot and cold desserts

Learning Outcome	Assessment Criteria
LO2 Know how to finish basic hot and cold desserts	2.1 Explain how to identify when hot and cold desserts have the correct consistency, colour, texture and flavour
	2.2 State why time and temperature are important when finishing hot and cold desserts
	2.3 Describe <b>finishing methods</b> for hot and cold desserts

**FBP35 Document History**

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

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# Unit Handbook

## FBP4 – Principles of providing a counter and takeaway service

Unit reference number: T/502/8297

**Level: 1**

**Credit value: 1**

**Guided Learning (GL) hours: 6**

### Unit aim

The aim of this unit is to enable learners to gain knowledge of how to serve food and drink on a counter or takeaway basis and how to maintain the counter and service areas.

### Learning outcomes

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

LO1 Know how to serve customers at the counter

LO2 Know how to maintain counter and service areas

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# Unit content

## Assessment requirements/evidence requirements

### Information

Items available, ingredients, prices, special offers and promotions

### Service items

Trays, service utensils, food containers, crockery, cutlery

## Details of the relationship to NOS, other qualifications and frameworks

The relates to 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

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to serve customers at the counter	1.1 Describe safe and hygienic working practices for serving customers and its importance
	1.2 State the importance of controlling portions when serving customers
	1.3 State the importance of giving accurate information to customers
	1.4 Describe the types of unexpected situations that might occur when serving customers

Learning Outcome	Assessment Criteria
LO2 Know how to maintain counter and service areas	2.1 Describe safe and hygienic working practices for clearing counter and service areas
	2.2 State the importance of keeping counter preparation areas and dining areas tidy and free from rubbish and food debris throughout the service
	2.3 State the importance of maintaining a constant stock of service items
	2.4 Describe the types of unexpected situations that might occur when clearing away

**FBP4 Document History**

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

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# Unit Handbook

## FBP36 – Principles of completing kitchen documentation

Unit reference number: H/502/8313

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 7**

### Unit aim

This unit aims to give learners knowledge of documentation commonly used in kitchen environments, including:

- temperature charts
- time sheets
- accident report forms
- food safety information
- equipment fault reports
- stock usage reports

### Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Know how to complete kitchen documentation

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# Unit content

In the kitchen working environment it is very important to keep records and reports of various aspects of practices taking place. The documents and commonly used forms within most kitchens may be formatted differently but still require the same information.

In the kitchen environment documentation is normally required to inform others of events and occurrences, or to report information to clarify situations and to ensure safety. Documentation may often consist of pieces of written communication which can also act as proof or evidence of what has taken place. Documentation can be required for food safety procedures and stock control, it can be for reporting safety issues such as faulty equipment or accidents, or for recording hours worked by staff onto time sheets.

Learners will be taught how to complete kitchen documentation and it's importance. It is a legal requirement to keep certain documentation to ensure the health and wellbeing of staff and customers and to prevent further occurrences of accidents or problems (see Health and Safety at Work Act 1974). In the case of a piece of equipment that is faulty and may cause harm to those who come into contact with it, it is essential that the fault is rectified or the equipment removed.

Learners will consider why documents, such as time sheets, are used to record staff presence in the event of a fire, and also to prove the number of hours that have been worked in order for staff members are paid the correct amount.

## Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.  
The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to SSC unit 2P&C1/09

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality.



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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to complete kitchen documentation	1.1 State why it is important to complete <b>kitchen documentation</b>
	1.2 Explain how to complete kitchen documents
	1.3 State where documentation is obtained from
	1.4 State when documentation needs to be copied and where this needs to be kept
	1.5 Explain who to contact and why if problems occur
	1.6 State why kitchen documentation needs to remain confidential
	1.7 State which <b>information</b> needs to be recorded and retained to comply with legislation
	1.8 Explain why information needs to be accurate
	1.9 Explain the implications of fraudulently completing documentation

**FBP36 Document History**

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

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# Unit Handbook

FBP37 – Principles of how to maintain an efficient use of resources in the kitchen

Unit reference number: R/502/8257

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 11**

## Unit aim

This unit aims to provide learners with the knowledge of how to work in an efficient way to ensure that food resource wastage is limited and how to ensure physical resources used in the kitchen, including energy and water, are not wasted.

## Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Know how to use resources effectively

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# Unit content

Staff employed in kitchens need to work in an efficient way to ensure that physical resources used in the kitchen, including energy and water, are not wasted. Kitchens are at the centre of hospitality businesses and the main reason customer's frequent restaurants. Managing staff in the kitchen helps to control the quality of food, costs and budgeting.

Learners will be introduced to stock ordering procedures and the purchasing cycle used in commercial kitchens. They will learn the financial importance of maintaining minimum stock levels, as well as portion control in order to reduce wastage.

Learners will consider how different types of wastage are handled. Learners will be taught how opened stock items should be stored and labelled, as well as the principles of energy efficiency.

## Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to SSC unit 2PR19, 2PR20

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality.

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to use resources effectively	1.1 State the principles of stock control
	1.2 State the principles of portion control
	1.3 Describe the financial impact of wastage within an organisation
	1.4 State the importance of maintaining minimum stock levels
	1.5 Describe how opened stock items should be stored and labelled
	1.6 State the principles of energy efficiency and waste reduction
	1.7 Explain how to minimise the wastage of electricity and gas
	1.8 Describe how different types of waste should be handled

**FBP37 Document History**

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

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# Unit Handbook

## FBP38 – Principles of preparing meals for distribution

Unit reference number: R/502/8274

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 6**

### Unit aim

This unit aims to provide learners with the knowledge of how to prepare and finish dishes and meals for distribution to wards and patients in hospitals. It will include protection, covering and labelling of food, as well as how to prepare the trolley and other containers used to transport meals.

### Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Know how to prepare meals for distribution

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# Unit content

## **Assessment requirements/evidence requirements**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.  
The assessment criteria determine the standard required to achieve the unit.

## **Details of the relationship to NOS, other qualifications and frameworks**

This relates to 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.



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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to prepare meals for distribution	1.1 State equipment used to transfer food within an operation
	1.2 Describe systems that can be used to transfer food within an organisation
	1.3 State food safety considerations
	1.4 State health and safety considerations
	1.5 State the temperatures for holding food
	1.6 State maximum timescales for holding food

**FBP38 Document History**

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

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# Unit Handbook

**FBP39 – Principles of setting up and closing the kitchen**

Unit reference number: T/502/8316

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 7**

## Unit aim

This unit aims to provide learners with the knowledge of how to prepare tools and equipment in a kitchen for food operations and how to safely shut down the kitchen at the end of a shift.

## Learning outcomes

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

LO1 Know how to set up the kitchen

LO2 Know how to close the kitchen

---

# Unit content

Kitchens usually have a routine or schedule for preparation before a shift and safe shutdown at the end of a shift. These routines or schedules will be formalised and written for kitchen staff to follow, and checked by shift managers or head chefs to ensure they are complete.

Learners will be taught how to set up the kitchen ready for service, which includes selecting appropriate tools and equipment for the shift, ensuring cleanliness of the kitchen and working environment and preparing ingredients.

Learners will need to know that kitchen tools and equipment have to be checked to ensure that they are working before the shift starts as if they are faulty they may be dangerous or ineffectual during the shift. If equipment is faulty, it should be reported immediately. The condition of utensils and knives needs to be checked to ensure they are functional and safe.

Learners will be taught that when closing down the kitchen it is important to ensure all equipment is switched off to ensure energy efficiency and to reduce the risk of fire from heat or electrical fault. Any equipment that has become faulty or utensils and knives that are damaged should be recorded.

## Assessment requirements/evidence requirements

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

The assessment criteria determine the standard required to achieve the unit.

## Details of the relationship to NOS, other qualifications and frameworks

This relates to SSC unit 2P&C2/09

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the sector skills council for Hospitality.

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to set up the kitchen	1.1 Explain why knives and utensils must be handled correctly
	1.2 State to whom incidents must be reported
	1.3 State why incidents must be recorded
	1.4 Explain why faulty equipment and maintenance requirements must be reported

Learning Outcome	Assessment Criteria
LO2 Know how to close the kitchen	2.1 Explain why it is important to turn off equipment safely
	2.2 Explain why tools should be cleaned and stored following use
	2.3 State the legal requirements for the storage of food when the kitchen is closed
	2.4 State who problems should be reported to

### FBP39 Document History

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

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# Unit Handbook

## FBP3 – Giving customers a positive impression

Unit reference number: D/600/0617

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 18**

### Unit aim

This unit will give learners the knowledge to communicate with customers and give a positive impression of themselves and an organisation.

### Learning outcomes

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

LO1 Know how to establish positive relationships with customers

LO2 Understand why organisations have standards and procedures

LO3 Know how to communicate information to customers

---

# Unit content

## Assessment requirements/evidence requirements

### Recognising customer needs

To be able to respond appropriately leading to customer satisfaction and repeat business, to avoid misunderstandings and conflict, to present a positive image.

### Product knowledge

To ensure customers receive accurate information about products and services, to ensure potential sales are not missed, to portray a professional and caring image, to promote customer satisfaction and repeat business.

### Signs

Body language, customer may be shouting, customer's face may be flushed, customer may use inappropriate language – swearing.

### Legal frameworks

Trades Description Act, Data protection Act, Race relations Act, Freedom of Information Act.

### Contractual agreements

Will depend on organisation, but may include: written confirmation and/or deposit between customer's and organisation to confirm advanced bookings.

The requirement for customers to accurately complete registration documents when booking into accommodation.

### Codes of practice and standards

To ensure that organisation complies with legislation, to ensure that all products will be genuine, to ensure staff practices reflect policies and procedures, to maintain customer satisfaction.

### Clear, polite and confident communication

To avoid misunderstandings, to present a professional image, customers may have hearing problems.

### Methods of communication

Telephone, fax, email, face to face direct, letters, text, video conferencing, web chat rooms

## Details of the relationship to NOS, other qualifications and frameworks

The relates to SSC units 2GEN1, 2R1, 2R2, 2FS2

## 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 how to establish positive relationships with customers	1.1 Identify the importance of correct appearance and behaviour
	1.2 Describe the importance of recognising customer needs and expectations
	1.3 State the importance of product knowledge when relating to customers
	1.4 Identify signs of when a customer is angry or confused

Learning Outcome	Assessment Criteria
LO2 Understand why organisations have standards and procedures	2.1 Describe the legal frameworks by which organisations provide goods and services to customers
	2.2 State the importance of contractual agreements that customers have with organisations
	2.3 State the importance of codes of practice and standards that affect the way products and services are delivered to customers

Learning Outcome	Assessment Criteria
LO3 Know how to communicate information to customers	3.1 State why there are limits to an individual's responsibilities when dealing with customers
	3.2 State the importance of clear, polite and confident communication
	3.3 Identify different methods of communication
	3.4 Describe when the different methods of communication are used

**FBP3 Document History**

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

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# Unit Handbook

**FBP20 – Dealing with payments**

Unit reference number: L/600/1133

**Level: 1**

**Credit value: 1**

**Guided Learning (GL) hours: 9**

## **Unit aim**

This unit is about providing knowledge for maintaining and dealing with payments.

## **Learning outcomes**

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

LO1 Know how to set up a payment point

LO2 Know how to operate a payment point

LO3 Know the problems that may occur at the payment point

---

# Unit content

## Assessment requirements/evidence requirements

### Materials

Float, till, spare till rolls, cash drawer, promotional items.

### Procedures for handling payments

- Cash: cash received should be checked in front of customer. Payment should be kept out of cash drawer until change has been given to customer. Change should be counted back to the customer and accompanied by an itemised receipt.
- Cheque: Cheques should always be accompanied by a cheque guarantee card. Customer to sign cheque in front of you. Check the details (payee, date and amount). Check signature sort code, account number and name on guarantee card matches that on cheque. Confirm guarantee amount is sufficient to cover amount of payment. Check expiry date. Write card number on back of cheque. Return guarantee card with receipt.
- Credit Card:
  - Manual: Complete payment slip or swipe card. Confirm signature on payment slip matches that on card. Wait for authorisation. Check card expiry date. Check hologram.
  - Chip & Pin: If chip and pin ask customer to enter pin number. Return credit card with receipt.

### Importance of reporting errors

To avoid suspicion of theft, to aid with till reconciliations, to ensure that discrepancies are not carried over to the next shift.

### Security Procedures

Follow organisation procedures, for cashing up and handing contents over to authorised person. Never leave till unattended

### Legal requirements

All prices must be displayed, it is illegal to charge a price other than the price displayed.

### Types of Problems

Lack of change, power failure, till roll runs out, till drawer jams, incorrect change given to customer, foreign coins tendered

### Delays

Customers become frustrated if ignored, angry customers will have an impact on others at the payment point, professional service will encourage repeat business.

## Details of the relationship to NOS, other qualifications and frameworks

The relates to SSC unit 1GEN2

## 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

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# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to set up a payment point	1.1 Identify the materials needed to set up and maintain a payment point
	1.2 State the importance of having procedures for collecting the contents of the payment point

Learning Outcome	Assessment Criteria
LO2 Know how to operate a payment point	2.1 Describe the correct procedures for handling payments
	2.2 State the importance of reporting errors that may occur during payment
	2.3 Identify security procedures for handling cash and other types of payments
	2.4 State the legal requirements for operating a payment point when taking payments from customers

Learning Outcome	Assessment Criteria
LO3 Know the problems that may occur at the payment point	3.1 Describe the types of problems that might happen when dealing with a payment
	3.2 State the importance of telling the customer about any delays during the payment process

### FBP20 Document History

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

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# Unit Handbook

IEH03 – Principles of customer service in hospitality, leisure, travel and tourism

Unit reference number: T/600/1059

**Level: 2**

**Credit value: 1**

**Guided Learning (GL) hours: 10**

## Unit aim

To meet the requirements of the hospitality, leisure, travel and tourism sector in providing staff who engage with internal and external customers with introductory knowledge in customer service.

## Learning outcomes

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

LO1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries

LO2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries

LO3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

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# Unit content

## Assessment requirements/evidence requirements

### Role of the Organisations

Tour operators; transport providers; accommodation providers; visitor attractions; restaurants and fast food outlets; leisure centres; conference and banqueting; pubs, bars and nightclubs; cafes bars and bistros; sports, gyms, recreational and social clubs.

Organisation's role relates to:

- 1 Setting the service offer. The service offer, also known as a customer charter, sets the basis on which the organisation will provide a service to its customers. Customers will know this is what they can expect while organisations know what they must deliver.
- 2 Monitoring, evaluating and improving standards via customer feedback, analysis of records, complaints, comment cards.
- 3 Complying with industry codes of practice and legislation:
  - Health and Safety at Work Act.
  - Data Protection Act.
  - Equality Act 2010
  - Consumer legislation - Sale of Goods Act. Supply of Goods and Services Act, Unsolicited Goods and Services Act, Trade Descriptions Act, Consumer Protection Act, Consumer Credit Act, The Consumer Protection Regulations.

**Excellent customer service:** meeting and exceeding customer expectations, knowing key benefits/features of organisations services and products, actively listening to the customer, being professional, friendly and polite, encouraging customer loyalty, forming a relationship with customers, ensuring customers leave happy and return, ensuring customers pass on positive feedback to others.

Having experienced a certain level of customer service from an organisation, customers then come to expect that level of customer service whether good or bad. Benefits of excellent customer service: increased sales, fewer complaints, new customers, numbers of compliments, repeat business/brand loyalty, reduced staff turnover, referred business, job satisfaction and staff motivation.

Good customer relationships are important to a service provider because they build customer loyalty, resulting in repeat business. It is beneficial for an organisation to have loyal customers as it tends to be cheaper and easier to repeat business with an existing satisfied customer than it is to find a new customer.

**Customers:** an individual or an organisation and is somebody who receives customer service from a service deliverer. Customers can be internal e.g. from another part of the same organisation or colleagues; external e.g. individuals; businesses including suppliers. The learner should be able to identify the chosen organisation's customers be they internal and/or external and also those who require special assistance for example those who have specific needs such as health, language, age, cultural needs, family needs or who have specific learning difficulties.

**Importance of product knowledge and sales:** provide relevant product information to the customer to help them with their decision or any questions, explain products to the customer to give a professional impression and increase trust with the customer, cross-sell and up-sell, match the customer's needs against the correct product, increase referrals/repeat business/ increase sales.



**Importance of organisational procedures:** service standards, feedback systems, complaints procedures, emergency procedures. Organisations write procedures for staff to follow to ensure that a specific job or task is completed in a set way to achieve the same outcome and level of service. A procedure may also be in place to ensure that legislative requirements are met.

**Benefits of excellent customer service:** recognition within the organisation, motivation, customer loyalty, engaging/building relationships with customers makes the role more enjoyable, job satisfaction, monetary rewards, referrals, increased sales, better career prospects.

**Importance of personal presentation:** own personal presentation, approach and attitude will influence the customer's perception of the service delivered. If the customer expects to see staff in uniform who make a friendly approach and have a positive attitude they will not be satisfied if they are faced with someone who makes no approach and appears not to care. A service deliverer's presentation should address: creating a first impression, dress codes, personal hygiene, verbal and body language, approach and attitude, behaviour.

Service deliverers should always be professional despite difficult circumstances e.g. being under pressure through lack of time, during busy periods.

**Types of communication:** clear, respectful, polite and confident, without the use of jargon, adapted to meet individual needs. It is important to adapt methods of communication to meet the individual needs of a range of customers for example those: with language difficulties, with health issues, of different age groups, with cultural differences, with learning difficulties.

- Face-to-face – is about eye contact and active listening. 'Normal' eye contact may differ across cultures; 'active listening' is about head nodding, gestures and repeating back phrases that are heard and confirmation of understanding.
- Written communication is e.g. letter, email, memos and reports. There will be guidelines on when and how to use written communication e.g. house styles, language to be used etc. Written communication will be necessary when a formal response is required.
- Telephone communication requires being able to operate the equipment efficiently and effectively; making sure customers are regularly informed when the service deliverer is accessing information to provide responses, or if they are going to be on hold, etc.; speaking clearly and slowly to allow for the possibility that reception on the 'phone line may not be perfect; adapting speech to meet individual needs of customer.

### **Importance of effective listening skills**

Being a good or active listener ensures the exchange of information between the speaker and the listener is correctly understood: make eye contact, pay attention to the words, expressions, and body language of the speaker, use positive body language to express your continued concentration, use encouraging phrases such as "I see" or "Go on, do not interrupt – allow the speaker to finish, give the person your complete attention, summarise the discussion to bring the conversation to a close. Techniques to ensure understanding: paraphrasing, clarifying, probing, verifying, summarising

**Customer needs:** information such as directions, facilities, price, availability, health, safety and security, assistance e.g. for parents, those with disabilities, level of service e.g. that timescales are met, promises kept, value for money, quality presentation, specific needs, products and services e.g. customers' expectations, identification of needs, knowledge of products and services.

Other types of customer needs exist where customers' health, mood, language skills, age or cultural background or learning difficulties influence how a service provider may need to adapt their behaviour and adapt their methods of communication to meet these individual needs. (Specific to industry)

Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service.

Expectations are formed: through what customers hear and see, what they read and the messages the organisation sends (i.e. via its reputation and brand), what actually happens to them when dealing now and in the past with an organisation, by word of mouth, through the media. Customer expectations will be specific to the industries but broadly fall into expectations about: level of service, value for money, hygiene and health and safety, luxury factor.

### **Importance of anticipating and responding to varying customers' needs and expectations**

The customer service deliverer needs to establish the customer's expectations and needs in a way that takes full account of them as an individual. The use of questioning and listening techniques will establish needs and expectations. They need to look out for verbal and non-verbal clues so that customers are treated with respect and in the right manner according to the situation i.e. diffusing conflict with an angry customer. The customer service deliverer should behave according to the organisation's policies and procedures.

**Factors:** price, value for money, reputation/brand, past experience, recommendation.

Customers buy benefits and solutions **not** products and the learner should be familiar with the technique of selling features and benefits and should know how these compare with those of competitors. Benefits can be:

security/peace of mind, time savers, money savers, health and safety, status, convenience, comfort, flexibility, enjoyment, to comply with legislation.

### **Importance of dealing with complaints**

Analysis of complaints logs can assist in the process of continuous improvement.

Types of complaint may be: price-value, quality, speed of service/deliver, level of service, poor staff attitude, breakdown.

### **Importance of complaint handling procedures Importance**

It is important to deal properly with any customer complaint within the organisation's recognised systems and procedures for doing so in order to retain the customer. Learners must know the procedures for handling customer which will include: acknowledging the complaint, apologising for inconvenience, prompt attention to situation, identifying questions to answer, investigate the complaint, identifying problems to resolve. Techniques for dealing with complaints include: keeping calm, empathise with customer, keep customer informed, arriving at a mutually acceptable solution, follow up with customer and/or with staff. Strategies to deal with complaints involve avoiding conflict and not reacting to possible anger from customers face-to face, on the phone or in writing. Use the HEAT strategy (Hear, Empathise, Apologise, Take Ownership).

## **Details of the relationship to NOS, other qualifications and frameworks**

There are no clear links to SSC units

## **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 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	1.1 Describe the role of the organisation in relation to customer service
	1.2 Identify the characteristics and benefits of excellent customer service
	1.3 Give examples of internal and external customers in the industries
	1.4 Describe the importance of product knowledge and sales to organisational success
	1.5 Describe the importance of organisational procedures for customer service

Learning Outcome	Assessment Criteria
LO2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	2.1 Identify the benefits of excellent customer service for the individual
	2.2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service
	2.3 Describe the importance of personal presentation within the industries
	2.4 Explain the importance of using appropriate types of communication
	2.5 Describe the importance of effective listening skills

Learning Outcome	Assessment Criteria
LO3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	3.1 Identify what is meant by customer needs and expectations in the industries
	3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations
	3.3 Describe the factors that influence the customers' choice of products and services
	3.4 Describe the importance of meeting and exceeding customer expectations
	3.5 Describe the importance of dealing with complaints in a positive manner
	3.6 Explain the importance of complaint handling procedures

### IEH03 Document History

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

**FPP02 Document History**

Version	Issue Date	Changes	Role
V4.3	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator
V5.0	07/03/2023	Formatting and re-branding. No content amendments. Unit appraisals completed and units added.	Qualification Administrator