



Level 2

Certificate in Hospitality and Catering Principles (Food Production and Cooking)

(HC110-28)

Qualification

Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking) (HC110-28)

Title and level	GLH	TQT	Global Skills Qualification number
Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)	104	160	HC110-28

Introduction

This document tells you what you need to do to deliver the qualifications:

The GSQ Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking) is a qualification that is either assessed in a workplace or realistic work environment.

The qualification is aimed at learners who work or want to work in the hospitality sector. The purpose is to develop students' knowledge and skills to prepare them for employment and/or career progression in the hospitality sector. It is also for those learners that want a rounded knowledge of both front of house and the kitchen, which will enable them to look at more senior positions in the future.

Candidate Entry Requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

It is recommended that candidates should have a minimum of a level 1 qualification in hospitality. However, experience of working in the industry at the level 2 standard will be adequate to ensure they have the potential to gain the qualification successfully.

It is a requirement that learners have access to a suitably equipped hospitality setting in order to achieve the skills elements of the qualification.

The qualification is suitable for learners of 16 years of age and above.

Qualification Units

To achieve the **HC100-28 Level 2 Certificate in Hospitality and Catering Principles Food Production and Cooking**), learners must achieve **16** credits.

5 credits from the mandatory units

At least 4 credits from Option B

Remaining credits from optional group B or C

Mandatory Units

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
590	R/600/0615	Safe, hygienic and secure working environments in hospitality	2	19
591	Y/600/0616	Effective teamwork	2	19
628	H/502/0132	Food safety in catering	1	9

Optional Group B

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
598	K/502/8281	Principles of producing basic fish dishes	1	9
599	K/502/8281	Principles of producing basic meat dishes	1	9
643	J/600/0644	Principles of producing basic poultry dishes	1	9
644	Y/600/0647	Principles of producing basic vegetable dishes	1	9
618	F/502/8266	Principles of producing basic hot sauces	1	8
603	R/502/8291	Principles of producing basic rice, pulse and grain dishes	1	8
604	F/502/8285	Principles of producing basic pasta dishes	1	5
605	M/502/8279	Principles of producing basic bread and dough products	1	7
606	F/502/8285	Principles of producing basic pastry products	1	8
607	H/502/8280	Principles of producing basic cakes, sponges and scones	1	8
608	T/502/8283	Principles of producing basic hot and cold desserts	2	9
609	K/502/8295	Principles of producing cold starters and salads	1	9
610	H/502/8330	Principles of producing flour, dough and tray baked products	2	9

Optional Group C

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
612	R/502/8274	Principles of preparing meals for distribution	1	16
628	D/600/0617	Giving customers a positive impression	2	18
635	L/600/1133	Dealing with payments	1	9
647	H/502/8313	Principles of completing kitchen documents	1	7
648	T/502/8316	Principles of setting up and closing the kitchen	1	7
611	R/502/8257	Principles of maintaining an efficient use of resources in the kitchen	2	11
589	T/600/1059	Principles of customer service in Hospitality, leisure, travel and tourism	1	10
595	T/502/8297	Principles of providing a counter and takeaway service	1	6

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. This includes both guided learning hours and hours spent in preparation, study and assessment. GLH and TQT may vary with this qualification depending on units chosen.

Title and level	GLH	TQT
Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)	104	160

Portfolio of evidence

To achieve this portfolio, you will need to produce a portfolio of evidence to show that you have the knowledge and skills in your chosen qualification. You will need to demonstrate the practical skills required and be observed by a competent tutor/assessor who will support you with evidence collection.

Your knowledge and understanding and practical skills 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

Centre Requirements

As a minimum, it is expected that centres seeking approval for this qualification have access to a well-equipped industrial facility which follow all hygiene requirements.

- washing facilities – hand washing, food preparation and washing up
- refrigerator or freezer space
- small and large equipment – it is recommended that centre review the range of equipment requirements against each unit within the qualification.

Centre Staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered.
- have recent relevant experience in the specific area they will be assessing and continue to achieve a minimum 30 professional development hours per year
- have credible experience of providing training

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Tutors/Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer qualifications are valued as qualifications for Centre staff, but they are not currently a requirement for the qualifications.

Continual Professional Development (CPD)

Centres must support their staff to ensure that they have a current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Unit 590 Safe, hygienic and secure working environments in hospitality

UAN: R/600/0615

Level: 1

Credit value: 2

GLH: 16

Aim

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

Knowledge of 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.

Learning outcome 1 1. Know their personal responsibilities under the Health and Safety at Work Act	1.1 state personal responsibility for health and safety when in the workplace 1.2 identify the importance of following safety procedures in the workplace 1.3 state reporting procedures in the case of personal illness
Learning outcome 2 2. Know why it is important to work in a safe and hygienic way	2.1 state why it is important to maintain good personal hygiene 2.2 state why correct clothing, footwear and headgear should be worn at all times 2.3 state why, and to whom, accidents and near accidents should be reported 2.4 describe safe lifting and handling techniques that you must follow 2.5 state why it is important to report all unusual/non-routine incidents to the

		appropriate person
Learning outcome 3	3.1	identify the types of common hazards found in the workplace
3. Know about hazards and safety in the workplace.	3.2	identify types of emergencies that may happen in the workplace
	3.3	describe why first aid procedures should be in place
	3.4	identify possible causes of fire in the workplace
	3.5	describe fire safety procedures
	3.6	describe security procedures

Unit 591 Effective teamwork

UAN: Y/600/0616

Level: 1

Credit value: 2

GLH: 19

Aim

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

Knowledge of 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.

Learning outcome 1 1. Know how to organise their own work	1.1 state the order of work to complete a task 1.2 describe situations when it is appropriate to ask for help 1.3 describe situations when it is appropriate to help and support others 1.4 state the importance of working to deadlines 1.5 state why it is important to follow instructions accurately 1.6 state the importance of keeping work areas clean and tidy
Learning outcome 2 2. Know how to support the work of a team	2.1 state the benefits of helping team members 2.2 state the importance of passing information to the relevant people 2.3 state the importance of clear

	communication 2.4 describe ways to maintain good working relationships in a team 2.5 state problems in working relationships that should be reported to line managers
Learning outcome 3 3. Know how to contribute to their own learning and development	3.1 list benefits of self development 3.2 state the importance of feedback from team members 3.3 describe how a learning plan could improve aspects of work 3.4 list types of activities that help learning

Unit 628 Food Safety in Catering

UAN: H/502/0132

Level: 2

Credit value: 1

GLH: 9

Aim

This unit will provide learners with knowledge of the parameters of basic food safety practice as relevant to the catering industry. Achievement of the unit at level 2 will enable learners to identify how to make changes to catering practice in order to improve the safety of the catering service as a whole.

This unit provides learners with a range of food safety skills directly relevant to the catering and hospitality industry.

Knowledge of outcomes

This unit aims to provide learners with knowledge on how to prepare and cook food using a Tandoor oven, including:

- Tandoori chicken
- Kebabs
- Tandoori fish
- Naan breads

Learners will gain knowledge of the following preparation and cooking methods:

- Marinating
- Portioning
- Forming on skewers
- Tandoori roasting

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.

Learning outcome 1	1.1	Identify the types of game available in different seasons
1. Know how to prepare game dishes	1.2	Outline the quality points in fresh game: furred and feathered
	1.3	State what should be done if there are problems with the quality of game
	1.4	State the importance of using the correct tools, equipment and techniques when preparing game
	1.5	Describe preparation methods for game
	1.6	Identify how to store prepared game

		which is ready for cooking
Learning outcome 2 2. Know how to cook game dishes	2.1 2.2 2.3 2.4	State the importance of using the correct tools and equipment to cook game dishes Describe cooking methods for different types of game State the importance of using the correct cooking methods State the correct temperatures for cooking game
Learning outcome 3 3. Know how to finish game dishes	3.1 3.2 3.3 3.4	Describe finishing methods for game dishes Describe how to correct a game dish to meet finishing requirements State the correct temperature for holding and serving game dishes State healthy eating considerations when cooking and finishing game

Unit 598 Principles of producing basic fish dishes

UAN: K/502/8281

Level: 1

Credit value: 1

GLH: 9

Aim

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

Knowledge of 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.

Learning outcome 1	1.1	Outline the quality points to look for in fish
1. Know how to cook basic fish dishes	1.2	Describe how to deal with problems with fish
	1.3	State the importance of using the correct tools and equipment to cook fish
	1.4	Describe cooking methods for fish
	1.5	State why the correct cooking method must be used in relation to different types of fish
	1.6	State the required temperature when cooking fish
	1.7	Explain the importance of cooking fish at the correct temperature

Learning outcome 2 2. Know how to finish basic fish dishes	2.1 Give examples of how to garnish and present fish dishes 2.2 Explain how to correct a fish dish to ensure it meets dish requirements for colour, consistency and flavour 2.3 State the temperature for holding and serving fish dishes 2.4 State healthy eating considerations when producing fish dishes
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Unit 599 Principles of producing basic meat dishes

UAN: K/502/8281

Level: 2

Credit value: 1

GLH: 9

Aim

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

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

Knowledge of 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.

Learning outcome 1	1.1	Outline quality points in prepared meat
1. Know how to cook basic meat dishes	1.2	Describe how to deal with problems with meat
	1.3	State the benefits of sealing meat
	1.4	Describe how different cuts of meat

	should be cooked 1.5 State the importance of using the correct tools and equipment to cook meat 1.6 State the temperature required for cooking meat
Learning outcome 2 2. Know how to finish basic meat dishes	2.1 Describe methods used for correcting meat dishes to meet dish requirements 2.2 Describe garnish and presentation methods for meat dishes 2.3 State the correct temperature for holding meat dishes 2.4 State healthy eating options when cooking and finishing meat dishes

Unit 643 Preparation, cooking and finishing of poultry dishes

UAN: J/600/0644

Level: 2

Credit value: 3

GLH: 9

Aim

This unit is about providing knowledge for preparing fresh, semi-prepared poultry for basic dishes using different preparation methods. This unit is for staff who have basic preparation skills and are capable of working under limited supervision only.

Knowledge of 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.

Learning outcome 1 1. Know how to prepare poultry for basic dishes	1.1 Describe preparation methods for poultry 1.2 State the reasons for using different methods of poultry preparation 1.3 Describe the characteristics of different types of poultry 1.4 State what should be done if there are problems with the quality of poultry 1.5 Identify how to store prepared poultry which is ready for cooking
Learning outcome 2 2. Know how to cook poultry for basic dishes	2.1 Identify the correct tools and equipment for different poultry cooking methods 2.2 Describe correct cooking methods for different types of poultry

	2.3	State the correct temperatures for cooking poultry
	2.4	State healthy eating considerations when cooking poultry
Learning outcome 3	3.1	Describe the correct finishing methods for poultry dishes
3. Know how to finish poultry for basic dishes	3.2	State the importance of correctly finishing dishes for service
	3.3	State how to check poultry dishes have met finishing requirements
	3.4	State the correct temperature for holding and serving poultry dishes

Unit 644 Preparation, cooking and finishing of vegetable dishes

UAN: Y/600/0647

Level: 2

Credit value: 3

GLH: 9

Aim

This unit is about providing knowledge for preparing vegetables and semi-prepared vegetables for basic dishes using different preparation methods. This unit is for staff who have basic preparation skills and are capable of working under limited supervision only.

Knowledge of 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.

Learning outcome 1	1.1	Describe preparation methods for vegetables
1. Know how to prepare vegetables for basic dishes	1.2	State the reasons for using different methods for preparing vegetables
	1.3	Describe the characteristics of different vegetables
	1.4	Describe how to maintain the appearance and texture of vegetables during preparation
	1.5	State what should be done if there are problems with the quality of vegetables
	1.6	Identify how to store prepared vegetables which are ready for cooking

Learning outcome 2 2. Know how to cook vegetables for basic dishes	2.1 Identify the correct tools and equipment for different vegetable cooking methods 2.2 Describe correct cooking methods for different types of vegetables 2.3 State the correct temperatures for cooking vegetables 2.4 State healthy eating considerations when cooking vegetables dishes 2.5 State the reasons for blanching vegetables
Learning outcome 3 3. Know how to finish vegetables for basic dishes	3.1 Describe the correct finishing methods for vegetable dishes 3.2 State the importance of correctly finishing dishes for service 3.3 State the how to check vegetable dishes have met finishing requirements 3.4 State the correct temperature for holding and serving vegetable dishes

Unit 618 Principles of preparing cooking and finishing basic hot sauces

UAN: J/502/8272
Level: 2
Credit value: 2
GLH: 9

Aim

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

- Thickened gravy (jus lie)
- Roast gravy (jus roti)
- Curry gravy
- White sauce (béchamel)
- Brown sauce (espagnole)
- Veloute
- Puree

Knowledge of 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.

Learning outcome 1	1.1	Describe the safe use of alcohol in sauces
1. Know how to prepare basic hot sauces	1.2	Outline the quality points in sauce ingredients
	1.3	Describe how to deal with problems with ingredients
	1.4	State the importance of using the correct tools, equipment and techniques to prepare hot sauces
	1.5	Describe preparation methods for hot

		sauces
Learning outcome 2 2. Know how to cook basic hot sauces	2.1 2.2 2.3 2.4	State the importance of using the correct tools, equipment and techniques to cook hot sauces Describe cooking methods for hot sauces State the temperature for cooking hot sauces State how to identify when hot sauces have the correct flavour colour, texture and quality
Learning outcome 3 3. Know how to finish basic hot sauces	3.1 3.2 3.3 3.4	Describe how to finish hot sauces Explain how to present cooked hot sauces State the correct temperatures for holding and serving hot sauces State healthy eating options when making hot sauces

Unit 603 Principles of producing basic rice, pulse and grain dishes

UAN: R/502/8291

Level: 2

Credit value: 1

GLH: 8

Aim

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

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

Knowledge of 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.

Learning outcome 1	1.1	Outline quality points in rice, pulses and grains
1. Know how to cook rice, pulse and grain dishes	1.2	Describe how to deal with problems with rice, pulses and grains
	1.3	State the importance of using the correct tools and equipment to cook rice, pulses and grains
	1.4	Describe cooking methods for rice, pulses and grains

Learning outcome 2 2. Know how to finish rice, pulse and grain dishes	2.1 State how to identify when rice, pulse and grain based dishes have the correct flavour, colour, texture and quality 2.2 Describe methods for cooling cooked rice, grain and pulses that maintain food safety 2.3 State the correct temperature for holding rice, pulse and grain dishes 2.4 State healthy eating options when cooking rice, pulse and grain dishes
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Unit 604 Principles of producing basic pasta dishes

UAN: F/502/8285

Level: 2

Credit value: 1

GLH: 5

Aim

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

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

Knowledge of 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.

Learning outcome 1	1.1	Outline the quality points in pasta and dish ingredients
1. Know how to cook basic pasta dishes	1.2	Describe how to deal with problems with pasta
	1.3	Describe why time and temperature are important when cooking pasta
	1.4	State which tools and equipment are used when preparing and cooking pasta
	1.5	State the importance of using the correct equipment and techniques when producing pasta dishes
	1.6	Explain how to identify when pasta meets dish requirements for colour,

		consistency and flavour
Learning outcome 2	2.1	State the temperature for holding and serving pasta dishes
2. Know how to finish basic pasta dishes	2.2	Describe how to cool pasta prior to storage
	2.3	State how to store cooked pasta dishes
	2.4	State healthy eating considerations when producing pasta dishes

Unit 605 Principles of producing basic bread and dough products

UAN: M/502/8279

Level: 2

Credit value: 1

GLH: 7

Aim

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

Knowledge of 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.

Learning outcome 1	1.1	Outline quality points in ingredients for bread and dough products
1. Know how to cook bread and dough products	1.2	State the importance of using the correct tools and equipment to cook bread and dough products
	1.3	Describe how to deal with problems with the ingredients
	1.4	Describe cooking methods for bread and dough products

Learning outcome 2 2. Know how to finish bread and dough products	2.1 State how to identify when bread and dough have the correct flavour colour texture and quality 2.2 Describe finishing methods for bread and dough products 2.3 State the correct temperature and conditions for holding bread and dough products 2.4 State how to store bread and dough products 2.5 State healthy eating options when making bread and dough products
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Unit 606 Principles of producing basic pastry products

UAN: F/502/8285

Level: 2

Credit value: 1

GLH: 8

Aim

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

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

Knowledge of 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.

Learning outcome 1	1.1	Outline the quality points of ingredients used to cook pastry products
1. Know how to cook basic pastry products	1.2	Describe how to deal with problems with ingredients
	1.3	Describe the importance of following the recipe when preparing pastry products
	1.4	Describe how to use tools and equipment when preparing and cooking pastry products
	1.5	State the importance of using the

	correct tools and equipment to cook pastry products 1.6 Describe preparation methods for pastry products 1.7 Describe cooking methods for pastry products 1.8 State the required temperature when cooking pastry products
Learning outcome 2 2. Know how to finish basic pastry prod	2.1 Describe how to identify when pastry products have the correct colour, texture and flavour 2.2 State how to store pastry products after preparation and cooking 2.3 State healthy eating considerations when producing pastry dishes

Unit 607 Principles of producing basic cakes, sponges and scones
UAN: H/502/8280
Level: 2
Credit value: 1
GLH: 8

Aim

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

Knowledge of 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.

Learning outcome 1 1. Know how to cook cakes, sponges and scones	1.1 Outline quality points in ingredients for cakes, sponges and scones 1.2 State the importance of using the correct tools and equipment to cook cakes, sponges and scones 1.3 Describe how to deal with problems with the ingredients 1.4 Describe preparation methods for cakes, sponges and scones 1.5 Describe cooking methods for cakes, sponges and scones
Learning outcome 2 2. Know how to finish cakes, sponges and scones	2.1 State how to identify when cakes sponges and scones have the correct flavour, colour, texture and quality 2.2 Describe finishing methods for cakes, sponges and scones 2.3 Describe how to present cakes, sponges and scones

	2.4 State how to store cakes, sponges and scones 2.5 State healthy eating options when making cakes, sponges and scones
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Unit 608 Principles of producing basic hot and cold desserts
UAN: T/502/8283
Level: 2
Credit value: 1
GLH: 9

Aim

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

- Baking
- Frying
- Microwaving
- Steaming
- Garnishing
- De-moulding
- Slicing
- Portioning
- Piping
- Glazing

Knowledge of 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.

Learning outcome 1	1.1	Describe how to deal with problems with ingredients
1. Know how to produce and cook basic hot and cold desserts.	1.2	Describe the importance of following the recipe when producing hot and cold desserts
	1.3	State the importance of using the correct tools and equipment to produce hot and cold desserts

	1.4	Describe preparation and cooking methods for hot and cold desserts
Learning outcome 2 2. Know how to finish basic hot and cold desserts.	2.1	Explain how to identify when hot and cold desserts have the correct consistency, colour, texture and flavour
	2.2	State why time and temperature are important when finishing hot and cold desserts
	2.3	Describe finishing methods for hot and cold desserts
	2.4	Describe quality points in hot and cold desserts
	2.5	State how to store hot and cold desserts after preparation and cooking
	2.6	State healthy eating considerations when producing hot and cold desserts

Unit 609 Principles of producing cold starters and salads
UAN: K/502/8295
Level: 2
Credit value: 1
GLH: 9

Aim

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

Knowledge of 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.

Learning outcome 1 1. Know how to prepare cold starters and salads	1.1 Outline quality points in cooked, cured and prepared foods 1.2 Describe how to deal with problems with food products or garnishes 1.3 State the importance of using the correct tools and equipment 1.4 Describe methods used to prepare food products and garnishes for cold presentation 1.5 Describe how to produce basic dressings and cold sauces
Learning outcome 2 2. Know how to finish cold starters and salads	2.1 Describe methods for finishing cold starters and salads 2.2 State how to identify when cold starters and salads have the correct flavour colour texture and quality 2.3 Explain why time and temperature are

	important when preparing cooked, cured and prepared foods for presentation
2.4	Explain why cooked, cured and prepared foods should be kept at the required temperature before presentation
2.5	State healthy eating options when preparing and presenting food for cold presentation

Unit 610 Principles of producing flour, dough and tray baked products
UAN: H/502/8330
Level: 2
Credit value: 2
GLH: 9

Aim

This unit aims to provide learners with the knowledge of how to prepare flour, dough and tray bakes, as well as how to correctly store items not for immediate use. It will also provide learners with knowledge of baking and frying products such as biscuits and scones.

Knowledge of 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.

Learning outcome 1	1.1	Describe problems that can occur when preparing flour, dough and tray-baked products
1. Know how to prepare flour, dough and tray baked products	1.2	Explain why ovens should be at the correct temperature before baking starts
	1.3	Explain why time and temperature are important when preparing flour, dough and tray-baked products
	1.4	Outline quality points in flour, dough and other ingredients for tray-baked products
	1.5	Describe preparation methods for flour, dough and tray baked products

Learning outcome 2 2. Know how to cook flour, dough and tray baked products	2.1 Describe cooking methods for flour, dough and tray-baked products 2.2 Describe how to identify when flour, dough and tray-baked products have the correct aroma, colour, texture and consistency 2.3 Describe problems that can occur when cooking flour, dough and tray baked products
Learning outcome 3. Know how to finish and present flour, dough and tray baked products	3.1 Describe how to present flour, dough and tray-baked products 3.2 State why it is important to use the correct equipment when portioning 3.3 State healthy eating considerations when producing flour, dough and tray-baked products

Unit 612 Principles of preparing meals for distribution

UAN: R/502/8274

Level: 2

Credit value: 1

GLH: 6

Aim

This unit aims to provide learners with the knowledge of how to prepare finish dishes and meals for distribution to wards and patients, including how to protect, cover and label food, and how to prepare the trolley and other containers used to transport meals.

Knowledge of 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.

Learning outcome 1	1.1	State equipment used to transfer food within an operation
1. Know how to prepare meals for distribution	1.2	Describe systems that can be used to transfer food within an organisation
	1.3	State food safety considerations
	1.4	State health and safety considerations
	1.5	State the temperatures for holding food
	1.6	State maximum timescales for holding food

Unit 628 Giving customers a positive impression

UAN: D/600/0617

Level: 2

Credit value: 2

GLH: 18

Aim

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

Knowledge of outcomes

This unit aims to provide learners with knowledge on how to prepare and cook food using a Tandoor oven, including:

- Tandoori chicken
- Kebabs
- Tandoori fish
- Naan breads

Learners will gain knowledge of the following preparation and cooking methods:

- Marinating
- Portioning
- Forming on skewers
- Tandoori roasting

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.

Learning outcome 1 1. Know how to establish positive relationships with customers	1.1	identify the importance of correct appearance and behaviour
	1.2	describe the importance of recognising customer needs and expectations
	1.3	state the importance of product knowledge when relating to customers
	1.4	identify signs of when a customer is angry or confused
Learning outcome 2 2. Understand why organisations have standards and procedures	2.1	describe the legal frameworks by which organisations provide goods and services to customers
	2.2	state the importance of contractual agreements that customers have with organisations
	2.3	state the importance of codes of practice and standards that affect the way products and services are delivered to customers

Learning outcome 3 3. Know how to communicate information to customers	3.1 state why there are limits to an individual's responsibilities when dealing with customers 3.2 state the importance of clear, polite and confident communication 3.3 identify different methods of communication 3.4 describe when the different methods of communication are used
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Unit 635 Dealing with payments

UAN: L/600/1133

Level: 2

Credit value: 1

GLH: 9

Aim

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

Knowledge of 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.

Learning outcome 1 1. Know how to set up a payment point	1.1 Identify the materials needed to set up and maintain a payment point 1.2 State the importance of having procedures for collecting the contents of the payment point
Learning outcome 2 2. Know how to operate a payment point	2.1 Describe the correct procedures for handling payments 2.2 State the importance of reporting errors that may occur during payment 2.3 Identify security procedures for handling cash and other types of payments 2.4 State the legal requirements for operating a payment point when taking payments from customers
Learning outcome 3 3. Know the problems that may occur at the	3.1 Describe the types of problems that might happen when dealing with a payment

payment point	3.2	State the importance of telling the customer about any delays during the payment process
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Unit 647 Principles of completing kitchen documentation

UAN: H/502/8313
Level: 2
Credit value: 1
GLH: 7

Aim

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

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

Knowledge of 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.

Learning outcome 1	1.1 State why it is important to complete kitchen documentation
1. Know how to complete kitchen documentation	1.2 Explain how to complete kitchen documents
	1.3 State where documentation is obtained from
	1.4 State when documentation needs to be copied and where this needs to be kept
	1.5 Explain who to contact and why if problems occur

	F1.6 State why kitchen documentation needs to remain confidential 1.7 State which information needs to be recorded and retained to comply with legislation 1.8 Explain why information needs to be accurate 1.9 Explain the implications of fraudulently completing documentation
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Unit 648 Principles of setting up and closing the kitchen

UAN: T/502/8316
Level: 2
Credit value: 1
GLH: 7

Aim

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

Knowledge of 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.

Learning outcome 1	1.1 Explain why knives and utensils must be handled correctly 1.2 State to whom incidents must be reported 1.3 State why incidents must be recorded
1. Know how to set up the kitchen	

	1.4	Explain why faulty equipment and maintenance requirements must be reported
Learning outcome 2	2.1	Explain why it is important to turn off equipment safely
2. Know how to close the kitchen	2.2	Explain why tools should be cleaned and stored following use
	2.3	State the legal requirements for the storage of food when the kitchen is closed
	2.4	State who you should report problems to

Unit 611 Principles of maintaining an efficient use of resources in the kitchen

UAN: R/502/8257

Level: 2

Credit value: 2

GLH: 11

Aim

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

Knowledge of 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.

Learning outcome 1	1.1	State the principles of stock control
1. Know how to use resources effectively	1.2	State the principles of portion control
	1.3	Describe the financial impact of wastage within an organisation
	1.4	State the importance of maintaining minimum stock levels
	1.5	Describe how opened stock items should be stored and labelled
	1.6	State the principles of energy efficiency and waste reduction
	1.7	Explain how to minimise the wastage of electricity and gas
	1.8	Describe how different types of waste should be handled

Unit 589 Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

UAN: T/600/1059

Level: 2

Credit value: 1

GLH: 10

Aim

This unit will provide the introductory knowledge to customer service in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for staff engaging with internal and/or external customers.

Knowledge of 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.

Learning outcome 1 1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	1.1	Describe the role of the organisation in relation to customer service
	1.2	Identify the characteristics and benefits of excellent customer service
	1.3	Give examples of internal and external customers in the industries
	1.4	Describe the importance of product knowledge and sales to organisational success
	1.5	Describe the importance of organisational procedures for customer service
Learning outcome 2 2. Understand the role of the individual in delivering customer service in the hospitality,	2.1	Identify the benefits of excellent customer service for the individual
	2.2	Describe the importance of positive attitude, behaviour and motivation

leisure, travel and tourism industries	2.3 in providing excellent customer service Describe the importance of personal presentation within the industries 2.4 Explain the importance of using appropriate types of communication 2.5 Describe the importance of effective listening skills
Learning outcome 3 3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	3.1 Identify what is meant by customer needs and expectations in the industries 3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations 3.3 Describe the factors that influence the customers' choice of products and services 3.4 Describe the importance of meeting and exceeding customer expectations 3.5 Describe the importance of dealing with complaints in a positive manner 3.6 Explain the importance of complaint handling procedures

Unit 595 Principles of providing a counter and takeaway service

UAN: T/502/8297

Level: 1

Credit value: 1

GLH: 6

Aim

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

Knowledge of 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.

Learning outcome 1 1. Know how to serve customers at the counter	1.1 Describe safe and hygienic working practices for serving customers and its importance 1.2 State the importance of controlling portions when serving customers 1.3 State the importance of giving accurate information to customers 1.4 Describe the types of unexpected situations that might occur when serving customers
Learning outcome 2 2. Know how to maintain counter and service areas	2.1 Describe safe and hygienic working practices for clearing counter and service areas 2.2 State the importance of keeping counter preparation areas and dining areas tidy and free from rubbish and food debris throughout the service

	2.3 State the importance of maintaining a constant stock of service items 2.4 Describe the types of unexpected situations that might occur when clearing away
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