



Level 2

**Certificate in Hospitality and
Catering Principles
(Professional Cookery- Food
Preparation and Cooking)**

(HC110-31)

Qualification

Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery- Food Prep and Cooking) (HC110-31)

Title and level	GLH	TQT	Global Skills Qualification number
Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery- Food Prep and Cooking)	168	260	HC110-31

Introduction

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

The GSQ Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery- Food Prep 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 **HC100-31 Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery- Food Preparation and Cooking)** learners must achieve **26** credits.

7 credits from the mandatory units

At least 7 credits from Option B

At least 1 Credit from Optional C

The remaining from Option B, C or D

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	16
591	Y/502/0615	Effective teamwork	2	19
594	Y/502/8258	Principles of maintaining, handling and cleaning knives	2	11
627	H/502/0132	Food safety in catering	1	9

Optional Group B

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
641	A/600/0639	Preparation, cooking and finishing of fish dishes	3	26
642	T/600/0641	Preparation, cooking and finishing of meat dishes	3	26
643	J/600/0644	Preparation cooking and finishing of poultry dishes	3	26
644	Y/600/0647	Preparation cooking and finishing of vegetable dishes	3	26

Optional Group C

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
618	F/502/8266	Principles of preparing cooking and finishing of basic hot sauces	2	9
619	L/502/8273	Principles of preparing cooking and finishing of basic soups	2	9
620	D/502/8259	Principles of making basic stock	1	7
648	T/5028316	Principles of setting up and closing the kitchen	1	7
589	T/600/1059	Principles of customer service in hospitality, leisure, travel and tourism	1	10

Optional Group D

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
605	M/502/829	Principles of producing basic bread and dough products	1	7
613	K/502/8278	Principles of processing dried ingredients prior to cooking	1	7
621	K/502/8331	Principles of preparing and mixing spice and herb blends	1	9
626	H/502/8277	Principles of preparing, cooking and finishing of game dishes	2	9
615	A/502/8270	Principles of preparing cooking and finishing basic rice dishes	2	9
616	J/502/8269	Principles of preparing cooking and finishing basic pulse dishes	2	9
614	A/5028267	Principles of preparing cooking and finishing basic egg dishes	2	9
625	H/502/8263	Principles of preparing cooking and finishing basic pastry products	2	9
617	J/502/8272	Principles of preparing cooking and finishing basic grain dishes	2	9
622	M/502/8329	Principles of preparing cooking and finishing dim sum	2	9
623	F/502/8271	Principles of preparing cooking and finishing noodle dishes	1	8
624	H/502/8263	Principles of preparing and cooking food using a tandoor	1	9
647	H/502/8313	Principles of completing kitchen documents	1	7
648	T/502/8313	Principles of setting up and closing the kitchen	1	7
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 (Professional Cookery- Food Prep and Cooking)	168	260

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 594 Principles of maintaining, handling and cleaning knives

UAN: Y/502/8258

Level: 1

Credit value: 2

GLH: 11

Aim

This unit aims to provide learners with the knowledge of how to use and care for knives within a professional kitchen. It covers straight and serrated bladed knives, cleavers, scissors and secateurs.

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 knives should be kept sharp
1. Know how to maintain, handle and clean knives	1.2	State why knives should be stored safely
	1.3	State why accidents must be reported
	1.4	Identify the appropriate knives required for different tasks
	1.5	State safety considerations when handling knives
	1.6	Outline why knives should be cleaned when using for different foodstuffs
	1.7	Describe the risks associated with using poorly maintained or damaged knives
	1.8	State why cutting surfaces should be clean
	1.9	Describe actions to be taken to prevent allergic reactions

Unit 627 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 641 Preparation, cooking and finishing of fish dishes

UAN: A/600/0639

Level: 2

Credit value: 3

GLH: 9

Aim

This unit is about providing knowledge for preparing fresh, semi-prepared fish 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 fish 1.2 State the reasons for using different methods of fish preparation 1.3 Describe the characteristics of different types of commonly used fish 1.4 State what should be done if there are problems with the quality of fish 1.5 Identify how to store prepared fish which is ready for cooking 1.6 Identify the correct procedures for thawing frozen fish
Learning outcome 2 2. Know how to cook fish for basic dishes	2.1 Identify the correct tools and equipment for different fish cooking methods 2.2 Describe correct cooking methods for different types of fish

	2.3	State the correct temperatures for cooking fish
	2.4	State healthy eating considerations when cooking fish
Learning outcome 3 3. Know how to finish fish for basic dishes	3.1	describe the correct finishing methods for fish dishes
	3.2	State the importance of correctly finishing dishes for service
	3.3	State the requirements for colour, consistency and flavour of different fish dishes
	3.4	State the correct temperature for holding and serving fish dishes

Unit 642 Preparation, cooking and finishing of meat dishes

UAN: T/600/0641

Level: 2

Credit value: 3

GLH: 9

Aim

This unit is about providing knowledge for preparing fresh, semi-prepared meat 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 meat 1.2 State the reasons for using different methods of meat preparation 1.3 Describe the characteristics of different types of meat 1.4 Identify cuts of meat 1.5 State what should be done if there are problems with the quality of meat 1.6 Identify how to store prepared meat which is ready for cooking
Learning outcome 2 2. Know how to cook meat for basic dishes	2.1 Identify the correct tools and equipment for different meat cooking methods 2.2 Describe correct cooking methods for different types of meat

	2.3	State the benefits of sealing meat
	2.4	State the correct temperatures for cooking meat
	2.5	State healthy eating considerations when cooking meat
Learning outcome 3	3.1	Describe the correct finishing methods for meat dishes
3. Know how to finish meat for basic dishes	3.2	State the importance of correctly finishing dishes for service
	3.3	State how to check meat dishes have met finishing requirements
	3.4	State the correct temperature for holding and serving 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 620 Principles of making basic stock

UAN: D/503/8259

Level: 2

Credit value: 1

GLH: 7

Aim

This unit aims to provide the learner with knowledge on how to prepare and cook basic stocks, including vegetable, chicken, fish, game and beef stock. Learners will gain knowledge of the following preparation and cooking methods:

- Weighing/measuring
- Browning/roasting
- Simmering
- Boiling
- Skimming
- Straining

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 stock ingredients
1. Know how to make basic stocks	1.2	Describe how to deal with problems with ingredients
	1.3	State the importance of using the correct tools and equipment to make stocks
	1.4	Describe preparation methods for stocks
	1.5	Describe cooking methods for stocks

	1.6	State how to identify when stocks have the correct flavour colour texture and quality
	1.7	State the correct temperature for holding and serving stocks
	1.8	State healthy eating options when making stocks

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 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 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 613 Principles of processing dried ingredients prior to cooking

UAN: k/502/8278

Level: 2

Credit value: 1

GLH: 7

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	Identify the quality points to look for in dried ingredients
1. Know how to process dried ingredients prior to cooking	1.2	Describe how to deal with problems with dried ingredients
	1.3	Describe preparation methods
	1.4	Describe how to minimise and correct common faults
	1.5	State the characteristics of re-hydrated ingredients
	1.6	State the temperature for holding and storing dried ingredients
	1.7	State how to store un-cooked, rehydrated ingredients

Unit 621 Principles of preparing and mixing spice and herb blends

UAN: K/502/8331

Level: 2

Credit value: 1

GLH: 9

Aim

This unit aims to provide learners with the knowledge of how to select, prepare and blend a variety of spices and herbs to produce spice mixes ready for cooking, including masala blends, dry spice mixes and paste for Thai green curry. Learners will gain knowledge of the following preparation and cooking techniques:

- Slicing
- Chopping
- Crushing
- Pounding
- Grinding
- Blending
- Toasting/roasting

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	Identify the quality points in spice mix ingredients
1 Know how to prepare and mix spice and herb blends	1.2	Describe how to deal with problems with the ingredients
	1.3	State the tools and equipment required to carry out different preparation methods
	1.4	Describe preparation methods

	1.5	State the tools and equipment required to carry out different cooking m
	1.6	State the importance of using the correct equipment and techniques when following preparation and cooking methods
	1.7	State the temperature for cooking and toasting spices
	1.8	Describe how to identify when individual spices and spice mixes meet r equirements for colour, flavour, aroma and consistency
	1.9	State how to finish and store spice mixes
	1.10	Describe how to minimise and correct common faults
	1.11	State the characteristics that relate to spice mixes
	1.12	State the temperature and conditions for holding and storing spice mixes
	1.13	State how to store spice mixes

Unit 626 Principles of preparing, cooking and finishing game dishes

UAN: H/502/8277

Level: 2

Credit value: 2

GLH: 9

Aim

This unit aims to provide learners with knowledge on how to prepare, cook and finish game for basic dishes. Learners will gain knowledge on both skinned and plucked game including:

- Venison
- Rabbit
- Pheasant
- Grouse
- Partridge

They will also gain knowledge on the following preparation methods:

- Checking and preparing the cavity
- Seasoning/marinading
- Trimming
- Cutting
- Stuffing/filling
- Trussing

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 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 615 Principles of preparing cooking and finishing basic rice dishes

UAN: A/502/8267

Level: 2

Credit value: 2

GLH: 9

Aim

This unit aims to provide learners with the knowledge of how to prepare, cook and finish basic rice dishes. Learners will gain knowledge of different preparation and cooking techniques and different types of rice including long, short, round and brown rice.

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 basic rice dishes	1.1 Outline the quality points in different types of rice 1.2 Describe how to deal with problems with rice or other dish ingredients 1.3 State the tools and equipment required to carry out different preparation methods 1.4 Describe preparation methods for rice dishes
Learning outcome 2 2. Know how to cook basic rice dishes	2.1 State the tools and equipment required to carry out different cooking methods 2.2 Describe cooking methods for rice dishes 2.3 State the importance of using the correct equipment and techniques when producing rice dishes

	2.4	State healthy eating considerations when making rice dishes
Learning outcome 3 3. Know how to finish basic rice dishes	3.1 3.2 3.3 3.4	Describe how to finish rice dishes State the temperature for holding and serving rice dishes Explain how to identify when rice meets dish requirements for colour, texture and flavour Describe how to store cooked rice dishes

Unit 616 Principles of preparing cooking and finishing basic pulse dishes

UAN: J/502/8269
Level: 2
Credit value: 2
GLH: 9

Aim

This unit aims to provide learners with the knowledge of how to prepare, cook and finish basic pulse dishes including:

- Falafel
- Hummus
- Bean goulash
- Bean rissoles
- Lentil fritters or loaves

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 basic pulse dishes	1.1 Outline quality points in pulses 1.2 Describe how to deal with problems with pulses 1.3 State how to determine when pulse dishes have the correct flavour colour texture and quality 1.4 Describe preparation methods for pulses
Learning outcome 2 2. Know how to cook basic pulse dishes	2.1 State the importance of using correct tools and equipment to cook pulse dishes 2.2 Describe cooking methods for pulses

	2.3	State how to determine when pulse dishes have the correct flavour colour texture and quality
Learning outcome 3	3.1	Describe how to finish pulses and pulse dishes
3. Know how to finish basic pulse dishes	3.2	State the correct temperature for holding and serving pulse dishes

Unit 614 Principles of preparing cooking and finishing basic egg dishes

UAN: A/502/8267

Level: 2

Credit value: 2

GLH: 9

Aim

This unit aims to provide learners with the knowledge of how to prepare and cook basic egg dishes including:

- Omelettes
- Scotch eggs
- Sweet egg dishes

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

- Whisking
- Boiling
- Frying
- Griddling
- Poaching
- Scrambling
- Baking
- Bain marie

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 eggs and other dish ingredients
1. Know how to prepare basic egg dishes	1.2	Describe how to deal with problems with eggs and other dish ingredients
	1.3	State the importance of using the

	1.4	correct tools and equipment to prepare egg dishes Describe preparation methods for egg dishes
Learning outcome 2 2. Know how to cook basic egg dishes	2.1 2.2 2.3	State the importance of using the correct tools and equipment to cook egg dishes Describe cooking methods for eggs State how to identify when egg dishes have the correct flavour colour texture and quality
Learning outcome 3 3. Know how to finish basic egg dishes	3.1 3.2 3.3 3.4	Describe how to finish eggs and egg dishes State the correct temperature for holding and serving egg dishes State how to store cooked egg dishes State healthy eating options when making egg dishes

Unit 625 Principles of preparing, cooking and finishing basic pastry products

UAN: H/502/8263

Level: 2

Credit value: 2

GLH: 9

Aim

This unit aims to provide learners with knowledge of how to prepare, cook and finish noodle dishes. This unit covers both fresh and dried noodles, as well as the following preparation and cooking techniques:

- Portioning
- Boiling
- Combining cooking methods

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	Outline quality points in pastry ingredients
1. Know how to prepare basic pastry products	1.2	Describe the importance of following the recipe when preparing pastry products
	1.3	Describe preparation methods for pastry products
	1.4	State the tools and equipment required to carry out different preparation Methods
	1.5	Describe how to deal with problems with pastry ingredients
	1.6	Describe how to store pastry products after preparation

Learning outcome 2 2. Know how to cook and finish basic pastry products	2.1 State the importance of using the correct equipment and techniques when cooking pastry products 2.2 Describe cooking methods for different types of pastry products 2.3 Describe finishing methods for pastry products 2.4 Describe how to identify when pastry products meet dish requirements for colour, flavour, texture and finish 2.5 State healthy eating considerations when making pastry products
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Unit 617 Principles of preparing cooking and finishing basic grain dishes

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 basic grain dishes. It covers the following types of grain:

- Pearl and pot barley
- Buckwheat
- Corn/maize (polenta)
- Oats
- Round
- Millet
- Wheat: bulgar, semolina, cous cous
- Quinoa

Learners will also gain knowledge of the following preparation and cooking techniques:

- Soaking
- Boiling
- Leaving covered
- Baking

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 other foods for which grains can be used as a substitute
1. Know how to prepare basic grain dishes	1.2	Outline the quality points in different types of grain

	1.3 Describe how to deal with problems with grain or other ingredients 1.4 State the tools and equipment required to carry out different preparation methods 1.5 Describe preparation methods for grain dishes
Learning outcome 2 2. Know how to cook basic grain dishes	2.1 State the tools and equipment required to carry out different cooking methods 2.2 Describe how different cooking methods are carried out 2.3 State the importance of using the correct equipment and techniques when producing grain dishes 2.4 Explain how to identify when grain meets dish requirements for colour, texture and flavour 2.5 State healthy eating considerations when making grain dishes
Learning outcome 3 3. Know how to finish basic grain dishes	3.1 Describe how to finish grain dishes 3.2 State the temperature for holding and serving grain dishes 3.3 Describe how to store cooked grain dishes

Unit 622 Principles of preparing cooking and finishing dim sum dishes

UAN: M/502/8329

Level: 2

Credit value: 2

GLH: 9

Aim

This unit aims to provide learners with the knowledge of how to prepare, cook and finish common Dim Sum dishes from raw ingredients including raw fish, meat and poultry; vegetables; seasonings; sauces and dried ingredients.

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 used in Dim Sum fillings
1. Know how to prepare Dim Sum	1.2	Outline quality points in prepared Dim Sum dough and Won Ton wrapper products
	1.3	Describe how to deal with problems with ingredient
	1.4	State the importance of using the correct tools and equipment to prepare Dim Sum dishes
	1.5	Describe preparation methods for Dim Sum dishes
	1.6	State how to identify when Dim Sum fillings have the correct colour, flavour, texture and quantity
	1.7	State how to minimise and correct

	common faults with fillings and wrappers 1.8 Describe storage conditions required for prepared Dim Sum
Learning outcome 2 2. Know how to assemble and cook Dim Sum	2.1 State the ingredients required for Dim Sum dishes 2.2 State the importance of using the correct tools and equipment to cook Dim Sum dishes 2.3 Describe preparation and cooking methods for Dim Sum 2.4 Describe the effects of temperature and humidity on Dim Sum 2.5 State the correct temperatures for storing fillings not for immediate use 2.6 State how to identify when Dim Sum dishes have the correct flavour colour texture and quality 2.7 Describe the holding requirements for processed Dim Sum 2.8 Explain how to minimise common faults when producing Dim Sum
Learning outcome 3 3. Know how to finish Dim Sum dishes	3.1 Describe how to control portion sizes of Dim Sum dishes 3.2 Explain how to store Dim Sum dishes 3.3 State healthy eating options when preparing and cooking Dim Sum dishes

Unit 623 Principles of preparing, cooking and finishing noodle dishes

UAN: F/502/8271
Level: 2
Credit value: 1
GLH: 9

Aim

This unit aims to provide learners with knowledge of how to prepare, cook and finish noodle dishes. This unit covers both fresh and dried noodles, as well as the following preparation and cooking techniques:

- Portioning
- Boiling
- Combining cooking methods

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 noodle dishes	1.1 Outline the quality points in noodles and other dish ingredients 1.2 Describe how to deal with problems with noodles or other ingredients 1.3 Describe preparation methods for noodle dishes
Learning outcome 2 2. Know how to cook noodle dishes	2.1 Describe cooking methods for noodle dishes 2.2 Explain how to minimise and correct faults with noodle dishes 2.3 Explain how to identify when noodles meet dish requirements for colour, flavour and texture

Learning outcome 3	3.1	State the temperature for holding and serving noodle dishes
3. Know how to finish noodle dishes	3.2	Describe how to store, dried and fresh noodles
	3.3	Describe how to store cooked noodles and noodle dishes
	3.4	State healthy eating considerations when making noodle dishes

Unit 624 Principles of preparing and cooking food using a tandoor

UAN: H/502/8263

Level: 2

Credit value: 1

GLH: 9

Aim

This unit aims to provide learners with knowledge of how to prepare, cook and finish noodle dishes. This unit covers both fresh and dried noodles, as well as the following preparation and cooking techniques:

- Portioning
- Boiling
- Combining cooking methods

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 food and equipment for tandoor cooking	1.1	Outline quality points in tandoor dish ingredients
	1.2	Describe how to deal with problems with ingredients
	1.3	Describe preparation methods for dish ingredients
	1.4	Describe how to prepare the tandoor for cooking
Learning outcome 2 2. Know how to cook food using a tandoor	2.1	State the importance of using the correct tools and equipment when cooking using a tandoor
	2.2	State the correct temperatures for tandoor cooking

	2.3 State the quality points in tandoor cooked dishes 2.4 Explain how to minimise and correct common faults
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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. 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 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	2.1	Identify the benefits of excellent customer service for the individual
	2.2	Describe the importance of positive

delivering customer service in the hospitality, leisure, travel and tourism industries	attitude, behaviour and motivation in providing excellent customer service 2.3 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