

# **Pearson BTEC Level 1 Award in Basic Cooking Skills**

## **Specification**

BTEC Specialist qualification

For first teaching May 2011

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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## **About Pearson**

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification was previously known as:

Edexcel BTEC Level 1 Award in Basic Cooking Skills (QCF)

The QN remains the same.

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*All information in this specification is correct at time of publication.*

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## Summary of Pearson BTEC Level 1 Award in Basic Cooking Skills specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	3
QCF references removed from unit titles and unit levels in all units	15-34
Guided learning definition updated	9

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



# BTEC Specialist qualification titles covered by this specification

Qualification Number: 600/1485/4

Title: Pearson BTEC Level 1 Award in Basic Cooking Skills

Qualification Level: Level 1

Credit Value: 5

Total Qualification Time (TQT): 50

Guided Learning Hours (GLH): 50

Regulation Start Date: 30-Mar-2011

Operational Start Date: 01-May-2011

Offered In England: Yes

Offered In Wales: Yes

Offered In Northern Ireland: Yes

Awarding organisation states that this qualification is appropriate for use in the following age ranges:

Pre-16: Yes

16-18: Yes

18+: No

19+: Yes

Further information:

This does not imply that eligibility for funding has been agreed for these age ranges.

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

When undertaking a qualification that does not appear on the governments' lists as eligible for funding for specific age ranges, users must be aware of the legal requirements around activities undertaken by learners of specific ages.

# Welcome to the Pearson BTEC Level 1 Award in Basic Cooking Skills

## Straightforward to implement, teach and assess

Implementing BTECs could not be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

## Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

## Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case People1st, the SSC for hospitality, leisure, travel and tourism**. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

## All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structure and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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# What are BTEC Specialist qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## **Pearson BTEC Level 1 Award**

The Pearson BTEC Level 1 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

### **Key features of the Pearson BTEC Level 1 Award in Basic Cooking Skills**

The Pearson BTEC Level 1 Award in Basic Cooking Skills has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised, Level 1 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

### **National Occupational Standards**

Where relevant, Pearson BTEC Level 1 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 1 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 1 Award in Basic Cooking Skills relates to the NOS in Hospitality.

# Rules of combination

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The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

## Rules of combination for Pearson BTEC Level 1 qualifications

When combining units for the Pearson BTEC Level 1 Award in Basic Cooking Skills, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### Pearson BTEC Level 1 Award in Basic Cooking Skills

- 1 Qualification credit value: a minimum of 5 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 5 credits.
- 3 All credits must be achieved from the units listed in this specification.

## Pearson BTEC Level 1 Award in Basic Cooking Skills

The Pearson BTEC Level 1 Award in Basic Cooking Skills is a 5-credit and 50-guided learning hour (GLH) qualification consisting of three mandatory units.

The Total Qualification Time (TQT) for this qualification is 50.

Pearson BTEC Level 1 Award in Basic Cooking Skills			
Unit	Mandatory units	Credit	Level
1	Basic Food Preparation and Cooking	3	1
2	Using Kitchen Equipment	1	1
3	Introduction to Food Commodities	1	1

# Assessment

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All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In Pearson BTEC Level 1 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

## Quality assurance of centres

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Pearson BTEC Level 1 Specialist qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson BTEC Level 1 Specialist qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Pearson BTEC Level 1 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

## Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

## Quality Assurance Guidance

Details of quality assurance for Pearson BTEC qualifications are set out in centre guidance which is published on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).

## Programme design and delivery

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### Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

### Resources

Pearson BTEC Level 1 Specialist qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 1 Specialist qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

## Functional skills

Pearson Level 1 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills, however do not need to be achieved as part of BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand-alone qualifications.

## Access and recruitment

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Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the

assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

## **Access arrangements and special considerations**

Pearson's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on the Pearson website ([qualifications.pearson.com](http://qualifications.pearson.com)). This policy replaces the previous Pearson policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

## **Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.



# Unit format

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Each unit has the following sections.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate.

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

## Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

### Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

### Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.



# Units

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Unit 1: Basic Food Preparation and Cooking	15
Unit 2: Using Kitchen Equipment	23
Unit 3: Introduction to Food Commodities	29



# Unit 1: Basic Food Preparation and Cooking

Unit reference number: K/502/5042

Level: 1

Credit value: 3

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## Unit aim

This unit gives learners an introduction to preparing and cooking food using wet and dry methods of cooking.

## Unit introduction

This unit helps learners to develop basic knowledge of the most common methods of cookery and then use them in preparing and cooking some simple dishes. This will enable learners to develop basic skills in practical cookery and use a range of food commodities with which they may not be familiar. Learners will be taught how to prepare and cook food in a safe and hygienic manner, as well as working safely with large and small kitchen equipment. It is essential that learners have practical experience of preparing and cooking food and creating successful dishes.

Learners are expected to review their own dishes and working methods and make suggestions for improvements. Learners will be able to use the skills developed in this unit within a domestic setting or in readiness for the world of work.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the principal methods of cooking	1.1 State the principal methods of cooking 1.2 State typical cooking methods for different commodities
2 Be able to prepare, cook and present simple dishes	2.1 Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods 2.2 Clean work areas and equipment safely and hygienically during and after preparing and cooking food 2.3 State the working practices for different cooking methods 2.4 Review own performance and make suggestions for future improvements



## Unit content

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### 1 Know the principal methods of cooking

*Methods of cooking:* boiling; grilling; deep frying; shallow frying; roasting; baking; stewing; poaching; simmering; steaming; microwaving; typical cooking methods for different commodities

### 2 Be able to prepare, cook and present simple dishes

*Preparation:* weighing and measuring; methods of preparation eg beating, chopping, creaming, grating, folding, mixing, peeling, rubbing in, stirring

*Cooking:* using a selection of cooking methods eg boiling, grilling, deep frying, shallow frying, roasting, baking, stewing, poaching, simmering, steaming, microwaving; selecting and using cooking equipment; seasoning; tasting; timing; making sure food is cooked through

*Presenting:* selecting appropriate containers and equipment; decoration; garnish

*Safe working practices:* preparing food safely to stop harmful bacteria from spreading and growing eg washing hands, separating raw food from cooked food, use of refrigerator; general safety eg opening and closing doors, carrying items and equipment, dealing with spillages, using knives; using equipment eg large equipment, small equipment, electric mixer, blender; hygiene eg maintain cleanliness of working areas, washing and drying hands before handling food, clean equipment; personal presentation eg clean uniform/apron, hair tied back, appropriate footwear, cuts and burns covered with waterproof plaster, short fingernails, no jewellery, clean hands

*Reviewing:* preparation and cooking eg working methods, equipment used, timing; quality of dishes eg appearance, taste, seasoning, colour, texture, temperature, portion size; hygiene standards; identifying improvements

## Essential guidance for tutors

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### Delivery

This unit gives learners opportunities to gain some practical cooking skills, and the main focus of the delivery should be on the practical content. There is insufficient time in the unit to develop high-level culinary skills, but learners should gain knowledge of the principal methods of cooking and be able to prepare and cook some basic dishes using a range of cookery methods.

So that learners gain the most from the practical cookery sessions, careful forward planning needs to take place. Learners should be involved with this planning so that they come well prepared for practical sessions. They should know what they are to prepare and cook and have some understanding of the recipes they are to use, as well as familiarity with the kitchen and associated equipment. The tutor should start by providing a knowledge background to the methods of cookery so that learners have a starting point to their practical work. The knowledge gained should act as a foundation to the practical cookery.

### Learning outcome 1

Learning outcome 1 is best achieved if it is delivered during formal structured lessons supported by independent learner research. Learners will need to know about cooking methods and cooking and serving equipment used to prepare, produce and present different dishes. Learners will need to know why certain foods are cooked using certain cookery methods and be able to match the most appropriate cooking method to a range of commodities and/or dishes, for example chicken: roasting, grilling; pasta: boiling as with spaghetti, baking and boiling as in lasagne; microwaving as with fish or ready prepared meals. The general principle that more expensive items often demand shorter cooking times, and cheaper items are often cooked in a long, slow manner, should be established with practical examples.

### Learning outcome 2

Learners need to be instructed in how to turn ovens, grills and deep fat fryers on and off, as well as in the safe use of mechanical equipment such as mixers and blenders. This will help reduce the risk of accidents as well as ensuring that health and safety obligations are covered.

Learners will be able to sample only some of the methods of cookery in their practice sessions due to the time constraints of the unit. It is therefore important that tutors ensure that at least four methods of cookery are covered. Because of potential serious safety issues with deep fat frying, it would be appropriate for all learners to be formally instructed in how to cook foods by this method and to practise this under supervision.

Learners should have the opportunity to practise and develop skills in different preparation methods and cooking methods on an individual basis. When planning dishes to be cooked, care must be taken so that learners have the opportunity to develop food preparation and cooking skills in line with their ability. Learners could, with guidance, choose what they cook. Learners should be encouraged to choose healthy eating options.

It would be advisable to start with simple dishes and techniques, only progressing to more advanced dishes as learners become more confident. Learners will be expected to understand how to manage their own time and contribute to the planning of their own work.

The safety and hygiene aspects of the unit must be integrated with the delivery of the unit. Learners must be encouraged to work in a clean and safe manner, as well as wear the correct personal protective clothing.

Learners must review their performance after each practical session, for example by assessing themselves in terms of whether they maintained safety and hygiene requirements, the effectiveness of the working methods used, and the overall outcome of the dish(es) produced.

**Outline learning plan**

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p><b>Know the principal methods of cooking</b></p> <p>Introduction to unit. Whole-class teaching of the methods of cookery. Tutor input and learner-led independent research. Learners could complete worksheets to match methods of cookery with foods that might be cooked by the different methods.</p>
<p><b>Assessment criteria 1.1 and 1.2.</b> Learners complete a table matching two food commodities that can be cooked using each of the different methods of cookery.</p>
<p><b>Be able to prepare, cook and present simple dishes</b></p> <p>Whole-class teaching and instruction on safe working in the practical kitchen (health and safety). Learners to be instructed on wearing personal protective equipment (PPE) and washing hands before and after handling food. Using a range of kitchen equipment, learners must be instructed in turning ovens and grills on and off and in the use of blenders and mixers. Learners need to become familiar with the kitchen layout.</p>
<p><b>Practical cookery development.</b> Five three-hour sessions for practical cookery. The tutor should plan the content of the first session. For the following sessions learners should contribute to the planning of what they will prepare and cook and two hours' planning time has been allocated. A planning exercise with learners should take place at the end of each practical. Learners will need to prepare and cook dishes using at least four different cooking methods. Learners complete a tutor-designed pro forma evaluating how they can improve their performance.</p>
<p><b>Assessment criteria 2.1, 2.2 and 2.3.</b> Practical cookery assessment. This will be evidenced by photographs and a witness statement for each learner.</p>
<p><b>Assessment criterion 2.4.</b> Completion of two written reviews identifying items that were prepared and cooked with an evaluation making suggestions for how learners' personal organisation, as well as the dishes, could be improved.</p>

## Assessment

To achieve assessment criteria 1.1 and 1.2, learners will need to identify the principal methods of cookery and match two food commodities that can be appropriately cooked by each method. Learners could achieve this learning outcome by producing a written table, or by answering verbally some structured questions from the tutor.

To achieve assessment criteria 2.1, 2.2 and 2.3, learners must prepare, cook and present simple dishes in a safe and hygienic way. Learners may choose what they cook under tutor guidance. Learners could cook a meal consisting of a main course accompanied by potatoes, rice or pasta, and a vegetable or salad. Learners must show awareness of the required work processes, safety and hygiene requirements and attempt an attractive presentation in finishing the dishes. This learning outcome may be evidenced through tutor observation and witness statements supported by some photographic evidence. It is important that documentation is retained for internal and external verification.

To achieve assessment criterion 2.4, learners must review what they have prepared and cooked, make a judgement on the end result, and identify how they could improve upon the finished dish. They must also review the practical working methods and their personal organisation. Suitable evidence could include a recording of a discussion with the tutor, supported by tutor witness statements.

## Essential resources

Learners need to have access to a fully equipped kitchen, though this does not have to be designed and equipped to professional industrial standards. Kitchens must comply with contemporary food safety procedures as required by current legislation. Surfaces should be easy to keep clean and maintain. Large equipment should be up to date, in full working order, and well maintained. An appropriate range of small equipment and utensils must be available, including service and presentation items, and there should be sufficient amounts for each learner to access the necessary items for their own use. Learners are likely to cook dishes in four portion amounts and equipment sizes should reflect this. Some basic but up-to-date recipe books must also be on hand to show how food is presented as well as describe how food is cooked. Supermarkets are a good source of information on food and commodities and this information is often free of charge. Government agencies also provide high quality information.

It is expected that centres will provide the food commodities for the practical sessions and that learners will not be required to supply their own items.

## Indicative resource materials

### Textbooks

Ceserani V, Foskett D and Kinton R – *Practical Cookery, 10th edition* (Hodder Arnold, 2004) ISBN 9780340811474

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

### Journal

*Caterer and Hotelkeeper* – Reed Business Information

**Websites**

[www.connexions-direct.com](http://www.connexions-direct.com)

Connexions Direct – information and advice for young people

[www.cookeryclub.co.uk](http://www.cookeryclub.co.uk)

Information on recipes and nutrition

[www.eatwell.gov.uk/healthydiet](http://www.eatwell.gov.uk/healthydiet)

Food Standards Agency: advice on a healthy diet

[www.food.gov.uk](http://www.food.gov.uk)

The Food Standards Agency



## Unit 2: Using Kitchen Equipment

Unit reference number: T/502/5075

Level: 1

Credit value: 1

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### Unit aim

Learners will be able to give examples of large and small kitchen equipment and describe how they are used and the safety requirements for using them. They will be able to use different kitchen equipment for routine tasks and follow correct procedures when cleaning equipment.

### Unit introduction

The aim of this unit is to provide learners with a practical introduction to large and small kitchen equipment.

Learners will be introduced to a range of large equipment found in a kitchen and will be taught how to turn equipment on and off according to correct procedures. They will be taught how to prepare and use this equipment in a safe and hygienic manner.

They will also learn how to recognise, select and use small specialist cooking utensils in a safe and hygienic way for routine culinary tasks. This will give them some basic knowledge so that they can be efficient and effective in equipment usage when they start learning practical cookery skills. Learners will also learn how to follow correct procedures when they clean equipment for re-use or storage.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about different types of kitchen equipment	1.1 Give examples of large kitchen equipment and describe how they are used 1.2 Give examples of small kitchen equipment and hand tools and describe how they are used 1.3 State the safety requirements for using kitchen equipment
2 Be able to select and use kitchen equipment	2.1 Select the correct equipment for routine tasks 2.2 Use different kitchen equipment for routine tasks safely and hygienically 2.3 Follow correct procedures when cleaning equipment



## Unit content

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### 1 Know about different types of kitchen equipment

*Large kitchen equipment:* ovens eg gas, electric, microwave; grills; deep fat fryers; electric mixers; liquidisers and blenders; food processors

*Small kitchen equipment:* knives; chopping boards

*Hand tools:* types eg potato peeler/apple corer, lemon zester, round scoops for cutting fruit, garlic crusher, kitchen scissors, whisk, rolling pin, wooden spoon

*Safety requirements:* correct procedures; identification of hazards; personal concentration; prevention of accidents

### 2 Be able to select and use kitchen equipment

*Select equipment:* equipment appropriate to the task

*Use equipment:* safe use of large equipment according to procedures; safe use of small equipment according to instructions

*Cleaning equipment:* cleaning procedures; cleaning chemicals and materials; methods of checking for cleanliness and good hygiene; correct storage

## Essential guidance for tutors

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### Delivery

This practical unit could be delivered in a number of ways, either as a stand-alone unit, or in conjunction with the Level 1 unit *Basic Food Preparation and Cooking*.

If delivered prior to *Basic Food Preparation and Cooking*, it will give learners introductory knowledge of large and small kitchen equipment before they begin cooking. Delivered in a holistic manner, at the same time as *Basic Food Preparation and Cooking*, it will provide integrated theory and practice to support practical skills.

Learners need to know examples of the most common large equipment used in a kitchen and how to safely turn on and prepare for use items such as ovens and deep fat fryers, always remembering to follow accepted safety procedures and appropriate manufacturers' instructions. Learners also need to know the importance of turning equipment off at the end of use to reduce the consumption of fuel and prevent serious safety issues such as fires. To gain this knowledge, learners need to be taught in a practical kitchen where they can have the equipment demonstrated to them and have the opportunity to experience for themselves turning on ovens, setting up a food mixer with attachments and preparing a food processor with sharp blades for use. To help with equipment recognition it would be useful for tutors to have an up-to-date selection of suppliers' equipment catalogues to hand.

Learners need to be instructed in how to use, sharpen and maintain professional knives and how to clean and sanitise chopping boards to prevent cross-contamination and possible food poisoning. Learners must also be instructed in how to use a variety of other small kitchen equipment in such a way as to make efficient use of time when preparing and cooking food, and how to avoid accidents. This is best achieved in a practical situation where learners have the opportunity to practise using the tools and equipment. It is important for tutors to reinforce the safety aspects.

Learners need to know how to select the correct equipment for routine tasks, as well as to be able to use different equipment in a safe and hygienic manner. This aspect of the unit is best achieved within a practical situation and it is expected that learners will develop these skills over a period of time. The unit content will act as an introduction to the skills. Demonstration and practice areas for each item of small equipment could be set up around a kitchen, and learners could move from table to table learning how to use each item.

As well as using large and small equipment, learners need to know how to clean equipment so that it is ready for use the next time it is needed. Correct procedures need to be followed for safety, especially for equipment with sharp blades such as knives and food processors and equipment that may be very hot. Care must be taken with the use of water with items that are connected to the electricity supply. Detachable items such as blades or whisks need to be correctly stored to prevent damage or loss, as do professional knives.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p><b>Know about different types of kitchen equipment</b></p> <p>Whole-class, tutor-led input, instructing learners in the recognition and use of large-scale kitchen equipment. Identification of safety requirements. These sessions should be taught in a practical kitchen.</p>
<p>Whole-class, tutor-led input, instructing learners in the recognition and use of small-scale kitchen equipment. Identification of safety requirements. These sessions should be taught in a practical kitchen.</p>
<p><b>Assessment criteria 1.1 and 1.2.</b> Learners produce notes showing that they recognise and know how to use two small items and two large items of equipment.</p>
<p><b>Assessment criterion 1.3.</b> Learners build on assessment criteria 1.1 and 1.2 by adding the safety requirements that need to be complied with when using the items they have selected.</p>
<p><b>Be able to select and use kitchen equipment</b></p> <p>Learner practical activity. Learners select and use kitchen equipment and show that they can clean items appropriately and store them away after use. Learners can also show understanding and undertake some aspects of the assessment when they are being introduced to the equipment. Tutors will need to prepare an appropriate pro forma to record learners' assessments.</p>
<p><b>Assessment criteria 2.1, 2.2 and 2.3.</b> Learners need to demonstrate that they can use equipment safely to complete two routine kitchen tasks. This aspect of the unit could be assessed when learners are undertaking their practical cookery unit. Tutors need to design an appropriate pro forma to record evidence. Witness statements are appropriate evidence.</p>

## Assessment

To achieve assessment criteria 1.1 and 1.2, learners must show that they recognise and know how to use at least two items of large kitchen equipment and at least two items of small kitchen equipment. This could be evidenced by learner notes, supported by pictures sourced from the internet, or hard copies of equipment suppliers' catalogues. Learners should describe how to use the equipment. Tutor witness testimonies would be a good way of recording extra evidence.

For assessment criterion 1.3, learners must state the safety requirements for each of the items of kitchen equipment selected for assessment criteria 1.1 and 1.2. They could be asked by the tutor to state the safety requirements when actually using the equipment in a practical situation.

For assessment criteria 2.1, 2.2 and 2.3, learners need to demonstrate in a practical situation that they can select and use the correct equipment for at least two routine tasks in a safe and hygienic way, for example: peeling and chopping vegetables with appropriate knives, whisking items or combining ingredients in a bowl with tools, slicing a cucumber using an electric food processor. Learners also need to demonstrate that they can follow correct procedures when cleaning equipment, especially for those that have sharp blades or attachments. This may be evidenced by witness testimonies. There is some overlap with assessment criterion 1.3 and this could be achieved at the same time as learners demonstrate that they can correctly use tools and equipment.

## Essential resources

Learners need access to a practical kitchen equipped with an up-to-date range of large and small equipment.

## Indicative resource materials

### Textbooks

Ceserani V, Foskett D and Kinton R – *Practical Cookery, 10th edition* (Hodder Arnold, 2004) ISBN 9780340811474

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

### Journal

*Caterer and Hotelkeeper* – Reed Business Information

### Websites

There are no specific sites identified for this unit. A search of equipment manufacturers and suppliers for the hospitality industry will produce a list of useful websites.

# Unit 3: Introduction to Food Commodities

Unit reference number: A/502/5059

Level: 1

Credit value: 1

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## Unit aim

This unit will give the learner an introduction to food commodities and where to find and store them safely and hygienically. Food commodities are the types of food used in food preparation and cooking.

## Unit introduction

This unit will give learners an introduction to the wide variety of different foods and ingredients, known as commodities, that can be used in a catering/hospitality organisation. Learners will have opportunities to see and sample food items, some of which they may not be familiar with. They will also be able to find out about the main food categories and how to store them.

Learners will develop an understanding of the suppliers and purchasing arrangements available to catering or hospitality organisations, the benefits of each type of supplier and the most appropriate types of supplier for particular businesses.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the main food commodities	1.1 Describe the main types of food commodity
2 Know where the main commodities can be obtained	2.1 State where different commodities can be obtained 2.2 State the benefits of using different suppliers of commodities in different settings
3 Know how the main food commodities should be stored	3.1 State safe and hygienic storage methods for the main food commodities

## Unit content

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### 1 **Know the main food commodities**

*Food commodities:* meat; fish; fruit; vegetables; dairy produce; dry goods; tinned and bottled goods

*Food categories:* fresh; chilled; frozen; pre-cooked

### 2 **Know where the main commodities can be obtained**

*Types of supplier:* wholesale; retail; specialised; local; market; cash and carry

*Benefits of different suppliers:* eg quality of commodities, distance travelled by commodity from source; costs, account arrangements, delivery arrangements, availability of items, size of packaging, convenience of use

### 3 **Know how the main food commodities should be stored**

*Storage methods:* chiller; refrigerator; freezer; dry store

*Additional equipment:* eg containers, trays, cling film, storage bags, aluminium foil, greaseproof paper

## Essential guidance for tutors

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### Delivery

This unit could act as a foundation to the Level 1 unit *Basic Food Preparation and Cooking*, so that learners gain some background knowledge about the food they are preparing and cooking prior to commencing any practical work.

Delivery of the unit should be as practical as possible. For example, learning outcome 1 requires learners to gain knowledge of the main types of food and ingredients, known as commodities. They could be shown samples of as wide a range of items as possible and given opportunities to feel, smell and taste them, especially those with which they may not be familiar. They could also help to prepare these items for tasting. Vegetables and fruit and tinned and dried items lend themselves well to a sampling exercise. A simple table or pro forma could be completed by learners to record the main characteristics of foods sampled.

Visits could also be arranged, for example to a well-stocked supermarket, or a specialist supplier, such as fruit and vegetable supplier, or a cash and carry. Learners will then be able to see at first hand the wide range of items available, as well as the way in which they are packaged and supplied to the hospitality industry.

Learners also need to know that food commodities may be categorised into different types according to the method of preservation used. This can be highlighted when they are looking at the range and types of foods available. Learners should understand, for example, that fish can be bought by a hospitality business either in a fresh, chilled, frozen or canned form. They should be able to give examples of the types of fish in each category.

In learning outcome 2, learners need to know the main types of supplier that are used by the hospitality and catering industry. Only a brief overview of each type of supplier and their main characteristics is required, identifying the benefits of each.

Learners then need to use their knowledge about suppliers and relate it to how businesses might buy food and commodities, giving examples of where different types of food items may be purchased. An example might be that a small guesthouse would choose to use a cash and carry as it represents the most convenient and economic way for a small business to buy food and commodities. Whole-class teaching and discussion could cover this aspect of the unit.

Learners will need to know how to safely and hygienically store food and commodities. It is not necessary to cover the legal aspects in detail, though learners should be introduced to the fact that there are legal requirements that must be adhered to. Learners should be provided with examples of good practice concerning food storage, which they can then use in their practical work. They need to know how to store the main types of commodities, for example fresh meat should be kept in a refrigerator.



## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p><b>Know the main food commodities</b></p> <p>Whole-class, tutor-led input about meat, fish, fruit, vegetables, dairy produce, dry goods, tinned and bottled goods. Identification of the main food categories: fresh, chilled, frozen, pre-cooked. Learners could sample some of the less common food items.</p>
<p><b>Know where the main commodities can be obtained</b></p> <p>Whole-class, tutor-led input about the types of supplier and how to choose an appropriate supplier for different commodities. How to choose a supplier according to the type of hospitality business.</p>
<p>Visit to a local supplier. A visit to show the size and scale of a commercial supplier and how they deliver commodities to a hospitality business.</p>
<p><b>Know how the main food commodities should be stored</b></p> <p>Whole-class, tutor-led input about the storage methods used in a hospitality business for the range of commodities, eg chiller, refrigerator, freezer, dry store. Learners to be instructed how to wrap foodstuffs for safe and hygienic storing in the kitchen.</p>
<p><b>Assessment criteria 1.1, and 3.1.</b> Learners complete a table identifying the main commodities and the correct way in which to store them.</p>
<p><b>Assessment criteria 2.1, and 2.2.</b> Learners identify the main types of suppliers used by the hospitality industry and state the benefits of each type of supplier for different settings. Learners complete a table for this assessment.</p>

### Assessment

To achieve assessment criteria 1.1 and 3.1, one piece of work would be sufficient to cover both. Learners will need to identify the main food commodities and state the correct storage methods used within a hospitality and catering business for each of the main food commodities. Evidence could be produced in a table format or a written description for each commodity, identifying the correct, safe and hygienic storage methods. Learners need to show that they can apply their knowledge to a practical situation.

For assessment criteria 2.1 and 2.2, learners need to state where different commodities can be obtained or purchased by identifying the main types of supplier used by a hospitality and catering business, and state the benefits of each type of supplier for different settings. This may be achieved by a piece of written work or answers given to questions evidenced by a witness testimony from the tutor.

### Essential resources

Learners will need to be able to see and sample some commodities such as vegetables and fruit. A visit to a well-stocked supermarket or a specialist supplier could provide useful learning opportunities.

### Indicative resource materials

#### Textbook

Ovenden F, Horne S, Holmes S and Wilson P – *BTEC First in Hospitality 2007* (Heinemann, 2008) ISBN 9780435465285

#### Websites

<a href="http://www.cookeryclub.co.uk">www.cookeryclub.co.uk</a>	Information on recipes and nutrition
<a href="http://www.eatwell.gov.uk/healthydiet">www.eatwell.gov.uk/healthydiet</a>	Food Standards Agency: advice on a healthy diet
<a href="http://www.food.gov.uk">www.food.gov.uk</a>	The Food Standards Agency

## Further information and useful publications

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### **Additional resources**

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

# Professional development and training

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Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

## **BTEC training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

## **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)





## Annexe A

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### The Pearson qualification framework for the hospitality industry

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
7			Pearson BTEC Level 7 Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
5		Pearson BTEC Level 5 HND Diploma in Hospitality Management		
4		Pearson BTEC Level 4 HNC Diploma in Hospitality Management		

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3		Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Hospitality	Pearson BTEC Level 3 Certificate in Food and Beverage Service Pearson BTEC Level 3 Certificate in Front Office Operations Pearson BTEC Level 3 Certificate in Hospitality Customer Relations Pearson BTEC Level 3 Certificate in Hospitality Small Business Operations Pearson BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)	Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership



Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2		Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Hospitality	<p>Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Service)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Beverage Service)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Housekeeping)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)</p>	<p>Pearson Edexcel Level 2 NVQ Diploma in Food and Beverage Service</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Beverage Service</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Food Service</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Food Production and Cooking</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Front of House Reception</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Housekeeping</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Hospitality Services</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Kitchen Services</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking)</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine)</p>

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
			<p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Food Preparation and Cooking)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Bangladeshi Cuisine)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Thai Cuisine)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Chinese Cuisine)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Indian Cuisine)</p>	<p>Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine)</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine)</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine)</p>

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
			Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services)	

Level	General qualifications	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
1		<p>Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry</p> <p>Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry</p> <p>Pearson BTEC Level 1 Award in General Front Office Operations</p> <p>Pearson BTEC Level 1 Award in General Housekeeping Operations</p> <p>Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry</p> <p>Pearson BTEC Level 1 Certificate in General Food and Beverage Service</p> <p>Pearson BTEC Level 1 Certificate in General Cookery</p>	<p>Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry</p> <p>Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry</p> <p>Pearson BTEC Level 1 Award in General Front Office Operations</p> <p>Pearson BTEC Level 1 Award in General Housekeeping Operations</p> <p>Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry</p> <p>Pearson BTEC Level 1 Certificate in General Food and Beverage Service</p> <p>Pearson BTEC Level 1 Certificate in General Cookery</p>	<p>Pearson Edexcel Level 1 NVQ Certificate in Hospitality Services</p> <p>Pearson Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking</p> <p>Pearson Edexcel Level 1 NVQ Certificate in Food and Beverage Service</p> <p>Pearson Edexcel Level 1 NVQ Certificate in Accommodation Services</p>
Entry			<p>Pearson BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3)</p> <p>Pearson BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3)</p>	

# Annexe B

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## Wider curriculum mapping

Pearson BTEC Level 1 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

### **Spiritual, moral, ethical, social and cultural issues**

Throughout the delivery of this qualification learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

### **Citizenship**

Learners undertaking this qualification will have the opportunity to develop their understanding of citizenship issues.

### **Environmental issues**

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

### **European developments**

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

### **Health and safety considerations**

Health and safety is embedded within all the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

### **Equal opportunities issues**

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.



## Annexe C

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### National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 1 Award in Basic Cooking Skills against the underpinning knowledge of the endorsed pathways of the Level 1 NVQs in Hospitality.

#### KEY

# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

NVQs	Units		
	1	2	3
Level 1 NVQ in Hospitality: Quick Service	#		
Level 1 NVQ in Hospitality: Food Preparation and Cooking	#	#	





## Annexe D

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### Mapping to Level 1 functional skills

Level 1	Unit number		
English – Speaking and listening	1	2	3
Take part in formal and informal discussions/exchanges	#	#	#
English – Reading			
Read and understand a range of texts	#	#	#
English – Writing			
Write documents with which to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience			

Level 1	Unit number		
Mathematics	1	2	3
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non routine	#	#	#
Identify and obtain necessary information to tackle the problem	#	#	#
Select and apply mathematics in an organised way to find solutions to practical problems for different purposes	#	#	#
Use appropriate checking procedures at each stage	#	#	#
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations	#	#	#

Level 1	Unit number		
ICT – Use ICT systems	1	2	3
Interact with and use an ICT systems independently to meet needs			
Use ICT to plan work and evaluate their use of ICT systems			
Manage information storage			
Follow and understand the need for safety and security practices			
ICT – Find and select information			
Select and use a variety of sources of information independently to meet needs	#	#	#
Access, search for, select and use ICT based information and evaluate its fitness for purpose	#	#	#
ICT – Develop, present and communicate information			
Enter, develop and format information to suit its meaning, and purpose including: text and tables, images, numbers, graphs, records			
Bring together information to suit content and purpose			
Present information in ways that are fit for purpose and audience			
Evaluate the selection and use of ICT tools and facilities used to present information			
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively			

# Annexe F

## Glossary of accreditation terminology

The following information about this qualification can also be found on the Pearson website.

<b>Accreditation start/end date</b>	The first/last dates that Pearson can register learners for a qualification.
<b>Certification end date</b>	The last date on which a certificate may be issued by Pearson.
<b>Credit value</b>	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
<b>Guided Learning Hours (GLH)</b>	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
<b>Learning Aims Database</b>	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
<b>Learning Aim Reference</b>	Unique reference number given to the qualification by the funding authorities on accreditation.
<b>Level</b>	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
<b>Performance tables</b>	This/these qualifications is/are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
<b>Qualifications Number (QN)</b>	Unique reference number given to the qualification by the regulatory authorities on regulation.
<b>Register of Regulated Qualifications</b>	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
<b>Section 96</b>	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
<b>Title</b>	The accredited title of the qualification.



## Annexe G

### BTEC Specialist and Professional qualifications

<b>BTEC qualifications on the NQF</b>	<b>Level</b>	<b>BTEC Specialist and Professional Qualifications</b>	<b>BTEC qualification suites</b>
<b>BTEC Level 7 Advanced Professional Qualifications</b> BTEC Advanced Professional Award, Certificate and Diploma	7	<b>BTEC Level 7 Professional Qualifications</b> BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 6 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	6	<b>BTEC Level 6 Professional Qualifications</b> BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 5 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	5	<b>BTEC Level 5 Professional Qualifications</b> BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 5 Higher Nationals</b> BTEC Level 5 HND Diploma
<b>BTEC Level 4 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	4	<b>BTEC Level 4 Professional Qualifications</b> BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 4 Higher Nationals</b> BTEC Level 4 HNC Diploma
<b>BTEC Level 3 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	3	<b>BTEC Level 3 Specialist Qualifications</b> BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 3 Nationals</b> BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

<b>BTEC qualifications on the NQF</b>	<b>Level</b>	<b>BTEC Specialist and Professional Qualifications</b>	<b>BTEC qualification suites</b>
<b>BTEC Level 2 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	2	<b>BTEC Level 2 Specialist Qualifications</b> BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 2 Firsts</b> BTEC Level 2 Certificate, Extended Certificate and Diploma
<b>BTEC Level 1 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	1	<b>BTEC Level 1 Specialist Qualifications</b> BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 1 Qualifications</b> BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	<b>BTEC Entry Level Specialist Qualifications</b> BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	<b>BTEC Entry Level Qualifications (E3)</b> BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

**NQF** = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

<b>Qualification sizes</b>	
<b>Award</b>	1-12 credits
<b>Certificate</b>	13-36 credits
<b>Diploma</b>	37+ credits

**September 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)**

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