

VTCT Level 1 Certificate in General Cookery

Operational start date: **1 April 2012**
Credit value: **14**
Total Qualification Time (TQT): **140**
Guided learning hours (GLH): **124**
Qualification number: **600/4801/3**

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements (if/where applicable) have been achieved under specified conditions, and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UV11258				
UV21097				
UV11042				
UV11064				
UV11052				
UV11051				
UV11049				

The qualification

Introduction

The VTCT Level 1 Certificate in General Cookery is a preparation for work qualification that has been designed to prepare you for a career in the hospitality industry.

This qualification will develop your knowledge and understanding of customer service in the hospitality industry and food safety in catering. Furthermore, you will learn about basic food preparation and cooking and how to use kitchen equipment.

You will also learn the different food groups and their contribution to a healthy, balanced diet.

National Occupational Standards (NOS)

This qualification has been mapped to the relevant NOS, and is regulated on the Regulated Qualifications Framework.

This qualification is approved and supported by People 1st, the sector skills council for hospitality, leisure, travel and tourism.

Prerequisites

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

Your centre will have ensured that you have the required knowledge, understanding and skills to enrol and successfully achieve this qualification.



Progression

On completion of this qualification you may choose to undertake further study; qualifications you could progress to include:

- VTCT Level 1 Diploma in Introduction to Professional Cookery
- VTCT Level 1 Diploma in Vocational Studies - Hospitality and Catering
- VTCT Level 2 Award in Barista Skills
- VTCT Level 2 Award in Food Safety in Catering
- VTCT Level 2 Award in Healthier Food and Special Diets
- VTCT Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism
- VTCT Level 2 Diploma in Professional Cookery
- VTCT Level 2 Diploma in Professional Food and Beverage Service

Alternatively, you may wish to seek employment as:

- Trainee kitchen assistant for cafe or coffee shop
- Trainee in kitchen for a workplace canteen or hospital

Qualification structure

Total credits required - 14

All mandatory units must be completed.

Mandatory units - 14 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV11258	M/502/4894	Introduction to the hospitality industry	2	20
UV21097	H/502/0132	Food safety in catering	1	9
UV11042	A/502/5059	Introduction to food commodities	1	10
UV11064	T/502/5075	Using kitchen equipment	1	10
UV11052	K/502/5042	Basic food preparation and cooking	3	30
UV11051	K/502/5008	Introduction to healthy eating	3	25
UV11049	J/502/4898	Customer service in the hospitality industry	3	20

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external quality assurers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external quality assurers.

Assessment explained

VTCT courses are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external quality assurer, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges..



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross-referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV11258	Introduction to the hospitality industry	0	✗	✓
UV21097	Food safety in catering	0	✗	✓
UV11042	Introduction to food commodities	0	✗	✓
UV11064	Using kitchen equipment	0	✓	✓
UV11052	Basic food preparation and cooking	0	✓	✓
UV11051	Introduction to healthy eating	0	✗	✓
UV11049	Customer service in the hospitality industry	0	✓	✓

Unit glossary

	Description
VTCT product code	All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience; the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of competent observations, per outcome, required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Observation outcome	An observation outcome details the tasks that must be practically demonstrated to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper, a portfolio of evidence or other forms of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel with the unit's observation outcomes.

UV11258

Introduction to the hospitality industry

The aim of this unit is to provide you with an introduction to the hospitality industry and the chance to look at the types of jobs available within the industry.

You will learn about the variety of sizes and types of organisations that are in the hospitality industry. You will investigate the types of organisation, from small sandwich shops to international hotel chains, and the types of products and services offered.

You will also learn about job opportunities, the training available and the different career paths you can follow. The hospitality industry is a 24 hour, 7 day a week industry so you will look at working patterns that are needed across the industry.

Level

1

Credit value

2

GLH

20

Observation(s)

0

External paper(s)

0



Introduction to the hospitality industry

Learning outcomes

On completion of this unit you will:

1. Know the structure of the hospitality industry
2. Know the career opportunities in the hospitality industry

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Know the structure of the hospitality industry

You can:	Portfolio reference
a. Identify different types of outlets within the industry	
b. Outline the services offered within the industry	



Learning outcome 2

Know the career opportunities in the hospitality industry

You can:	Portfolio reference
a. Describe job roles in the industry	
b. Describe career opportunities in the industry	
c. State different working patterns in the industry	
d. Identify sources of information on training and career opportunities	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Know the structure of the hospitality industry

Outlets in the hospitality industry:

Accommodation (self-catering, guest houses, B&Bs, holiday parks, hostels), hotels (budget, one to five star, boutique, branded, independent), food (cafés, fast food outlets, coffee shops, takeaway, restaurants including fine dining, branded, ethnic), clubs (sporting clubs, employment or association clubs), contract catering (schools, colleges, hospitals, prisons, residential homes), pubs (managed, tenanted or leased, free houses), hospitality services operations (transport catering, visitor attraction catering).

Different services offered: Accommodation (bed, shared or ensuite bathroom, TV, clothes storage), food (breakfast/lunch/dinner, personal chef, fast food, children's menu, banquet and conference food, specialist menus (gluten free, diabetic, low fat), vending machines, drinks (alcoholic/non-alcoholic, hot/cold, tea/coffee making facilities in room), room service (24 hours, restricted hours, full menu, limited menu), business and office services (photocopying, wireless internet, faxing), facilities for children (crèche, children's play area, babysitting service, highchairs, baby cots, children's packs, toys/games console for hire, children stay free), special offers and promotions (group discounts, for regular business, for special events), conference and banqueting (birthday/special event packages, business meetings, weddings), services for disabled customers, 24-hour opening, provision of catering service on a contractual basis (school meals, hospitality meals, works canteen, specialist groups (home delivered)).



Outcome 2: Know the career opportunities in the hospitality industry

Job roles: Management (general manager, department manager, assistant manager), supervisory (shift manager, team leader), kitchen (head chef, sous chef, chef de partie, commis chef, kitchen porters, kitchen assistants), housekeeping (housekeepers, room attendants, cleaners), food and beverage service (head waiter, waiter, wine waiter, cashier, conference and events co-ordinator, banquetting porter, bar staff), general (maintenance, front office and receptionists, hall porters, concierge), sales and marketing, human resources, accounts.

Career opportunities: Local, national, international, full-time, part-time, casual, skilled, unskilled, management, supervisory, craft, commercial, public sector, graduate training programmes.

Working patterns: Shift work, split shifts, seasonal.

Sources of information: Colleagues, line managers, newspapers, careers advisors/ careers services, job centres, recruitment websites, specialist recruitment agencies, hospitality journals, further education colleges, professional organisations, trade exhibitions.

UV21097

Food safety in catering

In this unit you will learn about the importance of food safety in catering. You will develop knowledge on the responsibilities of individuals, the significance of personal hygiene, the importance of keeping work areas clean and hygienic, and how to keep food safe.

Level

2

Credit value

1

GLH

9

Observation(s)

0

External paper(s)

0



Food safety in catering

Learning outcomes

On completion of this unit you will:

1. Understand how individuals can take personal responsibility for food safety
2. Understand the importance of keeping yourself clean and hygienic
3. Understand the importance of keeping the work areas clean and hygienic
4. Understand the importance of keeping food safe

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

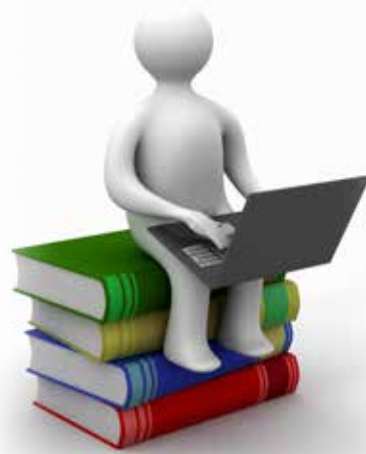
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Understand how individuals can take personal responsibility for food safety

You can:	Portfolio reference
a. Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour	
b. Describe how to report food safety hazards	
c. Outline the legal responsibilities of food handlers and food business operators	



Learning outcome 2

Understand the importance of keeping yourself clean and hygienic

You can:	Portfolio reference
a. Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination	
b. Describe effective personal hygiene practices, for example protective clothing, hand washing, personal illnesses, cuts and wounds	



Learning outcome 3

Understand the importance of keeping the work areas clean and hygienic

You can:	Portfolio reference
a. Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal	
b. State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning	
c. Outline the importance of pest control	



Learning outcome 4

Understand the importance of keeping food safe

You can:	Portfolio reference
a. State the sources and risks to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards	
b. Explain how to deal with food spoilage including recognition, reporting and disposal	
c. Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food	
d. Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food	
e. Describe stock control procedures including deliveries, storage, date marking and stock rotation	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Understand how individuals can take personal responsibility for food safety

Importance of food safety procedures, risk assessment, safe food handling and behaviour: Potential to harm customers/ staff, legal compliance, risk of legal action (against business, against self), impact on reputation.

Food safety procedures: Legal requirements/compliance, storage, preparation, follow organisational guidelines.

Risk assessment: Assess hazards, plan action according to risk, take preventative action to minimise risk.

Safe food handling: Follow organisational guidelines, prevent cross-contamination, wear gloves when required.

Behaviour: Personal hygiene (washed and clean clothes/uniform, clean hair tied back if necessary, avoid overpowering perfume/aftershave, short clean nails, minimal or no jewellery, discreet or no make-up, comfortable clean shoes, cover cuts with blue plaster, wash hands after coughing, sneezing, touching face, nose, touching raw food waste products, cleaning materials, toilet breaks, smoking breaks), follow organisational guidelines, impact behaviour has on food preparation (transfer of bacteria, cross-contamination, creating hazards).

Report food safety hazards: Report to supervisor or line manager, report to health and safety officer.

Food safety hazards: Broken equipment, broken or cracked tools, unsafe working

practices, non-compliance issues (incorrect storage of foods, passed the sell-by date, unacceptable behaviour by colleagues).

Legal responsibilities of food handlers: Personal hygiene, illness (reporting in line with current legislation), knowledge of food hygiene, food poisoning prevention.

Legal responsibilities of food business operators: Compliance with current legislation, food hygiene regulations, local authority registration.



Outcome 2: Understand the importance of keeping yourself clean and hygienic

The importance of personal hygiene in food safety including its role in reducing the risk of contamination: Prevention of transmission, cross-contamination of pathogenic, physical and chemical.

Personal hygiene practices: Clothes/uniform (washed, clean, fit for purpose), hair (clean, tied back, hair nets), avoid overpowering perfume/aftershave, short clean nails, minimal or no jewellery, discreet or no make-up.

Hand washing: Prevent cross-contamination (after coughing, sneezing,

touching face, nose, touching raw food waste products, cleaning materials, toilet breaks, smoking breaks), separate sink for hand washing.

Personal illnesses: Report illness to supervisor/line manager, stay off work until fit and fully covered.

Cuts and wounds: Reporting cuts and wounds, cover cuts with blue plaster, report septic cuts and wounds.

Outcome 3: Understand the importance of keeping the work areas clean and hygienic

Keep the work area and equipment clean and tidy: Cleaning (correct use of chemicals, use of health and safety signs, follow equipment manufacturer's instructions, schedules for daily, weekly and monthly cleaning), disposal of waste, disinfection methods (correct dilution, correct storage of chemicals), waste disposal (food, other items, recycling, in line with organisational policy), compliance with COSHH and current regulations/guidelines, washing, wiping, sanitising, sterilising.

Reducing contamination risks: Use of correct equipment (cutting boards, knives, cleaning cloths), cleaning (high water temperature, use of detergents) work flow (cyclical, linear), care of work surfaces (porous, non-porous).

Importance of pest control: Prevent food contaminations, prevent infestation, comply with current food hygiene and health and safety regulations, customer satisfaction, business reputation.



Outcome 4: Understand the importance of keeping food safe

Sources and risks to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards:

Microbial (bacteria, yeasts, moulds, cross-contamination), chemical (use of cleaning materials, use of poisons and insect repellent/treatment), physical (dirt from unclean produce, dirt from production area, food packaging, hair, insects), allergens (all nuts, gluten, dairy products, shellfish).

How to deal with food spoilage including recognition, reporting and disposal: Check delivery (against order, for quality), recognise spoilage (sight, odour, colour, damaged packaging), disposal of unsafe food.

Food spoilage: Recognition of unsafe food (sight, smell, temperature), reporting procedures (line manager, supplier), returning to supplier, informing EHO.

Food practices:

Storage – comply with current legislation, prevent cross-contamination, use-by dates, packaging and wrapping, length of storage, defrosting, correct temperatures.

Preparation – comply with current legislation, appropriate surfaces, cleaning and hygiene practices, correct use of equipment.

Chilling – correct temperature, chill within suitable timeframe.

Cooking – correct cooking temperatures, correct cooking time for food item.

Reheating – comply with current regulations, reach appropriate temperature for recommended time.

Holding – comply with current regulations, monitor temperature, monitor length of time

food held for.

Serving – wear appropriate clothing (hat, hair net, gloves, overalls), clean serving area, clean dishes and serving equipment.

Transporting – at correct temperature, monitor temperature, correct storage while transporting.

Importance of temperature controls – minimise bacteria growth, prevent cross-contamination, reduce risk of illness.

Stock control procedures – check order on arrival (quality, quantity), store item immediately, store items correctly, follow organisations guidelines for stock control.

Notes

Use this area for notes and diagrams



UV11042

Introduction to food commodities

The aim of this unit is to develop your knowledge and understanding of food commodities. You will learn about the main types of food commodities, where they can be obtained, and the safe and hygienic storage methods for them.

Level

1

Credit value

1

GLH

10

Observation(s)

0

External paper(s)

0



Introduction to food commodities

Learning outcomes

On completion of this unit you will:

1. Know the main food commodities
2. Know where the main food commodities can be obtained
3. Know how the main food commodities should be stored

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Know the main food commodities

You can:

Portfolio reference

a. Describe the main types of food commodity



Learning outcome 2

Know where the main food commodities can be obtained

You can:	Portfolio reference
a. State where different commodities can be obtained	
b. State the benefits of using different suppliers of commodities in different settings	



Learning outcome 3

Know how the main food commodities should be stored

You can:

Portfolio reference

- a. State safe and hygienic storage methods for the main food commodities

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Know the main food commodities

Types of food commodities: Tinned goods, bottled goods, dry goods, fresh goods (meat, fish, fruit, vegetables, dairy products), chilled goods, frozen goods, pre-cooked products.

Outcome 2: Know where the main food commodities can be obtained

Suppliers: Local, markets, wholesalers, retail, cash and carry, specialist (organic, responsibly sourced, Fairtrade).

Benefits: Business ethos (organic, use of locally sourced produce, minimise carbon footprint), quality, cost, payment terms, delivery times and days, quantity (minimum order size, package size), convenience, obtain full range of desired products.

Outcome 3: Know how the main food commodities should be stored

Storage methods: Tin and dry store, fridge, freezer, chiller, correctly packaged for storage (covered, labelled, use-by/best before dates), separated (raw and cooked meat, dairy, wet and dry), stock rotation (first in, last out).

UV11064

Using kitchen equipment

The aim of this unit is to develop your knowledge, understanding and practical skills in using large and small equipment when working in a kitchen. It is very important that you understand the need for working safely and hygienically in the kitchen environment.

You will learn about the various types of kitchen equipment that is available and how to use it safely and hygienically. You will also be able to choose the correct equipment and clean it after use.

Level

1

Credit value

1

GLH

10

Observation(s)

2

External paper(s)

0



Using kitchen equipment

Learning outcomes

On completion of this unit you will:

1. Be able to select and use kitchen equipment
2. Know about different types of kitchen equipment

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation may be used in this unit, where no naturally occurring evidence is available.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Knowledge outcomes*

There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.

5. *Tutor/Assessor guidance*

You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.

6. *External paper*

There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

There is no range section that applies to this unit.



Observations

Learning outcome 1

Be able to select and use kitchen equipment

You can:

- a. Select the correct equipment for routine tasks
- b. Use different kitchen equipment for routine tasks, safely and hygienically
- c. Follow correct procedures when cleaning equipment

** May be assessed by supplementary evidence.*

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

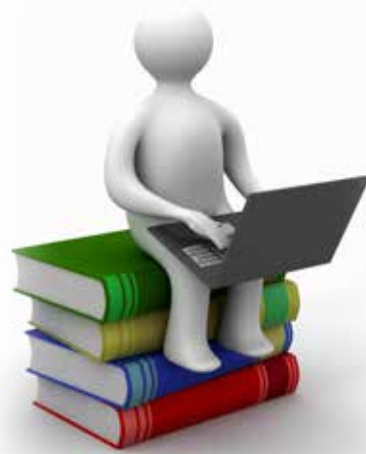
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Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 2

Know about different types of kitchen equipment

You can:	Portfolio reference
a. Give examples of large kitchen equipment and describe how they are used	
b. Give examples of small kitchen equipment and hand tools, and describe how they are used	
c. State the safety requirements for using kitchen equipment	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Be able to select and use kitchen equipment

Select and use equipment for routine tasks:

Stoves (for cooking items in pots and pans by boiling, frying, steaming, poaching, shallow frying), ovens (for cooking items in pans or on trays by roasting, baking, braising), fridges (for storing foods between 1° and 5°C), freezers (for storing foods below -18°C), deep-fat fryers (for deep-fat frying foods), steamers (for steaming foods), grills (for grilling foods), bain-marie (for holding hot liquids), holding cupboard (for holding hot foods), bowls (for storing and mixing foods), chopping boards (for chopping

foods), spoons (for measuring or spooning liquids or powders), scales (for weighing), whisks (for whisking foods), pots (for heating foods on a stove), pans (for cooking foods on a stove or in an oven), oven trays (for cooking foods in an oven), cake rings (for cooking cakes), knife (for cutting foods).

Clean equipment correctly: Remove from power, use appropriate cleaning chemical, follow manufacturers' instructions, store appropriately.

Outcome 2: Know about different types of kitchen equipment

Large equipment: Stoves, ovens, fridges, freezers, deep-fat fryers, steamers, grills, bain-marie, holding cupboard, liquidisers and blenders, food processors.

How large equipment is used: Follow manufacturers' instructions, avoid cross-contamination, ensure that electrical equipment is safe, ensure that gas equipment is safe, use guards where appropriate, wear protective clothing, ensure equipment is fit for purpose, in good working order, clean after use.

Small equipment and hand tools

utensils: Bowls, chopping boards, spoons, scales, whisks, pots, pans, oven trays, cake rings, knives, potato peeler/apple corer, lemon zester, garlic crusher, piping

bag, kitchen scissors, rolling pin.

How small equipment is used: Follow manufacturers' instructions, avoid cross-contamination, wear protective clothing, ensure equipment is fit for purpose, use appropriate stance, hold correctly.

Safety requirements: Avoid cross-contamination, hold in the correct manner, ensure that electrical equipment is safe, ensure that gas equipment is safe, follow manufacturers' instructions, use guards where supplied, wear correct protective clothing, report any defects or damage.

UV11052

Basic food preparation and cooking

The aim of this unit is to develop your knowledge, understanding and practical skills for preparing and cooking food. You will learn how to prepare dishes using different cooking methods and how to present your dish. You will be able to use kitchen equipment safely and keep your working area clean.

Level

1

Credit value

3

GLH

30

Observation(s)

2

External paper(s)

0



Basic food preparation and cooking

Learning outcomes

On completion of this unit you will:

1. Be able to prepare, cook and present simple dishes
2. Know the principal methods of cooking

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation may be used in this unit, where no naturally occurring evidence is available.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Knowledge outcomes*

There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.

5. *Tutor/Assessor guidance*

You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.

6. *External paper*

There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

There is no range section that applies to this unit.



Observations

Learning outcome 1

Be able to prepare, cook and present simple dishes

You can:

- a. Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods
- b. Clean work areas and equipment safely and hygienically, during and after preparing and cooking food

** May be assessed by supplementary evidence.*

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Be able to prepare, cook and present simple dishes

You can:	Portfolio reference
c. State safe working practices for different cooking methods	
d. Review own performance and make suggestions for future improvements	



Learning outcome 2

Know the principal methods of cooking

You can:	Portfolio reference
a. State the principal methods of cooking	
b. State typical cooking methods for different commodities	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Be able to prepare, cook and present simple dishes

Preparation: Weighing, measuring, beating, chopping, grating, mixing, peeling, stirring, folding.

Cooking: Baking, grilling, frying (shallow, deep-fat), boiling, roasting, steaming, stewing, poaching, simmering, microwaving.

Presentation: Garnishes, dishes, portion size, accompaniments.

Safety and hygiene: Follow organisation's procedures, washing hands, correct uniform, use correct equipment.

Clean work areas and equipment safely and hygienically, during and after preparing and cooking food: Cleaning (correct use and storage of cleaning

materials), clearing as you work, sterilising, store food correctly, turn off electrical equipment when not in use, correct use, personal protective equipment (PPE), follow organisation's procedures.

Safe working practices: Follow manufacturers' instructions, use of PPE, deal with spillages.

Review own performance and make suggestions: Own working methods (timings, use of equipment, knife skills, safety and hygiene standards), finished dish (appearance, colour, taste, portion size, matched against expected dish), presentation of dish (use of garnishes, use of accompaniments, appearance of dish).

Outcome 2: Know the principal methods of cooking

Principal methods of cooking: Baking, grilling, frying (shallow, deep-fat), boiling, roasting, steaming, stewing, poaching, simmering, microwaving.

Different commodities: Tinned goods, bottled goods, dry goods, fresh goods (meat, fish, fruit, vegetables, dairy products), chilled goods, frozen goods, pre-cooked products.

Notes

Use this area for notes and diagrams



UV11051

Introduction to healthy eating

The aim of this unit is to introduce you to the importance of healthy eating. This is becoming more important in the hospitality and catering industry; not just in hospitals, care homes and schools, but also in restaurants and cafés as customers like to know that they are eating healthily.

You will research why the body uses food and why different people need different diets in order to stay healthy. You will learn the major food groups and how they provide a healthy, balanced diet, and also how to check from food labels that you are eating in a healthy manner.

Level

1

Credit value

3

GLH

25

Observation(s)

0

External paper(s)

0



Introduction to healthy eating

Learning outcomes

On completion of this unit you will:

1. Know the effects of food on the body
2. Know the different food groups and their contribution to a healthy, balanced diet

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Know the effects of food on the body

You can:	Portfolio reference
a. State what the body uses food for	
b. State the benefits of a healthy diet	
c. State why different groups of people require different diets	



Learning outcome 2

Know the different food groups and their contribution to a healthy, balanced diet

You can:	Portfolio reference
a. List the major food groups	
b. Describe a healthy, balanced diet	
c. Check food labels for nutritional information	
d. Describe the importance of regular fluid/water intake in relation to a balanced diet	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Know the effects of food on the body

Uses by the body: Growth, warmth, good health, energy.

Benefits of a healthy diet: Long life, good health, fitness, avoid illnesses.

Different groups of people: Gender, age, physical activity (sports, different jobs, leisure pursuits), medical conditions (diabetes, pregnancy, overweight), different religions.

Different diets: High energy, vegetarian, low fat, food allergies, low calorie.

Outcome 2: Know the different food groups and their contribution to a healthy, balanced diet

Food groups: Fruit and vegetables, dairy, meat, fish and alternatives, bread, cereals and potatoes, high fat and high sugar.

Healthy, balanced diet: Lots of fresh fruit and vegetables, lots of bread, cereals and potatoes, moderate amounts of meat, fish and alternatives, moderate amounts of dairy foods, limit consumption of foods containing high fat or sugar.

Nutritional information on food labels: Energy, ingredients, protein, carbohydrates, fat, fibre, salt (sodium), allergy advice.

Importance of fluid intake: Hydration of the body, controls temperature, aids the digestive system.

Notes

Use this area for notes and diagrams



UV11049

Customer service in the hospitality industry

The aim of this unit is to provide you with a basic understanding of the importance of good customer service in the hospitality industry.

You will learn what is meant by good customer service and why it is important for the customer, the organisation and the employees. You will consider your own experiences and how you have been treated as a customer to help identify examples of good and poor customer service.

As communication skills are at the heart of good customer service, you will explore how to communicate with customers and why it is important to converse effectively and in a polite and friendly manner.

Personal presentation and hygiene are a key part of customer service, you will learn the importance of wearing the correct uniform and following the organisation's dress code for roles.

Level

1

Credit value

3

GLH

20

Observation(s)

2

External paper(s)

0



Customer service in the hospitality industry

Learning outcomes

On completion of this unit you will:

1. Be able to communicate with customers in the hospitality environment
2. Know the benefits of good customer service
3. Know the importance of good personal presentation

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation may be used in this unit, where no naturally occurring evidence is available.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Knowledge outcomes*

There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.

5. *Tutor/Assessor guidance*

You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.

6. *External paper*

There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

There is no range section that applies to this unit.



Observations

Learning outcome 1

Be able to communicate with customers in the hospitality environment

You can:

- a. Communicate positively in a hospitality environment (to include verbal and non-verbal communication)

** May be assessed by supplementary evidence.*

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Be able to communicate with customers in the hospitality environment

You can:	Portfolio reference
b. Identify the benefits of good communication	
c. State how to deal with routine customer needs	



Learning outcome 2

Know the benefits of good customer service

You can:	Portfolio reference
a. Outline what good customer service is	
b. State the benefits of good customer service	
c. Give examples of good service for different customer groups within the industry	



Learning outcome 3

Know the importance of good personal presentation

You can:	Portfolio reference
a. Outline the importance of good personal hygiene and presentation in a hospitality environment	
b. Identify different dress codes for roles in a hospitality environment	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Be able to communicate with customers in the hospitality environment

Communicate positively in a hospitality environment (to include verbal and non-verbal communication): Face to face, telephone, verbal, non-verbal (body language, written).

Benefits of good communication: Quickly establish customers' needs, deal with situations efficiently, build rapport with customers, ensure understanding, reduce complaints, effective teamwork, customer satisfaction.

Communication skills: Verbal (tone, pitch, language, pace), written (clear, concise correct spelling and grammar), non-verbal (body language).

How to deal with customer needs: First impressions (greet customer correctly and without delay, personal presentations), quickly establish needs (questions, listening, body language), match products to needs, use effective communication skills.

Outcome 2: Know the benefits of good customer service

Good customer service: Meet customer needs, exceed customer expectations, communicate effectively with customers, resolve complaints effectively, product knowledge, personal attitude and appearance.

Benefits to the customer: Meet their needs (provide accurate information, product knowledge), exceed their expectations, customer satisfaction, positive experience.

Benefits to the organisation: Increase in customers, increase in sales, repeat business, customer loyalty, reputation.

Benefits to the employee: Job satisfaction, improved personal and team morale, increased motivation.

Different customer groups: Internal customers (colleagues, suppliers), external customers (groups, individuals), with specific needs (dietary, disability, non-English speaking), age range (children, young adults, adults, older adults).



Outcome 3: Know the importance of good personal presentation

Importance of good personal hygiene and presentation in a hospitality environment: Create a positive first impression of self and organisation, present a professional image, to promote health and safety, to meet job requirements, to maintain the organisation's brand image.

Good personal hygiene: Shower/wash daily, clean teeth, fresh breath, deodorant (avoid overpowering perfume/aftershave), clean hands (after toilet breaks, after smoking, between tasks).

Good personal presentation: Wear correct clean and ironed uniform, nails at required length, minimal or no jewellery, minimal or no make-up, suitable and clean shoes.

Dress codes for roles in a hospitality environment: Comply with organisational policy, clean uniforms, appropriate uniform (chef whites, housekeeping overalls, waiting and bar staff uniforms, reception staff suits), hair (clean, manageable, tied back if necessary), protective clothing (aprons, overalls, gloves, shoes).

Notes

Use this area for notes and diagrams