



Qualification Guidance Document

BIIAB Level 2 Diploma in Professional Cookery (Preparation and Cooking)

England – 601/5692/2

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

Copyright

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Specification Code

The specification code is D3345-02.

Issue	Date	Details of change
2.0	March 2016	Unit ERRHLTS change to assessment methodology
		Unit MFSSPCF correction to numbering of LO7 and text in Evidence Requirements for LO1

		Unit MHCK correction to AC numbering in LO2
		Units CF2 – CF7, correction to AC references in Evidence Requirements for LO3
		Unit CF8 – addition of LO3 reference in Evidence Requirements
		Unit PCF20 – addition of comma in title
		Unit PCF25 – correction to LO titles in Evidence Requirements
		Units PCF26 – 31 and PCF33 – correction to LO numbers in Evidence Requirements
		PCF32 – correction to AC numbering in LO5
		PDIPC – correction to AC numbering in LO1 in Evidence Requirements
3.0	January 2018	Updated handbook throughout to remove reference to “QCF” Updated RoC with TQT figures
3.1	April 2023	Reformatted into new branding
3.2	June 2025	Update Review date to 30/06/2028
3.3	August 2026	Updated to new company branding Removed NVQ from the qualification title

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

Contents

About Us	1
Sources of Additional Information	1
Copyright	1
Specification Code.....	1
Qualification Summary.....	6
Introduction	7
Pre-requisites	7
Qualification Structure and Rules of Combination	7
Aim	11
Target Group.....	12
Assessment	12
Assessment Strategy	14
Resources.....	19
Practice Assessment Material	20
Teaching Strategies and Learning Activities	20
Progression Opportunities	21
Tutor / Assessor Requirements	21
Language	21
Mandatory Unit Details	22
Maintenance of a safe, hygienic and secure working environment	22
Working Effectively as Part of a Hospitality Team	26
Maintain Food Safety when Storing, Preparing and Cooking Food	31
Maintain, Handle and Clean Knives.....	41
Optional Unit Details	44
Cook and Finish Basic Fish Dishes	44
Cook and Finish Basic Meat Dishes	47
Cook and Finish Basic Poultry Dishes	50
Cook and Finish Basic Vegetable Dishes	53
Prepare Fish for Basic Dishes	56
Prepare Meat for Basic Dishes	59
Prepare Poultry for Basic Dishes	61
Prepare Vegetables for Basic Dishes	63
Prepare, Cook and Finish Basic Hot Sauces.....	66

Prepare, Cook and Finish Basic Soups.....	69
Make Basic Stock	72
Prepare Shellfish for Basic Dishes	75
Prepare Game for Basic Dishes.....	77
Prepare Offal for Basic Dishes	79
Process Dried Ingredients Prior to Cooking	81
Prepare and Mix Spice and Herb Blends	83
Cook and Finish Basic Shellfish Dishes	86
Cook and Finish Basic Game Dishes.....	89
Cook and Finish Basic Offal Dishes	92
Cook-Chill Food.....	95
Cook-Freeze Food	98
Prepare, Cook and Finish Basic Rice Dishes	101
Prepare, Cook and Finish Basic Pasta Dishes.....	104
Prepare, Cook and Finish Basic Pulse Dishes	107
Prepare, Cook and Finish Basic Vegetable Protein Dishes	110
Prepare, Cook and Finish Basic Egg Dishes	113
Prepare, Cook and Finish Basic Bread and Dough Products.....	116
Prepare, Cook and Finish Basic Pastry Products.....	119
Prepare, Cook and Finish Basic Cakes, Sponges, Biscuits and Scones.....	122
Prepare, Cook and Finish Basic Grain Dishes.....	126
Produce Healthier Dishes.....	129
Prepare, Cook and Finish Basic Cold and Hot Desserts.....	132
Prepare and Present Food for Cold Presentation	136
Prepare, Cook and Finish Dim Sum	139
Prepare, Cook and Finish Noodle Dishes.....	147
Prepare and Cook Food Using a Tandoor	150
Complete Kitchen Documentation	153
Set up and Close Kitchen.....	155
Order Stock.....	160
Cook and Finish Simple Bread and Dough Products.....	163
Liaise with Care Team to Ensure that an Individual's Nutritional Needs are Met.....	166
Prepare Meals to Meet Relevant Nutritional Standards Set for School Meals	169

Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	172
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies	174
Certification	175
Exemptions.....	175
Glossary of Terms	176

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 2 Diploma in Professional Cookery (Preparation and Cooking)								
Qualification Purpose	To obtain and then demonstrate the skills to work at an operational level in Professional Cookery.							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by: > Ofqual > CCEA							
Assessment	Portfolio of Evidence							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/03/2015							
Review Date	30/06/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	473 hours							
Total Qualification Time (TQT)	580 hours							
Credit Value								
BIIAB Qualifications Limited Sector	Hospitality and Catering							
Regulator Sector	07.4 Hospitality and Catering							
Support from Trade Associations								

Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Diploma in Professional Cookery (Preparation and Cooking)	601/5692/2

Pre-requisites

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 2 Diploma in Professional Cookery (Preparation and Cooking)

To achieve the BIIAB Level 2 Diploma in Professional Cookery (Preparation and Cooking) learners **must** gain a total of **58** credits. This **must** consist of:

- > Mandatory Group A **minimum** credits: **13**
- > Optional Group B, C, D and E **minimum** credit: **45**
 - > Optional Group B **minimum** credit: **13**
 - > Optional Group C **minimum** credit: **12**
 - > Optional Group D **minimum** credit: **3**
 - > Optional Group E **minimum** credit: **17**

The qualification has been developed based upon industry feedback as to the fundamental skills required to work in the sector at the level.

Listed below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 13				
Maintenance of a safe, hygienic and secure working environment	F/601/4218 MSH2	1	3	25
Working effectively as part of a hospitality team	T/601/4216 WEPHT	1	3	22
Maintain food safety when storing, preparing and cooking food	D/601/6980 MFSSPCF	2	4	32
Maintain, handle and clean knives	K/601/5041 MHCK	1	3	25

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B Minimum Credit Target – 13				
Cook and finish basic fish dishes	H/601/5376 CF1	2	4	32
Cook and finish basic meat dishes	A/601/5402 CF3	2	5	48
Cook and finish basic poultry dishes	R/601/5390 CF4	2	5	42
Cook and finish basic vegetable dishes	H/601/5412 CF7	2	4	32

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group C Minimum Credit Target – 12				
Prepare fish for basic dishes	H/601/5328 PREP1	2	4	33
Prepare meat for basic dishes	A/601/5335 PREP3	2	4	33
Prepare poultry for basic dishes	J/601/5354 PREP4	2	4	33
Prepare vegetables for basic dishes	J/601/5368 PREP7	2	4	33

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group D Minimum Credit Target – 3				
Prepare cook and finish basic hot sauces	A/601/5416 PCF20	2	4	33
Prepare, cook and finish basic soups	K/601/5671 PCF21	2	4	30
Make basic stock	A/601/5674 MBS	2	3	26

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group E Minimum Credit Target – 17				
Prepare fish for basic dishes	H/601/5328 PREP1	2	4	33
Prepare shellfish for basic dishes	M/601/5333 PREP2	2	3	25
Prepare meat for basic dishes	A/601/5335 PREP3	2	4	33
Prepare poultry for basic dishes	J/601/5354 PREP4	2	4	33
Prepare game for basic dishes	H/601/5359 PREP5	2	4	35
Prepare offal for basic dishes	H/601/5362 PREP6	2	3	28
Prepare vegetables for basic dishes	J/601/5368 PREP7	2	4	33
Process dried ingredients prior to cooking	H/601/6494 PDIPC	2	2	15
Prepare and mix spice and herb blends	A/601/6498 PREP8	2	2	19
Cook and finish basic fish dishes	H/601/5376 CF1	2	4	32
Cook and finish basic shellfish dishes	A/601/5383 CF2	2	4	34
Cook and finish basic meat dishes	A/601/5402 CF3	2	5	48
Cook and finish basic poultry dishes	R/601/5390 CF4	2	5	42

Cook and finish basic game dishes	M/601/5395 CF5	2	5	40
Cook and finish basic offal dishes	L/601/5405 CF6	2	5	40
Cook and finish basic vegetable dishes	H/601/5412 CF7	2	4	32
Cook-Chill Food	L/601/4755 CCF	2	3	27
Cook-Freeze Food	D/601/4758 CFF	2	3	27
Prepare cook and finish basic hot sauces	A/601/5416 PCF20	2	4	33
Prepare, cook and finish basic soups	K/601/5671 PCF21	2	4	30
Make basic stock	A/601/5674 MBS	2	3	26
Prepare, cook and finish basic rice dishes	L/601/5680 PCF22	2	4	33
Prepare, cook and finish basic pasta dishes	A/601/5688 PCF23	2	4	33
Prepare, cook and finish basic pulse dishes	M/601/5719 PCF24	2	4	33
Prepare, cook and finish basic vegetable protein dishes	M/601/5722 PCF25	2	4	33
Prepare, cook and finish basic egg dishes	A/601/5724 PCF26	2	3	27
Prepare, cook and finish basic bread and dough products	J/601/5774 PCF27	2	5	39
Prepare, cook and finish basic pastry products	R/601/5325 PCF28	2	5	43
Prepare, cook and finish basic cakes, sponges, biscuits and scones	L/601/5355 PCF29	2	5	39
Prepare, cook and finish basic grain dishes	D/601/5358 PCF30	2	4	30
Produce Healthier Dishes	A/601/4962 PRO3	2	3	28
Prepare, cook and finish basic cold and hot desserts	D/601/5361 PCF31	2	4	36

Prepare and present food for cold presentation	M/601/5364 PREP9	2	4	35
Prepare, cook and finish Dim Sum	K/601/6514 PCF32	2	5	43
Prepare, cook and finish noodle dishes	A/601/6520 PCF33	2	4	33
Prepare and cook food using a Tandoor	L/601/6537 PCFUT	2	4	30
Complete Kitchen Documentation	L/601/5372 CKD	2	3	25
Set Up and Close Kitchen	L/601/4996 SCK	2	4	37
Order stock	M/601/5042 OS	2	4	33
Cook and finish simple bread and dough products	J/601/5662 CF8	1	3	25
Liaise with Care Team to Ensure that an Individual's Nutritional Needs are Met	Y/601/4760 LCTEINNM	2	3	26
Prepare Meals to Meet Relevant Nutritional Standards Set for School Meals	F/601/5000 PREP10	1	4	36
Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	T/601/7214 ERRHLTS	2	2	16

Aim

The BIIAB Level 2 Diploma in Professional Cookery (Preparation and Cooking) has been designed to allow learners to obtain and then demonstrate the skills to work at an operational level in Professional Cookery.

This qualification meets the competence-based requirements of the following apprenticeships:

- > Level 2 Apprenticeship Framework in Catering and Professional Chefs in Northern Ireland
- > Level 2 Apprenticeship in Hospitality and Catering in Wales

The primary purpose of the qualification is to confirm occupational competence. As such, this qualification has value either as a stand-alone qualification or as part of an apprenticeship.

Due to constant Regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status, please contact BIIAB Qualifications Limited.

Target Group

This qualification is appropriate for use in the following age ranges:

- > 16-18
- > 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Overview of assessment strategy

The qualification contains competence units and a knowledge unit. Competence units are assessed by the following principles.

Assessors must refer to the People 1st set Evidence Requirements and ensure they are being met in full for the 'what you must know', 'what you must do' and 'what you must cover'. The Evidence Requirements are available to download from the Hospitality section of the BIIAB website. They have also been included within the units in the handbook and unit pack.

BIIAB has developed an Assessment Knowledge Module (AKM) for unit ERRHLTS. AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- > Meet the assessment criteria
- > Achieve the learning outcomes

Alternatively, centres may wish to devise their own assessments for the knowledge units. If so, Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

Assessment process

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Examination and Invigilation Regulations for the Administration of BIIAB Qualifications document.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- > Be up to date and current
- > Reflect the context from which the learner has been taught
- > Be flexible to learner needs

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a workplace supervisor or an external person who is trained and qualified or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB Qualifications Limited, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The Assessment Strategy has been designed by People 1st. While BIIAB Qualifications Limited has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB Qualifications Limited centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current People 1st designed assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows, and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certifying the qualification.

People 1st Assessment Strategy

Occupational expertise of assessors and verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in Table 1. Guidance on additional qualifications and / or training relevant to assessors and verifiers can be found in Table 2.

Table 1 – Occupational Expertise of Assessors and Verifiers

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required

to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

✓ = mandatory

Assessors, Internal Quality Assurers and External Quality Assurers must:	A	IQA	EQA
Have a good knowledge and understanding of the national occupational standard and competence-based units and qualifications that is being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence-based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:		✓	
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 the awarding organisation'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 competence-based units and qualifications being assessed (See Table 2).	✓	Good Practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned	✓	✓	✓

Continuous Professional Development (see Table 3).

Table 2 – Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either receive training or achieve qualifications. People 1st is not stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

Qualification / Training	Competence based unit / qualification	A	IQA	EQA
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Drink Service	✓		
	Hospitality Supervision and Leadership (with food and drink units)	✓		
Licensing	Food and Drink Service	✓	Good Practice	
	Hospitality Supervision (with food and drink units)			

Continuous Professional Development

To maintain high standards of quality and standardisation within assessment and achieve best practice People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at Table 3.

Table 3 – Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	> Internal and external work placements > Work experience and shadowing (e.g. within associated departments) > External visits to other organisations > Updated and new training and qualifications > Training sessions to update skills > Visits to educational establishments > Trade fairs
Keeping up to date with sector developments and new legislation	> Relevant sector websites > Membership of professional bodies > Papers and documents on legislative change > Networking events > Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events) > Staff development days
Standardising and best practice in assessment	> Regular standardisation meetings with colleagues > Sharing best practice through internal meetings, newsletters, email circulars > Comparison of assessment and verification in other sectors > Attending awarding organisation meetings / seminars

Assessment

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 the sector's competence-based units and qualifications will, ideally, take place within the workplace and assessment should, where

possible, be conducted by the candidate's supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits 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 peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

- > the majority of assessment of the sector's competence-based units and qualifications will be based on performance evidence, i.e. direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation, (see section 3.4 of People 1st Assessment Strategy).
- > 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.

Simulation

Simulation can only be used to assess candidates for the sector's competence-based units and qualifications 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 People 1st 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.

Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- > Professional discussion
- > Learner reflective accounts
- > Question and Answer
- > Assignments and Projects

These must be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs must ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- > learners do **not** understand why they are **not** yet regarded as having sufficient knowledge
- > learners believe they are competent and that they have been misjudged

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- > be up to date and current
- > reflect the context from which the learner has been taught
- > be flexible to learner needs

Please refer to the [Instructions for the Conduct of Examinations and Other External Assessment](#) for further information.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- > Purpose Statement
- > Learner Unit Achievement Checklist
- > Assessment Knowledge Modules (AKMs)
- > Assessment Guidance for each of the AKMs

Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB Qualifications Limited set questions within the context of knowledge modules that can be used to assess the learner's competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does not have to be undertaken within secure conditions but must be collected and held securely afterwards. Learners must be taught to the Learning Outcomes and Assessment Criteria within the unit not the assessment. A password will be provided to allow access to this document upon approval for the qualification.

These are internally marked and verified but must be available to the EQA for external verification purposes.

Assessment Guidance for each of the AKMs

These provide a series of BIIAB Qualifications Limited suggested possible answers for the questions within the knowledge modules. Assessors can accept other appropriate answers.

These modules must be kept secure, only released to the learner for the assessment and collected and held securely afterwards. Learners must be taught to the Learning Outcomes and Assessment Criteria within the unit not to the possible answers of the assessment. A password will be provided to allow access to this document upon approval for the qualification.

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

This qualification shows the learner has gained Level 2 skills in professional cookery. It may help the learner to improve performance at work or get promoted into roles working with more autonomy.

Upon completion, the learner may be ready to progress to a higher level, for example by undertaking the following qualifications:

- > BIIAB Level 3 Award in Hospitality Supervision and Leadership Principles
- > BIIAB Level 3 Diploma in Hospitality Supervision and Leadership

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Mandatory Unit Details

Maintenance of a safe, hygienic and secure working environment		
Unit Reference	F/601/4218	
Level	1	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit will provide the learner with knowledge to enable them to maintain a safe, secure and hygienic working environment.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.19)	
The learner will	The learner can	
1. Be able to maintain personal health and hygiene	1.1	Wear clean, smart and appropriate clothing, footwear and headgear
	1.2	Keep hair neat and tidy and wear it in line with organisational standards
	1.3	Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards
	1.4	Get any cuts, grazes and wounds treated by the appropriate person
	1.5	Report illness and infections promptly to the appropriate person
2. Know how to maintain personal health and hygiene	2.1	State own responsibilities under the Health and Safety at Work Act
	2.2	State general rules on hygiene that must be followed
	2.3	State correct clothing, footwear and headgear that should be worn at all times

	2.4	State the importance of maintaining good personal hygiene
	2.5	Describe how to deal with cuts, grazes and wounds and why it is important to do so
3. Be able to help maintain a hygienic, safe and secure workplace	3.1	Identify any hazards or potential hazards and deal with these correctly
	3.2	Report any accidents or near accidents quickly and accurately to the proper person
	3.3	Follow health, hygiene and safety procedures during work
	3.4	Practise emergency procedures correctly
	3.5	Follow organisational security procedures
4. Know how to maintain a hygienic, safe and secure workplace	4.1	State the importance of working in a healthy, safe and hygienic way
	4.2	State where information about Health and Safety in your workplace can be obtained
	4.3	Describe the types of hazard in the workplace that may occur and how to deal with these
	4.4	State hazards that can be dealt with personally and hazards that must be reported to someone else
	4.5	State how to warn other people about hazards and why this is important
	4.6	State why accidents and near accidents should be reported and who these should be reported to
	4.7	Describe the type of emergencies that may happen in workplace and how to deal with these

	4.8	State where to find first aid equipment and who the registered first-aider is in the workplace
	4.9	State safe lifting and handling techniques that should be followed
	4.10	State other ways of working safely that are relevant to own position and why these are important
	4.11	Describe organisational emergency procedures, in particular fire, and how these should be followed
	4.12	State the possible causes for fire in the workplace
	4.13	Describe how to minimise the risk of fire
	4.14	State where to find fire alarms and how to set them off
	4.15	State why a fire should never be approached unless it is safe to do so
	4.16	State the importance of following fire safety laws
	4.17	Describe organisational security procedures and why these are important
	4.18	State the correct procedures for dealing with customer property
	4.19	State the importance of reporting all usual/non-routine incidents to the appropriate person

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to maintain personal health and hygiene	The assessor must assess assessment criteria 1.1 and 1.2 by directly observing the learner's work.

	The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.
3. Be able to help maintain a hygienic, safe and secure workplace	The assessor must assess assessment criteria 3.1, 3.3, 3.4 and 3.5 by directly observing the learner's work. The assessor may assess assessment criterion 3.2 through questioning, witness testimony or simulation if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least one from hazards > relating to equipment > relating to areas where you work > relating to personal clothing none from ways of dealing with hazards > putting them right yourself > reporting them to appropriate colleagues > warning other people at least one from emergency procedures > fire > threat > security Evidence for the remaining assessment criteria may be assessed through questioning, witness testimony or simulation.

Working Effectively as Part of a Hospitality Team

Unit Reference	T/601/4216	
Level	1	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit will provide the learner with the knowledge to work effectively as part of a hospitality team.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.4)	
The learner will	The learner can	
1. Be able to plan and organise own work	1.1	Make sure the requirements of the work are understood
	1.2	Ask questions if the requirements of the work are not clear
	1.3	Accurately follow instructions
	1.4	Plan work and prioritise tasks in order of importance
	1.5	Keep everything needed for the work organised and available
	1.6	Keep work areas clean and tidy
	1.7	Keep waste to a minimum
	1.8	Ask for help from the relevant person if it is needed
	1.9	Provide work on time and as agreed
2. Be able to work effectively with team members	2.1	Give team members help when they ask for it
	2.2	Ensure the help given to team members is within the limits of own job role

	2.3	Ensure the help given to team members does not prevent own work being completed on time
	2.4	Pass on important information to team members as soon as possible
	2.5	Maintain good working relationships with team members
	2.6	Report any problems with working relationships to the relevant person
	2.7	Communicate clearly and effectively with team members
3. Be able to develop own skills	3.1	Seek feedback on own and deal with this feedback positively
	3.2	Identify with the relevant person aspects of own work which are up to standard and areas that could be improved
	3.3	Agree what has to be done to improve their work
	3.4	Agree a learning plan with the relevant person
	3.5	See opportunities to review and develop learning plan
4. Know how to plan and organise own work	4.1	State why it is essential to understand the requirements of the work
	4.2	List the benefits of planning and organising work
	4.3	Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions
	4.4	List the benefits of keeping everything needed for own work organised and available

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

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

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements	
1. Be able to plan and organise own work	Example Assessment Methods	Examples of Evidence
	Observation Witness testimony Questioning	Observation sheets Notes of meetings with line manager Witness assessment criteria
	Should evidence for assessment criteria 1.8 not occur during the period of assessment, alternative assessment methods may be used.	
2. Be able to work effectively with team members	Example Assessment Methods	Examples of Evidence
	Simulation Oral Questions Written Questions Professional discussion	Observation sheets Question / answer sheets Records of professional discussion
3. Be able to develop own skills	Example Assessment Methods	Examples of Evidence
	Observation Witness testimony Questioning	Records of oral questioning Question/ answer sheets Records of professional discussion Cross reference to Learning Outcome 1

	Observation Witness testimony Questioning	Observation sheets Notes of meetings with line manager Witness assessment criteria
--	---	--

Maintain Food Safety when Storing, Preparing and Cooking Food

Unit Reference	D/601/6980	
Level	2	
Credit Value	4	
Guided Learning (GL)	32	
Unit Summary	This unit will provide the learner with the knowledge and skills to maintain food safety when storing, preparing and cooking food.	
Learning Outcomes (1 to 9)	Assessment Criteria (1.1 to 9.16)	
The learner will	The learner can	
1. Be able to keep yourself clean and hygienic	1.1	Wear clean and hygienic clothes appropriate to the jobs being undertaken
	1.2	Tie hair back and/or wear appropriate hair covering
	1.3	Only wear jewellery and other accessories that do not cause food safety hazards
	1.4	Change clothes when necessary
	1.5	Wash hands thoroughly at appropriate times
	1.6	Avoid unsafe behaviour that could contaminate the food working with
	1.7	Report any cuts, boils, grazes, illness and infections promptly to the appropriate person
	1.8	Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing
2. Know how to keep yourself clean and hygienic	2.1	State why clean and hygienic clothes must be worn

	2.2	State why hair must be tied back or an appropriate hair covering be worn
	2.3	State the different types of protective clothes are appropriate for different jobs in storage, preparation and cooking food
	2.4	Describe the food safety hazards that jewellery and accessories can cause
	2.5	State when clothing should be changed
	2.6	State the importance of changing clothes
	2.7	State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food
	2.8	Describe how to wash hands safely
	2.9	State the importance of not handling food when open cuts are present
	2.10	Describe what to do if anyone has an open cut
	2.11	State the importance of reporting illnesses and infections promptly
	2.12	State why stomach illnesses are particularly important to report
	2.13	State the importance of avoiding touching face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food
3. Be able to keep working area clean and hygienic	3.1	Make sure surfaces and equipment are clean and in good condition
	3.2	Use clean and suitable cloths and equipment for wiping and cleaning between tasks

	3.3	Remove from use any surfaces and equipment that are damaged or have loose parts
	3.4	Report damaged surfaces, equipment to the person responsible for food safety
	3.5	Dispose of waste promptly, hygienically and appropriately
	3.6	Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings
	3.7	Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person
	3.8	Identify, take appropriate action on any signs of pests
	3.9	Report any signs of pest to the appropriate person
4. Know how to keep working area clean and hygienic	4.1	State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task
	4.2	Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task
	4.3	State the importance of only using clean and suitable cloths when cleaning before tasks
	4.4	State how to ensure that clean and suitable cloths are used before tasks
	4.5	Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety

	4.6	List the types of damaged surfaces or equipment that can cause food safety hazards
	4.7	Describe how to deal with damaged surfaces and equipment
	4.8	State the importance of clearing and disposing of waste promptly and safely
	4.9	Describe how to safely dispose of waste
	4.10	Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards
	4.11	State the types of damage that should be looked out for
	4.12	State the types of pests that could be found in catering operations
	4.13	State how to recognise the signs that pests may be present
5. Be able to store food safely	5.1	Check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery
	5.2	Look at and retain any important labelling information
	5.3	Prepare food for storage
	5.4	Place food in storage as quickly as necessary to maintain its safety
	5.5	Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food
	5.6	Store food so that cross contamination is prevented
	5.7	Follow stock rotation procedures

	5.8	Safely dispose of food that is beyond 'use-by-date'
	5.9	Keep necessary records up to date
6. Know how to store food safely	6.1	State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by date
	6.2	State the importance of preparing food for storage
	6.3	State why food must be put in the correct storage area
	6.4	State the temperature food should be stored at
	6.5	State the importance of keeping storage areas clean and tidy
	6.6	Describe what to do if storage areas are not clean and tidy
	6.7	State the importance of storing food at the correct temperature
	6.8	Describe how to store food at the correct temperature
	6.9	State what types of food are raw
	6.10	State why types of food are ready-to-eat
	6.11	State why stock rotation procedures are important
	6.12	State why food beyond its 'use-by-date' must be disposed of
7. Be able to prepare, cook and hold food safely	7.1	Check food before and during operations for any hazards
	7.2	Follow correct procedures for dealing with food hazards

	7.3	Follow organisational procedures for items that may cause allergic reactions
	7.4	Prevent cross-contamination between different types of food
	7.5	Use methods, times, temperatures and checks to make sure food is safe following operations
	7.6	Keep necessary records up to date
8. Know how to maintain food safely	8.1	Describe how to operate a food safety management system
	8.2	Explain the concept of hazards to food safety in a catering operation
	8.3	State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level
	8.4	Describe what may happen if hazards are not controlled
	8.5	State the types of hazards that may occur in a catering operation
	8.6	Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination
	8.7	State why monitoring is important
	8.8	State the key stages in the monitoring process
	8.9	State the importance of knowing what to do when things go wrong
	8.10	State why some hazards are more important than others in terms of food safety
	8.11	State who to report to if there are food safety hazards

9. Know how to prepare, cook and hold food safely	9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8 9.9 9.10 9.11 9.12 9.13 9.14	State why it is necessary to defrost foods before cooking State when it is necessary to defrost foods before cooking Describe how to safely and thoroughly defrost food before cooking Describe how to recognise conditions leading to safety hazards State what to do if any food safety hazards are discovered State the importance of knowing that certain foods cause allergic reactions Describe organisational procedures to deal with foods possible of causing allergic reactions State what to do if a customer asks if a particular dish is free from certain food allergen Describe how cross-contamination can happen between different food types Describe how to avoid cross-contamination between different food types Explain why thorough cooking and reheating methods should be used State cooking, reheating, temperatures and times to use for food being worked with Describe how to check that food is thoroughly cooked or safely reheated State the importance of making sure that food is at the correct temperature before
--	--	---

		and during holding, prior to serving it to the customer
	9.15	State the types of foods that may need to be chilled or frozen because they are not for immediate consumption
	9.16	Describe how to safely store food not for immediate consumption

Learning Outcome - The learner will	Assessment Requirements and Evidence Requirements
1. Be able to keep yourself clean and hygienic	The assessor must assess criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work. The assessor may assess assessment criteria 1.4, 1.6, 1.7 and 1.8 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least four from clothes > trousers > tops/jackets > coats > disposable gloves > shoes > headgear > aprons at least five from appropriate times to wash your hands > after going to the toilet or in contact with faeces > when going into food preparation and cooking areas including after any work breaks > after touching raw food and waste > before handling raw food > after disposing of waste > after cleaning > changing dressings or touching open wounds none from unsafe behaviour

	> failure to wash hands thoroughly when necessary > touching your face, nose or mouth, blowing your nose > chewing gum > eating > smoking > scratching Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
3. Be able to keep working area clean and hygienic	The assessor must assess assessment criteria 3.1, 3.2, 3.5 and 3.6 by directly observing the learner's work. The assessor may assess assessment criteria 3.3, 3.4, 3.5, 3.8 and 3.9 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least two from surfaces and equipment > surfaces and utensils for preparing, cooking and holding food > surfaces and utensils used for displaying and serving food > appropriate cleaning equipment Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
5. Be able to store food safely	The assessor must assess assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7 by directly observing the learner's work. The assessor may assess assessment criteria 5.8 and 5.9 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least two from storage areas > ambient temperature

	> b) refrigerator > c) freezer Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
7. Be able to prepare, cook and hold food safely	The assessor must assess assessment criteria 7.4, 7.5 and 7.6 by directly observing the learner's work. The assessor may assess assessment criteria 7.1, 7.2, 7.3 and 7.6 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least four from operations > defrosting food > preparing food, including washing and peeling > cooking food > reheating food > holding food before serving > cooling cooked food not for immediate consumption > freezing cooked food not for immediate consumption none from hazards > bacteria and other organisms > chemical > physical > allergenic Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Maintain, Handle and Clean Knives

Unit Reference	K/601/5041	
Level	1	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit will provide the learner with the knowledge and skills to maintain, handle and clean knives.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.12)	
The learner will	The learner can	
1. Be able to maintain, handle and clean knives	1.1	Prioritise work and carry it out in an organised and efficient manner
	1.2	Ensure knives are clean
	1.3	Sharpen knives using safe sharpening methods
	1.4	Select knives appropriate to the task to be undertaken
	1.5	Ensure that the cutting edge is firm and secure and appropriate for the task
	1.6	Safely handle knives while undertaking tasks
	1.7	Clean and store knives according to organisational requirements
	1.8	Report damage to knives to the appropriate person
2. Know how to maintain, handle and clean knives	2.1	State why knives should be kept sharp
	2.2	State why knives should be store safely

	2.3	Explain why and to whom all accidents should be reported
	2.4	Explain why the appropriate knife should be selected for specific tasks
	2.5	State why handles of knives should not be allowed to become greasy during use
	2.6	Explain why knives should be handled and carried correctly
	2.7	State why cutting surfaces should be firm and secure
	2.8	Explain why knives should be cleaned between dealing with different food groups
	2.9	Describe what risks there are of contamination from poorly maintained knives
	2.10	State why surfaces should be clean
	2.11	Explain why damaged knives should not be used
	2.12	Describe what action can be taken to prevent allergenic reactions amongst consumers when handling and cleaning knives

Learning Outcome – The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to maintain, handle and clean knives	The assessor must assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7 by directly observing the learner's work. The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for:

at least two from knives

- > straight bladed knives and cleavers
- > Serrated blades
- > Scissors/secateurs

at least five from tasks

- > Preparing basic vegetable cuts
- > Preparing meat, poultry and fish
- > preparing bread
- > opening packaging
- > sharpening
- > washing and cleaning knives after use

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

Optional Unit Details

Cook and Finish Basic Fish Dishes		
Unit Reference	H/601/5376	
Level	2	
Credit Value	4	
Guided Learning (GL)	32	
Unit Summary	This unit will provide the learner with the knowledge and skills to cook and finish basic fish dishes.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Be able to cook basic fish dishes	1.1	Check fish meet dish requirements
	1.2	Choose and use the right tools and equipment correctly
	1.3	Combine fish with other ingredients
	1.4	Cook fish to meet dish requirements
2. Understand how to cook basic fish dishes	2.1	Describe how to check fish meets dish requirements
	2.2	Describe what quality points to look for in fish
	2.3	Describe what to do if there are any problems with the fish or other ingredients
	2.4	State the correct tools and equipment to carry out different cooking methods
	2.5	State why it is important to use the correct tools and equipment

	2.6	Describe how to carry out different cooking methods according to dish requirements
	2.7	State why it is important to use the correct techniques for each type of fish
	2.8	State the correct temperature for cooking fish and why these are important to cook fish
	2.9	State healthy eating options when cooking fish
3. Be able to finish basic fish dishes	3.1	Garnish and present dish to meet requirements
	3.2	Make sure dish had the correct flavour, colour, consistency and quantity
	3.3	Make sure dish is at the correct temperature for holding and serving
	3.4	Safely store any cooked fish not for immediate use
4. Understand how to finish basic fish dishes	4.1	Describe how to carry out different finishing methods
	4.2	Describe how to correct a fish dish to make sure it has correct colour, consistency and flavour
	4.3	State the correct temperatures for holding and serving fish dishes
	4.4	State healthy eating options when finishing fish dishes

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to cook basic fish dishes 3. Be able to finish basic fish dishes	The assessor must assess assessment criteria 1.1-1.4 and 3.1, 3.2 by directly observing the learner's work. For assessment criterion 3.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other. The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least two from fish > white fish - round > white fish - flat > oily > pre-portioned fish at least three from cooking by > cutting > dice > slice > b) grilling > c) poaching > d) baking > e) steaming Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Cook and Finish Basic Meat Dishes

Unit Reference	A/601/5402	
Level	2	
Credit Value	5	
Guided Learning (GL)	48	
Unit Summary	This unit will provide the learner with the knowledge and skills to cook and finish basic meat dishes.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Be able to cook basic meat dishes	1.1	Check meat for type, cut, quantity and quality
	1.2	Choose and use tools and equipment correctly
	1.3	Combine meat with other ingredients
	1.4	Cook meat to meet the requirements of the dish
2. Understand how to cook basic meat dishes	2.1	Describe how to check if meat is of the correct type, cut and quantity for the dish
	2.2	State what quality points to look for in prepared meat
	2.3	Describe what to do if there any problems with meat or other ingredients
	2.4	State the benefits of sealing meat
	2.5	Describe different cuts of meat and the most effective methods of cooking them
	2.6	State the correct tools and equipment to carry out different cooking methods

	2.7	State why it is important to use the correct tools and equipment
	2.8	Describe how to use different cooking methods
	2.9	State the correct temperatures for cooking meat using different cooking methods
	2.10	State healthy eating options when cooking meat
3. Be able to finish basic meat dishes	3.1	Garnish and present the dish to meet requirements
	3.2	Make sure dish is at the correct temperature for holding and serving
	3.3	Make sure the dish has the correct flavour, consistency and quantity
	3.4	Safely store any cooked meat not for immediate use
4. Understand how to finish basic meat dishes	4.1	Describe how to correct a meat dish to meet finishing requirements
	4.2	Describe how to carry out different finishing methods
	4.3	State the correct temperatures for holding and serving meat dishes
	4.4	State healthy eating options when finishing meat

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to cook basic meat dishes	The assessor must assess assessment criteria 1.1-1.4, 3.1 and 3.2 by directly observing the learner's work.
3. Be able to finish basic meat dishes	For assessment criterion 3.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through

	questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other. The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least five from cooking by > grilling (over and under fire) > griddling > frying (shallow/stir) > braising > stewing > roasting > combining cooking methods Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
--	---

Cook and Finish Basic Poultry Dishes

Unit Reference	R/601/5390	
Level	2	
Credit Value	5	
Guided Learning (GL)	42	
Unit Summary	This unit will provide the learner with the knowledge and skills to cook and finish basic poultry dishes.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)	
The learner will	The learner can	
1. Be able to cook basic poultry dishes	1.1	Check the poultry meets dish requirements
	1.2	Choose and use tools and equipment correctly
	1.3	Combine poultry with other ingredients
	1.4	Cook poultry to meet the requirements of the dish
2. Understand how to cook basic poultry dishes	2.1	Describe how to check poultry meets dish requirements
	2.2	State what quality points to look for in a range of poultry
	2.3	Describe what to do if there are any problems with poultry or other ingredients
	2.4	State the correct tools and equipment to carry out different cooking methods
	2.5	State why it is important to use the correct tools, knives and equipment
	2.6	Describe how to use different cooking methods

	2.7	State why it is important to use the correct cooking techniques
	2.8	State the correct temperatures for cooking different types of poultry
	2.9	State healthy eating options when cooking poultry
3. Be able to finish basic poultry dishes	3.1	Garnish and present the dish to meet requirements
	3.2	Make sure the dish is at the correct temperature for holding and serving
	3.3	Make sure the dish has the correct colour, flavour, consistency and quantity
	3.4	Safely store any cooked poultry not for immediate use
4. Understand how to finish basic poultry dishes	4.1	Describe how to correct a poultry dish to meet finishing requirements
	4.2	Describe how to carry out different finishing methods
	4.3	State the correct temperatures for holding and serving poultry dishes
	4.4	State the correct temperatures for storing poultry dishes not for immediate use
	4.5	State healthy eating options when finishing poultry

Learning Outcome - The Learner will:	Assessment Requirement and Evidence Requirements
1. Be able to cook basic poultry dishes	The assessor must assess assessment criteria 1.1-1.4, 3.1 and 3.2 by directly observing the learner's work.
3. Be able to finish basic poultry dishes	For assessment criterion 3.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through

questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other.

The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

All from poultry

- > whole birds
- > poultry portions

at least three from cooking by (learners are only required to be observed on one from frying – deep, shallow, sautéing or stir)

- > grilling
- > griddling
- > roasting
- > poaching
- > frying
 - > deep
 - > shallow
 - > sautéing
 - > stir
- > steaming
- > braising
- > combining cooking methods

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

Cook and Finish Basic Vegetable Dishes

Unit Reference	H/601/5412	
Level	2	
Credit Value	4	
Guided Learning (GL)	32	
Unit Summary	This unit will provide the learner with the knowledge and skills to cook and finish basic vegetable dishes.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Be able to cook basic vegetable dishes	1.1	Check vegetables meet dish requirements
	1.2	Choose and use tools and equipment correctly
	1.3	Combine vegetables with other ingredients
	1.4	Cook vegetables to meet dish requirements
2. Understand how to cook basic vegetable dishes	2.1	Describe how to check vegetables meet dish requirements
	2.2	State what quality points to look for in a range of vegetables
	2.3	Describe what to do if there are any problems with vegetables or other ingredients
	2.4	State the correct tools and equipment to carry out different cooking methods
	2.5	Describe how to carry out different cooking methods for vegetables

	2.6	State the correct temperatures for cooking different types of vegetables
	2.7	State the differences between cooking green vegetables and root vegetables
	2.8	Describe how to maintain the nutritional value of vegetables during cooking
	2.9	State the main reasons for blanching vegetables
	2.10	State which vegetables are suitable for high- and low-pressure steaming
	2.11	State healthy eating options when cooking vegetables
3. Be able to finish basic vegetable dishes	3.1	Finish the dish to meet requirements
	3.2	Make sure the dish is at the correct temperature for holding and serving
	3.3	Make sure the dish has the correct colour, flavour, consistency and quantity
	3.4	Safely store any cooked vegetables not for immediate use
4. Understand how to finish basic vegetable dishes	4.1	Describe how to finish basic vegetable dishes
	4.2	State the correct temperatures for holding and serving vegetable dishes
	4.3	State healthy eating options when finishing vegetable dishes

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to cook basic vegetable dishes	The assessor must assess assessment criteria 1.1-1.4, 3.1 and 3.2 by directly observing the learner's work. For assessment criterion 3.3, where there is no naturally occurring evidence for both 'holding' and

3. Be able to finish basic vegetable dishes

'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other.

The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least eight from vegetables

- > roots
- > tubers
- > bulbs
- > flower heads
- > fungi
- > seeds and pods
- > leaves
- > stems
- > vegetable fruits

at least six from cooking by (learners are only required to be observed on one from frying – deep, shallow or stir)

- > blanching
- > boiling
- > roasting
- > baking
- > grilling
- > braising
- > frying
 - > deep
 - > shallow
 - > stir
- > h) steaming
- > stewing
- > j) combining cooking methods

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

Prepare Fish for Basic Dishes		
Unit Reference	H/601/5328	
Level	2	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare fish for basic dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.10)	
The learner will	The learner can	
1. Be able to prepare fish for basic dishes	1.1	Check fish meets dish requirements
	1.2	Choose and use tools and equipment correctly
	1.3	Prepare fish to meet dish requirements
	1.4	Safely store any prepared fish not for immediate use
2. Understand how to prepare fish for basic dishes	2.1	State the different types of commonly used flat, round and oily fish and how to identify them
	2.2	Describe how to check that the fish meets requirements
	2.3	State what quality points to look for in fresh fish
	2.4	Describe what to do if there are any problems with the fish or other ingredients
	2.5	State the correct tools and equipment required to carry out different preparation methods

	2.6	State why it is important to use the correct tools, equipment and techniques
	2.7	State the reasons for coating and marinating fish
	2.8	Describe the texture of different types of fish and what this means in terms of handling the fish during preparation
	2.9	State how to store prepared fish correctly
	2.10	State healthy eating options when preparing fish

Learning Outcomes - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare fish for basic dishes	The assessor must assess assessment criteria 1.1 -1.4 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for: at least two from fish > white fish - round > white fish - flat > oily fish at least four from prepare by, which must include a minimum of three from cutting > filleting > removing pin bone > removing rib bones > removing spine > cutting > darne > goujon > supreme > tronçon > délice > paupiette > trimming > skinning > coating

> marinading

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

Prepare Meat for Basic Dishes

Unit Reference	A/601/5335	
Level	2	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare meat for basic dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.8)	
The learner will	The learner can	
1. Be able to prepare meat for basic dishes	1.1	Check meat meets dish requirements
	1.2	Choose and use tools and equipment correctly
	1.3	Prepare meat to meet dish requirements
	1.4	Safely store any prepared meat not for immediate use
2. Understand how to prepare meat for basic dishes	2.1	Describe how to check meat meets requirements
	2.2	Describe what quality points to look for in fresh meat
	2.3	Describe what to do if there are problems with the meat or other ingredients
	2.4	State the correct tools, knives and equipment required to carry out different preparation methods
	2.5	Describe how to carry out different preparation methods correctly
	2.6	State the importance of using the correct tools, knives, equipment and techniques

	2.7	Describe how to store prepared meat
	2.8	State healthy eating options when preparing meat

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare meat for basic dishes	The assessor must assess assessment criteria 1.1–1.4 by directly observing the learner’s work. There must be performance evidence, gathered through observing the learner’s work for: at least three from prepare by, which must include a minimum of two from cutting > cutting > dice > slice > portion > basic boning of joints > seasoning/marinading > trimming > tying > tenderising Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare Poultry for Basic Dishes

Unit Reference	J/601/5354	
Level	2	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare poultry for basic dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.8)	
The learner will	The learner can	
1. Be able to prepare poultry for basic dishes	1.1	Check poultry meets dish requirements
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare poultry to meet dishes requirements
	1.4	Safely store any prepared poultry not for immediate use
2. Understand how to prepare poultry for basic dishes	2.1	Describe how to check poultry meets requirements
	2.2	Describe what quality points to look for in a range of fresh poultry
	2.3	Describe what to do if there are problems with the poultry or other ingredients
	2.4	State the correct tools and equipment required to carry out different preparation methods
	2.5	Describe how to carry out relevant preparation methods correctly

	2.6	State the importance of using the correct tools, knives, equipment and techniques
	2.7	Describe how to store prepared poultry
	2.8	State healthy eating options when preparing poultry

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare poultry for basic dishes	The assessor must assess assessment criteria 1.1-1.4 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for: All from poultry > whole birds > portions of poultry meat at least four from prepare by, which must include a minimum of two from cutting > cleaning > checking and preparing cavity > seasoning/marinading > trimming > cutting > portion > dice > cut for sautéing > stuffing/filling > coating > tying and trussing > batting out Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare Vegetables for Basic Dishes

Unit Reference	J/601/5368	
Level	2	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare vegetables for basic dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.10)	
The learner will	The learner can	
1. Be able to prepare vegetables for basic dishes	1.1	Check vegetables meet requirements
	1.2	Choose and use correct tools and equipment
	1.3	Prepare vegetables to meet dish requirements
	1.4	Safely store any prepared vegetables not for immediate use
2. Understand how to prepare vegetables for basic dishes	2.1	Describe how to check vegetables meet requirements
	2.2	Describe what quality points to look for in fresh vegetables
	2.3	List what different fresh vegetables are available depending on season
	2.4	Describe what to do if there are problems with vegetables or other ingredients
	2.5	State the correct tools and equipment required to carry out different preparation methods

	2.6	Describe how to carry out relevant preparation methods correctly
	2.7	State the importance of using the correct tools, equipment and techniques
	2.8	Describe how to maintain the appearance and texture of vegetables during preparation
	2.9	Describe how to store prepared vegetables
	2.10	State healthy eating options when preparing vegetables

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare vegetables for basic dishes	The assessor must assess assessment criteria 1.1-1.4 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for: at least seven from vegetables > roots > bulbs > flower heads > fungi > seeds and pods > tubers > leaves > stems > vegetable fruits at least six from prepare by, which must include at least two traditional French cuts > washing > peeling > re-washing > chopping > traditional French cuts > Julienne > Brunoise > Macédoine

- > (iv) Jardinière
- > (v) Paysanne
- > slicing
- > trimming
- > grating

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

Prepare, Cook and Finish Basic Hot Sauces

Unit Reference	A/601/5416	
Level	2	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare, cook and finish basic hot sauces.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)	
The learner will	The learner can	
1. Be able to prepare basic hot sauces	1.1	Check ingredients to make sure that they meet dish requirements
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare the sauce to meet requirements
2. Understand how to prepare basic hot sauces	2.1	Describe the safe and correct use of alcohol in sauces and state why it is used
	2.2	Describe how to check ingredients meet dish requirements
	2.3	State what quality points to look for in sauce ingredients
	2.4	Describe what to do if there are problems with the ingredients
	2.5	State the correct techniques, tools and equipment required to carry different preparation methods
3. Be able to cook basic hot sauces	3.1	Make sure the sauce has the correct flavour, colour, texture, consistency and finish

	3.2	Cook sauce to meet requirements
4. Understand how to cook basic hot sauces	4.1	Describe how to carry out different cooking methods
	4.2	State the importance of using the correct tools, equipment and techniques
	4.3	State the correct temperatures for cooking sauces
	4.4	Describe how to identify when sauces have the correct flavour, colour, texture, consistency and finish
	4.5	State healthy eating options when making hot sauces
5. Be able to finish basic hot sauces	5.1	Finish the sauce to meet requirements
	5.2	Present the sauce to meet requirements
	5.3	Make sure the sauce is at the correct temperature for holding and serving
	5.4	Safely store any cooked sauce not for immediate use
6. Understand how to finish basic hot sauces	6.1	State the correct temperatures for holding and storing sauces
	6.2	Describe how to carry out different finishing methods
	6.3	Describe how to present cooked sauces

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare basic hot sauces	The assessor must assess assessment criteria 1.1-1.3, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work. For assessment criterion 5.3 where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e.
2. Be able to cook basic hot sauces	

3. Be able to finish basic hot sauces

either holding or serving) but must observe the other. The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least six from preparation, cooking and finishing methods

- > weighing/measuring
- > chopping
- > simmering
- > boiling
- > make roux
- > passing/straining/blending
- > skimming
- > whisking
- > adding cream
- > adding thickening agents
- > purée
- > reducing

Candidates must demonstrate through performance that they can make three of the following sauces, the remaining may be assessed through questioning or witness testimony.

- > white sauce (béchamel)
- > brown sauce (espagnole)
- > velouté
- > gravy sauce (e.g. jus lie, jus roti)
- > spiced based sauce (e.g. curry gravy)
- > purée

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

Prepare, Cook and Finish Basic Soups

Unit Reference	K/601/5671	
Level	2	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare, cook and finish basic soups.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)	
The learner will	The learner can	
1. Be able to prepare basic soups	1.1	Check ingredients meet dish requirements
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare the soup to meet requirements
2. Understand how to prepare basic soups	2.1	Describe how to check that the ingredients meet dish requirements
	2.2	State what quality points to look for in soup ingredients
	2.3	Describe what to do if there are any problems with the ingredients
	2.4	State the correct tools and equipment required to carry out different preparation methods
	2.5	Describe how to carry out different preparation methods according to dish requirements
3. Be able to cook basic soups	3.1	Cook the soup to meet requirements
	3.2	Make sure the soup has the correct flavour, colour, consistency and quantity

4. Understand how to cook basic soups	4.1	Describe how cooking methods should be followed to meet dish requirements
	4.2	State the importance of using the correct tools, equipment and techniques
	4.3	State the correct temperature for cooking soups
	4.4	Describe how to identify when soups have the correct colour, flavour, consistency and quantity
	4.5	State healthy eating options when making soups
5. Be able to finish basic soups	5.1	Finish the soup to meet requirements
	5.2	Present the soup to meet requirements
	5.3	Make sure the dish is at the correct temperature for holding and serving
	5.4	Safely store any cooked soup not for immediate use
6. Understand how to finish basic soups	6.1	Describe how to finish and present cooked soups
	6.2	Describe how to carry out different finishing methods
	6.3	State the correct temperatures for holding and storing soups

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare basic soups	The assessor must assess assessment criteria 1.1-1.3, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work. For assessment criterion 5.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through
2. Be able to cook basic soups	

3. Be able to finish basic soups

questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other.

The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least seven from preparation and cooking methods

- > weighing/measuring
- > chopping
- > simmering
- > boiling
- > passing/straining
- > blending/liquidising
- > sweating vegetable ingredients
- > skimming
- > adding cream
- > garnishing

Learners must demonstrate through performance that they can make three of the following soups, the remaining may be assessed through questioning or witness testimony.

- > broth
- > cream
- > purée
- > clear

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

Make Basic Stock		
Unit Reference	A/601/5674	
Level	2	
Credit Value	3	
Guided Learning (GL)	26	
Unit Summary	This unit will provide the learner with the knowledge and skills to make basic stock.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.12)	
The learner will	The learner can	
1. Be able to make basic stocks	1.1	Check ingredients meet requirements
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare and cook stock to meet requirements
	1.4	Make sure stock has correct flavour, colour and quantity
	1.5	Present stock to meet requirements
	1.6	Make sure stock is at the correct temperature for holding
	1.7	Safely store any cooked stock not for immediate use
2. Know how to make basic stocks	2.1	Describe how to check the ingredients meet requirements
	2.2	State what quality points to look for in stock ingredients
	2.3	State what to do if there are any problems with the ingredients

	2.4	State the correct techniques, tools and equipment to carry out different preparation methods
	2.5	State the correct techniques, tools and equipment to carry out different preparation methods
	2.6	Describe how to carry out different preparation methods
	2.7	Describe how to carry out different cooking methods
	2.8	State the importance of using the correct tools, equipment and techniques
	2.9	State the correct temperature for cooking stocks
	2.10	State how to identify when stocks have the correct colour, flavour and quantity
	2.11	State the correct temperatures for holding and storing stocks
	2.12	Describe healthy eating options when making stocks

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to make basic stocks	The assessor must assess assessment criteria 1.1-1.5 by directly observing the learner's work. The assessor may assess assessment criteria 1.6 and 1.7 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least five from preparation and cooking methods > weighing and measuring > browning/roasting > simmering

- > boiling
- > skimming
- > straining

Learners must demonstrate through performance that they can make three of the following stocks, the remaining may be assessed through questioning or witness testimony.

- > vegetable
- > chicken
- > fish
- > game
- > beef

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

Prepare Shellfish for Basic Dishes

Unit Reference	M/601/5333	
Level	2	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare shellfish for basic dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.9)	
The learner will	The learner can	
1. Be able to prepare shellfish for basic dishes	1.1	Check the shellfish meets requirements
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare the shellfish to meet dish requirements
	1.4	Safely store any prepared shellfish not for immediate use
2. Understand how to prepare shellfish for basic dishes	2.1	Describe how to check shellfish meets requirements
	2.2	Describe what qualities to look for in fresh shellfish: prawns, shrimps, mussels, cockles and clams
	2.3	Describe what to do if there are problems with the shellfish
	2.4	State the correct tools and equipment required to carry out different preparation methods
	2.5	Describe how to carry out different preparation methods correctly

	2.6	State the importance of using the correct tools, equipment and techniques correctly
	2.7	Describe what quality points to look for in prepared shellfish
	2.8	State how to store prepared shellfish correctly
	2.9	State healthy eating options when preparing shellfish

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare shellfish for basic dishes	The assessor must assess assessment criteria 1.1 – 1.4 by directly observing the learner’s work. There must be performance evidence, gathered through observing the learner’s work for: at least two from shellfish > prawns > shrimps > mussels, cockles and clams at least three from prepare by > trimming > shelling > washing > coating > cutting Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare Game for Basic Dishes

Unit Reference	H/601/5359	
Level	2	
Credit Value	4	
Guided Learning (GL)	35	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare game for basic dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.8)	
The learner will	The learner can	
1. Be able to prepare game for basic dishes	1.1	Check game meets dish requirements
	1.2	Choose and use tools and equipment correctly
	1.3	Prepare game to meet dish requirements
	1.4	Safely store any prepared game not for immediate use
2. Understand how to prepare game for basic dishes	2.1	Describe how to check game meets requirements
	2.2	Describe what quality points to look for in fresh game: skinned and plucked
	2.3	Describe what to do if there are problems with the game or other ingredients
	2.4	State the correct tools and equipment required to carry out different preparation methods
	2.5	Describe how to carry out relevant preparation methods correctly
	2.6	State the importance of using the correct tools, equipment and techniques

	2.7	Describe how to store prepared game
	2.8	State healthy eating options when preparing game

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare game for basic dishes	The assessor must assess assessment criteria 1.1-1.4 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for: both from game > skinned > plucked at least three from prepare by, which must include one from cutting > checking and preparing the cavity > checking for and removing shot > seasoning/marinading > trimming > cutting > portioning > dicing > trimming > stuffing/filling > tying Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare Offal for Basic Dishes

Unit Reference	H/601/5362	
Level	2	
Credit Value	3	
Guided Learning (GL)	28	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare offal for basic dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.8)	
The learner will	The learner can	
1. Be able to prepare offal for basic dishes	1.1	Check offal meet requirements
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare offal to meet requirements for the dish
	1.4	Safely store any prepared offal not for immediate use
2. Understand how to prepare offal for basic dishes	2.1	Describe how to check offal meets requirements
	2.2	Describe what quality points to look for in fresh offal: liver, kidney and sweetbread
	2.3	Describe what to do if there are problems with offal or other ingredients
	2.4	State the correct tools and equipment required to carry out the different preparation methods
	2.5	Describe how to carry out different preparation methods correctly

	2.6	State the importance of using the correct tools, equipment and techniques correctly
	2.7	Describe how to store prepared offal
	2.8	State healthy eating options when preparing offal

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare offal for basic dishes	The assessor must assess assessment criteria 1.1-1.4 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for: at least two from offal > liver > kidney > sweetbread at least four from prepare by > cutting and slicing > marinading/seasoning > coating with flour > skinning > trimming and de-veining > blending and mincing Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Process Dried Ingredients Prior to Cooking

Unit Reference	H/601/6494	
Level	2	
Credit Value	2	
Guided Learning (GL)	15	
Unit Summary	This unit will provide the learner with the knowledge and skills to process dried ingredients prior to cooking.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.7)	
The learner will	The learner can	
1. Be able to process dried ingredients prior to cooking	1.1	Check the dried foods meet dish requirements
	1.2	Select the appropriate tools and equipment and use correctly
	1.3	Re-hydrate dried foods in the correct manner to meet dish requirements
	1.4	Make sure the re-hydrated food has the correct flavour, colour, texture and quantity
	1.5	Remove non-edible parts of the re-hydrated food
	1.6	Make sure the re-hydrated food is held ready for combining with other ingredients in a way which preserves its colour, consistency and flavour
	1.7	Safely store any re-hydrated food not for immediate use
2. Understand how to process dried ingredients prior to cooking	2.1	State how to select the correct type, quality and quantity of dried ingredients to meet dish requirements

	2.2	Describe what quality points to look for in dried ingredients
	2.3	Describe what to do if there are problems with the dried ingredients
	2.4	Describe how to carry out different preparation methods according to dish requirements
	2.5	Describe how to minimise and correct common faults when using dried ingredients
	2.6	State the correct temperatures for holding and storing dried ingredients
	2.7	State how to store uncooked, rehydrated ingredients

Learning Outcome - The Learner will:	Assessment Criteria
1. Be able to process dried ingredients prior to cooking	The assessor must assess assessment criteria 1.1-1.8 by directly observing the learner's work. There must be performance evidence, gathered through observing the learner's work for: at least two from dried foods in Chinese cuisine (or Indian, or Bangladeshi or Thai cuisine): > dried meat > dried fish and shellfish > dried vegetables and mushroom at least four from preparation methods in Chinese cuisine (or Indian, or Bangladeshi or Thai cuisine): > cleaning > soaking > washing > straining > storage Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare and Mix Spice and Herb Blends

Unit Reference	A/601/6498	
Level	2	
Credit Value	2	
Guided Learning (GL)	19	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare and mix spice and herb blends.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.14)	
The learner will	The learner can	
1. Be able to prepare and mix spice and herb blends	1.1	Select the type and quantity of ingredients needed for the spice mix
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Combine the ingredients according to spice mix requirements
	1.5	Process the spice mix to meet requirements
	1.6	Make sure the spice mix has the correct flavour, colour, aroma, consistency and quantity
	1.7	Make sure the spice mix is at the correct temperature for holding and serving
	1.8	Safely store any cooked or uncooked spice mixes not for immediate use in a way that preserves the flavour, colour, aroma and consistency

2. Understand how to prepare and mix spice and herb blends	2.1 State how to select the correct type, quality and quantity of ingredients to meet spice mix requirements 2.2 Describe what quality points to look for in spice mix ingredients 2.3 Describe what to do if there are problems with the ingredients 2.4 State what the correct tools and equipment are and the reasons for using them when carrying out the necessary preparation methods 2.5 State what the correct tools and equipment are and the reason for using them when carrying out the necessary cooking methods 2.6 Describe how to carry out different preparation methods according to spice mix requirements 2.7 State the correct temperatures for cooking and toasting spices 2.8 Describe how to identify when individual spices and spice mixes have the correct colour, flavour, aroma, consistency and quantity 2.9 State how to finish and store spice mixes 2.10 Describe how to minimise and correct common faults in spice mixes 2.11 Describe how to balance the flavour, texture, colour, consistency and quality of the final spice mix 2.12 Describe what quality points relate to spice mixes
---	--

	2.13	State the correct temperatures and conditions for holding and storing spice mixes
	2.14	State how to store spice mixes

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare and mix spice and herb blends	The assessor must assess assessment criteria 1.1-1.6 by directly observing the learner's work. For assessment criterion 1.7, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other. The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the candidate's work for: at least two from ingredients in Chinese cuisine (or Indian, or Bangladeshi or Thai cuisine): > fresh spices and herbs > dried spices > vegetables at least five from preparation methods in Chinese cuisine (or Indian, or Bangladeshi or Thai cuisine): > cleaning and trimming > weighing/measuring > chopping > crushing > pounding > grinding > mixing at least two from equipment: > spice grinding machine > pestle and mortar > knives Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Cook and Finish Basic Shellfish Dishes

Unit Reference	A/601/5383	
Level	2	
Credit Value	4	
Guided Learning (GL)	34	
Unit Summary	This unit will provide the learner with the knowledge and skills to cook and finish basic shellfish dishes.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Be able to cook basic shellfish dishes	1.1	Check the shellfish meets dish requirements
	1.2	Choose and use tools and equipment correctly
	1.3	Combine shellfish with other ingredients
	1.4	Cook shellfish to meet requirements of the dish
2. Understand how to cook basic shellfish dishes	2.1	Describe how to check that shellfish meets dish requirement
	2.2	State what quality points to look for in shellfish
	2.3	Describe what to do if there are any problems with the shellfish or other ingredients
	2.4	State the correct tools and equipment to carry out different cooking methods
	2.5	State why it is important to use the correct tools, equipment and techniques

	2.6	Describe how to carry out different cooking methods
	2.7	State the correct temperatures for cooking various shellfish
	2.8	State why it is important to use the correct cooking techniques
	2.9	State healthy eating options when cooking with shellfish
3. Be able to finish basic shellfish dishes	3.1	Garnish and present the dish to meet requirements
	3.2	Make sure the dish is at the correct temperature for holding and serving
	3.3	Make sure dish has correct flavour, colour, consistency and quantity
	3.4	Safely store any cooked shellfish not for immediate use
4. Understand how to finish basic shellfish dishes	4.1	Describe how to carry out different finishing methods
	4.2	Describe how to ensure that a shellfish dish has the correct colour, consistency and flavour
	4.3	State the correct temperatures for hold and serving shellfish dishes
	4.4	State healthy eating options when finishing shellfish

Learning Outcome- The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to cook basic shellfish dishes	The assessor must assess assessment criteria 1.1-1.4, 3.1 and 3.2 by directly observing the learner's work. For assessment criterion 3.3, where there is no naturally occurring evidence for both 'holding'
3. Be able to finish basic shellfish dishes	

and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other.

The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least two from shellfish

- > prawns
- > shrimps
- > mussels, cockles and clams

at least two from cooking by (candidates are only required to be observed on one from frying – either deep or shallow)

- > boiling
- > frying
- > grilling

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

Cook and Finish Basic Game Dishes

Unit Reference	M/601/5395	
Level	2	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	This unit will provide the learner with the knowledge and skills to cook and finish basic game dishes.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Be able to cook basic game dishes	1.1	Check the game meets dish requirements
	1.2	Choose and use tools and equipment correctly
	1.3	Combine game with other ingredients
	1.4	Cook game to meet the requirements of the dish
2. Understand how to cook basic game dishes	2.1	Describe how to check game meets dish requirements
	2.2	State which types of game are available in which seasons
	2.3	State what quality points to look for in different types of game
	2.4	Describe what to do if there are any problems with the game or other ingredients
	2.5	State the correct tools and equipment to carry out different cooking methods
	2.6	State why it is important to use the correct tools and equipment

	2.7	Describe how to carry out different cooking methods
	2.8	State why it is important to use the correct cooking techniques
	2.9	Describe how to keep game moist
	2.10	State the correct temperatures for cooking different types of game
	2.11	State healthy eating options when cooking game
3. Be able to finish basic game dishes	3.1	Garnish and present the dish to meet requirements
	3.2	Make sure the dish is at the correct temperature for holding and serving
	3.3	Safely store any cooked game not for immediate use
	3.4	Make sure the dish has the correct colour, flavour, consistency and quantity
4. Understand how to finish basic game dishes	4.1	Describe how to carry out different finishing methods
	4.2	Describe how to correct a game dish to meet dish requirements
	4.3	State the correct temperatures for holding and serving game dishes
	4.4	State healthy eating options when finishing game dishes

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to cook basic game dishes	The assessor must assess assessment criteria 1.1-1.4, 3.1 and 3.2 by directly observing the learner's work.
3. Be able to finish basic game dishes	For assessment criterion 3.3, where there is no naturally occurring evidence for both 'holding' and

'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other.

The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

both from game

- > furred
- > feathered

at least four from cooking by

- > grilling/griddling
- > sautéing
- > roasting
- > combining cooking methods
- > shallow frying

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

Cook and Finish Basic Offal Dishes

Unit Reference	L/601/5405	
Level	2	
Credit Value	5	
Guided Learning (GL)	40	
Unit Summary	This unit will provide the learner with the knowledge and skills to cook and finish basic offal dishes.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Be able to cook basic offal dishes	1.1	Check the offal for type, quantity and quality
	1.2	Choose and use tools and equipment correctly
	1.3	Combine offal with other ingredients
2. Understand how to cook basic offal dishes	2.1	Describe how to check offal meets dish requirements
	2.2	State what quality points to look for in different types of offal
	2.3	Describe what to do if there are any problems with offal or other ingredients
	2.4	State the correct tools and equipment to carry out different cooking methods
	2.5	State why it is important to use the correct tools and equipment
	2.6	Describe how to carry out different cooking methods
	2.7	State why it is important to use the correct cooking techniques

	2.8	State the correct temperatures for cooking different types of offal
	2.9	State healthy eating options when cooking offal
3. Be able to finish basic offal dishes	3.1	Garnish and present the dish to meet requirements
	3.2	Make sure the dish is at the correct temperature for holding and serving
	3.3	Make sure the dish has the correct colour, flavour, consistency and quantity
	3.4	Safely store any cooked offal not for immediate use
4. Understand how to finish basic offal dishes	4.1	Describe how to carry out different finishing methods
	4.2	Describe how to correct offal dishes to meet finishing requirements
	4.3	State the correct temperatures for holding and serving offal dishes
	4.4	State healthy eating options when finishing offal

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to cook basic offal dishes	The assessor must assess assessment criteria 1.1-1.3, 3.1 and 3.2 by directly observing the learner's work.
3. Be able to finish basic offal dishes	For assessment criterion 3.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other. The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least two from offal

- > liver
- > kidney
- > sweetbread

at least five from cooking by

- > grilling
- > griddling
- > shallow frying
- > boiling
- > braising
- > poaching
- > combining cooking methods
- > baking
- > steaming
- > bain marie
- > sautéing

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

Cook-Chill Food		
Unit Reference	L/601/4755	
Level	2	
Credit Value	3	
Guided Learning (GL)	27	
Unit Summary	This unit will provide the learner with the knowledge and skills to portion pack, blast and store cook chill food.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)	
The learner will	The learner can	
1. Be able to portion pack and blast chill food	1.1	Make sure food is of the correct type, quality and quantity
	1.2	Deal correctly with any food that does not meet requirements
	1.3	Portion, pack and cover food correctly
	1.4	Blast-chill food and seal and label it correctly
	1.5	Transport containers to the appropriate storage areas
	1.6	Ensure that containers are handled correctly during transport and they remain undamaged
	1.7	Monitor and record food temperatures accurately
2. Understand how to portion pack and blast chill food	2.1	State why time and temperature is important when preparing cook-chill food
	2.2	State why food containers must be sealed and labelled correctly before storage

	2.3	State why portions must be controlled when filling packages
	2.4	Describe what quality points to look for when portioning, packing and blast chilling food
3. Be able to store cook-chill food	3.1	Store cook-chill items under the correct conditions
	3.2	Follow stock rotation procedures correctly and use stock in date order
	3.3	Maintain accurate records of food items that are received, stored and issued
	3.4	Handle food items so that they remain undamaged
	3.5	Monitor and record food temperatures accurately
	3.6	Secure storage areas against unauthorised access
	3.7	Report any problems with storage of cooking items promptly to proper person
4. Understand how to store cook-chill food	4.1	State why it is important to monitor and record food temperatures regularly
	4.2	State why stock rotation procedures must be followed
	4.3	State why time and temperature are important when storing cook-chill food
	4.4	State why storage areas should be secure from unauthorised access

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to portion pack and blast chill food	The assessor must assess assessment criteria 1.1, 1.3 – 1.7 by directly observing the learner’s work. The assessor may assess assessment criterion 1.2 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner’s work for: at least four from food: > meat dishes > poultry dishes > joints/whole birds > vegetables/fruits > vegetable dishes > fish dishes > sauces/soups > egg dishes > pasta dishes > desserts Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
3. Be able to store cook-chill food	The assessor must assess assessment criteria 3.1-3.6 by directly observing the learner’s work. The assessor may assess assessment criteria 3.7 through questioning or witness testimony if no naturally occurring evidence is available. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Cook-Freeze Food	
Unit Reference	D/601/4758
Level	2
Credit Value	3
Guided Learning (GL)	27
Unit Summary	This unit will provide the learner with the knowledge and skills to portion, pack and blast freeze food and also store cook-freeze food.
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.4)
The learner will	The learner can
1. Be able to portion, pack and blast freeze food	1.1 Make sure food is of the correct type, quality and quantity required 1.2 Deal with any problems identified with the quality of the food correctly 1.3 Portion, pack and cover food correctly 1.4 Blast-freeze, seal and label food correctly 1.5 Transport containers to the appropriate storage area 1.6 Handle containers correctly ensuring they remain undamaged 1.7 Monitor and record food temperatures accurately
2. Understand how to portion, pack and blast freeze food	2.1 State why time and temperature are important when preparing cook-freeze food 2.2 State why food containers must be sealed and labelled correctly before storage 2.3 State why portions must be controlled when filling packages

3. Be able to store cook-freeze food	3.1 Follow stock rotation procedures and use stock accordingly 3.2 Maintain accurate records of food items that are received, stored and issued 3.3 Handle food items with care so they remain undamaged 3.4 Monitor and record food temperatures accurately 3.5 Secure storage areas against unauthorised access 3.6 Identify any problems with the storage of cook-freeze items and report them to the proper person
4. Understand how to store cook-freeze food	4.1 State why it is important to monitor and record food temperatures regularly 4.2 State why stock rotation procedures must be followed 4.3 State why time and temperature are important when storing cook-freeze food 4.4 State why storage areas should be secure from unauthorised access

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to portion, pack and blast freeze food	The assessor must assess assessment criteria 1.1, 1.3-1.7 by directly observing the learner's work. The assessor may assess assessment criterion 1.2 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least four from food: > meat dishes

	> poultry dishes > joints/whole birds > vegetables/fruits > vegetable dishes > fish dishes > sauces/soups > egg dishes > desserts Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
3. Be able to store cook-freeze food	The assessor must assess assessment criteria 3.1-3.5 by directly observing the learner's work. The assessor may assess assessment criterion 3.6 through questioning or witness testimony if no naturally occurring evidence is available. Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare, Cook and Finish Basic Rice Dishes

Unit Reference	L/601/5680	
Level	2	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit will provide the learner with the knowledge and skills to portion, pack and blast freeze food and also store cook-freeze food.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Be able to prepare basic rice dishes	1.1	Check rice and other ingredients meet dish requirements
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare the rice and other ingredients to meet dish requirements
	1.4	Strain and mold the rice as required
2. Understand how to prepare basic rice dishes	2.1	Describe how to make sure that the rice and other ingredients meet dish requirements
	2.2	State what quality points to look for in different types of rice
	2.3	Describe what to do if there are any problems with rice or other ingredients
	2.4	State the correct tools and equipment required to carry out different preparation methods
3. Be able to cook basic rice dishes	3.1	Cook rice and other ingredients to meet requirements

	3.2	Make sure the rice dish has the correct flavour, colour, texture and quantity
4. Understand how to cook basic rice dishes	4.1	State the correct tools and equipment required to carry out different cooking methods
	4.2	Describe how to carry out different cooking methods
	4.3	State the importance of using the correct tools, equipment and techniques
	4.4	Describe how to identify when rice dishes have the correct colour, flavour, texture and quantity
	4.5	State healthy eating options when making rice dishes
5. Be able to finish basic rice dishes	5.1	Present the rice dish to meet requirements
	5.2	Make sure the rice dish is at the correct temperature for holding and serving
	5.3	Safely store any cooked rice dishes not for immediate use
6. Understand how to finish basic rice dishes	6.1	State the correct temperatures for holding and serving rice dishes
	6.2	Describe how to store cooked rice dishes

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare basic rice dishes	The assessor must assess assessment criteria 1.1-1.4, 3.1, 3.2 and 5.1 by directly observing the learner's work. For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other.
2. Be able to cook basic rice dishes	
3. Be able to finish basic rice dishes	

The assessor may assess assessment criteria 1.4 and 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:
at least three from rice

- > long
- > short
- > round
- > brown

at least five from preparation and cooking methods

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

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

Prepare, Cook and Finish Basic Pasta Dishes

Unit Reference	A/601/5688	
Level	2	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare, cook and finish basic pasta dishes.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Be able to prepare basic pasta dishes	1.1	Check the pasta and other ingredients meet dish requirements
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare the pasta and other ingredients to meet dish requirements
2. Understand how to prepare basic pasta dishes	2.1	State why it is important to know the ingredients in the pasta dish
	2.2	Describe how to check the pasta and other ingredients meet dish requirements
	2.3	State what quality points to look for in the dish
	2.4	Describe what to do if there are any problems with the pasta or other ingredients
	2.5	State the correct tools and equipment required to carry out different preparation methods
	2.6	Describe how to carry out different preparation methods

3. Be able to cook basic pasta dishes	3.1	Cook the pasta and other ingredients to meet dish requirements
	3.2	Make sure the pasta dish has the correct flavour, colour, texture and quantity
4. Understand how to cook basic pasta dishes	4.1	State the importance of using the correct tools, equipment and techniques
	4.2	Describe how to carry out different cooking methods
	4.3	Describe how to identify when pasta dishes have the correct colour, flavour, texture and quantity
	4.4	State healthy eating options when making pasta dishes
5. Be able to finish basic pasta dishes	5.1	Present and garnish the pasta dish to meet requirements
	5.2	Make sure the pasta dish is at the correct temperature for holding and serving
	5.3	Safely store any cooked pasta dishes not for immediate use
6. Understand how to finish basic pasta dishes	6.1	State the correct temperatures for holding and serving pasta dishes
	6.2	Describe how to store pasta dishes

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare basic pasta dishes 2. Be able to cook basic pasta dishes 3. Be able to finish basic pasta dishes	The assessor must assess assessment criteria 1.1-1.3, 3.1, 3.2 and 5.1 by directly observing the learner's work. For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least three from pasta

- > stuffed pasta
- > shaped pasta
- > lasagne
- > dried pasta
- > fresh pasta

at least four from preparation and cooking methods

- > blanching
- > straining
- > mixing
- > boiling
- > baking
- > combining cooking methods

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

Prepare, Cook and Finish Basic Pulse Dishes

Unit Reference	M/601/5719	
Level	2	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare, cook and finish basic pulse dishes.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Be able to prepare basic pulse dishes	1.1	Check the pulse and other ingredients meet dish requirements
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare the pulse and other ingredients to meet dish requirements
	1.4	Strain the pulses as required
2. Understand how to prepare basic pulse dishes	2.1	Describe how to check the pulses and other ingredients meet dish requirements
	2.2	State what quality points to look for in different pulses
	2.3	Describe what to do if there are any problems with pulses or other ingredients
	2.4	State the correct tools and equipment required to carry out different preparation methods
3. Be able to cook basic pulse dishes	3.1	Make sure the pulse dish has the correct flavour, colour, texture and quantity

	3.2	Cook the pulses and other ingredients to meet dish requirements
4. Understand how to cook basic pulse dishes	4.1	State the correct tools and equipment required to carry out different cooking methods
	4.2	Describe how to carry out different cooking methods
	4.3	State the importance of using the correct tools, equipment and techniques
	4.4	Describe how to identify when pulse dishes have the correct colour, flavour, texture and quantity
	4.5	State healthy options when making pulse dishes
5. Be able to finish basic pulse dishes	5.1	Present the pulse dish to meet requirements
	5.2	Make sure the pulse dish is at the correct temperature for holding and serving
	5.3	Safely store any cooked pulse dishes not for immediate use
6. Understand how to finish basic pulse dishes	6.1	State the correct temperatures for holding and serving pulse dishes
	6.2	Describe how to store cooked pulse dishes

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare basic pulse dishes	The assessor must assess assessment criteria 1.1-1.4, 3.1, 3.2 and 5.1 by directly observing the learner's work. For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of
2. Be able to cook basic pulse dishes	
3. Be able to finish basic pulse dishes	

them (i.e. either holding or serving) but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least two from pulses

- > beans
- > peas
- > lentils

at least four from preparation and cooking methods

- > soaking and washing
- > boiling
- > braising
- > steaming
- > purée
- > deep frying
- > stewing
- > baking
- > combining with other ingredients

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

Prepare, Cook and Finish Basic Vegetable Protein Dishes

Unit Reference	M/601/5722
Level	2
Credit Value	4
Guided Learning (GL)	33
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare, cook and finish basic vegetable protein dishes.
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)
The learner will	The learner can
1. Be able to prepare basic vegetable protein dishes	1.1 Check the vegetable protein and other ingredients meet dish requirements 1.2 Choose and use the correct techniques, tools and equipment 1.3 Prepare the vegetable protein and other ingredients to meet dish requirements
2. Understand how to prepare basic vegetable protein dishes	2.1 State the advantages of using vegetable protein for some customers 2.2 Describe how to check the vegetable protein and other ingredients meet dish requirements 2.3 State what quality points to look for in different vegetable protein 2.4 Describe what to do if there are problems with vegetable protein or other ingredients 2.5 State the correct tools and equipment required to carry out different preparation methods

3. Be able to cook basic vegetable protein dishes	3.1	Make sure the vegetable protein dish has the correct flavour, colour, texture and quantity
	3.2	Cook the vegetable protein and other ingredients to meet dish requirements
4. Understand how to cook basic vegetable protein dishes	4.1	State the correct tools and equipment required to carry out different cooking methods
	4.2	State the importance of using the correct tools, equipment and techniques
	4.3	Describe how to carry out different cooking methods according to dish requirements
	4.4	Describe how to identify when vegetable protein dishes have the correct colour, flavour, texture and quantity
	4.5	State healthy options when making vegetable protein dishes
5. Be able to finish basic vegetable protein dishes	5.1	Present vegetable protein dish to meet requirements
	5.2	Make sure the vegetable protein dish is at the correct temperature for holding and serving
	5.3	Safely store any cooked vegetable protein dishes not for immediate use

Learning Outcome- The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare basic vegetable protein dishes	The assessor must assess assessment criteria 1.1-1.3, 3.1, 3.2 and 5.1, by directly observing the learner's work. For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the candidate through questioning or witness
2. Be able to cook basic vegetable protein dishes	
3. Be able to finish basic vegetable dishes	

testimony for one of them (i.e. either holding or serving) but must observe the other.

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least three from vegetable protein

- > soya
- > quorn
- > seitan
- > firm tofu
- > soft tofu

at least six from preparation and cooking methods

- > soaking
- > washing
- > boiling
- > braising
- > steaming
- > deep frying
- > stewing
- > straining
- > roasting
- > baking
- > frying
- > sautéing

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

Prepare, Cook and Finish Basic Egg Dishes

Unit Reference	A/601/5724	
Level	2	
Credit Value	3	
Guided Learning (GL)	27	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare, cook and finish basic egg dishes.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)	
The learner will	The learner can	
1. Be able to prepare basic egg dishes	1.1	Check the eggs and other ingredients meet dish requirements
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare the eggs and other ingredients to meet dish requirements
2. Understand how to prepare basic egg dishes	2.1	Describe how to check the eggs and other ingredients meet dish requirements
	2.2	Describe what to do if there are problems with eggs or other ingredients
	2.3	State the correct tools and equipment required to carry out different preparation methods
3. Be able to cook basic egg dishes	3.1	Make sure the egg dish has the correct flavour, colour, texture and quantity
	3.2	Cook the eggs and other ingredients to meet dish requirements
4. Understand how to cook basic egg dishes	4.1	State the correct tools and equipment required to carry out different cooking methods

	4.2	State the importance of using the correct tools, equipment and techniques
	4.3	Describe how to carry out different cooking methods according to dish requirements
	4.4	Describe how to identify when egg dishes have the correct colour, flavour, texture and quantity
	4.5	State healthy options when making egg dishes
5. Be able to finish basic egg dishes	5.1	Present the egg dish to meet requirements
	5.2	Make sure the egg dish is at the correct temperature for holding and serving
	5.3	Safely store any cooked egg dishes not for immediate use
6. Understand how to finish basic egg dishes	6.1	State the correct temperatures for holding and serving egg dishes
	6.2	Describe how to finish egg dishes
	6.3	Describe how to store cooked egg dishes

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare basic egg dishes	The assessor must assess assessment criteria 1.1-1.3, 3.1, 3.2 and 5.1 by directly observing the learner's work. For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other.
3. Be able to cook basic egg dishes	
5. Be able to finish basic egg dishes	

The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least five from preparation and cooking methods

- > boiling
- > whisking
- > frying
- > griddling
- > poaching
- > baking
- > scrambling
- > bain marie

Learners must demonstrate through performance that they can make:

- > omelette
- > poached egg

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

Prepare, Cook and Finish Basic Bread and Dough Products

Unit Reference	J/601/5774	
Level	2	
Credit Value	5	
Guided Learning (GL)	39	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare, cook and finish basic bread and dough products.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)	
The learner will	The learner can	
1. Be able to prepare basic bread and dough products	1.1	Check the ingredients meet dish requirements
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare the ingredients to meet dish requirements
2. Understand how to prepare basic bread and dough products	2.1	Describe how to check the ingredients meet dish requirements
	2.2	State quality points of ingredients for bread and dough products
	2.3	Describe what to do if there are problems with ingredients
	2.4	State the correct tools and equipment required to carry out different preparation methods
3. Be able to cook basic bread and dough products	3.1	Make sure the bread and dough product has the correct flavour, colour, texture and quantity
	3.2	Cook the ingredients to meet dish requirements

4. Understand how to cook basic bread and dough products	4.1	State the correct tools and equipment required to carry out different cooking methods
	4.2	State the importance of using the correct tools, equipment and techniques
	4.3	Describe how to carry out different cooking methods according to dish requirements
	4.4	Describe how to identify when bread and dough products have the correct colour, flavour, texture and finish
	4.5	State healthy options when making bread and dough products
5. Be able to finish bread and dough products	5.1	Present the bread and dough product to meet requirements
	5.2	Make sure the bread and dough product is at the correct temperature for holding and serving
	5.3	Safely store any cooked bread and dough product no for immediate use
6. Understand how to finish basic bread and dough products	6.1	Describe how to carry out different finishing methods
	6.2	State the correct temperature and conditions for holding and serving bread and dough products
	6.3	Describe how to store bread and dough products

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare basic bread and dough products	The assessor must assess assessment criteria 1.1-1.3, 3.1, 3.2 and 5.1 by directly observing the learner's work.

2. Be able to cook basic bread and dough products

3. Be able to finish basic bread and dough products

For assessment criterion 5.2 where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other. The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least two from bread and dough products

- > enriched dough
- > soda bread dough
- > bread dough
- > naan dough/pitta dough
- > pizza dough

at least seven from preparation and cooking methods

- > weighing/measuring
- > sieving
- > mixing/kneading
- > proving
- > knocking back
- > shaping
- > baking
- > frying

at least one from finishing methods

- > glazing
- > icing
- > filling
- > decorating

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

Prepare, Cook and Finish Basic Pastry Products

Unit Reference	R/601/5325	
Level	2	
Credit Value	5	
Guided Learning (GL)	43	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare, cook and finish basic pastry products.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.3)	
The learner will	The learner can	
1. Be able to prepare basic pastry products	1.1	Check the ingredients meet dish requirements
	1.2	Check the ingredients meet quality standards
	1.3	Choose and use the correct tools and equipment
	1.4	Prepare the ingredients to meet dish requirements
2. Understand how to prepare basic pastry products	2.1	Describe how to check the ingredients meet dish requirements
	2.2	Describe what to do if there are problems with the ingredients
	2.3	State why it is important to follow a recipe correctly when preparing pastry products
	2.4	State the correct tools and equipment required to carry out different preparation methods
	2.5	Describe how to store pastry products after preparation

	2.6	Describe how to carry out different preparation methods according to product requirements
3. Be able to cook basic pastry products	3.1	Make sure the pastry has the correct flavour, colour, texture and finish
	3.2	Cook ingredients to meet dish requirements
4. Understand how to cook basic pastry products	4.1	State the correct tools and equipment to carry out different cooking methods
	4.2	State the importance of using the correct tools, equipment and techniques
	4.3	Describe how to carry out different cooking methods according to product requirements
	4.4	Describe how to identify when pastry products have the correct colour, flavour, texture and finish
	4.5	State healthy options when making pastry products
5. Be able to finish basic pastry products	5.1	Make sure the pastry is at the correct temperature for holding and serving
	5.2	Safely store any cooked pastry not for immediate use
	5.3	Describe how to store pastry products after cooking

Learning Outcome- The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare basic pastry products	The assessor must assess assessment criteria 1.1-1.4, 3.1, 3.2 and 5.1 by directly observing the learner's work. For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the
2. Be able to cook basic pastry products	

3. Be able to finish pastry products

candidate through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other. The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least three from pastry

- > short
- > sweet
- > suet
- > choux
- > puff
- > convenience

at least six from preparation methods

- > weighing/measuring
- > sifting
- > rubbing in
- > creaming
- > resting
- > piping
- > rolling
- > laminating/folding
- > cutting/shaping/trimming
- > lining

at least one from cooking methods

- > baking
- > steaming
- > combining cooking methods

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

Prepare, Cook and Finish Basic Cakes, Sponges, Biscuits and Scones

Unit Reference	L/601/5355	
Level	2	
Credit Value	5	
Guided Learning (GL)	39	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare, cook and finish basic cakes, sponges, biscuits and scones.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Be able to prepare basic cakes, sponges, biscuits and scones	1.1	Check the ingredients meet dish requirements
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare the ingredients to meet dish requirements
2. Understand how to prepare basic cakes, sponges, biscuits and scones	2.1	Describe how to check the ingredients meet dish requirements
	2.2	State what quality points to look for in the ingredients
	2.3	Describe what to do if there are problems with the ingredients
	2.4	State the correct tools and equipment required to carry out different preparation methods
	2.5	Describe how to carry out the necessary preparation methods
3. Be able to cook basic cakes, sponges, biscuits and scones	3.1	Cook the product to meet requirements

	3.2	Make sure the product has the correct flavour, colour, texture and quality
4. Understand how to cook basic cakes, sponges, biscuits and scones	4.1	State the correct tools and equipment required to carry out different cooking methods
	4.2	Describe how to carry out the necessary cooking methods according to product requirements
	4.3	State the importance of using the correct tools, equipment and techniques
	4.4	Describe how to identify when cake, sponges, biscuits and scones products have the correct colour, flavour, texture and quantity
	4.5	Describe healthy eating options when making cake, sponges, biscuits and scones
5. Be able to finish basic cakes, sponges, biscuits and scones	5.1	Finish the product to meet requirements
	5.2	Present the product to meet requirements
	5.3	Make sure the product is at the correct temperature for holding and serving
	5.4	Safely store any cooked products not for immediate use
6. Understand how to finish basic cakes, sponges, biscuits and scones	6.1	Describe how to present basic cake, sponges, biscuits and scones
	6.2	State how to store cake, sponges, biscuits and scones

Learning Outcome- The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare basic cakes, sponges, biscuits and scones	The assessor must assess assessment criteria 1.1-1.3, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work.

2. Be able to cook basic cakes, sponges, biscuits and scones

3. Be able to finish basic cakes, sponges, biscuits and scones

For assessment criterion 5.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other. The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least twelve from preparation and cooking methods

- > using ready mix
- > weighing/measuring
- > creaming/beating
- > whisking
- > folding
- > rubbing in
- > greasing
- > glazing
- > portioning
- > piping
- > shaping
- > baking
- > filling
- > rolling
- > lining
- > trimming/icing
- > spreading/smoothing
- > kneading
- > dusting/dredging/sprinkling
- > mixing

Learners must demonstrate through performance that they can make three of the following:

- > cakes and sponges (e.g. fruit cake, rock cakes, Victoria sandwich, Swiss roll)
- > scones
- > biscuits (e.g. shortbread and sponge biscuits)

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

Prepare, Cook and Finish Basic Grain Dishes

Unit Reference	D/601/5358	
Level	2	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare, cook and finish basic grain dishes.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)	
The learner will	The learner can	
1. Be able to prepare grain dishes	1.1	Check the grain and other ingredients meet dish requirements
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare the grain and other ingredients to meet dish requirements
2. Understand how to prepare basic grain dishes	2.1	State other foods for which grains can be used as a substitute
	2.2	Describe how to check that grain and other ingredients meet dish requirements
	2.3	Describe what to do if there are problems with grain or other ingredients
	2.4	State what quality points to look for in different types of grain
	2.5	State the correct tools and equipment required to carry out different preparation methods
3. Be able to cook basic grain dishes	3.1	Make sure the grain has the correct flavour, colour, texture and quantity

	3.2	Cook the grain and other ingredients to meet dish requirements
4. Understand how to cook basic grain dishes	4.1	State the correct tools and equipment required to carry out different cooking methods
	4.2	Describe how to carry out different cooking methods according to dish requirements
	4.3	State the importance of using the correct tools, equipment and techniques
	4.4	Describe how to identify when grain products have the correct colour, flavour, texture and quantity
	4.5	State healthy options when making grain dishes
5. Be able to finish basic grain dishes	5.1	Strain and mould grain as required
	5.2	Finish and present the grain dish to meet requirements
	5.3	Make sure the grain is at the correct temperature for holding and serving
	5.4	Safely store any cooked grain dishes not for immediate use
6. Understand how to finish basic grain dishes	6.1	Describe how to finish grain dishes according to dish requirements
	6.2	State the correct temperatures for holding and serving grain dishes
	6.3	State how to store cooked grain dishes

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare grain dishes	The assessor must assess assessment criteria 1.1-1.3, 3.1, 3.2, 5.1 and 5.2 by directly observing the learner's work.

2. Be able to cook basic grain dishes
3. Be able to finish basic grain dishes

For assessment criterion 5.3, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other.

The assessor may assess assessment criterion 5.4 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least four from grain

- > barley (pearl and pot)
- > buckwheat
- > corn/maize (polenta)
- > oats
- > millet
- > wheat (bulgar, semolina, couscous)
- > quinoa

at least three from preparation and cooking methods

- > soaking
- > boiling
- > leaving covered
- > baking

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

Produce Healthier Dishes		
Unit Reference	A/601/4962	
Level	2	
Credit Value	3	
Guided Learning (GL)	28	
Unit Summary	This unit will provide the learner with the knowledge and skills to produce healthier dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.13)	
The learner will	The learner can	
1. Be able to produce healthier dishes	1.1	Check ingredients meet dish requirements
	1.2	Prepare ingredients in a way that minimises fat, salt and sugar content and maximises fibre
	1.3	Cook food in a way that maximises its nutritional value
	1.4	Use flavourings that minimise the use of salt and sugar
	1.5	Present dishes in a way that is attractive to the customer
	1.6	Allow customers to choose what sauces, dressing, toppings or condiments to add to the dish
2. Understand how to produce healthier dishes	2.1	Describe the concept of a balanced diet and how this is important to good health
	2.2	State the government's current guidelines for healthy eating
	2.3	State the types and combinations of ingredients that make up a healthy dish

	2.4	Describe the nutritional benefits of minimising the fat, sugar and salt content of dishes
	2.5	Describe the nutritional benefits of starchy foods, fruits, vegetables and pulses
	2.6	Explain how to read and interpret food labelling
	2.7	Describe how to select types, combinations and proportions of ingredients that will make a healthy dish
	2.8	Describe what techniques can be used to prepare ingredients in a healthy way
	2.9	Describe what techniques can be used to cook the dish in a way that maximises its nutritional value
	2.10	State what healthier flavourings can be used to alternatives to salt and sugar
	2.11	Explain why it is important to present healthier dishes to customers in an attractive way and how to do so
	2.12	State why it is important to provide the customers with their choice of sauces, dressing, toppings and condiments
	2.13	State appropriate alternative healthier types of sauces, dressing, toppings and condiments

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to produce healthier dishes	The assessor must assess assessment criteria 1.1-1.4 by directly observing the learner's work. The assessor may assess assessment criteria 1.5 and 1.6 through questioning or witness testimony if no naturally occurring evidence is available.

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

at least four from dish:

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

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

Prepare, Cook and Finish Basic Cold and Hot Desserts

Unit Reference	D/601/5361	
Level	2	
Credit Value	4	
Guided Learning (GL)	36	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare, cook and finish basic cold and hot desserts.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)	
The learner will	The learner can	
1. Be able to prepare basic hot and cold desserts	1.1	Check the ingredients meet dish requirements
	1.2	Check ingredients to make sure they meet quality requirements
	1.3	Choose and use the correct techniques, tools and equipment
	1.4	Prepare ingredients using the correct preparation methods
2. Understand how to prepare basic hot and cold desserts	2.1	State how to store and raw ingredients prior to preparation and cooking
	2.2	Describe how to check ingredients meet requirements
	2.3	Describe what to do if there any problems with the ingredients
	2.4	State why time and temperature are important when preparing basic cold and hot desserts
	2.5	State what quality points to look for in basic cold and hot desserts

	2.6	State the correct tools required to carry out different preparation methods
	2.7	Describe how to carry out different preparation methods for basic cold and hot desserts
	2.8	State what types of problems can occur when preparing cold and hot desserts and how to correct them
3. Be able to cook basic hot and cold desserts	3.1	Cook ingredients using the correct cooking methods
	3.2	Make sure the dessert has the correct colour, flavour, texture and finish
4. Understand how to cook basic hot and cold desserts	4.1	State why time and temperature are important when cooking basic cold and hot desserts
	4.2	State the correct tools and equipment required to carry out different cooking methods
	4.3	Describe how to carry out different cooking methods for basic cold and hot desserts
	4.4	State the importance of using the correct tools, equipment and techniques
	4.5	State what types of problems can occur when cooking cold and hot desserts and how to correct them
	4.6	Describe how to identify when cold and hot desserts have the correct colour, texture, finish and quantity
	4.7	State healthy eating options when making cold and hot desserts
5. Be able to finish basic hot and cold desserts	5.1	Finish the dessert to meet requirements

	5.2	Make sure the dessert is at the correct temperature for holding and serving
	5.3	Safely store any prepared desserts not for immediate use
6. Understand how to finish basic hot and cold desserts	6.1	Describe how to carry out different finishing methods
	6.2	State the importance of storing hot and cold desserts at the correct temperature
	6.3	State how to store prepared cold and hot desserts

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare basic hot and cold desserts 2. Be able to cook basic hot and cold desserts 3. Be able to finish basic hot and cold desserts	The assessor must assess assessment criteria 1.1-1.4, 3.1, 3.2 and 5.1 by directly observing the learner's work. For assessment criterion 5.2, where there is no naturally occurring evidence for both 'holding' and 'serving', the assessor may assess the learner through questioning or witness testimony for one of them (i.e. either holding or serving) but must observe the other. The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least three from dessert > ice cream > mousse > egg based > batter based > sponge based > fruit based > pastry based at least five from preparation methods > slicing > creaming

- > c) folding
- > d) moulding
- > e) mixing
- > f) aeration
- > g) addition of flavours/colours
- > h) puréeing
- > combining
- > j) portioning
- > k) chilling

at least two from cooking methods

- > boiling/poaching
- > stewing
- > baking
- > combination cooking
- > steaming
- > bain marie
- > frying

at least one from finishing methods

- > filling
- > glazing
- > piping
- > garnishing

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

Prepare and Present Food for Cold Presentation

Unit Reference	M/601/5364
Level	2
Credit Value	4
Guided Learning (GL)	35
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare and present food for cold presentation.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.11)
The learner will	The learner can
1. Be able to prepare and present food for cold presentation	1.1 Check the food and garnish ingredients meet requirements 1.2 Choose and use tools and equipment correctly 1.3 Prepare food products using the correct preparation methods 1.4 Make sure the food products have the correct flavour, colour, texture and quantity 1.5 Garnish and present the food products to meet requirements 1.6 Safely store any prepared food products not for immediate consumption
2. Understand how to prepare and present food for cold presentation	2.1 Describe how to check that the food products and garnish ingredients meet requirements 2.2 State what quality points to look for in presentation of cooked, cured and prepared foods

	2.3	Describe what to do if there any problems with the food products or garnish ingredients
	2.4	State the correct tools and equipment required to carry out different preparation methods
	2.5	State the importance of using the correct tools, equipment and techniques
	2.6	Describe how to prepare the food products and garnish ingredients for cold presentation
	2.7	Describe how to produce basic vinaigrette and cold sauces
	2.8	Describe how to identify when food products have the correct colour, flavour, texture and quantity
	2.9	State the importance of time and temperature when preparing cooked, cured and prepared food for presentation
	2.10	State why cooked, cured and prepared foods should be stored at the required temperature before presentation
	2.11	State healthy eating options when preparing and presenting food for cold presentation

Learning Outcome- The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare and present food for cold presentation	The assessor must assess assessment criteria 1.1-1.5 by directly observing the learner's work. The assessor may assess assessment criterion 1.6 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for:

at least six from food products

- > bread products
- > salads
- > pre-prepared pies
- > cooked red/white meat
- > fish
- > pre-prepared terrines
- > pre-prepared patés
- > cured meats
- > shellfish
- > vinaigrette
- > cold sauces

at least two from garnish ingredients

- > fruit
- > vegetables
- > herbs

at least four from preparation methods

- > slicing
- > dressing
- > garnishing
- > portioning
- > whisking
- > combining ingredients

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

Prepare, Cook and Finish Dim Sum

Unit Reference	K/601/6514	
Level	2	
Credit Value	5	
Guided Learning (GL)	43	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare, cook and finish dim sum.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.16)	
The learner will	The learner can	
1. Be able to prepare fillings for Dim Sum	1.1	Select the type and quantity of ingredients needed for the product
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare and combine ingredients to meet the requirements of the dish
	1.5	Make sure the product has the correct colour, texture and quantity
	1.6	Make sure the product is at the correct temperature for holding and storing
	1.7	Safely store any cooked product not for immediate use
2. Understand how to prepare fillings for Dim Sum	2.1	State how to select the correct type, quality and quantity of ingredients to meet product requirements
	2.2	Describe what quality points to look for in ingredients

	2.3	State what to do if there are problems with the ingredients
	2.4	State what the correct tools and equipment are and the reasons for using them when carrying out the necessary preparation methods
	2.5	State what the correct tools and equipment are and the reasons for using them when carrying out the necessary cooking methods
	2.6	State what preparation methods are appropriate to different types of Dim Sum products
	2.7	State what cooking methods are appropriate to different types of Dim Sum products
	2.8	State the correct temperatures for storing Dim Sum fillings not for immediate use
	2.9	Describe how to identify when Dim Sum fillings have the correct colour, flavour, texture and quantity
	2.10	Describe how to identify when Dim Sum fillings have the correct colour, flavour, texture and quantity
	2.11	Describe how to minimise and correct common faults with Dim Sum fillings
	2.12	State how to control portion sizes and minimise waste
	2.13	State how to store Dim Sum fillings
	2.14	State healthy eating options when preparing and cooking Dim Sum
3. Be able to prepare dough and wrappers for Dim Sum	3.1	Select the type and quantity of ingredients needed for the products

	3.2	Check the ingredients to make sure they meet quality standards
	3.3	Select the appropriate tools and equipment and use correctly
	3.4	Prepare the ingredients to meet dish requirement
	3.5	Make sure the dough product has the correct colour, texture and finish
	3.6	Make sure the bread and dough product is at the correct temperature for holding and storing
	3.7	Safely store any uncooked dough and wrappers not for immediate use
4. Understand how to prepare dough and wrappers for Dim Sum	4.1	State how to select the correct type, quality and quantity of ingredients to meet product requirements
	4.2	Describe what to do if there are problems with the ingredients
	4.3	State what the correct tools and equipment are and the reasons for using them when carrying out different preparation methods
	4.4	State what the correct tools and equipment are and the reasons for using them when carrying out different cooking methods
	4.5	Describe how to carry out different preparation methods according to product requirements
	4.6	Describe how to carry out different cooking methods according to product requirements

	4.7	Describe the quality points relating to prepared Dim Sum dough and Won Ton wrapper products
	4.8	Describe how to control portions and minimise waste
	4.9	State the effects of different temperatures and humidity on the ingredients used
	4.10	State the storage and holding requirements and ideal conditions for processed Dim Sum dough and Won Ton wrapper products
	4.11	Describe what precautions should be taken when storing Dim Sum dough and Won Ton wrapper products
	4.12	Describe how to minimise and correct common faults in producing Dim Sum dough and wrappers
	4.13	Describe the quality points relating to finished Dim Sum dough and wrappers
	4.14	State healthy eating options when preparing Dim Sum dough and wrappers
5. Be able to assemble and cook Dim Sum	5.1	Select the type and quantity of ingredients needed for the product
	5.2	Check the ingredients to make sure they meet quality standards
	5.3	Select the appropriate tools and equipment and use correctly
	5.4	Fill dough and wrappers with the correct amount of filling
	5.5	Shape Dim Sum to the required standard
	5.6	Cook Dim Sum using the appropriate cooking method using the correct equipment

	5.7	Ensure that the Dim Sum is cooked to the required standard and at the correct temperature
	5.8	Assemble and present cooked Dim Sum according to the organisational standard
	5.9	Make sure the Dim Sum are at the correct temperature for serving
	5.10	Safely store any uncooked Dim Sum components not for immediate use
6. Understand how to assemble and cook Dim Sum	6.1	State how to select the correct type, quality and quantity of ingredients to meet product requirements
	6.2	Describe what to do if there are problems with the ingredients
	6.3	Describe how to store and maintain freshness and condition of read-made wrappings
	6.4	State what the correct tools and equipment are and the reasons for using them when carrying out different preparation methods
	6.5	State what the correct tools and equipment are and the reasons for using them when carrying out different cooking methods
	6.6	Describe how to carry out different preparation methods according to product requirements
	6.7	Describe how to carry out different cooking methods according to product requirements
	6.8	Describe the quality points relating to prepared Dim Sum products ready for cooking

	6.9	Describe how to control portions and minimise waste
	6.10	State the effects of different temperatures and humidity on the ingredients used
	6.11	State the storage and holding requirements and ideal conditions for processed Dim Sum products
	6.12	Describe what precautions should be taken when storing Dim Sum products
	6.13	Describe how to minimise and correct common faults in producing Dim Sum
	6.14	Describe how to minimise and correct common faults in cooking Dim Sum
	6.15	Describe the quality points relating to finished Dim Sum products
	6.16	State healthy eating options when preparing and cooking Dim Sum products

Learning Outcome - The Learner will	Assessment Requirements and Evidence Requirements
1. Be able to prepare fillings for Dim Sum	The assessor must assess assessment criteria 1.1-1.6 by directly observing the learner's work. The assessor may assess assessment criterion 1.7 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least two from prepare, cook and finish in Chinese cuisine > weighing/measuring > chopping > mixing > portioning

	at least two from ingredients in Chinese cuisine > raw fish and shellfish > b) raw meat and poultry > c) vegetables and vegetable products > d) seasonings and sauces > e) dried ingredients Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
3. Be able to prepare dough and wrappers for Dim Sum	The assessor must assess assessment criteria 3.1-3.6 by directly observing the learner's work. The assessor may assess assessment criterion 3.7 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least two from dough and wrappers in Chinese cuisine > dough > won ton wrappers > pastry-based casing > cheung fun at least two from preparation and cooking methods in Chinese cuisine > weighing/ measuring > mixing/kneading > shaping > combining with fats Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
5. Be able to assemble and cook Dim Sum	The assessor must assess assessment criteria 5.1-5.9 by directly observing the learner's work. The assessor may assess assessment criterion 5.10 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for:

at least two from Dim Sum in Chinese cuisine

- > encased in dough
- > encased in won ton wrappers
- > cheung fun based
- > pastry based

at least four from preparation and cooking methods

- > weighing/measuring
- > shaping
- > sealing
- > steaming
- > boiling
- > frying
- > baking
- > combination cooking methods

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

Prepare, Cook and Finish Noodle Dishes

Unit Reference	A/601/6520	
Level	2	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare, cook and finish noodle dishes.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.4)	
The learner will	The learner can	
1. Be able to prepare noodle dishes	1.1	Check the noodles and other ingredients meet dish requirements
	1.2	Select appropriate tools and equipment and use correctly
	1.3	Prepare the noodles and other ingredients to meet dish requirements
2. Understand how to prepare noodle dishes	2.1	State how to select the correct type, quality and quantity of noodles and other ingredients to meet dish requirements
	2.2	Describe what quality points to look for in noodles and other ingredients
	2.3	Describe what to do if there are problems with the noodles and other ingredients
	2.4	Describe how to carry out different preparation methods according to dish requirements
3. Be able to cook noodle dishes	3.1	Cook the noodles and other ingredients to meet dish requirements
	3.2	Make sure the noodle dish has the correct flavour, colour, texture and quantity

4. Understand how to cook noodle dishes	4.1	Describe how to carry out different cooking methods according to dish requirements
	4.2	Describe how to minimise and correct common faults with noodles and noodle dishes
	4.3	Describe how to identify when noodle dishes have the correct flavour, colour, texture and quantity
5. Be able to finish noodle dishes	5.1	Present and garnish the noodle dish to meet requirements
	5.2	Make sure the noodle dish is at the correct temperature for holding and serving
	5.3	Safely store any cooked noodle dishes not for immediate use
6. Understand how to finish noodle dishes	6.1	State the correct temperatures for holding and serving noodle dishes
	6.2	Describe how to store uncooked, dried and fresh noodles
	6.3	Describe how to store cooked noodles and noodle dishes
	6.4	State healthy eating options when preparing, cooking and finishing noodle dishes

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare noodle dishes	The assessor must assess assessment criteria 1.1-1.3, 2.1 and 2.2, 5.1 and 5.2 by directly observing the learner's work. The assessor may assess assessment criterion 5.3 through questioning or witness testimony if no naturally occurring evidence is available.
2. Be able to cook noodle dishes	
3. Be able to finish noodle dishes	

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

both from noodles in Chinese or Thai cuisine

- > fresh noodles
- > dried noodles

at least four from preparation and cooking methods in Chinese or Thai cuisine

- > soaking
- > blanching
- > straining
- > mixing
- > boiling
- > steaming
- > deep frying
- > wok frying
- > combining cooking methods

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

Prepare and Cook Food Using a Tandoor

Unit Reference	L/601/6537	
Level	2	
Credit Value	4	
Guided Learning (GL)	30	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare and cook food using a tandoor.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.3)	
The learner will	The learner can	
1. Be able to prepare food using a Tandoor	1.1	Select the type and quantity of ingredients need to prepare the dish
	1.2	Check the ingredients to make sure they meet quality standards
	1.3	Select the appropriate tools and equipment and use correctly
	1.4	Prepare ingredients according to dish requirements
	1.5	Prepare food for cooking according to dish requirements
	1.6	Safely store any food items not for immediate use
	1.7	Prepare the Tandoor to ensure that it is cooking at the required temperature
2. Understand how to prepare food using a Tandoor	2.1	State how to select the correct type, quality and quantity of ingredients to meet Tandoor dish requirements
	2.2	Describe what quality points to look for in Tandoor dish ingredients

	2.3	Describe what to do if there are problems with the ingredients
	2.4	Describe how to carry out different preparation methods according to dish requirements
	2.5	State what the correct tools and equipment are and the reasons for using them when using a Tandoor
	2.6	Describe how to prepare the Tandoor for cooking
3. Be able to cook food using a Tandoor	3.1	Place in Tandoor oven in the appropriate position
	3.2	Cook until food meets dish requirements
	3.3	Remove food items from Tandoor and serve according to dish requirements
4. Understand how to cook using a Tandoor	4.1	State the correct temperature for Tandoor cooking
	4.2	Describe how to minimise correct common faults in Tandoor cooking
	4.3	Describe what quality points relating to Tandoor cooked dishes

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare food using a Tandoor	The assessor must assess assessment criteria 1.1-1.7, 3.1 and 3.2 by directly observing the learner's work.
3. Be able to cook food using a Tandoor	The assessor may assess assessment criterion 3.3 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least two from food for cooking in Indian or Bangladeshi cuisine:

- > whole pieces of meat and fish
- > kebabs
- > bread

at least two from preparation methods in Indian cuisine or Bangladeshi cuisine:

- > marinating and coating
- > forming onto skewers
- > shaping

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

Complete Kitchen Documentation

Unit Reference	L/601/5372	
Level	2	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit will provide the learner with the knowledge and skills to complete kitchen documentation.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.10)	
The learner will	The learner can	
1. Be able to complete kitchen documentation	1.1	Ensure sufficient relevant documents are available and when necessary, obtain extra copies
	1.2	Complete relevant documents accurately and legibly to meet organisational requirements
	1.3	Ensure relevant documents arrive with proper person within time required
	1.4	Copy and file relevant documents in line with organisational requirements
	1.5	Respond to queries about completion of relevant documents, within the boundaries of authority
2. Understand how to complete kitchen documentation	2.1	State organisational documents that need to be completed
	2.2	State why it is important to complete documentation
	2.3	Describe how to complete particular documents

	2.4	State where to obtain appropriate documents from
	2.5	State when and where documentation is copied and kept
	2.6	State who should be contacted when problems occur and explain why
	2.7	Describe why kitchen documentation needs to remain confidential
	2.8	Describe what information required by law within the kitchen is required to be noted and kept
	2.9	State why it is important that information is accurate
	2.10	State why it is important that documents are not fraudulently completed

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to complete kitchen documentation	The assessor must assess assessment criteria 1.1 and 1.2 by directly observing the learner's work. The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least two from relevant documents: > temperature charts > food safety information > accident report forms > equipment fault reports > stock usage report Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Set up and Close Kitchen		
Unit Reference	L/601/4996	
Level	2	
Credit Value	4	
Guided Learning (GL)	37	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare kitchen for food operations, prepare food items for operation and service and to close the kitchen after operations.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.4)	
The learner will	The learner can	
1. Be able to prepare kitchen for food operations	1.1	Prioritise work and carry it out in an efficient manner
	1.2	Check that food preparation and cooking tools and kitchen equipment are clean, and of the right type and in working order
	1.3	Turn on appropriate kitchen equipment at the correct time and to correct setting
	1.4	Report any unhygienic or defective tools or kitchen equipment, or other problems to the proper person
	1.5	Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for food operation
2. Understand how to prepare kitchen for food operations	2.1	State why knives/utensils should be handled correctly
	2.2	State why and to whom all incidents should be reported

	2.3	Describe how to safely turn on different types of equipment
	2.4	State why faulty equipment and maintenance requirements should be reported to the proper person
	2.5	State why it is important to ensure all appropriate equipment is safely turned off
3. Be able to prepare food items for operation and service	3.1	Prepare work and carry it out in an efficient manner
	3.2	Ensure that there are sufficient ingredients in stock in line with establishment requirements
	3.3	Prepare ingredients to the organisational needs and quality requirements
	3.4	Report any ingredients that are not prepared to the correct quantity or quality to the proper person
	3.5	Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing food items ready for operations
4. Understand how to prepare food items for operation and service	4.1	State why machinery should be cleared between tasks
	4.2	State why it is important to monitor the temperature of kitchen storage equipment and areas
	4.3	Describe the organisational menu requirements in terms of the type, quality and number of ingredients
5. Be able to close kitchen after operations	5.1	Prioritise work and carry it out in an efficient manner
	5.2	Check that tools are cleaned and stored to organisational and legal requirements

	5.3	Check food storage equipment meets organisational and legal requirements for kitchen closure
	5.4	Check that cooking equipment is turned off, unplugged and cleaned following manufacturer's and organisation's instructions
	5.5	Report any un-cleaned tools, food storage or cooking equipment or problems to the appropriate person
	5.6	Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations
6. Understand how to close kitchen after operations	6.1	State why tools and equipment should be cleaned and stored following use
	6.2	Describe organisational and legal requirements for food storage equipment when kitchen is closed
	6.3	State organisational and legal requirements for turning off, unplugging and cleaning cooking equipment following use
	6.4	State who problems should be reported to

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to prepare kitchen for food operations	The assessor must assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work. The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.

	There must be performance evidence, gathered through observing the learner's work for: both from tools > knives > utensils at least five from kitchen equipment > oven/combination oven > grill > hob > fryer > microwave > steamer > fridge/freezer Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
3. Be able to prepare food items for operation and service	The assessor must assess assessment criteria 3.1, 3.2, 3.3 and 3.5 by directly observing the learner's work. The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least one from establishment requirements > number of customers > menu requirements at least two from ingredients > vegetables > garnishes > frozen products > fresh high-risk products at least two from prepare > washing > cutting > defrosting > weighing

	Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
5. Be able to close kitchen after operations	The assessor must assess assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.6 by directly observing the learner's work. The assessor may assess assessment criterion 5.5 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the candidate's work for: both from tools > knives > utensils at least two from food storage equipment > fridge > freezer > dry store / larder at least four from cooking equipment > oven/combination oven > grill > hob > fryer > microwave > steamer Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Order Stock	
Unit Reference	M/601/5042
Level	2
Credit Value	4
Guided Learning (GL)	33
Unit Summary	This unit will provide the learner with the knowledge and skills to order stock.
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.9)
The learner will	The learner can
1. Be able to order stock	1.1 Check stock levels on a regular basis and consult with colleagues to determine if new stock is required 1.2 Identify stock requirements, ensuring sufficient storage space will be available upon arrival 1.3 Obtain relevant documentation for ordering stock and where required obtain permission from the proper person to place an order 1.4 Complete required information on documentation and dispatch it correctly within the time required to ensure delivery before current stock is finished 1.5 Maintain documentation in line with organisational requirements 1.6 Obtain and file notification of placed orders and delivery notes from suppliers 1.7 Respond to queries and solve problems that arise about the order within own authority

2. Know how to order stock	2.1	Describe the ordering process
	2.2	State when to order new stock
	2.3	State who is responsible for arranging the central purchasing agreement
	2.4	State what the central purchasing agreement contains
	2.5	State, why, what and who to contact when problems occur with the ordering process
	2.6	State when ordering needs to be approved by a line manager
	2.7	State where to obtain the ordering information from
	2.8	Describe what information needs to be entered on the documentation
	2.9	State where ordering documentation is kept

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to order stock	The assessor must assess assessment criteria 1.1, 1.2 and 1.4 by directly observing the learner's work. The assessor may assess assessment criteria 1.3, 1.5, 1.6 and 1.7 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: both from stock requirements > product type required > amount required four from required information > quantity > product type

	> date for required delivery > contact details at least one from dispatch methods > post > fax > computer > in person > telephone none from problems > quantity > time > non-delivery > availability > type > quality Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
--	--

Cook and Finish Simple Bread and Dough Products

Unit Reference	J/601/5662	
Level	1	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit will provide the learner with the knowledge and skills to cook and finish simple bread and dough products. Learners will also know how to store bread and dough products.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.1)	
The learner will	The learner can	
1. Be able to cook simple bread and dough products	1.1	Check the products to make sure they are fit for cooking
	1.2	Choose the correct tools and equipment to prepare and bake bread and dough products
	1.3	Prepare the products as required
2. Understand how to cook simple bread and dough products	2.1	State how to check to make sure bread and dough products are fit for preparation and baking
	2.2	Describe what to do if there are any problems with the products
	2.3	State the correct tools and equipment to use for different preparation methods
	2.4	State the importance of using the correct tools and equipment
	2.5	Describe how to carry out different cooking methods correctly
3. Be able to finish simple bread and dough products	3.1	Finish the product as required

	3.2	Make sure the bread and dough product is at the correct temperature for holding and serving
4. Understand how to finish simple bread and dough products	4.1	State the correct tools and equipment for different finishing methods
	4.2	Describe how to use different finishing methods correctly
	4.3	State the correct temperature for holding and serving simple bread and dough products
5. Be able to store bread and dough products	5.1	Safely store any cooked bread and dough product not for immediate use
6. Understand how to store bread and dough products	6.1	State how to store uncooked bread and dough products

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements
1. Be able to cook simple bread and dough products	The assessor must assess assessment criteria 1.1, 1.2, 1.3, 3.1 and 3.2, by directly observing the learner's work. The assessor may assess assessment criterion 5.1 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least one from bread and dough products > freshly made dough > readymade par-cooked dough at least two from preparation and finishing methods > baking > re-heating > glazing

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

Liaise with Care Team to Ensure that an Individual's Nutritional Needs are Met

Unit Reference	Y/601/4760	
Level	2	
Credit Value	3	
Guided Learning (GL)	26	
Unit Summary	This unit will provide the learner with the knowledge and skills to liaise with care team to ensure that an individual's nutritional needs are met.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.8)	
The learner will	The learner can	
1. Be able to liaise with care team to ensure that an individual's nutritional needs are met	1.1	Develop relationships with carers that recognised their role and expertise
	1.2	Identify with care team specific nutritional requirements of individuals and groups of customers
	1.3	Ensure that any information gained can be used and explored with carers, gaining clarification on specific points
	1.4	Work with appropriate people to gather information about resources, and options that are available to meet the identified nutritional needs
	1.5	Identify with carers what additional support is needed to ensure nutritional and fluid requirements are met including the consistency, timing and service of food
	1.6	Ensure that customer requirements are recorded and available to authorised people

	1.7	See additional help where the needs are outside of scope of personal responsibility and expertise
2. Understand how to liaise with care team to ensure that an individual's nutritional needs are met	2.1	Describe the key care roles that operate within the organisation and the need to liaise with them
	2.2	State the nutritional requirements that customers may have
	2.3	State the appropriate meal options available to support nutritional requirements
	2.4	Describe the role of a 'care plan'
	2.5	State the significance of mealtimes and rotated mealtimes
	2.6	Describe how nutritional screening is implemented within the organisation
	2.7	Describe what information can be interpreted and used following nutritional screening
	2.8	State what quantity of nutrients are typically needed to maintain a good dietary balance

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements	
1. Be able to liaise with care team to ensure that an individual's nutritional needs are met	Example Assessment Methods Observation Products of work Witness testimony Professional discussion Candidate assessment criteria	Examples of Evidence Observation sheets videos/photos Notes of meetings with line manager Maintenance records Work schedules Witness assessment criteria

	Records of professional discussion For assessment criterion 1.3, should evidence not occur during the period of assessment, alternative assessment methods may be used as follows Simulation Oral questions Written questions Professional discussion	Observation sheet Video Question/answer sheets Records of professional discussion
2. Understand how to liaise with care team to ensure that an individual's nutritional needs are met	Example Assessment Methods Oral questions Written questions Reflective account Professional discussion	Examples of Evidence Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross reference to LO1

Prepare Meals to Meet Relevant Nutritional Standards Set for School Meals		
Unit Reference	F/601/5000	
Level	1	
Credit Value	4	
Guided Learning (GL)	36	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare meals to meet relevant nutritional standards set for school meals.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.11)	
The learner will	The learner can	
1. Be able to prepare meals to meet relevant nutritional standards set for school meals	1.1	Liaise with colleagues and clients to identify the relevant nutritional standards and requirements
	1.2	Prepare menu items to fulfil nutritional and organisational standards
	1.3	Cook menu items to fulfil nutritional and organisational standards
	1.4	Work in a manner that maximises the nutritional value of the food
	1.5	Ensure that preparation and cooking areas and equipment are safe, hygienic, ready for use and free from contaminating substances
	1.6	Finish dish to required quality standards
	1.7	Present dish to required quality standards
	1.8	Report any problems with meeting the nutritional standards to the appropriate person

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

Learning Outcome - The Learner will:	Assessment Requirements and Evidence Requirements	
1. Be able to prepare meals to meet relevant nutritional standards set for school meals	Example Assessment Methods Observation Products of work Witness testimony Professional discussion Candidate assessment criteria	Examples of Evidence Observation sheets Videos/ Photos Notes of meetings with line manager Maintenance records Team briefing notes Work schedules Witness assessment criteria Records of professional discussion
	For assessment criterion 1.3, should evidence not occur during the period of assessment, alternative assessment methods may be used as follows Simulation Oral questions Written questions Professional discussion Observation sheet Video Question/ answer sheets Records of professional discussion	
2. Understand how to prepare meals to meet relevant nutritional standards set for school meals	Example Assessment Methods Oral questions Written questions Reflective account Professional discussion	Examples of Evidence Records of oral questioning Question/answer sheets Reflective account Records of professional discussion Cross reference to LO1

Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector

Unit Reference	T/601/7214	
Level	2	
Credit Value	2	
Guided Learning (GL)	16	
Unit Summary	This unit will provide the learner with the knowledge and skills to liaise with care team to ensure that an individual's nutritional needs are met.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.6)	
The learner will	The learner can	
1. Know employer and employee rights, responsibilities and own organisational procedures	1.1	State employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, Health & Safety and other relevant legislation
	1.2	State importance of having employment rights and responsibilities
	1.3	Describe organisational procedures for health & safety, including documentation
	1.4	Describe organisational procedures for equality & diversity, including documentation
	1.5	Identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning support
2. Know factors that affect own organisation and occupation	2.1	Describe the role played by own occupation within organisation and industry
	2.2	Describe career pathways available to them

	2.3	State types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry
	2.4	Identify sources of information and advice on own industry, occupation, training and career
	2.5	Describe principles, policies and codes of practice used by own organisation and industry
	2.6	Describe issues of public concern that affect own organisation and industry

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.