

VTCT Level 1 Diploma in Introduction to Professional Cookery Studies

Operational start date:	1 August 2013
Credit value:	40
Total Qualification Time (TQT):	400
Guided learning hours (GLH):	339-360
Qualification number:	601/0278/0

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	IV signature (if sampled)
Mandatory units				
UV21097				
UV11056				
UV11047				
UV11061				
UV11055				
UV11059				
Optional units				

The qualification

Introduction

The VTCT Level 1 Diploma in Introduction to Professional Cookery Studies has been designed to give you an introduction to the hospitality industry.

The six mandatory units will give you the opportunity to develop your knowledge and understanding of food safety and health and safety awareness in the hospitality industry. You will learn how to prepare and cook food by boiling, stewing, braising, baking, roasting, grilling, and frying.

The optional units give you the opportunity to develop your knowledge and understanding in a range of sectors within the hospitality and catering industry including healthier diets and how to use kitchen equipment.

National Occupational Standards (NOS)

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

This qualification has been supported by VTCT centres delivering hospitality and catering qualifications.

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 2 Diploma in Professional Cookery Studies
- VTCT Level 2 Diploma in Professional Food and Beverage Service

An apprenticeship programme in:

- VTCT Level 2 NVQ Diploma in Food and Beverage Service
- VTCT Level 2 NVQ Diploma in Food Production and Cooking
- VTCT Level 2 NVQ Diploma in Food Service
- VTCT Level 2 NVQ Diploma in Hospitality Services
- VTCT Level 2 NVQ Diploma in Professional Cookery
- VTCT Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking)

Alternatively, you may wish to seek employment as:

- Trainee waiting staff
- Trainee bar staff
- Trainee chef

Qualification structure

Total credits required - 40 (minimum)

All mandatory units must be completed.

Mandatory units - 37 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV21097	H/502/0132	Food safety in catering	1	9	2
UV11056	L/500/9044	Health and safety awareness for catering and hospitality	2	10	1
UV11047	D/601/2153	Prepare and cook food by deep frying and shallow frying	5	30	1
UV11061	M/601/2111	Prepare and cooke food by stewing and braising	7	60	1
UV11055	K/601/2107	Prepare and cook food by boiling, poaching and steaming	10	100	1
UV11059	L/601/2150	Prepare and cook food by baking, roasting and grilling	12	120	1

Optional units - 3 (minimum) credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV11068	T/601/2160	Cold food preparation	5	20	1
UV11048	J/500/9043	Introduction to the catering and hospitality industry	3	20	1
UV11066	T/601/2093	Introduction to kitchen equipment	5	31	1
UV11044	D/500/9047	Introduction to personal workplace skills	3	20	1
UV11062	R/500/9045	Introduction to healthier foods and special diets	5	10	1
UV11067	T/601/2157	Regeneration of pre-prepared food	4	20	1

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 verified by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external verifiers.

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 verifiers.

Assessment explained

VTCT qualifications are assessed and verified 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 verifier whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

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

This record of assessment book is your property and must be in your possession when you are being assessed or verified. 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.

Many frequently asked questions and other useful information are detailed in the VTCT Candidate's Handbook, which is available on the VTCT website at www.vtct.org.uk/students. Other questions should be addressed to the tutor, lecturer or assessor.

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
UV21097	Food safety in catering	0	✗	✓
UV11056	Health and safety awareness for catering and hospitality	0	✗	✓
UV11047	Prepare and cook food by deep frying and shallow frying	0	✓	✓
UV11061	Prepare and cook food by stewing and braising	0	✓	✓
UV11055	Prepare and cook food by boiling, poaching and steaming	0	✓	✓
UV11059	Prepare and cook food by baking, roasting and grilling	0	✓	✓

Optional units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV11068	Cold food preparation	0	✓	✓
UV11048	Introduction to the catering and hospitality industry	0	✗	✓
UV11066	Introduction to kitchen equipment	0	✓	✓
UV11044	Introduction to personal workplace skills	0	✓	✓
UV11062	Introduction to healthier foods and special diets	0	✗	✓
UV11067	Regeneration of pre-prepared food	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.

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 detergent) 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



UV11056

Health and safety awareness for catering and hospitality

The aim of this unit is to develop your knowledge and understanding of a healthy and safe, working and customer environment.

You will learn about responsibility, the consequences of non-compliance, and will explore the benefits, costs and factors which can impact on the working environment.

You will explore common hazards and potential action to take to minimise risk to yourself and others. You will learn the causes of fire and the action required to minimise the danger. This will include learning about substances hazardous to health, the dangers of electricity, and the impact these can have in the workplace.

You will learn the principles and importance of following correct procedure and about employer and employee responsibilities.

Level

1

Credit value

2

GLH

10

Observation(s)

0

External paper(s)

0



Health and safety awareness for catering and hospitality

Learning outcomes

On completion of this unit you will:

1. Be able to demonstrate awareness of health and safety practices in the catering and hospitality workplace
2. Be able to identify hazards in the workplace
3. Be able to follow health and safety procedures

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

Be able to demonstrate awareness of health and safety practices in the catering and hospitality workplace

You can:	Portfolio reference
a. Define health and safety	
b. State the factors which affect health and safety in the workplace	
c. Identify the benefits of health and safety procedures	
d. State the cost of poor health and safety standards	
e. Define the most commonly used terms in health and safety	
f. Identify the responsibilities of employers and employees under current legislation	
g. List the consequences of non-compliance	



Learning outcome 2

Be able to identify hazards in the workplace

You can:	Portfolio reference
a. List causes of slips, trips and falls in the workplace	
b. State the ways to minimise the risk of slips, trips and falls	
c. Identify the main injuries from manual handling	
d. State ways to reduce the risk of injury from lifting, carrying and handling	
e. Identify the correct lifting procedures	
f. Identify ways that machinery/equipment can cause injuries	
g. List control measures to avoid accidents from machinery/equipment	
h. State types of hazardous substances	
i. List the control methods for hazardous substances to prevent exposure and to ensure protection of employees	
j. Indicate the main causes of fire and explosions	
k. State how elements of the fire triangle can be used to extinguish a fire	
l. Identify dangers associated with electricity	
m. Identify the measures to prevent electrical dangers	
n. State methods to deal with electrical dangers	



Learning outcome 3

Be able to follow health and safety procedures

You can:	Portfolio reference
a. List the primary reasons for working safely	
b. State the functions of personal protective equipment (PPE)	
c. State the employers' and employees' responsibilities regarding provision, use, care and maintenance of PPE	
d. State how the main types of safety signs can be identified	
e. Identify hazards and incidents that require reporting	

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 demonstrate awareness of health and safety practices in the catering and hospitality workplace

Factors which affect health and safety in the workplace: Environment (noise levels, lighting levels, working temperature, facilities), equipment (condition, maintenance, training, inexperience, supervision, type and use), human element (hours of work, personal reasons, mental concentration, physical and mental wellbeing), chemicals (training, correct use, labelling advice).

Benefits of health and safety: Working within regulations (legal, organisational, legal action), organisation (customer perceptions, responsible employer), enhanced reputation (customers, employees, potential employees), staff (increased performance, motivation).

Cost of poor health and safety: Working outside regulations (legal, organisational, legal action, prosecution, compensation, prohibition orders, closure), staff (demotivated, reduced performance, sickness, accidents, risks), reduced reputation (customers, employees, potential employees, publicity).

Most commonly used terms in health and safety: Manual handling/lifting technique, portable appliance testing (PAT), evacuation route (fire, security threat), hazard, risk (incident, accident occurring), PPE, control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences, harassment (sexual, verbal, physical).

Responsibilities of employers and employees:

Employers – legal requirements met, insurance certificate displayed, risk assessment (records, person responsible), policies (health and safety policy, accident book, equipment maintenance, handling chemicals), procedures (equipment, processes), training (equipment and processes).

Employees – maintain safe and healthy environment for self and others, training (attendance), employer policies and procedures (compliance).

Consequences of non-compliance:

Employers – health and safety inspections, warnings, improvement notices, prohibition notices, business closure, prosecution (fines, imprisonment), loss of reputation (employees, customers).

Employees – cause an accident, cause injury or death to self or others, receive verbal or written warnings from line manager, loss of employment, prosecution (fines, imprisonment).



Outcome 2: Be able to identify hazards in the workplace

Causes of slips, trips and falls: Non-compliance in line with PPE (not wearing non-slip shoes in kitchen), signage (non-compliance in usage), human error (loss of concentration, over worked), poor training, workplace conditions (dirty and untidy), equipment (design, incorrect usage, faulty), design of premises.

Minimise the risk of slips, trips and falls: Comply with current regulations and procedures (legal and organisational, risk assess task, reporting defects enforcement), PPE (training, correct use, reporting of defects), training (use of safety notification, procedures, updates), workplace conditions (well lit, adequate ventilation, clean and tidy), equipment (correctly maintained, training).

Main injuries from manual handling: Muscular, back and spinal, breaks, fractures, sprains, bruises and cuts.

Ways to reduce the risk of injury from lifting, carrying and handling: Compliance with regulations and procedure, risk assess task (consider weight, distance, volume, available assistance), training (correct lifting technique, load assessment, updates), PPE (correct usage and equipment), reporting (defects in equipment and environmental conditions), formal risk assessment (by management (periodically), records kept).

Correct lifting procedures: Plan (know where load is to be moved from and to, route), prepare (assess weight, size, fragility, correct way up for storage), lift (correct posture, correct lifting movements), move (clear route, with care), lower (correct posture, correct lowering movements), check (packaging intact, storage, positioning).

Ways machinery and equipment can cause injuries: Defective, not maintained correctly, entanglement, trapped leads or wires, incorrect use of equipment, unsafe use, location (site, visibility problems).

Control measures to avoid accidents from machinery and equipment: Training (correct use, updates, safe working procedures), PPE (correct use, correct equipment), reporting (defects in equipment and environmental conditions).

Types of hazardous substances: Gases (inflammable, poisonous), spirits (petrol, turpentine, white spirit), chemicals (cleaning agents, bleach), gels.

Control methods for hazardous substances: Training (correct use, updates, records, safe working procedures), PPE (correct use, correct equipment, correctly maintained), reporting (defects in equipment and environmental conditions).

Main causes of fire and explosions: Equipment (electrical faults, defective equipment, overheating, incorrect site, poor ventilation), gas (leaks, defective equipment, build up), smoking, chemical substances (incorrect use, incorrect mixing), naked flame (tools, maintenance).

Fire triangle: Heat (remove, reduce, eliminate), oxygen (restrict, remove), fuel (remove, reduce, eliminate).

Dangers associated with electricity: Death, shock, burns, fire.

Measures to prevent electrical dangers: Training (correct use, when not to use equipment, updates, safe working procedures), PPE (correct use, correct equipment), reporting (defects in equipment and environmental conditions, use of defective equipment), maintenance (testing,



Outcome 2: Be able to identify hazards in the workplace (continued)

use of qualified electricians), visual checks (staff, managers, supervisors, safe storage of cables and flex).

Methods to deal with electrical dangers:

Regulations and procedure (legal and organisational), power supply (switch off if safe), raise alarm (call emergency services, evacuate building, first aider).

Outcome 3: Be able to follow health and safety procedures

Primary reasons for working safely:

Prevention (injuries, accidents, incapacity), increased staff performance.

Functions of PPE: Protection (individual, other staff, customers), hazards (control of self and others).

Responsibilities of employers and employees:

Employers – working within legal and organisational regulations/policies/procedures, risk assessment, medical access, equipment (provision of PPE, facilities (staff changing, washing, storage, disposal)).

Employees – working within legal and organisational regulations and procedures, reporting (defects in equipment and environmental conditions), policy compliance (use of PPE).

Main types of safety signs: Mandatory, hazard warning signs, safety signs, prohibition signs, fire fighting signs, warning signs.

Hazards and incidents that require reporting:

Workplace conditions (noise, heat, lighting), buildings (damaged, incident site), equipment (faulty, damaged, misused, site of incident), health (reporting of injuries, diseases and dangerous occurrences regulations, other incidents and accidents, abuse), illness.

UV11047

Prepare and cook food by deep-frying and shallow-frying

The aim of this unit is to develop the knowledge and practical skills you require to deep and shallow fry food. It will encourage you to work safely and hygienically, under supervision. You will develop the skills needed for the preparation of deep and shallow fried items, enabling you to build up your confidence so you can progress further into the hospitality sector.

Level

1

Credit value

5

GLH

30

Observation(s)

2

External paper(s)

0



Prepare and cook food by deep-frying and shallow-frying

Learning outcomes

On completion of this unit you will:

1. Be able to prepare and cook food by deep-frying
2. Be able to prepare and cook food by shallow frying

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 and cook food by deep-frying

You can:

- a. Check that food items and frying mediums for deep-frying are of the correct type, quantity and quality
- b. Select appropriate equipment for preparing and deep-frying foods
- c. Prepare and cook food items according to dish specifications, monitoring quality at all stages
- d. Demonstrate control of time and temperature throughout preparation, cooking and serving
- e. Finish and present the product in line with dish/customer requirements
- f. Work in a safe and hygienic manner*

*May be assessed by supplementary evidence.

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



Learning outcome 2

Be able to prepare and cook food by shallow-frying

You can:

- a. Check that food items and frying mediums for shallow-frying are of the correct type, quantity and quality
- b. Select appropriate equipment for preparing and shallow-frying foods
- c. Prepare and cook food items according to dish specifications, monitoring quality at all stages
- d. Demonstrate control of time and temperature throughout preparation, cooking and serving
- e. Finish and present the product in line with dish/customer requirements
- f. Work in a safe and hygienic manner*

*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

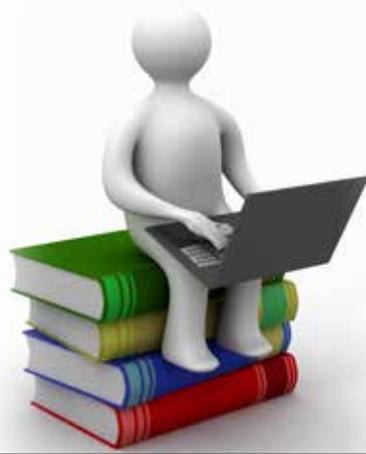
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

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 and cook food by deep-frying

You can:	Portfolio reference
g. Describe the process of cooking food items by deep-frying	
h. Identify the purpose of deep-frying	
i. Identify the food items which may be deep-fried	
j. Identify the frying mediums which may be used when deep-frying foods	
k. State the importance of using associated techniques to achieve the finished dish requirements	
l. Describe associated products for deep-frying	
m. State the points requiring consideration when deep-frying	
n. List the methods used when deep-frying	
o. Identify suitable equipment to deep-fry food	
p. List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes	



Learning outcome 2

Be able to prepare and cook food by shallow-frying

You can:	Portfolio reference
g. Describe the process of cooking food items by shallow-frying	
h. Identify the purpose of shallow-frying	
i. Identify the food items which may be shallow-fried	
j. Identify the frying mediums which may be used when shallow-frying foods	
k. State the importance of using the associated techniques to achieve the finished dish requirements	
l. Describe associated products	
m. State the points requiring consideration when shallow-frying	
n. Describe the methods of shallow-frying	
o. Identify suitable equipment to shallow-fry food	
p. List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes	

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 and cook food by deep-frying

Food items: Meat, poultry, game, fish, cheese, pulses, eggs, vegetables, fruit, flour and dough-based products (savoury, sweet), pre-prepared products, frozen, fresh.

Quality of food items: Freshness, appearance, smell, temperature, not bruised or slimy, frozen products should be either frozen or thawed depending on manufacturers' instructions, vegetables should be crisp.

Quality of frying medium: Good quality, clean, flavour.

Equipment: Spider, fine mesh spider, frying baskets, deep-fat fryer, drip tray, temperature probe, correct coloured chopping board, paring knife, large chef knife, slotted spoon, tongs.

Dish specifications: Follow the recipe, select the correct ingredients, check quality of ingredients, choose the correct equipment, presentation requirements.

Control of time and temperature: Check the deep-fat fryer is at the correct temperature, ensure food item is cooked throughout using a temperature probe, cooked evenly.

Finish and present the product: Garnish, meets dish specifications, meets customer needs (allergies, vegetarian, vegan, cultural, religious requirements), correct service time, correct temperature.

Work in a safe and hygienic manner: Uniform, know how to react safely in the event of a fat fire, correct personal

protective equipment (PPE), good personal hygiene, report illnesses (boils, infections, flu), cover cuts/boils/burns, avoid cross-contamination (bacterial, non-bacterial), correct use of equipment, use correct equipment.

Process of cooking food items: Check the temperature of the oil before and during cooking, place the food item safely in the oil using correct equipment (a spider, basket, slotted spoon, tongs), safely remove the item, check the temperature of the food item, drain the excess oil.

Purpose of deep-fat frying: To provide crisp coating, seal flavour, enhance texture, quick cooking method, crisp exterior, tenderising.

Frying mediums: Vegetable oils, solid oil, corn oil, long-life oil.

Associated techniques: Battering, coating, browning, tossing, turning.

Importance: Correct textures, tastes, appearance.

Associated products: Sauces (tartar, mayonnaise), dips (salsa, sweet chilli), garnishes (lemon), side dishes (chips, peas).

Consideration when deep-frying: Oil level, cleanliness, oil temperature, safety factors (free from excess water), fire safety, awareness of others, suitability of the product to be fried, the best equipment to choose for the type of food to be fried, portion size, cooking time, plating up time.



Outcome 2: Be able to prepare and cook food by shallow-frying

Methods: Pressure fryer, vacuum fryer.

Food items: Meat, poultry, game, fish, cheese, pulses, eggs, vegetables, fruit, flour and dough-based products (savoury, sweet), pre-prepared products, frozen, fresh.

Frying mediums: Vegetable oils, solid oil, olive oil, flavoured oils, clarified butter.

Quality of food items: Freshness, appearance, smell, temperature, not bruised or slimy, frozen products should be either frozen or thawed depending on manufacturers' instructions, vegetables should be crisp.

Quality of frying medium: Good quality, clean, flavour.

Equipment for preparing and shallow-frying foods: Pan (shallow frying pan, sauté pan, bratt pan, omelette, skillet, griddle pan, wok), temperature probe, kitchen paper, correct coloured chopping board, paring knife, large chef knife, slotted spoon, tongs.

Dish specifications: Follow the recipe, select the correct ingredients, check quality of ingredients, choose the correct equipment, presentation requirements.

Demonstrate control of time and temperature: Check the pan is at the correct temperature, produce the required product on time ensuring it is cooked throughout using a temperature probe, cooked evenly.

Finish and present the product: Garnish, recipe specifications, customer needs, (allergies, vegetarian, vegan, cultural restrictions), correct service time, correct temperature.

Work in a safe and hygienic manner:

Uniform, know how to react safely in the event of a fat fire, correct PPE, good personal hygiene, report illnesses (boils, infections, flu), cover cuts/boils/burns, avoid cross-contamination (bacterial, non-bacterial), correct use of equipment, use correct equipment.

Cooking food items which may be shallow-fried: Safely check the temperature of oil before and during cooking, place the product safely in the oil, use the correct equipment, safely remove the item (slotted spoon, tongs, spider), check the temperature of the product, drain the excess oil.

Purpose of shallow-frying: To provide crisp coating, seal flavour, enhance texture, quick cooking method for delicate foods, (fish goujons), crisp exterior of food.

Associated techniques: Battering, coating, browning, tossing, turning.

Importance: Correct textures, tastes, appearance, personal safety, health and hygiene, portion control.

Associated products: Sauces (tartar, mayonnaise), dips (salsa, sweet chilli), garnishes (lemon), side dishes (chips).

Consideration when shallow frying: Cleanliness, oil temperature, clean oil, importance of draining products, fire safety, product suitability, correct equipment for the task.

Methods: Shallow fry (meunière), sauté (toss/jump), griddle, stir-fry.

Notes

Use this area for notes and diagrams



UV11061

Prepare and cook food by stewing and braising

The aim of this unit is to develop your knowledge, understanding and practical skills needed to prepare and cook food by stewing and braising. You will learn which foods can be stewed and braised, and how to prepare foods for these cooking methods. You will also learn how to present stewed and braised dishes.

Level

1

Credit value

7

GLH

60

Observation(s)

2

External paper(s)

0



Prepare and cook food by stewing and braising

Learning outcomes

On completion of this unit you will:

1. Be able to prepare and cook food by stewing
2. Be able to prepare and cook food by braising

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 and cook food by stewing

You can:

- a. Check that food items and cooking liquids for stewing are of the correct type, quantity and quality
- b. Select appropriate equipment for preparing and cooking stewed foods
- c. Prepare and cook food items according to dish specifications, monitoring quality at all stages
- d. Demonstrate control of time and temperature throughout preparation, cooking and serving
- e. Finish and present the product in line with dish/customer requirements
- f. Work in a safe and hygienic manner*

*May be assessed by supplementary evidence.

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



Learning outcome 2

Be able to prepare and cook food by braising

You can:

- a. Check that food items and cooking liquids for braising are of the correct type, quantity and quality
- b. Select appropriate equipment for preparation and cooking of braised foods
- c. Prepare and cook food items according to dish specifications, monitoring quality at all stages
- d. Demonstrate control of temperature throughout preparation, cooking and serving*
- e. Finish and present the product in line with dish/customer requirements
- f. Work in a safe and hygienic manner*

*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

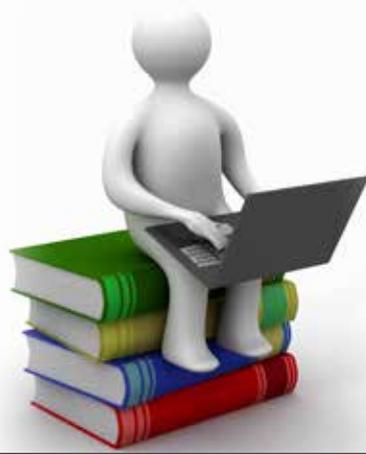
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

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 and cook food by stewing

You can:	Portfolio reference
g. Describe the process of cooking food items by stewing	
h. Identify the purpose of stewing	
i. Identify the food items which may be stewed	
j. Identify the liquids which may be used when stewing foods	
k. State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements	
l. Explain how time and temperature are determined by the item to be stewed	
m. List the methods used when stewing	
n. State the importance of using associated techniques to achieve the finished dish requirements	
o. Identify suitable equipment for stewing	
p. List the quality points to look for during selection of food items, preparation, cooking and finishing of details	



Learning outcome 2

Be able to prepare and cook food by braising

You can:	Portfolio reference
g. Describe the process of cooking food items by braising	
h. Identify the purpose of braising	
i. Identify the food items which may be braised	
j. Identify the liquids which may be used when braising foods	
k. State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements	
l. Explain how time and temperature are determined by the item to be braised	
m. List the methods used when braising	
n. State the importance of associated techniques to achieve the finished dish requirements	
o. Identify suitable equipment for braising	
p. List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes	

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 and cook food by stewing

Food items: Meat (beef, lamb, pork), poultry (chicken, turkey), vegetables, fruit.

Cooking liquids: Stocks (fresh, convenience), water, stock syrups, wine, beer, cider.

Food item quality: Freshness, appearance, smell, temperature.

Equipment: Correct knives (paring knife, large chef knife), correct colour board, pans, slotted spoons, temperature probe.

Dish specifications: Follow the recipe, select the correct ingredients, check quality of ingredients, choose the correct equipment, presentation requirements.

Control of time and temperature: Check the liquid is at the correct temperature, know the cooking time of ingredients and when to add to dish, produce the required food item on time ensuring it is cooked throughout using a temperature probe, cooked evenly.

Finish and present: Garnish, recipe specifications, customer needs (allergies, vegetarian, vegan, cultural restrictions), correct service time, correct temperature.

Safe and hygienic: Uniform, know how to carry pots of hot liquid, carefully put food items into hot liquid so as not to splash skin, correct PPE, good personal hygiene, report illnesses (boils, infections, flu), cover cuts/boils/burns, avoid cross-contamination (bacterial, non-bacterial), correct use of equipment, use correct equipment.

Process of cooking: Cover food items in liquid (allow for evaporation), bring liquid to boil then simmer, cover with lid, cook slowly, serve food and sauce together.

Purpose: Cook cheaper cuts of meat, tenderise, add flavour to main food item, nutrients absorbed into sauce.

Correct proportion of liquid: Cover food items, allow for evaporation.

Importance: Cook food items evenly, all food items absorbed flavour of liquid, all food items are tenderised.

Time and temperature: Cheaper meat cuts need to be cooked slowly to tenderise, cooking time of ingredients, liquid needs to simmer not boil during cooking process.

Methods: Stewing (cooked on top of cooker), casserole (cooked in oven), frying to seal in juices, browning for colour and flavour, cooking in a liquid to be thickened, cooking in a thickened liquid.

Associated techniques: Skimming sauces, straining, reduction.

Importance: Appearance, consistency of sauce, flavour.

Quality points: Preparation (cut to specification, even size, trimmed, minimal waste), cooking (correct amount of liquid, temperature and movement of the liquid, texture of food items, taste, appearance), finishing (final colour, garnish, seasoning, temperature, appearance, consistency, portion control, cleanliness of serving equipment).



Outcome 2: Be able to prepare and cook food by braising

Food items: Meat (beef, lamb, pork), game, poultry, vegetables, rice.

Cooking liquids: Stocks (fresh, convenience), wine, beer, cider, water, sauce.

Food item quality: Freshness, appearance, smell, temperature.

Equipment: Correct knives (paring knife, large chef knife), correct colour board, pans, slotted spoons, temperature probe.

Dish specifications: Follow the recipe, select the correct ingredients, check quality of ingredients, choose the correct equipment, presentation requirements.

Control of temperature: Check the liquid is at the correct temperature, know the cooking time of ingredients and when to add to dish, produce the required food item on time ensuring it is cooked throughout using a temperature probe, cooked evenly.

Finish and present: Garnish, recipe specifications, customer needs (allergies, vegetarian, vegan, cultural restrictions), correct service time, correct temperature.

Safe and hygienic: Uniform, know how to carry pots of hot liquid, carefully put food items into hot liquid so as not to splash skin, correct PPE, good personal hygiene, report illnesses (boils, infections, flu), cover cuts/boils/burns, avoid cross-contamination (bacterial, non-bacterial), correct use of equipment, use correct equipment.

Process of cooking: Suitable for larger cuts of meat, whole birds, food items not fully covered with liquid, combination of steaming and stewing, cooked slowly, low temperature.

Purpose: Tenderise (tougher cuts of meat, poultry, game), add flavour to main food item, nutrients absorbed into sauce.

Correct proportion of liquid: Food items not fully covered.

Importance: Food items cooked by steaming and stewing to tenderise, improves texture.

Time and temperature: Cheaper meat cuts need to be cooked slowly to tenderise, cooking time of ingredients, temperature needs to be very low.

Methods: Frying to seal in juices, browning for colour and flavour, cooking in a liquid to be thickened, cooking in a thickened liquid.

Associated techniques: Basting, straining, skimming sauces, reduction.

Importance: Add flavour, appearance, consistency of sauce, flavour.

Quality points: Preparation (cut to specification, even size, trimmed, minimal waste), cooking (correct amount of liquid, temperature of the liquid, texture of food items, taste, appearance), finishing (final colour, garnish, seasoning, temperature, appearance, consistency, portion control, cleanliness of serving equipment).

Notes

Use this area for notes and diagrams



UV11055

Prepare and cook food by boiling, poaching and steaming

The aim of this unit is to develop the knowledge, understanding and practical skills you require to boil, poach and steam food. You will learn which foods can be boiled, poached and steamed, and how to prepare foods for these cooking methods. You will also learn about the equipment needed to boil, poach and steam food items.

Level

1

Credit value

10

GLH

100

Observation(s)

2

External paper(s)

0



Prepare and cook food by boiling, poaching and steaming

Learning outcomes

On completion of this unit you will:

1. Be able to prepare and cook food by boiling
2. Be able to prepare and cook food by poaching
3. Be able to prepare and cook food by steaming

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 and cook food by boiling

You can:

- a. Check that food items and cooking liquids for boiling are of the correct type, quantity and quality
- b. Select appropriate equipment for preparing and cooking boiled foods
- c. Prepare and cook food items according to dish specifications, monitoring quality at all stages
- d. Demonstrate control of time and temperature throughout preparation, cooking and serving
- e. Finish and present the product in line with dish/customer requirements
- f. Work in a safe and hygienic manner

** May be assessed by supplementary evidence.*

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



Learning outcome 2

Be able to prepare and cook food by poaching

You can:

- a. Check that food items and cooking liquids for poaching are of the correct type, quantity and quality
- b. Select appropriate equipment for preparing and cooking poached foods
- c. Prepare and cook food items according to dish specifications, monitoring quality at all stages.
- d. Demonstrate control of time and temperature throughout preparation, cooking and serving
- e. Finish and present the product in line with dish/customer requirements
- f. Work in a safe and hygienic manner

*May be assessed by supplementary evidence.

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



Learning outcome 3

Be able to prepare and cook food by steaming

You can:

- a. Check that food items and cooking liquids for steaming are of the correct type, quantity and quality
- b. Select appropriate equipment for preparing and steaming foods
- c. Prepare and cook food items according to dish specifications, monitoring quality at all stages
- d. Demonstrate control of time and temperature throughout preparation, cooking and serving
- e. Finish and present the product in line with dish/customer requirements
- f. Work in a safe and hygienic manner

*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 and cook food by boiling

You can:	Portfolio reference
g. Describe the process of cooking food items by boiling	
h. Identify the purpose of boiling	
i. Identify the food items which may be boiled	
j. Identify the liquids which may be used when boiling	
k. State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements	
l. State the importance of using associated techniques to achieve the finished dish requirements	
m. Describe the methods used to produce associated products	
n. List the methods used when boiling	
o. Identify suitable equipment for boiling	
p. Explain how time and the movement of liquids are determined by the item to be boiled	
q. List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes	



Learning outcome 2

Be able to prepare and cook food by poaching

You can:	Portfolio reference
g. Describe the process of cooking food items by poaching	
h. Identify the purpose of poaching	
i. Identify the food items which may be poached	
j. Identify the liquids which may be used when poaching	
k. State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements	
l. Describe the methods of poaching	
m. Explain how time and the movement of liquids are determined by the item to be poached	
n. State the importance of using the associated techniques to achieve the finished dish requirements	
o. Describe the methods used to produce associated products	



Learning outcome 3

Be able to prepare and cook food by steaming

You can:	Portfolio reference
g. Describe the process of cooking food items by steaming	
h. Identify the purpose of steaming	
i. Identify the food items which may be steamed	
j. Identify the liquids which may be used when steaming foods	
k. State the importance of using the associated techniques to achieve the finished dish requirements	
l. Describe the methods of steaming	
m. Identify suitable equipment for steaming food	
n. Explain how time and temperature are determined by the food item to be steamed	
o. List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes	

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 and cook food by boiling

Food items: Fresh, frozen, pre-prepared, vegetables, eggs, pasta, pulses, grains, poultry and meat (cheaper cuts).

Quality food items: Freshness, appearance, smell, temperature, not bruised or slimy, frozen products should be either frozen or thawed depending on manufacturers' instructions.

Cooking liquids: Water, stock (fresh, convenience), milk, infused liquids.

Equipment: Correct knives (paring knife, large chef knife), correct colour board, pans, slotted spoons, temperature probe, colander, kitchen paper.

Dish specifications: Follow the recipe, select the correct ingredients, check quality of ingredients, choose the correct equipment, presentation requirements.

Control of time and temperature: Check the liquid is at the correct temperature, produce the required food item on time ensuring it is cooked throughout using a temperature probe, cooked evenly.

Finish and present: Garnish, recipe specifications, customer needs (allergies, vegetarian, vegan, cultural restrictions), correct service time, correct temperature.

Safe and hygienic: Uniform, know how to carry pots of hot liquid, know how to drain boiled food items, correct personal protective equipment (PPE), good personal hygiene, report illnesses (boils, infections, flu), cover cuts/boils/burns, avoid cross-contamination (bacterial, non-bacterial), select appropriate equipment, use

equipment correctly, handles turned in.

Process of cooking food: Cover food item with liquid, keep liquid at 'rolling' if simmering, make sure food items are all cut to the same size so they cook evenly, skim the surface regularly, use pan of correct size.

Purpose of boiling: Tenderising meat, seal in natural meat juices, retain green vegetable colour, extract flavour to enhance liquid, lower in fat.

Using the correct liquid proportion: Liquid must cover food items while cooking.

Associated techniques: Soaking, skimming, blanching, draining, refreshing, chilling, reheating.

Importance of associated techniques: Taste, colour, texture, quality of final dish.

Methods used to produce associated products: Soups (purée, broth), sauces (roux-based, tomato, starch-thickened).

Methods when boiling: Start in cold liquid, immerse in boiling liquid.

Time and the movement of liquids: Boil, rolling boil, simmer, slowly simmer cheap cuts of meat, skim off impurities, food items have different cooking times (may not need to be cooked for the same length of time).

Quality points: Food items (freshness, appearance, smell, temperature, frozen, defrosted), preparation (cut to dish requirements, equal size, remove excess fat and sinew, control waste), cooking (correct amount of liquid, temperature



Outcome 1: Be able to prepare and cook food by boiling (continued)

and movement of the liquid, texture of food items, taste, appearance, colour), finishing (final colour, garnish, seasoning, temperature, appearance, consistency, portion control, cleanliness of serving equipment).



Outcome 2: Be able to prepare and cook food by poaching

Food items: Fresh, frozen, pre-prepared, fruit (fresh, dried), eggs, meringue, fish, poultry, meat.

Quality food items: Freshness, appearance, smell, temperature, not bruised or slimy, frozen products should be either frozen or thawed depending on manufacturers' instructions.

Cooking liquids: Stock (fresh, convenience), wine, water, milk, court bouillon, stock syrups.

Equipment: Correct knives (paring knife, large chef knife), correct colour board, pans, slotted spoons, temperature probe, colander, kitchen paper.

Dish specifications: Follow the recipe, select the correct ingredients, check quality of ingredients, choose the correct equipment, presentation requirements.

Control of time and temperature: Check the liquid is at the correct temperature, produce the required food item on time ensuring it is cooked throughout using a temperature probe, cooked evenly.

Finish and present: Garnish, recipe specifications, customer needs (allergies, vegetarian, vegan, cultural restrictions), correct service time, correct temperature.

Safe and hygienic: Uniform, know how to carry pots of hot liquid, know how to drain poached food items, carefully put food items into hot liquid so as not to splash skin, correct PPE, good personal hygiene, report illnesses (boils, infections, flu), cover cuts/boils/burns, avoid cross-contamination (bacterial, non-bacterial), correct use of equipment, use correct equipment, handles turned in.

Process of cooking food: Liquid not boiling, shallow poaching requires very little liquid and complete cooking in oven, deep poaching requires food item to be fully covered with liquid, make sure food items all cut to same size (cooks evenly), use pan of correct size, use of flavourings (spices, wine).

Purpose of poaching: Tenderising food, food items retain their shape, low in fat.

Using the correct liquid proportion: Shallow poaching requires very little liquid, deep poaching requires food item to be fully covered with liquid.

Methods of poaching: Shallow, deep.

Time and the movement of liquids: Size of food item, number of portions, dish requirements, liquid must not boil.

Associated techniques: Cutting, folding, draining, reducing for sauce, straining sauce.

Importance: Taste, colour, texture, quality of final dish.

Associated products: Sauce made from poaching liquid for additional flavour (reduction, roux-based, finished with cream, starch-thickened).



Outcome 3: Be able to prepare and cook food by steaming

Food items: Vegetables, fish, chicken, sweet and savoury puddings, fresh, frozen, pre-prepared.

Quality food items: Freshness, appearance, smell, temperature, not bruised or slimy, frozen products should be either frozen or thawed depending on manufacturers' instructions.

Cooking liquids: Water, stock (fresh, convenience).

Equipment: Pans, bowls, high-pressured steamer (pressure cooker), combination oven (combination steaming), silicone paper/greaseproof paper, foil, metal containers, kitchen paper, clean cloth, correct knives (paring knife, large chef knife), correct colour board, temperature probe.

Dish specifications: Follow the recipe, select the correct ingredients, check quality of ingredients, choose the correct equipment, presentation requirements.

Control of time and temperature: Follow the manufacturer's instructions, know the different cooking times for different steaming methods, monitor liquid to avoid boiling dry, do not open doors/remove bowl from pan unnecessarily.

Finish and present: Ensure pudding not soggy, garnish, recipe specifications, customer needs (allergies, vegetarian, vegan, cultural restrictions), correct service time, correct temperature.

Safe and hygienic: Only use steamers/ combination ovens if fully trained, uniform, beware of steam as it can burn skin, ensure hot water does not splash skin, correct PPE, good personal hygiene, report illnesses (boils, infections, flu), cover cuts/boils/burns, avoid cross-contamination

(bacterial, non-bacterial), correct use of equipment, use correct equipment.

Process of steaming: Atmospheric steaming (food items over water in pan below produces steam which heats the bowl), high-pressure steaming (water in a pressure chamber gets extremely hot and creates steam that builds up to create high temperatures which cooks the food items), combination steaming (dry heat and steam combine in the oven to cook the food items).

Purpose of steaming: Tenderise, nutritional value, dish requirements.

Associated techniques: Greasing container, moulding, traying up, covering, waterproofing, loading.

Importance: Prevent water getting into container, get item out of container easily, dish requirements.

Methods: Atmospheric steaming, high-pressure steaming, combination steaming.

Time and temperature: Size of food item, number of portions, dish requirements, maintain levels of steam.

Quality points: Food items (freshness, appearance, smell, temperature, frozen, defrosted), preparation (cut to dish requirements, equal size, control waste, pudding mix), cooking (correct amount of liquid, temperature and movement of the liquid, texture of food items, taste, appearance, colour), finishing (final colour, garnish, seasoning, temperature, appearance, consistency, portion control, cleanliness of serving equipment).

Notes

Use this area for notes and diagrams



UV11059

Prepare and cook food by baking, roasting and grilling

The aim of this unit is to develop your knowledge, understanding and practical skills in the production of food by baking, roasting and grilling. These are three of the most important cookery methods used in the hospitality and catering industry. You will learn which items are grilled, baked or roasted, you will identify their quality points and then prepare them for cooking.

You will be able to cook items using the appropriate cooking method whilst checking the time and temperature to produce a quality product. You will also learn how to finish food items ready for service, including adding garnishes and accompaniments, or by decorating baked goods.

Level

1

Credit value

12

GLH

120

Observation(s)

2

External paper(s)

0



Prepare and cook food by baking, roasting and grilling

Learning outcomes

On completion of this unit you will:

1. Be able to prepare and cook food by baking
2. Be able to prepare and cook food by roasting
3. Be able to prepare and cook food by grilling

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 and cook food by baking

You can:

- a. Check that food items for baking are of the correct type, quantity and quality
- b. Select appropriate equipment for preparing and baking foods
- c. Prepare and cook food items according to dish specifications, monitoring quality at all stages
- d. Demonstrate control of time and temperature throughout preparation, cooking and serving
- e. Finish and present the product in line with dish/customer requirements
- f. Work in a safe and hygienic manner*

* May be assessed by supplementary evidence.

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



Learning outcome 2

Be able to prepare and cook food by roasting

You can:

- a. Check that food items for roasting are of the correct type, quantity and quality
- b. Select appropriate equipment for preparing and roasting foods
- c. Prepare and cook food items according to dish specifications monitoring quality at all stages
- d. Demonstrate control of time and temperature throughout preparation, cooking and serving
- e. Finish and present the product in line with dish/customer requirements
- f. Work in a safe and hygienic manner*

*May be assessed by supplementary evidence.

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



Learning outcome 3

Be able to prepare and cook food by grilling

You can:

- a. Check that food items for grilling are of the correct type, quantity and quality
- b. Select appropriate equipment for preparing and grilling foods
- c. Prepare and cook food items according to dish specifications monitoring quality at all stages
- d. Demonstrate control of time and temperature throughout preparation, cooking and serving
- e. Finish and present the product in line with dish/customer requirements
- f. Work in a safe and hygienic manner*

*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

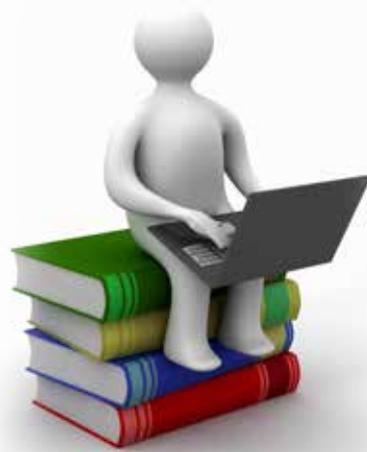
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

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 and cook food by baking

You can:	Portfolio reference
g. Describe the process of cooking food items by baking	
h. Identify the purpose of baking	
i. Identify the food items which may be baked	
j. State the importance of using associated techniques to achieve the finished dish requirements	
k. State the points requiring consideration when baking foods	
l. Describe the methods used when baking	
m. Identify suitable equipment for baking	
n. List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes	



Learning outcome 2

Be able to prepare and cook food by roasting

You can:	Portfolio reference
g. Describe the process of cooking food items by roasting	
h. Identify the purpose of roasting	
i. Identify the food items which may be roasted	
j. State the importance of using associated techniques to achieve the finished dish requirements	
k. Describe associated products	
l. State the points requiring consideration when roasting foods	
m. Describe the methods of roasting	
n. Identify suitable equipment to roast food	
o. List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes	



Learning outcome 3

Be able to prepare and cook food by grilling

You can:	Portfolio reference
g. Describe the process of cooking food items by grilling	
h. Identify the purpose of grilling	
i. Identify the food items which may be grilled	
j. State the importance of using associated techniques to achieve the finished dish requirements	
k. Describe associated products	
l. State the points requiring consideration when grilling foods	
m. Describe the methods of grilling	
n. Identify suitable equipment to grill food	
o. List the quality points during selection of food items, preparation, cooking and finishing of dishes	

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 and cook food by baking

Food items for baking: Bread, cakes, biscuits, pasta dishes, potatoes and fruits, pies.

Equipment for preparing and baking: Bowls, spoons, whisks, sieves, rolling pin, pan, scales, tins, moulds, knives, baking trays.

Monitoring quality: Appearance, texture, flavour.

Control of time and temperature: Oven setting, probing, appearance.

Finish and present baked products: Fill, coat, pipe, dust, dredge, sprinkle, portion, icing.

Safe and hygienic working: Wash hands before starting, use clean tools and equipment, wear appropriate protective clothing, follow manufacturers' instructions.

Process of cooking food by baking/ methods used: Dry heat, steam.

Purpose of baking: Enhance flavour, enhance appearance.

Importance of using associated techniques: Appearance, taste, customer satisfaction.

Points requiring consideration when baking: Portion control, recipe, appearance of finished article.

Quality points for food items: Appearance, colour, aroma, texture.



Outcome 2: Be able to prepare and cook food by roasting

Food items for roasting: Beef, lamb, pork, poultry, vegetables.

Equipment for preparing and roasting: Pan, dishes, oven, knives, spoons.

Monitoring quality: Appearance, texture, flavour.

Control of time and temperature: Oven setting, probing, appearance.

Finish and present roasted products: Carve, plate, accompaniments, sauces, garnish.

Safe and hygienic working: Wash hands before starting, use clean tools and equipment, wear appropriate protective clothing, follow manufacturers' instructions.

Process of cooking food by roasting/ methods of roasting: Oven cooked with fat, basting.

Purpose of roasting: Enhance flavour, enhance appearance, ensure food safety, change texture.

Importance of using associated techniques: Appearance, taste, customer satisfaction.

Associated products: Sauces, garnishes, accompaniments.

Points to consider when roasting: Portion control, recipe, appearance of finished article.

Quality points for food items: Appearance, colour, aroma, texture.



Outcome 3: Be able to prepare and cook food by grilling

Food items for grilling: Beef, lamb, pork, poultry, fish, vegetables.

Equipment for preparing and grilling: Tongs, palate knife, grill, salamander, knives, spoons, cutlet bat.

Monitoring quality: Appearance, texture, flavour.

Control of time and temperature: Grill setting, probing, appearance, shelf height.

Finish and present grilled products: Plate, accompaniments, sauce, garnish.

Safe and hygienic working: Wash hands before starting, use clean tools and equipment, wear appropriate protective clothing, follow manufacturers' instructions.

Process of cooking food by grilling/ methods of grilling: Heat from above (grill, salamander).

Purpose of grilling: Enhance flavour, enhance appearance, ensure food safety, change texture, healthy alternative.

Importance of using associated techniques: Appearance, taste, customer satisfaction.

Associated products: Sauces, garnishes, accompaniments.

Points to consider when grilling: Portion control, recipe, appearance of finished article, degree of cookery (rare, medium, well-done).

Quality points for food items: Appearance, colour, aroma, texture.