



Level 2

**Certificate in Hospitality and
Catering Principles (Kitchen
Services)**

(HC110-29)

Qualification

Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services) (HC110-29)

Title and level	GLH	TQT	Global Skills Qualification number
Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services)	97	130	HC110-29

Introduction

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

The GSQ Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services) 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 **HC100-29 Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services)** learners must achieve **13** credits.

5 credits from the mandatory units

At least 1 credit from Option B (Maximum 2 Credits)

Remaining credits from optional group 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	16
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	2	11
593	K/502/8264	Principles of preparing and cooking meat and poultry	2	11
959	T/502/8297	Principles of providing a counter and takeaway service	1	6
611	R/502/8257	Principles of maintaining an efficient use of resources in the kitchen	2	11

Optional Group C

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
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
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
640	T/600/0638	Prepare, cook and finish food	4	35
589	T/600/1059	Principles of customer service in hospitality, leisure, travel and tourism	1	10

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 (Kitchen Services)	97	130

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 and 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. Know how to prepare game dishes	1.1	Identify the types of game available in different seasons
	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 State the importance of using the correct tools and equipment to cook game dishes 2.2 Describe cooking methods for different types of game 2.3 State the importance of using the correct cooking methods 2.4 State the correct temperatures for cooking game
Learning outcome 3 3. Know how to finish game dishes	3.1 Describe finishing methods for game dishes 3.2 Describe how to correct a game dish to meet finishing requirements 3.3 State the correct temperature for holding and serving game dishes 3.4 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 593 Principles of preparing and cooking meat and poultry

UAN: K/502/8264

Level: 1

Credit value: 2

GLH: 11

Aim

This unit aims to provide learners with the knowledge of how to prepare and cook meat and poultry for simple dishes. It covers the following types of meat and poultry:

- Coated
- Pre-prepared uncoated
- Steaks
- Chops
- Cuts of chicken

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 meat	1.1	State storage methods for frozen and fresh meats
	1.2	Outline quality points in frozen meat
	1.3	Outline quality points in fresh meat
	1.4	State the methods used to defrost meat
	1.5	State seasonings used within meat dishes
	1.6	Describe how to deal with problems with meat
Learning outcome 2	2.1	State the importance of using the correct tools and equipment to cook

2. Know how to cook meat	meat 2.2 Describe cooking methods for meat 2.3 Give examples of how to finish meat dishes 2.4 State the correct temperature for holding meat dishes
Learning outcome 3 3. Know how to prepare poultry	3.1 State storage methods for frozen and fresh poultry 3.2 Outline quality points in frozen poultry 3.3 Outline quality points in fresh poultry 3.4 State how to defrost poultry 3.5 State seasonings used within poultry dishes 3.6 Describe how to deal with problems with poultry
Learning outcome 4 4.	4.1 State the importance of using the correct tools and equipment to cook poultry 4.2 Describe cooking methods for poultry 4.3 Give examples of how to finish poultry dishes 4.4 State the correct temperature for holding poultry dishes

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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Unit 611 Principles of maintain 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 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. Know how to set up the kitchen	1.1 Explain why knives and utensils must be handled correctly 1.2 State to whom incidents must be reported 1.3 State why incidents must be recorded 1.4 Explain why faulty equipment and maintenance requirements must be reported
Learning outcome 2 2. Know how to close the kitchen	2.1 Explain why it is important to turn off equipment safely 2.2 Explain why tools should be cleaned and stored following use 2.3 State the legal requirements for the storage of food when the kitchen is closed 2.4 State who you should report problems to

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

	1.4	produce hot and cold desserts 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
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Unit 640 Prepare, cook and finish food

UAN: T/600/0638

Level: 2

Credit value: 4

GLH: 35

Aim

This unit considers the main principles involved in preparing, cooking and finishing food.

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 the basic principles of food preparation	1.1 List appropriate tools and equipment for preparing food commodities 1.2 Describe the importance of quality when preparing food commodities 1.3 Describe the importance of checking that commodities meet requirements 1.4 Describe the importance of reporting problems with commodities 1.5 Describe the importance of correct storage of prepared food
Learning outcome 2 2. Know the basic principles for cooking food	2.1 Identify different cooking methods used for a range of dishes 2.2 State appropriate methods for cooking food 2.3 State the key features of healthier foods 2.4 Describe the importance of providing healthy eating options

	2.5	Describe the importance of holding cooked food correctly
Learning outcome 3 3. Know the basic principles of finishing food	3.1 3.2 3.3	Describe the importance of finishing dishes for service State the importance of using appropriate food garnishes Describe the importance of checking that dishes meet requirements for colour, consistency and flavour
Learning outcome 4 4. Know how to clear down work areas and equipment and store food at end of Production	4.1 4.2	describe the correct procedures for clearing down identify food suitable for re-use or disposal

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