



Jersey Progression Qualification in Culinary Skills and Restaurant Services

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States of Jersey and Highlands College

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Section A

Qualification:

Context and

Regulations

Introduction

The Jersey Progression Qualification (JPQ) was introduced at Highlands College in September 2016 as a pilot project. The development of this qualification at level 2 has significantly improved the life chances of young people by ensuring that a greater proportion of school leavers progress from level 1 achievement at school to level 2 courses in the college. In 2014, 20.4% of full-time students were enrolled on level 1 or entry level qualifications. In 2017, since the introduction of the Jersey Progression Qualification, this has reduced significantly to 5.9% of full-time students on level 1/entry courses.

The Jersey Progression Qualification provides a coherent framework for teaching, learning and assessment that will inspire and motivate young people, post 16, who have not met the minimum school leaving attainment level of GCSE grade C or grade 4 or above in five subjects (or an equivalent pass or higher in a comparable level 2 vocational qualification). For the majority of jobs in occupations which require a technical qualification, the minimum requirement is a level 2 technical qualification. For higher education and those occupations requiring a general qualification, the minimum requirement is a level 3 general qualification.

The primary purpose of the **Jersey Progression Qualification** is to enable young people aged 16-18 to develop the knowledge and skills, commensurate with the school leaving threshold of level 2, that will enable them to progress to the industry standard qualifications in a technical, professional or academic subject area. Students that have yet to achieve a result at level 2, continue with English and maths at GCSE level alongside the Jersey Progression Qualification.

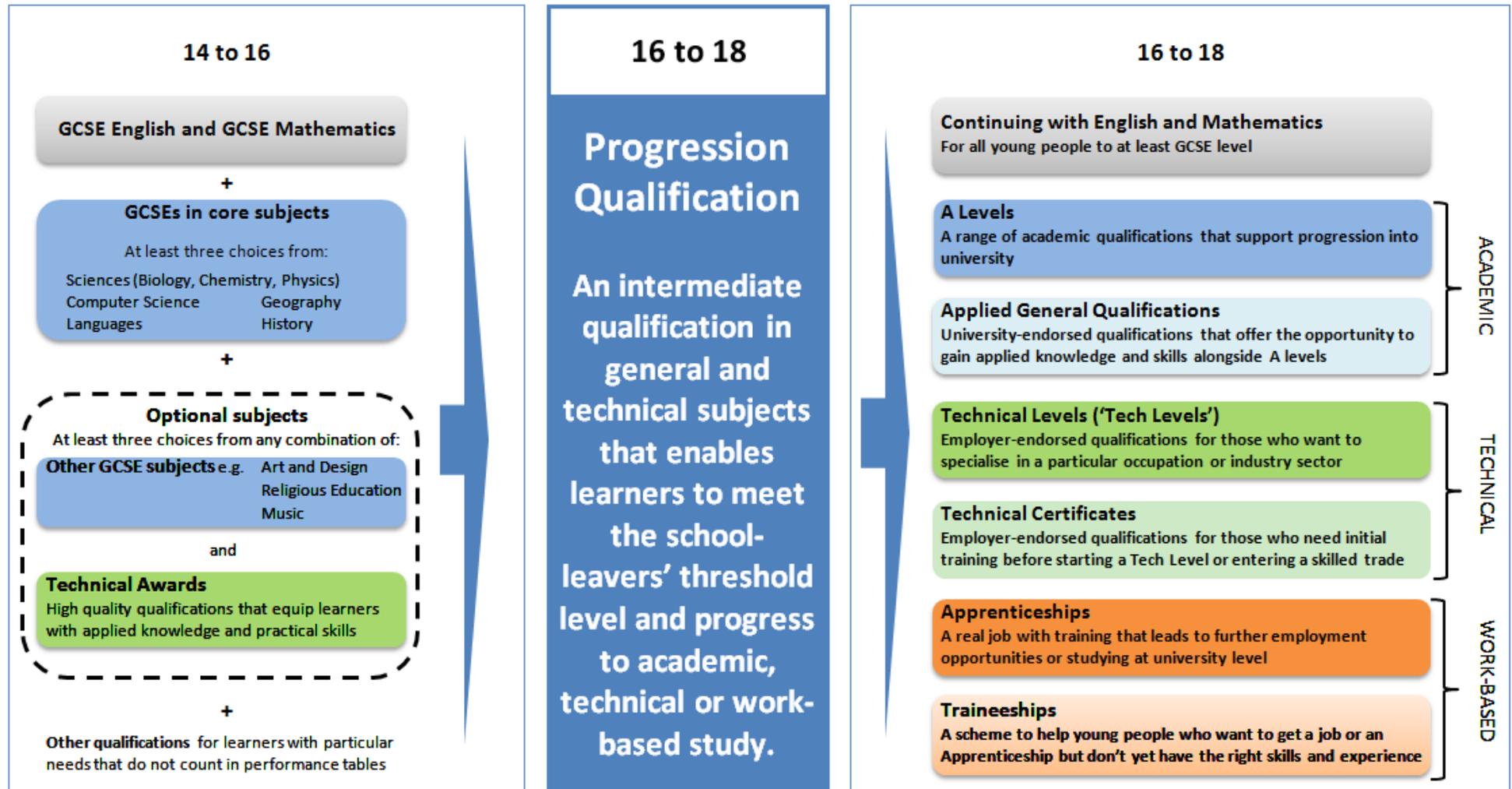
The Jersey Progression Qualification is designed as a 'bridging course', between school leaving qualifications and recognised post-16 qualifications, that have transportability, both on and off the island, to further training, employment or higher education. The development and implementation of the **Jersey Progression Qualification** pre-empted the recommendation of the Sainsbury Report into Technical Education ¹ to introduce a *transition year* that will serve a very similar purpose in England from 2020. At Key Stage 4, the Jersey Curriculum has adopted and adapted the English National Curriculum and this approach has followed through into Key Stage 5.

The Jersey Progression Qualification has been developed with the support of the States of Jersey Department of Education and in partnership with the awarding body NCFE. It is intended to develop transferable skills and knowledge through an applied subject and with reference to a realistic working environment. The qualification will provide the means by which young people can develop the level of knowledge, skills and understanding necessary in order to progress to one of the recognised further education routes outlined in the diagram on the following page.

1

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Education.pdf

New Routes to University, an Apprenticeship or Employment



About this qualification

The Level 2 Jersey Progression Certificate and Jersey Progression Diploma is regulated by the States of Jersey Education Department and accredited by the NCFE awarding body.

- The Progression Certificate is equivalent to **two** GCSEs at grades A* to C (or grades 4 to 9) in terms of standard, level of content and period of study (240 guided learning hours).
- The Progression Diploma is equivalent to **four** GCSEs at grades A* to C (or grades 4 to 9) in terms of standard, level of content and period of study (480 guided learning hours).

The Jersey Progression Qualification has fourteen subject lines which are in:

- 1) Automotive Studies
- 2) Art and Design
- 3) Building Services
- 4) Building Trades
- 5) Business
- 6) Childcare and Education
- 7) Computing
- 8) Culinary Skills and Restaurant Service
- 9) Hair and Beauty
- 10) Health and Social Care
- 11) Mechanical Engineering and Welding Studies
- 12) Media
- 13) Performing Arts
- 14) Sport.

Qualification purpose

The Jersey Progression Qualification enables learners to develop skills, knowledge and understanding in a technical or general vocational subject area. It is for learners who are motivated and challenged by learning through hands-on experiences. The qualification will allow learners to gain practical skills in one of 14 subject areas as well as gain and interpret knowledge of that subject area. It is aimed at school leavers, with an interest in the subject, as a way of extending their general level of education and motivating them to succeed as independent learners.

The Jersey Progression Qualification provides an introduction to an industry-related sector and enables learners to acquire, develop and apply the skills and knowledge required for further academic and/or technical study. Transferable skills that prepare young people for satisfying working and social lives are a core component in the way that the qualification is delivered. Throughout the course learners will be:

- reviewing their own and others' work
- developing and honing their communication skills
- gaining valuable work experience
- developing their personal and social skills
- planning and experimenting with ideas
- working collaboratively with others
- fully aware of health and safety requirements.

The Jersey Progression Qualification is designed so that learners can improve their level of general qualification through a work-related subject. It will enhance their cognitive skills and develop their practical skills so that they are more likely to be successful in achieving level 2/3 technical qualifications or level 3 general qualifications when they progress. Learners without at least a grade C or grade 4 in maths and English at GCSE will take these subjects alongside the Progression Qualification.

Entry guidance

There are no specific recommended prior learning requirements for this qualification. It should be accessible for post-16 learners who are able to demonstrate an aptitude for and an interest in the particular technical and professional area. An indicator for learners likely to achieve the Diploma within one year is prior achievement in at least 5 GCSEs at grades E to C (or 2 to 4) and/or level 1 (120 guided learning hours) vocational equivalent qualifications. Learners with a mixture of GCSE grades from D to G are more likely to achieve the Certificate in one year.

Qualification structure

The Jersey Progression Certificate and **Jersey Progression Diploma** reflect the range and depth of subject matter and skills that need to be taught at pre-technical level or pre-advanced general level.

The Jersey Progression Qualification is structured so that the smaller **Jersey Progression Certificate** is 'nested' within the larger **Jersey Progression Diploma**.

The Jersey Progression Certificate requires learners to achieve **five units**, **two** of which must be **core** units and **the Jersey Progression Diploma** requires learners to achieve a further **five units**, **two** of which must be **core** units.

The Jersey Progression Certificate is a standalone five-unit qualification. **The Jersey Progression Diploma** is a ten-unit qualification which has the Jersey Progression Certificate 'nested' within it.

The sequencing of units is at the discretion of the course team, but the synoptic units (units 1 and 3) should normally be taught and assessed subsequent to the teaching and assessment of the other units.

The content and assessment of a unit is designed to be covered in 48 guided hours. **The Jersey Progression Certificate**, structured around five units, requires **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing. The 240 guided hours gives equivalency to 2 GCSEs in terms of the time required to acquire knowledge, understanding and skills at level 2.

The Jersey Progression Diploma builds on the five unit structure of the Jersey Progression Certificate and requires a further **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing. The 240 guided hours from the Jersey Progression Certificate plus the additional 240 guided hours that make up the Jersey Progression Diploma (total 480 guided hours) gives equivalency to 4 GCSEs in terms of the time required to acquire knowledge, understanding and skills at level 2.

JERSEY PROGRESSION QUALIFICATION STRUCTURE							
1 or 3	CORE UNIT	48 hours	P L U S	1 or 3	CORE UNIT	48 hours	
2 or 4	CORE UNIT	48 hours		2 or 4	CORE UNIT	48 hours	
5	Any THREE option units	48 hours		8	Any THREE option units	48 hours	
6		48 hours		9		48 hours	
7		48 hours		10		48 hours	
Total Guided Hours		240			Total Guided Hours		240
JERSEY PROGRESSION CERTIFICATE					JERSEY PROGRESSION DIPLOMA		

The assessment opportunities in the **Jersey Progression Certificate** and **Jersey Progression Diploma** are designed to enable learners to demonstrate that they:

- a) have acquired the taught skills to an expected minimum level
- b) have gained sufficient practical and theoretical knowledge of the technical and professional area
- c) can demonstrate their understanding of the subject content
- d) are aware of what is required by the sector in which they are interested
- e) can behave appropriately when working within the specific technical and professional area.

To be awarded **the Level 2 Jersey Progression Certificate**, learners are required to successfully complete **two core units** and **three option units**. Learners must successfully demonstrate their achievement of all learning outcomes in the required units as detailed in this qualification specification. Unit certificates can be awarded to learners who have not achieved the full qualification, but who have achieved at least one unit.

To be awarded **the Level 2 Jersey Progression Diploma**, learners are required to successfully complete a further **two core units** and a further **three option units**. Learners must successfully demonstrate their achievement of all learning outcomes in the required units as detailed in this qualification specification.

Grading

The Jersey Progression Certificate and Diploma are graded qualifications. The grades for individual units are recorded on the final certificate, but there is **one** overall grade of Pass, Merit, Distinction, or Distinction* awarded for the Certificate and a **second** overall grade of Pass, Merit, Distinction, or Distinction* awarded for the Diploma. The grade of Distinction* is awarded if all the units are achieved at Distinction level.

Grading descriptors for each learning outcome and each unit have been included in this qualification specification. Assessors must be confident that all the learning outcomes have been evidenced and met by the learner in order to pass the unit. Assessors will judge the evidence produced by the learner to determine the grade for the unit.

Pass, Merit and Distinction Grades are awarded for the **Jersey Progression Certificate** at unit level and these are converted to **one** overall grade for the five units (2 core and 3 option) that contribute to the award of this qualification.

Similarly, Pass, Merit and Distinction Grades are awarded for the remaining five units that make up the **Jersey Progression Diploma** at unit level and these are converted to a **second** overall grade for the qualification for the remaining five units (2 core and 3 option) that contribute to the award of this qualification.

The Jersey Progression Certificate is awarded with **one** overall grade of Pass, Merit, Distinction or Distinction*.

The Jersey Progression Diploma is awarded with the **one** overall grade of Pass, Merit, Distinction or Distinction* achieved through the units that make up the Certificate and a **second** overall grade of Pass, Merit, Distinction or Distinction* achieved through the remaining units that make up the Diploma.

Distinction* is only awarded where all units are achieved at Distinction level.

Unit grading

The grading descriptors for each unit are included in the qualification specification. Grading descriptors are written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. Grading is initially carried out at the learning outcome level.

Assessors must firstly be confident that all the Pass descriptors have been met for a learning outcome.

For example:

Pass:	LO1: Describes some characteristics and benefits of good customer service and some elements of legal requirements
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Assessors can then move on to decide if the Merit descriptors have been met for the learning outcome.

For example:

Merit:	LO1: Describes a range of good customer service characteristics and benefits citing some examples and a range of legal requirements
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If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met for the learning outcome.

For example:

Distinction:	LO1: Describes a wide range of good customer service characteristics, benefits and legal requirements citing examples for each one
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Each unit has three grades which are equally weighted. If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved (NYA) must be awarded for the unit.

Overall unit grade

The overall unit grade is determined by the highest average grade across the three learning outcomes. The overall unit grade will be determined from the following table:

LO1	LO2	LO3	Overall
P	P	P	P
P	P	M	P
P	P	D	M
P	M	P	P
P	M	M	M
P	M	D	M
P	D	P	M
P	D	M	M
P	D	D	M
M	P	P	P
M	M	M	M
M	M	P	M
M	M	D	M
M	D	D	D
M	P	M	M
M	P	D	M
M	D	D	D
D	P	P	M
D	M	M	M
D	M	P	M
D	M	D	D
D	D	M	D
D	D	D	D
D	P	M	M
D	P	D	M

Pass is a minimum requirement for all learning outcomes

Pass only criteria

When a learning outcome is **PASS** only, for example LO1, the criterion for LO1 applies to MERIT and DISTINCTION and the grade for LO1 defaults to the highest grade achieved for LO2 or LO3 in order to determine the overall unit grade.

For example:

	PASS	MERIT	DISTINCTION	Grade awarded
LO1	PASS ONLY	PASS ONLY	PASS ONLY	Defaults to DISTINCTION
LO2			Meets Distinction Criterion	DISTINCTION
LO3		Meets Merit Criterion		MERIT
LO1 = D; LO2 = D; LO3 = M (DDM = D)				DISTINCTION

A further example, where LO3 is pass only:

	PASS	MERIT	DISTINCTION	Grade awarded
LO1		Meets Merit Criterion		MERIT
LO2		Meets Merit Criterion		MERIT
LO3	PASS ONLY	PASS ONLY	PASS ONLY	Defaults to MERIT
LO1 = M; LO2 = M; LO3 = M (MMM = M)				MERIT

Qualification grading

The final grade for the qualification is based on the unit grades - Pass, Merit, and Distinction. It is arrived at according to the table below which shows how the combination of unit grades is aggregated to form the overall qualification grade for the Certificate and the Diploma.

An awarding panel will meet before the final grades are submitted to NCFE to consider special considerations and extenuating circumstances.

The **highest** possible grade is determined first. Units 1, 2, 3 and 4 are the **core** units of the qualification. Units 1 and 3 contain synoptic elements, unit 2 contains essential knowledge and skills and unit 4 is the **Working in the Industry** unit which is common to all subject strands. Units 5 and above are all option units. The **highest** overall grade is determined by:

1. Selecting the highest grade achieved for unit 1 or 3
2. Selecting the highest grade achieved for unit 2 or 4
3. Selecting the **three** highest grades achieved from the option units.

For example:

This is a candidate grade profile for all 10 units:

1	2	3	4	5	6	7	8	9	10
P	M	M	D	P	M	P	D	D	M

1. Between units 1 and 3, the highest grade achieved is for Unit 3: **MERIT**
2. Between units 2 and 4, the highest grade achieved is for Unit 4: **DISTINCTION**
3. The **three** highest grades achieved from the option units are for Units 8, 9 and 6 or 10: **DISTINCTION; DISTINCTION; MERIT.**

The five **highest** grades achieved in this example (arranged in the order with lowest grades first) are:

A	B	C	D	E
M	M	D	D	D

The final **highest** overall grade is aggregated according to the table below:

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	P	P	P
M	M	M	M	M	M
D	D	D	D	D	D*
P	P	P	P	M	P
P	P	P	P	D	P
P	M	M	M	M	M
M	M	M	M	D	M
P	D	D	D	D	D
M	D	D	D	D	D
P	P	P	M	M	P
P	P	P	D	D	M
P	P	M	M	M	M
M	M	M	D	D	M
P	P	D	D	D	M
M	M	D	D	D	D
P	P	P	M	D	M
P	M	M	M	D	M
P	M	D	D	D	M
P	P	M	M	D	M
P	P	M	D	D	M
P	M	M	D	D	M

These two grade profiles are only one grade different from the higher grade and should be reviewed at awarding.

From the table above, the example of a grade profile of **MMDDD** works out as an overall grade of **Distinction**.

A	B	C	D	E	OVERALL GRADE
M	M	D	D	D	D

Where **five** appropriate units have been achieved but less than 10 units have been fully achieved, just the Jersey Progression Certificate is awarded and the highest grade (Distinction, in this example) will be recorded on the certificate. A unit certificate for any additional units above the five used to grade the Certificate but fewer than five to contribute towards a Diploma will be issued. Where fewer than five units overall have been achieved, just a unit certificate will be awarded for the units achieved.

Once the **highest** overall grade has been determined, the remaining five units can be used to determine the **second overall grade** for the **Jersey Progression Diploma**. Using the example from above, the remaining unit grades that can be used to calculate the second overall grade are:

1	2	5	7	10
P	M	P	P	M

Rearranged in grade order, with the lowest first, gives a grade profile of **PPPM**. Using the final overall grade table from above, the **second overall grade** is a **Pass**.

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	M	M	P
These two grade profiles are only one grade different from the higher grade and should be reviewed at awarding.					

From the overall grade table, it will be noted that this particular profile is highlighted in red because it is a borderline grade. At the awarding stage there is an opportunity to review the grades for the units with a pass to ensure that the assessment is secure.

Where the learner has achieved ten units, as in the example above, they will receive **one overall grade** for the **Jersey Progression Certificate** and a **second overall grade** for the **Jersey Progression Diploma**. In the example above, the overall grades are Pass and Distinction. Where one grade is higher than the other, the lower grade should be assigned to the Jersey Progression Certificate (Pass) and the higher grade to the Jersey Progression Diploma (Distinction).

Distinction* (star) is awarded where all of the grades for the Certificate are Distinction. Double Distinction*(star) is awarded where all 10 units are graded Distinction.

Overall grading descriptors

Not Yet Achieved

The learner will not meet all the learning outcomes and will not have enough work or evidence of progress available to allow a valid judgement to be made.

Pass

To achieve a Pass grade the learner will meet all the requirements as set out in the assessment criteria for each unit. They will make some effort to apply knowledge, and have some understanding of key concepts, but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials, but this may be uneven in application. Their evidence will show some degree of planning, organisational and investigatory skills, but may be lacking in structure.

The learner will have completed the tasks to the minimum standard for a level 2 qualification.

Merit

To achieve a Merit grade the learner will meet all the requirements as set out in the assessment criteria for each unit to the required standard. They will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. Their evidence will show planning, organisation and investigatory skills in a clear and logical way.

The learner will have completed the tasks in a manner exceeding the minimum standard for a level 2 qualification.

Distinction

To achieve a Distinction grade the learner will meet all the requirements as set out in the assessment criteria for each unit to a high standard. They will demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. They will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. Their evidence will be appropriately contextualised showing planning, organisation and investigatory skills in a well-structured and thorough way.

The learner will have shown a high degree of motivation, ability and commitment and will have completed the tasks effectively in a manner far exceeding the minimum standard for a level 2 qualification.

Distinction* (Star)

The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work for a level 2 qualification.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification. The assessment for the **Jersey Progression Qualification** is unit based. Each unit requires the learner to demonstrate that they have met the learning outcomes. Learning outcomes are assessed through a portfolio of evidence which can take a number of different forms. The assessment methods used are appropriate to the type of learning activity and tasks prescribed in the unit.

Assessment methods include:

- Assignments
- Project based work
- Written tests or examinations
- Practical tests or examinations
- Lecturer/assessor observation
- Audio/video recorded activities
- Interviews or a viva
- On-line assessment
- Portfolio of documentation
- Sketchbooks
- Video/audio diaries
- Workbooks
- Use of blogs or discussion forums
- Employer or customer/client feedback.

Course-based assessment

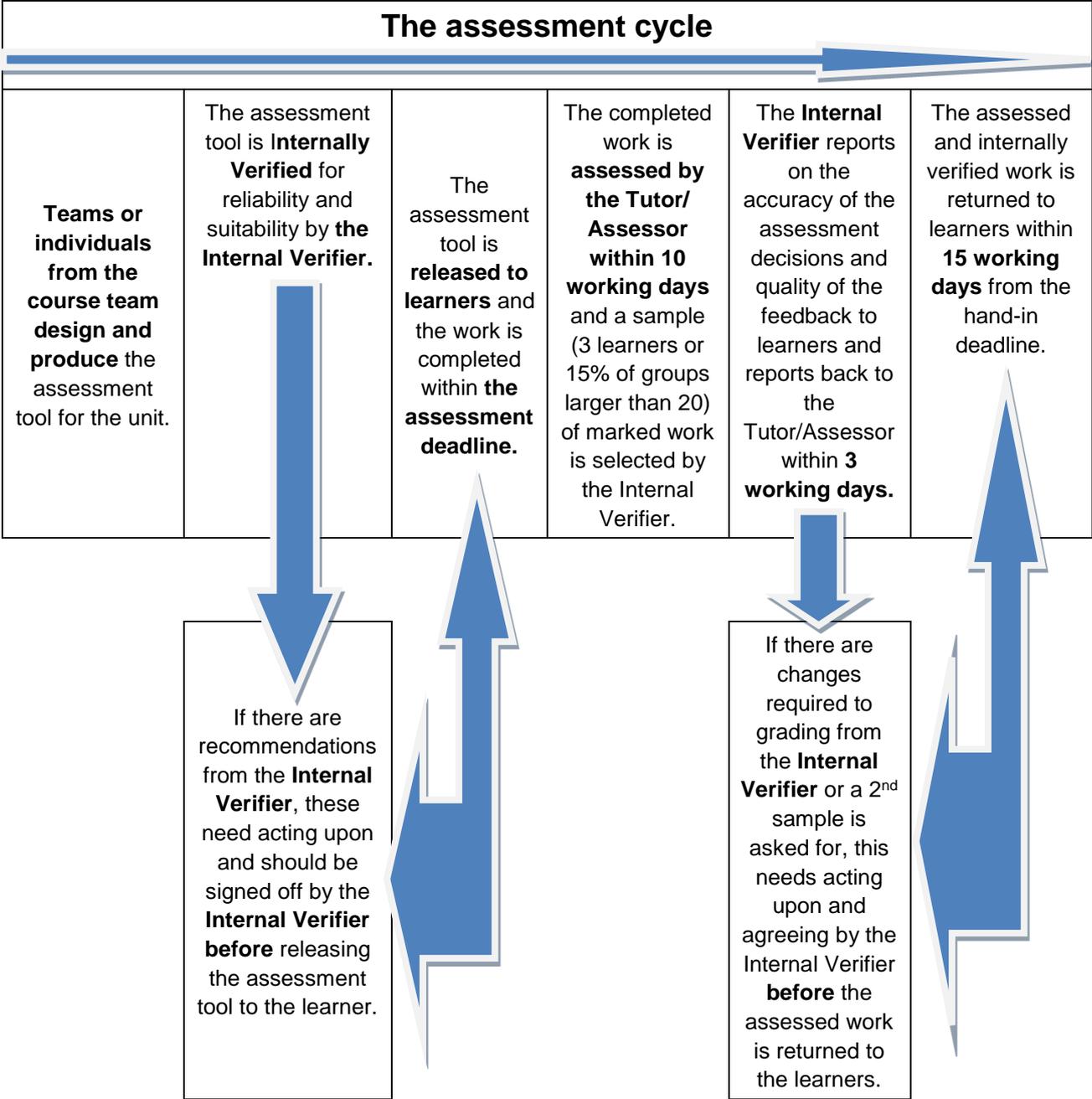
The assessment tool or activity for each unit is designed and set by each course team or an individual member of the team. A unit may have more than one assessment type to cover all of the learning outcomes but this will not *normally* exceed more than one per learning outcome. Where possible, a single assessment activity per unit is advised. Whilst **all** of the content of a unit must be taught, course teams can be **selective** about which aspects of the content may be assessed, particularly where assessment tests or assignments are unseen prior to the learner taking them.

Once the assessment tool is designed and written it is given to an **Internal Verifier** to verify prior to being released to learners. The **Internal Verifier** must be independent from the design and production process of the assessment tool. The role of the **Internal Verifier** is to check the reliability and appropriateness of the assessment tool. The Internal Verifier will complete a pro-forma and feedback to the assessment tool writer/designer who will act upon any recommendations or required changes before issuing the assessment tool to learners.

Each learner will complete the appropriate assessment task or tasks for each unit to a given deadline. On completion of each unit learners will declare that the work produced is their own unaided work (except in the case of examinations or tests taken under timed and supervised conditions). The tutor/assessor will countersign this declaration to confirm that the work carried out is the learner's own and unaided work. Learners may carry out research activities outside of the supervised sessions, but any work submitted for assessment must be authenticated and attributable to the learner. Learners should ensure that any work by others or research material used in their assessed work is properly referenced and the source acknowledged.

Learner work will be assessed by the tutor/assessor using the grading criteria from each unit. The **Internal Verifier** will sample the assessed work and feedback to

the tutor/assessor on the accuracy of their assessment decisions using an Internal Verification pro-forma. The Tutor/Assessor must act on the feedback from the Internal Verifier and amend their assessment decisions accordingly. A further sample may be asked for where there are inaccuracies in the marking. A minimum of **three** different learners' work or **15%** of the cohort (whichever is the greater) should be sampled by the Internal Verifier for each assessment task. Across all units, all learners should be sampled where possible.



Standardisation

To ensure that standards are maintained across the whole Jersey Progression Qualification and within each subject strand, a **Lead Internal Verifier** will sample at least **three** different internally verified Assessment Tools within each subject strand. The **Lead Internal Verifier** will provide each Course Team and their Internal Verifiers with a brief report that highlights areas of good practice and identifies any areas for improvement. The **Lead Internal Verifier** will also report to an annual **Jersey Progression Qualification Review Board** on the standard, quality and consistency of the assessment tools being used across the qualification and make recommendations for improvements year on year.

The **Lead Internal Verifier** will also sample at least **three** internally verified assessment decisions from each subject strand. They will compare standards across and between each subject strand. This will ensure that assessment and grading decisions are being arrived at consistently in terms of the types and quality of evidence being presented for assessment purposes and the application of grading descriptors. The **Lead Internal Verifier** will also carry out standardisation exercises within subject strands and between different subject strands. The **Lead Internal Verifier** will produce a brief report for each course team that highlights good practice and provides recommendations that will ensure consistency and fairness of marking. The **Lead Internal Verifier** will also report to an annual **Jersey Progression Qualification Review Board** on the reliability and consistency of assessment decisions within each programme and across the Jersey Progression Qualification as a whole.

External verification

To further assure the quality and consistency of assessment across all subjects of the Jersey Progression Qualification, there is an external verification process that mirrors that of the Lead Internal Verification process. External verification is carried out by an external verifier who is appointed, trained and monitored by NCFE. The external verifier is responsible for monitoring and sampling learners' evidence to ensure that assessment decisions are valid, reliable, fair and consistent. The issuing of certificates by NCFE is subject to the External Verifier reporting that all of the conditions of accreditation have been met.

Awarding

An annual **Award Board** is held in late June/early July once all of the assessments are completed across all subject areas and the grades for each student are verified and recorded. The College Registrar is responsible for running these meetings and ensuring that the correct grades are recorded and reported to NCFE. **The Award Board** is made up of the Chair (normally the College Registrar), a member of the College Leadership Team, the Lead Internal Verifier and a Minutes Secretary.

Attendance at the Award Board

- The Head of Department or Director for the named qualification
- The Subject Co-ordinator for the named qualification
- The internal verifier(s) of all units for the named qualification
- Attendance of **unit assessors** at the awarding meeting is **optional**

Required documentation for the Award Board

- Copies of all completed Extenuating Circumstances forms (if any)
- Copies of all completed Candidate Appeals forms (if any)
- Copies of documentation related to compensation for missing marks (if any)
- Completed grading sheets for all candidates showing all unit grades and the proposed final overall grade for the Jersey Progression Certificate and for the Jersey Progression Diploma.

Agenda for the awarding meeting²

1. Welcome by the Chair and record of attendees made
2. Consideration of any Extenuating Circumstances
3. Decisions regarding individual candidates and extenuating circumstances documented and implemented **prior** to awarding³
4. Consideration of any Appeals
5. Decisions regarding individual appeals documented and implemented **prior** to awarding
6. Review of any candidates who have failed to complete the Certificate or the Diploma (or Unit 4: Working in the Industry) where there are no extenuating circumstances and/or an appeal has not been upheld
7. Chair records decisions related to non-completers which will be **one** of the following:
 - a. The candidate is allowed to resubmit work by a set date
 - b. The candidate is unable to resubmit work and achievement at unit only level will be recorded
8. Review of grade boundaries (at unit level for unit 4; at whole qualification level for named qualifications awarding).⁴
 - a. For unit 4: The Unit Leader will talk the panel through the Minimum Mark Setting Process for the unit and verify how the grade boundary decisions for the unit were reached. Comparison with the previous year's grade boundaries also to be taken into consideration.
 - b. All candidates with grades **PPMM** (which equates to an overall **Pass** grade) to be reviewed. This is to ensure that the team is satisfied that all of the units graded Pass are securely assessed. If any of the units graded at Pass are close to the Pass/Merit boundary, this work may be recommended for re-assessment. If one of the pass units is re-assessed at Merit, the overall grade to be awarded at **Merit**.

² Unit 4: Working in the Industry is common to all named qualifications. There will be a separate awarding meeting for this unit which will happen before the subject panels. The agenda for this meeting will relate solely to the unit and the decisions for this unit will be carried forward to each subject awarding meeting.

³ Where decisions related to Extenuating Circumstances and/or appeals cannot be resolved at this stage, the panel will reconvene to determine the outcomes for the individual candidates concerned. Decisions related to candidates where there are no appeals or extenuating circumstances will be made as part of items 6 and 7.

⁴ Where the Unit 4 result is the reason for a candidate's overall grade being on the Pass/Merit or Merit/Distinction grade boundaries and that candidate's unit 4 grade is within 1 mark of the learning outcome grades for the unit, their work will be reviewed.

- c. All candidates with grades **MMMDD** (which equates to an overall **Merit** grade) to be reviewed. This is to ensure that the team is satisfied that all of the units graded Merit are securely assessed. If any of the units graded at Merit are close to the Merit/Distinction boundary, this work may be recommended for re- assessment. If one of the Merit units is re-assessed at Distinction, the overall grade to be awarded at **Distinction**.
9. Confirmation of the award of the Jersey Progression Certificate and the Jersey Progression Diploma for each candidate in the named qualification pathway.
10. Summary of Actions from the meeting.
11. AOB.

The Chair will make it clear at the outset of each Awarding Meeting that the results remain confidential until the External Verifier has submitted their final report for the year.

Assessment regulations

To achieve the **Jersey Progression Qualification** learners will successfully pass the units associated with the qualification. The assessment schedule for each unit will be identified at the start of the course and may include a range of different tasks such as practical activities, skill tests, in-class tests, course work, written reports and formal examinations, amongst others. A submissions calendar for all assessed work will be made available at the beginning of the academic year.

Deadlines for assessment are an important part of the **Jersey Progression Qualification** as by meeting these, learners develop the important employability skill of good time management. It is also important not to advantage learners by accepting late work. This allows individuals extra time to complete assignments, which is unfair. If there are extenuating circumstances for late submission the learning needs to complete the appropriate form and submit it for consideration at the Award Board. Assessments which are not submitted by the original specified assessment deadline but are received within five working days afterwards will be marked but will only be able to receive a maximum grade of **Pass**. Late work will have limited written feedback.

Normally only one opportunity will be given to provide final formative assessment feedback on assessed work. Feedback will focus on enhancing the learners' understanding and knowledge to allow them to further develop their answers. It is not intended that tutors write or provide information that can be directly incorporated into an assessment.

Following formative assessment and feedback, learners are able to:

- Revisit work to add to the original evidence produced to consolidate a Pass grade or to enhance their work to achieve a higher grade
- Submit evidence for summative assessment and the final unit grade.

Summative assessment is a final assessment decision on an assessment task in relation to the assessment criteria of each unit. It is the definitive assessment and it is recorded on the learner's profile. Should the learner not achieve at least a Pass grade, the submitted work will be recorded as 'Not Yet Achieved'.

Reassessment

The decision on whether to offer the learner the opportunity for reassessment will be made by the Course Team, in consultation with the Lead Internal Verifier, prior to the Award Board. Reassessment can either be through:

- Resubmission – revision of the work originally submitted; or
- Retake – submission of a new piece of work.

Extenuating circumstances

The purpose of this policy is to outline the support available for learners who, during their studies, experience exceptional unforeseen circumstances beyond their control which severely affect their ability to successfully complete an assessment, meet an assignment deadline or sit an examination. The table below gives an indication of what might be considered valid extenuating circumstances and circumstances which would not be considered valid.

This list is not exhaustive and learners should not make assumptions regarding extenuating circumstances but should ask for advice from their tutor or staff from Student Life to confirm what might be an appropriate claim.

Each claim for extenuating circumstances must be accompanied by a completed Extenuating Circumstances Form (see Appendix I) and independent supportive evidence which is signed and dated by the appropriate individual, e.g. the doctor. Examples of corroborating evidence likely to be acceptable include an original copy of a medical certificate, the doctor's or counsellor's letter on headed paper, or a hospital appointment letter. Every claim for extenuating circumstances will be considered by the Course Team, in consultation with the Lead Internal Verifier, on a case by case basis.

Applications for extenuating circumstances should always be made as soon as possible **before** the assessment deadline. Claims made after the assignment is due will not normally be considered unless there are exceptional reasons for not doing so. Evidence and a completed claim form must be provided within five working days of the assessment deadline to support any such claims. If a claim is considered valid, an extension of a maximum of **ten working days** will normally be granted and the assessment must be submitted before this revised deadline. Any late submission of work for which there is no valid claim for extenuating circumstances but which is submitted within five working days of the initial deadline will receive a maximum grade of Pass.

Compensation

To be awarded the Jersey Progression Certificate it is expected that the learner achieves two core units and three option units and for the Jersey Progression Diploma a further two core units and three option units. However, it may be possible to award **compensation** for one incomplete unit in the Certificate and one incomplete unit in the Diploma if there are valid extenuating circumstances. This equates to a maximum of 20% compensation for each qualification. The decision to award compensation rests with the Award Board. Where a unit is compensated, this will be shown on the learner transcript.

Valid extenuating circumstances
Medical illness or serious injury which has a severe impact on work and can be evidenced by a GP/Doctor
Extreme personal problems
Bereavement of a close family member or close friend
Not valid
Coughs, colds, sore throats or other minor illnesses
Illness affecting relatives or friends would not be considered a valid reason unless it is serious or you are the main carer
Making personal arrangements such as holiday arrangements, medical appointments, etc., which conflict with the examination and assessment timetable
Transport problems
Computer problems including submission of the wrong file, computer malfunction, etc.
Alarm clock not going off
Misreading the timetable and/or failing to attend at the right time and in the right place
Non-submission of work
Lateness or absence from assessment sessions
Moving house
Sanctions imposed for being in breach of college regulations.

Student academic appeal procedure

If a learner disagrees with an assessment decision the procedure outlined below will be followed. Please note an appeal can only be based on the achievement/non-achievement of the specific criteria related to that assessment.

Stage One: Informal

If a learner disagrees with the assessment decision of an assessor, the learner must discuss this with the assessor within a period of five working days following the assessment decision. If the matter is unresolved then the issues should be documented on a Candidate Appeal Form (see Appendix II) before moving to Stage Two.

Stage Two: Formal

The internal verifier should review the assessment decision within five working days and notify the learner in writing. The learner agrees or disagrees with the outcome, in writing, within a period of five working days and if the matter is unresolved Stage Three takes effect.

Stage Three: Appeal Hearing

The College Registrar or their nominee will hear the appeal within a period of ten working days. The panel at the Appeal Hearing will also include the Head of Department, the original assessor and the internal verifier. The learner can choose to be accompanied by a friend, parent or guardian. The panel will inform the learner of the outcome of the hearing, both orally and in writing, within five working days.

Academic malpractice policy

Academic malpractice can be defined as any attempt to gain unfair advantage in the assessment process of a qualification and therefore manipulate the grades which might be achieved. Malpractice may be intentional or unintentional, however, the college policy on malpractice does not consider whether there is intention to deceive or not.

Examples of malpractice include:

- allowing someone else to complete the assignment;
- copying another learner's work (with or without their permission);
- copying anything from the internet or from an article or book without acknowledging the author; or
- failure to reference sources correctly.

All assessed work must be solely the own work of the learner and learners must sign an assessment cover sheet before submission to confirm this.

The College supports learners in the avoidance of malpractice by helping them to develop appropriate academic skills through the initial part of their studies. This includes tuition on how to carry out and record research, writing skills and referencing.

The College takes academic malpractice very seriously and has produced a full policy which outlines what is deemed as malpractice, the process the college will use to investigate its occurrence and the sanctions which may be imposed if malpractice is proven. The policy and guidelines relating to academic malpractice can be found on the College Intranet.

Access arrangements and reasonable adjustments

The College takes its commitments under the Discrimination (Jersey) Law 2013 very seriously and works to create equal access for learners through the provision of information, advice, guidance and, where appropriate, additional support to meet individual needs and situations.

If you have a recognised learning need, medical condition or disability which affects your ability to study, complete assessments or sit examinations, you must bring this to the attention of your tutor. They will advise you on the best course of action in accordance with the Highlands College Special Educational Needs and Equality, Diversity and Inclusiveness policies. These College policies have been developed to take account of the published policies and regulations of the Joint Council for Qualifications. Under these policies you may qualify for access arrangements, reasonable adjustments or additional support when studying or undertaking assessed work. Any such claims must be made in a timely manner and supported by appropriate evidence and documentation.

Section B

Unit Content

and

assessment

guidance

Structure of the Jersey Progression Qualification in Culinary Skills and Restaurant Service

Unit No.	Unit Title	Core/Option
1	Breakfast Service	Core
2	Menu Design and Calculations in Catering	Core
3	Specialist diets	Core
4	Working in the Industry	Core
<p>The Jersey Progression Certificate requires learners to achieve unit 1 or 3 and unit 2 or 4.</p> <p>The Jersey Progression Diploma requires learners to achieve the remaining two core units.</p>		
5	Restaurant Service	Option
6	Dry methods of Cookery	Option
7	Regeneration	Option
8	Beverage Service	Option
9	Wet methods of cookery	Option
10	Cold food preparation	Option
<p>The Jersey Progression Certificate requires learners to achieve unit 1 or 3 and unit 2 or 4 and a further three option units.</p> <p>The Jersey Progression Diploma requires learners to achieve the remaining two core units and a further three different option units from those achieved for the Certificate.</p>		

Unit 1 – Breakfast Service

Unit summary

This unit will prepare the learner to identify the key features of a breakfast service, including menu, table set up, preparing and cooking to order in a timely manner.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will:

Plan for a breakfast service

The learner must know about:

- Health and safety requirements
- Different types of breakfast service
- Ways to incorporate fresh, cooked and regenerated (pre-prepared) produce into a breakfast serve
- Cost implications and benefits of using regenerated produce
- Time and temperature control for both cooking and serving

Learning outcome 2

The learner will:

Cook and present a breakfast service

The learner must demonstrate:

- Working in a safe and hygienic manner
- Techniques for cooking a breakfast
- Techniques for setting the restaurant for a breakfast service
- Serve a breakfast in a realistic working environment in a given time

Learning outcome 3

The learner will:

Review the planning and the delivery of a breakfast service

The learner must consider:

- Benefits of pre-prepared products
- Impact on timings
- Cost implications

Grading descriptors

Pass:	<p>LO1: The learner will plan a breakfast service suitable for a catering establishment</p> <p>LO2: The learner will cook and present a breakfast service following a given brief with some degree of accuracy</p> <p>LO3: The learner will describe the processes / practices involved identifying some aspects of what went well / not so well.</p>
Merit:	<p>LO1: The learner will plan a breakfast service suitable for a catering establishment, incorporating both hot and cold items</p> <p>LO2: The learner will cook and present a breakfast service following a given brief with a good degree of accuracy</p> <p>LO3: The learner will describe the processes / practices involved identifying in detail what went well / not so well.</p>
Distinction:	<p>LO1: The learner will plan a breakfast service suitable for a catering establishment, incorporating both hot and cold items and justify the choices</p> <p>LO2: The learner will cook and present a breakfast service accurately meeting all the requirements of the brief</p> <p>LO3: The learner will describe the processes / practices involved; identifying what went well / not so well and detailing any opportunities for improvement.</p>

Assessment

The assessment for this unit consists of:

The learner will have two weeks to research and plan for a breakfast service.

The learner will have 90 minutes to write a menu for your breakfast service for 2 covers and include a table setting suitable for your chosen menu (design, layout and menu items)

The learner will have 120 minutes to prepare and cook your breakfast menu for two covers and serve on your table setting (variety of produce, quality of cooking process, temperature in accordance to food safety law, presentation of the dish served on an appropriate table layout)

The learner will have 30 minutes immediately after the practical assessment to review the planning and service of your breakfast experience (what went well and what could have been improved, timings, temperature, organisation, food safety and pre-prepared products)

Types of evidence

The evidence required for assessment purposes is integral to the assessment material.

The evidence for assessment of this unit consists of:

LO1: A written menu for a breakfast service.

LO2: The preparation, cooking and presentation of a suitable breakfast in a realistic working environment.

LO3: A written review of the breakfast service.

Delivery guidance

LO1

Teachers should deliver the basic concepts of a breakfast service from the point of view of both kitchen and restaurant. LO1 will be blended into the practical sessions where the theoretical delivery of menu design, table layout as well as commodities for breakfast will be required to be delivered including the following topics.

- **Health and Safety:** equipment (lifting, oven cloths, PPE, dry and wet burns, utensils), date labelling, personal hygiene
- **Set up of restaurant for breakfast service:** service area (cleaning, organizing and setting out the restaurant for breakfast service, tables layout), service equipment (trays, trolleys etc.), menus, service items (crockery, cutlery, glasses), accompaniments (sugars, sweeteners, milk), maintain service area (hygiene and cleanliness) and restocking equipment
- **Incorporate fresh, cooked and regenerated produce:** fresh (meat, vegetables, eggs), par-cooked (pastries, breads), and regenerated (baked beans, hash browns, poached eggs)
- **Time and temperature:** date (legal and non-legal), appropriate storage and serving temperatures (core temperatures, HACCP), times (hot holding and cold display), correct degree of cookery, service times and time management

LO2

Teachers should deliver the key concepts of practically cooking and producing a breakfast menu with suitable table settings in a realistic working environment. This outcome will be delivered in a practical environment to include the following topics.

- **Working in a safe and hygienic manner:** PPE (chef uniform, CIEH, HACCP), oven cloths
- **Techniques for cooking a breakfast:** preparation methods (slicing, cutting, portioning), cooking methods (grilling, shallow frying, deep-frying, baking), presentation (portioning, colour contrast, appealing presentation, garnish, accompaniments)
- **Techniques for setting the restaurant for a breakfast service:** timing, mise en place, efficiency, table set up, organisation, napkin folding

LO3

Teachers should deliver the key concepts of reviewing a good breakfast service. This will be delivered as part of the practical sessions (formative feedback and self-evaluation tools to be embedded). The learners should be able to review the following topics

- **Benefits of prepared products:** labour saving, skill set, consistency and storage and speed of service/production
- **Impact on timings:** staffing cost (starting time and service staff), speed of service (increase food turnover)
- **Cost implications:** fresh versus regenerated (cost), staffing, equipment, skilled staff, wastage of packaging and food (shelf life) and creativity.

Unit 2 - Menu design and calculations in catering

Unit summary	This unit will prepare the learner to identify the key features of menus, dish composition which will influence service and costings.
Guided learning hours	48 hours
Level	2

Learning outcome 1

The learner will:

Examine the characteristics of menu compliance and basic costings in catering

The learner must know about:

- Types of menus
- Structure of a menu
- Legal requirements of writing menus
- Basic costings for food ordering in catering

Learning outcome 2

The learner will:

Design and cost a menu to industry specifications

The learner must demonstrate:

- A menu designed to industry specifications
- Present a menu for a specific budget requirement
- Calculate the food cost of one dish on the menu

Learning outcome 3

The learner will:

Review menu and basic costings

The learner must consider:

- Their menu in comparison to local industry menus
- Identify and improve the menu to meet local industry standards
- The cost of one of the dishes in comparison to local menus of a similar standard

Grading descriptors

Pass:	<p>LO1: The learner will produce a menu in accordance to the specification and make accurate conclusions based on some menu characteristics</p> <p>LO2: The learner will show simple costings for their menu using an excel spreadsheet</p> <p>LO3: The learner will describe a range of points (4) to include; variety, seasonality, cost and improvements.</p>
Merit:	<p>LO1: The learner will produce a menu in accordance to the specification and make accurate conclusions based on all menu characteristics</p> <p>LO2: The learner will show detailed costings for their menu using an excel spreadsheet</p> <p>LO3: The learner will describe a range of points (6) to include; variety, seasonality, cost and improvements.</p>
Distinction:	<p>LO1: The learner will produce a menu in accordance to the specification, make accurate conclusions based on menu characteristics and justify menu choice</p> <p>LO2: The learner will show detailed costings for their menu and accurately reference each menu item using an excel spreadsheet</p> <p>LO3: The learner will describe a range of points (9) to include; variety, seasonality, cost and improvements.</p>

Assessment

The assessment for this unit consists of:

LO1 and LO2 Design and cost a menu. The learner will;

- Produce a menu with a minimum of nine dishes for a specific local catering industry, taking into account the structure and the legal requirements of menu writing
- Chose one dish considered the bestselling menu item. Use an excel spreadsheet make a list of all ingredients that are required to make this dish and cost it for one cover (all costings to be referenced)
- **LO3 Analyse a menu.** The learner will:
- Review a pre-designed menu as a food blogger and critically evaluate the findings to include the following;
 - Variety of offerings
 - Use of seasonal and local produce
 - Costing of at least one menu item in comparison to local menus
 - How the menu can be improved.

Types of evidence

The evidence required for assessment purposes is integral to the assessment material.

The evidence for assessment of this unit consists of:

LO1 and LO2: A written menu for a local catering industry and with costing of a dish from the menu using an excel spreadsheet.

LO3: A written food “Blog” on a menu.

Delivery guidance

LO1

Teachers should deliver the key concepts of menu planning in a theoretical environment. The use of local menus, JEP, internet research and cookery books will be a vital part of this unit. This unit will be reinforced as part of the real working environment (RWE) on a weekly basis. The following topics will be covered as part of the range:

- **Health and safety:** allergies and allergens, safe working practices, relevant legal regulations
- **Types of menus:** A la Carte, TDH, breakfast, buffet, lunch, dinner, afternoon tea, set menus.

- **Menu design within a budget as well as recipe formats:** menu layouts, font types and format, terminology and descriptive writing, recipe templates and layout, scaling recipes, correct methods for recipes, religious considerations
- **Legal working practices:** legislation in relation to allergies and allergens, HACCP, staff working hours.

LO2

Teachers should deliver the key concepts of menu costing in a theoretical environment. The use of IT and in particular excel spreadsheets and formulas are vital as part of this unit. The underpinning knowledge of food costs will be reinforced as part of the practical cookery and the RWE sessions. The following topics will be covered as part of the range:

- **Understand the various range of menus:** suitable menus for suitable occasions, relevant menus to suit various levels of establishments
- **Adapt and modify a menu for a specific nutritional and dietary requirements:** analytical abilities, knowledge of various dietary requirements
- **Calculate the cost of a menu:** profit and loss, overheads, wages, tax, GST, GP%s.

LO3

Teachers should deliver menu awareness in a theoretical sense. This will be delivered by comparing and contrasting menus on line both local and international. Teachers will also use TripAdvisor and food bloggers to introduce the learners to critical writing skills.

- **Industry standards:** cost of ingredients, seasonality, balance of dishes, variety of offerings
- **Menu adaptation:** balance of menu, portion size, creative/descriptive menu writing
- **Impact on profit:** cost of seasonal ingredients, sourcing, imported, nutritional content.

Unit 3 – Specialist Diets

Unit summary	This unit will prepare the learner to identify the key features and skills required to prepare, cook and present a dish on a specific dietary requirement.
Guided learning hours	48 hours
Level	2

Learning outcome 1

The learner will:

Understand the principles of specialist diets

The learner must know about:

- Nutritional guidelines for healthy diets
- Different types of specialist diets and the impact on health
- Menu design to incorporate allergens and essential nutrients
- The use of alternative commodities in relation to allergens

Learning outcome 2

The learner will:

Understand how to plan and provide for a specialist dietary requirement

The learner must demonstrate:

- Working in a safe and hygienic manner
- Prepare and cook dishes to demonstrate awareness of specialist diets
- Identify ways to make the dishes healthier
- Explore catering practices to be considered when planning and providing meals for those on special diets

Learning outcome 3

The learner will:

Review dishes in accordance to nutritional needs and dietary requirements

The learner must consider:

- Balance of nutrients
- Adapting menu for dietary requirements
- Review the impact of specialist diets on health.

Grading descriptors

Pass:	<p>LO1: The learner will design a three course menu that is suitable for a specific dietary requirement</p> <p>LO2: The learner will cook and present a main course following a given brief with some degree of accuracy in a realistic working environment in a given time</p> <p>LO3: The learner will review their menu and adapt whilst making some correct assumptions on how to make it healthier</p>
Merit:	<p>LO1: The learner will design a three course menu that is suitable for a specific dietary requirement that will incorporate balance of nutrients</p> <p>LO2: The learner will cook and present a main course following a given brief with a good degree of accuracy in a realistic working environment in a given time</p> <p>LO3: The learner will review their menu and adapt whilst making a range of correct assumptions on how to make it healthier and dietary specific</p>
Distinction:	<p>LO1: The learner will design a three course menu that is suitable for a specific dietary requirement that will incorporate balance of nutrients and justify the commodities you have used that are relevant to the diet</p> <p>LO2: The learner will cook and present a main course following a given brief with complete accuracy in a realistic working environment in a given time</p> <p>LO3: The learner will review their menu and adapt it whilst making all correct assumptions on how to make it healthier, dietary specific and identifying balance of nutrients</p>

Assessment

The delivery of the unit will focus on preparing the learners for the requirements of the assessment.

The assessment for this unit consists of:

The learner will have three weeks to research and plan dishes for specialist diets

The learner will have 90 minutes to create a three course lunch menu (starter, main course and dessert) suitable for one of the following specialist diets.

- **Jewish (kosher)**
- **Expecting mothers**
- **Diabetic**

The learner will create a recipe, method and requisition for their chosen main course.

The learner will have 120 minutes to prepare, cook and present their main course (nutritional balance, relevant ingredients, appropriate methods of cookery, catering practices, quality of cooking process, temperature in accordance to food safety law, presentation of the dish served on an appropriate table layout)

The learner will have 30 minutes immediately after the assessment to review the menu on the specific dietary requirement and adapt it taking into account the following topics, balance of nutrients and ways the dish could be made healthier and diet specific.

Types of evidence

The evidence required for assessment purposes is integral to the marked assessment material.

The evidence for assessment of this unit consists of:

LO1: A menu for a three course meal and a main course recipe suitable for a specific dietary requirement

LO2: Observation of performance on the individual practical assessment and portfolio of evidence

LO3: A written review on a dietary specific menu

Delivery guidance

LO1

Teachers should deliver the basic concepts of specialist diets in a blended learning environment, practical and theoretical delivery. The following topics will be covered as part of the range.

- **Nutritional guidelines for healthy diets:** British Nutritional Foundation, Department of health, Ministry of food and fisheries, Food standard agency
- **Different types of specialist diets and the impact on health:** vegetarian, vegan, religious culture, medically related allergies and intolerance, diets for various age groups, heart disease, strokes, obesity, diabetics, malnutrition, high blood pressure
- **Menu design to incorporate essential nutrients and avoid allergens:** nuts, lactose, sesame, seafood etc. carbohydrates, starch, fibre, protein, fat, vitamins, ABCDE, folic acid, calcium and iron
- **The use of alternative commodities in relation to allergens:** tofu, myco-protein, sweeteners, soya etc.

LO2

Teachers should deliver the key concepts of specialist diets in a practical environment. This will include both practical sessions as well as a realistic working environment (restaurant productions). This outcome will include the following topics.

- **Working in a safe and hygienic manner:** PPE (chef uniform, CIEH, HACCP), oven cloths, storage of ingredients and handling procedures)
- **Prepare and cook dishes to demonstrate awareness of specialist diets:** dishes to include kosher, expecting mothers, diabetic and vegetarian
- **Identify ways to make the dishes healthier:** reparation (trimming fat) cooking methods, minimal holding procedures, replacing saturated with non-saturated fats
- **Explore catering practices to be considered when planning and providing meals for those on special diets:** awareness of diets and ingredient specifics (commodities, allergens, religious requirements and impact on diet)

LO3

Teachers should deliver the key concepts of specialist diets and develop the learners' ability to review and critically analyse menus through formative feedback. This will be embedded into the practical as well as realistic working environment sessions. The learners should be able to review the following topics and present as part of their findings.

- **Balance of nutrients:** basic nutrients and functions of proteins, fats, carbohydrates, minerals, vitamins and water, cooking without excessive destruction to nutrients.
- **Adapting menu for dietary requirements:** associating commodities and ingredients with specific diets (religious, dietary, intolerance)
- **Review the impact of specialist diets on health:** heart disease, strokes, obesity, diabetics, malnutrition, high blood pressure.

Unit 4 Working in the Industry

Unit summary	This unit will develop your readiness for the world of work. Through research activities you will develop an awareness of your industry sector and the opportunities that may be open to you. You will assess your current employability skills, plan for a placement and subsequently embark on work experience. This unit concludes with an opportunity to re-assess your skill set and the progress made.
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Guided hours	48 hours
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Level	2
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Learning outcome 1

The learner will: Identify current employability skills and plan for an industry relevant work placement.

The learner must know about:

- Employability skills and employment opportunities in their industry.
- Curriculum vitae (CV) and covering letters.
- Interview skills.

Learning outcome 2

The learner will: Carry out an industry relevant work placement.

The learner must demonstrate:

- Planning skills
- Communication skills
- Self-management skills
- Team work skills
- Problem solving skills
- Decision making skills

Learning outcome 3

The learner will: Review the progress made in developing employability skills during the placement period and how this has influenced their plans for the future.

The learner must consider:

- Their current employability skills
- The progress made from their work experience
- The impact of their work experience on improving their employability skills
- How their work experience placement has influenced their plans for the future

Grading descriptors

Pass:

LO1: Identify current employability skills and plan for an industry relevant work placement.

- Identify current employability skills, their strengths and areas for development.
- Identify three employment options in the sector
- Complete preparation for an appropriate work placement including a basic C.V., covering letter and demonstration of adequate interview skills.

LO2: Carry out an industry relevant work placement.

- Complete an appropriate work placement with a satisfactory outcome.
- Complete a daily work placement portfolio demonstrating some degree of accuracy against the brief.

LO3: Review the progress made in developing employability skills during the placement period.

- Identify a range of strengths and areas for development in employability skills and provide evidence to support this.
- Outline basic ways to improve the employability skills.
- Outline how their placement has influenced their plans for the future

Merit:

LO1: Identify current employability skills and plan for an industry relevant work placement.

- Identify current employability skills, strengths and areas for improvement with explanations of these.
- Identify and describe the job roles of at least 3 employment options in the sector
- Complete tailored preparation for an appropriate work placement including a tailored C.V., appropriate covering letter and demonstration of good interview skills.

LO2: Carry out an industry relevant work placement.

- Complete an appropriate work placement with a satisfactory outcome.
- Complete a daily work placement portfolio demonstrating mostly accurate information against the brief.

LO3: Review the progress made in developing employability skills during the placement period.

- Identify a range of strengths and areas for development in employability skills and provide evidence to support this.
- Outline advanced ways to improve the employability skills.
- Describe how their placement has influenced their plans for the future

Grading descriptors

Distinction:

LO1: Identify current employability skills and the appropriate employability options in the industry.

- Identify current employability skills, outline strengths and areas for improvement with detailed explanations of each.
- Identify and evaluate several employment options in the sector.
- Complete thorough and appropriate preparation for a work placement including a detailed C.V., covering letter and demonstration of excellent interview skills.

LO2: Carry out an industry relevant work placement.

- Complete an appropriate work placement with a satisfactory outcome.
- Complete a daily work placement portfolio with accurate information against the brief.

LO3: Review the progress made in developing employability skills during the placement period.

- Identify a range of strengths and areas for development in employability skills, recognise their relative importance and provide evidence to support this.
- Describe advanced ways and develop ideas to improve the employability skills.
- Give detailed account of how their placement has influenced their plans for the future

Assessment

The assessment for this unit requires the completion of:

1. an online employability skills assessment via “Navigate” under controlled conditions. This will be completed during the first week of course.
2. pre-placement planning and preparation including a C.V., covering letter.
3. allocated days of work placement at a time appropriate for industry, the course and the learner.
4. a daily work placement journal.
5. a second online employability skills assessment (following placement) via “Navigate” under controlled conditions demonstrating the progress made since the first employability skills assessment.
6. A review task in the form of an interview under controlled conditions

Timing of assessment tasks:

- Employability skills assessment
- Completion of pre-placement paperwork
- Completion of work placement (minimum 5 days)
- Maintenance of work placement journal
- Reassessment of employability skills post placement under controlled conditions
- Controlled assessment in the form of interview to reflect on unit, work experience and plans for the future.

Types of evidence

The evidence for this unit consists of:

1. The results of an online employability skills assessment.
2. Pre-placement planning and preparation including a C.V., covering letter, and evidence of interview skills.
3. Completion of allocated days of work placement.
4. A daily work placement journal.
5. The results of a second online employability skills assessment (following placement).
6. An observed interview carried out by an examiner.

Delivery guidance

The focus of this unit is the professional approach required by learners when applying for any form of employment, work experience or voluntary position. Learners will be given the opportunity to complete sufficient time in a placement to ensure that they have been able to develop their employability skills and knowledge of the industry/work place. This unit will be delivered by a combination of e-learning through the online platform Navigate, tutor input, visiting speakers from the industry and work placement supervisors.

Learners will need to know about their current employability skills. They will complete an online skills questionnaire and set targets on Navigate. These will be discussed with their tutor. Learners will research into employment opportunities, both on and off the island, through tutor taught sessions, visiting speakers from the industry and research on line. Research should include knowledge of specific recruitment methods for industry and the part social media plays in job searching. Learners will identify appropriate opportunities linked to personal analysis through a career planning computer package e.g. Adult Directions accessed through Navigate and e-learning sessions.

Learners will prepare for their placement through taught sessions and Navigate. They will identify appropriate placement organisations, matching job description and person specification to skills, abilities and qualities. They will learn how to develop a relevant CV, complete an application form and produce an effective covering letter. They will demonstrate effective interview techniques and develop a knowledge of expectations and appropriate behaviours for placement.

Learners will complete a relevant and appropriate work placement and produce a daily placement journal through Navigate which will be verified by the placement supervisor and personal tutor. After the placement, learners will complete: an online placement review; a review of skills; and an updated C.V. They will identify their strengths and areas for development appropriate to employment in the industry.

Unit 5 Restaurant Service

Unit summary	This unit will give the learner the required skills and knowledge in food and beverage service including types of service, food safety, handling payments and reservations.
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Guided learning hours	48 hours
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Level	2
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Learning outcome 1

The learner will:

Recognise the purpose of food and beverage service

The learner must know about:

- Health and safety requirements
- Professional working environment
- Types of services
- Sequence of service
- Customers service and expectations

Learning outcome 2

The learner will able to:

Provide food and beverage service in a realistic working environment

The learner must demonstrate:

- Preparation, maintenance and cleaning of service areas in a safe and hygienic manner
- Serve food and drink to customers politely, safely and hygienically
- Handling bookings and payments
- Ability to work as a part of food and beverage team

Learning outcome 3

The learner will:

Evaluate the customer service provided in a realistic working environment

The learner must consider:

- Consider examples of excellent table service skills
- Compare and evaluate own performance within the realistic working environment
- Justify improvements necessary.

Grading descriptors

<p style="text-align: center;">Pass:</p>	<p>LO1: The learner will identify sequences and styles of service in two contrasting business</p> <p>LO2: The learner will consistently demonstrate basic skills when providing restaurant service in a realistic working environment.</p> <p>LO3: The learner will identify two targets per term agreed with the assessor. The learner will provide supporting evidence of how they intend to reach their targets.</p>
<p style="text-align: center;">Merit:</p>	<p>LO1: The learner will compare sequences and styles of service in two contrasting business</p> <p>LO2: The learner will consistently demonstrate with confidence a full sequence of restaurant service in a realistic working environment</p> <p>LO3: The learner will identify two targets per term agreed with the assessor. The learner will provide supporting evidence of how they intend to reach their targets and describe the impact on the overall outcome of the restaurant service.</p>
<p style="text-align: center;">Distinction:</p>	<p>LO1: The learner will suggest and justify improvements to sequences and styles of services used in two contrasting business</p> <p>LO2: The learner will consistently demonstrate with confidence and independently provide a full sequence of restaurant service in a realistic working environment</p> <p>LO3: The learner will identify two targets per term agreed with the assessor. The learner will provide supporting evidence of how they intend to reach their targets. The learner will describe the impact on the overall outcome of the restaurant service for each individual target.</p>

Assessment

The assessment for this unit consists of:

The learner will have two hours to produce a staff training leaflet identifying sequences and styles of services in two contrasting business. The learner must agree with the assessor before commencing which two businesses they intend to research.

The learner will produce a portfolio of evidence whilst gaining experience in the RWE on a weekly basis. The portfolio must include and demonstrate working as part of a team (commis waiter, chef de rang, head waiter), table d'hote service, silver service, bar service, managing the still, reservations and payments.

The learner will evaluate their performance in the RWE by reflecting on the written feedback (traffic light system) from the customers at the beginning of each term. The learner will use these evaluations to identify a minimum of two targets per term which will be agreed with the assessor and progression will be monitored on a weekly basis using the traffic light system.

Types of evidence

The evidence for assessment of this unit consists of:

LO1: Written task to include a booklet, visual aids and references

LO2: Observation of performance, portfolio of evidence and photographic evidence

LO3: An ILP in relation to employability skills within the restaurant.

Delivery guidance

LO1

Teachers should deliver the basic concepts of restaurant service in a blended learning environment, practical and theoretical delivery as part of the RWE. The following topics will be covered as part of the range:

- **Health and safety and personal hygiene required in a food and beverage service areas:** hand washing, personal hygiene, personal illnesses, cuts and wounds
- **Types of services:** table service, silver service, family service and counter service
- **Sequence of service:** greeting the customers, serving customers including food and beverages, taking orders, change the cutlery, maintain station and tables, clearing procedures
- **Customers service and expectations:** customer satisfaction, exceeding customer expectations, communication skills (verbal and non-verbal), gestures,

eye contact, interpersonal skills (attitude, behaviour, first impressions, respect, handling complaints), appearance (uniform, dress, hair, make-up), communication, team working, timing and dealing with special requirements and requests.

LO2

Teachers should deliver the basic concepts of restaurant service in a blended learning environment, practical and theoretical delivery as part of the RWE. The following topics will be covered as part of the range:

- **Preparation, maintenance and cleaning of service areas in a safe and hygienic manner:** hygiene and cleanliness, re-stocking equipment; replenishing service items, polishing, maintenance of stock levels, re-arranging tables and chairs, clear and clean
- **Serve food and drink to customers politely, safely and hygienically:** service area (cleaning, organizing and setting out the bar and the restaurant for service, tables layout), service equipment(trays, trolleys etc.), menus, service items (crockery, cutlery, glasses ,etc.), accompaniments (sugars, sweeteners, milk, etc.), maintain service area(hygiene and cleanliness, restocking equipment), job roles (commis waiter ,chef de rang, head waiter, etc.), take and process the orders, interact with customers, provide table service
- **Handling bookings and payments:** taking bookings and dealing with customers' requests, taking payments (cash, cheque, credit/debit cards, vouchers), voids and refunds

LO3

Teachers should deliver the key concepts of restaurant service and develop the learner's ability to self-reflect and critically analyse their performance and customer service through formative feedback from both the assessor and the customers. This will be embedded into the realistic working environment sessions. The learners should be able to review the following topics and present as part of their ILP.

- **Ability to work as a part of food and beverage team:** communication with other departments, work effectively in the team, positive attitude, leadership skills, behaviour and professionalism
- **Examples of excellent table service skills:** anticipate customer needs, exceed customer expectation, interpersonal skills, product knowledge, attention to details and professionalism
- **Compare and evaluate own performance in regards to table service skills and knowledge:** work effectively as part of a team and independently
- **Identify improvements necessary:** consistency, flexibility, initiative, Interpersonal skill, prioritising tasks, dealing with complaints, professionalism, positive attitude, teamwork.

Unit 6 Dry Methods of Cookery

Unit summary	This unit will allow the learners to link commodities with the appropriate dry methods of cookery. Learners will prepare and cook a range of dishes associated with dry methods of cookery in a safe manner.
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Guided learning hours	48 hours
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Level	2
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Learning outcome 1

The learner will:

Identify and define dry methods of cookery and associated commodities

The learner must know about:

- Health and safety
- Dry methods of cookery and relevant temperatures
- Linking suitable commodities to dry methods of cookery
- Quality points of finished dishes

Learning outcome 2

The learner will:

Demonstrate skills for producing foods associated with dry methods of cookery

The learner must demonstrate:

- Work in a safe manner
- Prepare and cook dishes associated with dry methods of cookery
- Apply the correct techniques, times and temperatures to all dishes
- Select correct equipment and suitable foods

Learning outcome 3

The learner will:

Critique another learners dish produced for the assessment

The learner must consider:

- What was good about the roast lunch
- What would they change if they were to eat the dish again
- Why they would make these changes

Grading descriptors

Pass:	<p>L01: The learner will reproduce a time plan (including quantities), listing suitable roast cookery accompaniments and correctly applying some technical terms</p> <p>L02: The learner will produce the task by selecting and using some appropriate technical skills, processes, equipment and materials</p> <p>L03: The learner will identify a range of points in relation to the lunch they have critiqued</p>
Merit:	<p>L01: The learner will reproduce a time plan (including quantities),, listing suitable roast cookery accompaniments and correctly applying a range of technical terms.</p> <p>L02: The learner will produce the task by selecting and using mostly appropriate technical skills, processes, equipment and materials.</p> <p>L03: The learner will describe a range of points in relation to the lunch they have critiqued and explain the importance of at least one of the points</p>
Distinction:	<p>L01: The learner will reproduce a time plan (including quantities),, listing suitable roast cookery accompaniments, while consistently and correctly applying a wide range of technical terms</p> <p>L02: The candidate will produce the task by consistently selecting and using appropriate technical skills, processes, equipment and materials.</p> <p>L03: The learner will describe a range of points in relation to the lunch they have critiqued and explain the importance of each point arriving at an appropriate conclusion</p>

Assessment

The assessment for this unit consists of:

The learner will be tasked with planning a roast lunch suitable for Café Connect.

The learner will prepare, cook and serve a roast chicken lunch for four people based on dry methods of cookery in three hours (using a variety of produce, quality of cooking process, temperature in accordance to food safety law, presentation of the dish served for a buffet)

The learner will present four portions (buffet style) of the roast lunch to a colleague. This colleague will write a critique on the buffet presentation as part of their assessment and the learner will critique another learner's presentation. A standardised template will be used to structure the feedback, including visual appeal, temperature, and portion control and selection of offerings.

Types of evidence

The evidence for assessment of this unit consists of:

LO1: Written task, time plan (including quantities), and a list of suitable accompaniments

LO2: Observation of performance, Individual practical assessment, portfolio of evidence

LO3: Written critique using standardised template

Delivery guidance

LO1:

Teachers should deliver the basic concepts of dry methods of cookery in a blended learning environment, practical and theoretical delivery. The following topics will be covered as part of the range.

- **Health & safety:** equipment (lifting, oven cloths, PPE, dry and wet burns, utensils), date labelling
- **Define dry methods of cookery and relevant temperatures:** baking, roasting, grilling, shallow frying, pre-heating, shelf position, cuisson, recovery time, modified baking and steam injection
- **Linking suitable commodities to dry methods of cookery:** flour based products (sweet and savoury), egg based products (sweet and savoury), meat, poultry, vegetables, readymade products and par-baked
- **Quality points of finished dishes:** presentation techniques, glazing, rolling, shaping, portion control, resting, barding, trivet, deglazing, sediment, cooking temperature and carving

LO2

Teachers should deliver the key concepts of the dry methods of cookery in a practical environment. This will include both practical cookery sessions as well as a realistic working environment. This outcome will include the following topics.

- **Work in a safe manner:** PPE (chef uniform, CIEH, HACCP), oven cloths
- **Prepare and cook dishes associated with dry methods of cookery:** baking (bread rolls, victoria sponge, pre-prepared pastries), roasting (roast chicken, roast beef, roast root vegetables), grilling (sausages and bacon, fish, mushrooms and tomatoes) and shallow frying (eggs, pork holstein, plaice meuniere)
- **Techniques, times and temperatures:** weighting, tying and trussing, trivet, deglazing, resting, scoring, slashing, carving, portioning, cooking times (cooking and resting) and pre-heating, shelf position, cuissant and jarring
- **Select correct equipment and suitable foods:** large equipment (convection, deck and combination ovens, stoves, salamander, contact grill, over heat), Small equipment (utensils, temperature probes, roasting and baking trays, wire racks, quadrillage) and suitable foods (poultry, meat, fish, vegetables, egg and flour based products)

LO3

Teachers should deliver the key concepts of dry methods of cookery and develop the learners' ability to self-reflect and critically analyse their dishes through formative feedback. This will be embedded into the practical as well as realistic working environment sessions. The learners should be able to review the following topics and present as part a verbal analysis.

- **What went well:** Peer assessment, standards, comparisons to text books and demo dishes
- **What they would change if they were to eat the dish again:** formative feedback from practical sessions (constructive and unambiguous),
- **Why they would make these changes and identify improvements:** corrective thinking, nutritional value, portion control, seasoning, temperature, garnish, balance of dish and visual appeal

Unit 7 Regeneration

Unit summary

This unit will enable the learner to obtain practical skills, knowledge and understanding required in the processes of regeneration for pre-prepared foods.

Guided learning hours

48 hours

Level

2

Learning outcome 1**The learner will:**

Recognise the processes of regeneration for pre-prepared foods.

The learner must know about:

- Health and safety requirements
- Methods of regeneration and limitations
- Identify suitable foods and equipment
- Healthy eating implications for regenerated foods

Learning outcome 2**The learner will:**

Demonstrate the skills required for regenerating pre-prepared food

The learner must demonstrate:

- Regenerate food in a safe manner
- Select suitable foods for regeneration
- Techniques required for regeneration

Learning outcome 3**The learner will:**

Review and evaluate the skills of a regenerated dishes produced

The learner must consider:

- Compare and assess a range of regenerated dishes
- Summarize and justify suggestions for improvements.

Grading descriptors

Pass:	<p>LO1: The learner will identify four quality points to look for in a regenerated dish.</p> <p>LO2: The learner will cook, refresh and regenerate two poached eggs en crouete in 35 minutes in a safe manner.</p> <p>LO3: The learner will make a judgement and score their dish against the set criteria.</p>
Merit:	<p>LO1: The learner will identify four quality points to look for in a regenerated dish and discuss three cost savings associated with using regenerated foods.</p> <p>LO2: The learner will cook, refresh and regenerate two poached eggs en crouete in 35 minutes in a safe manner, incorporating (pre-prepared) hollandaise sauce</p> <p>LO3: The learner will make a judgement and score their dish against the set criteria and suggest at least one area for development.</p>
Distinction:	<p>LO1: The learner will identify four quality points to look for in a regenerated dish and discuss three cost savings associated with using regenerated foods. Analyse two possible additional costs associated with using regenerated foods.</p> <p>LO2: The learner will cook, refresh and regenerate two poached eggs Benedict in 35 minutes in a safe manner.</p> <p>LO3: The learner will make a judgement and score their dish against the set criteria and suggest at least one area for development and explain their reasoning for this.</p>

Assessment

The assessment for this unit consists of:

The learner will have 30 minutes to complete a written task based on regeneration as a method of cookery (a frozen pre prepared lasagne), including quality, cost and implications.

The learner will have one week to plan a regenerated poached egg dish for two people for the following assessment.

The learner will demonstrate knowledge, skills and understanding of pre-prepared foods by developing a dish using regenerated poached eggs for two people. In 45 minutes.

The learner will review their own dish on the following criteria; shape, degree of cooking, temperature in accordance to food safety law, creative flair, and presentation.

Types of evidence

The assessment for this unit consists of:

LO1: Written task.

LO2: Observation of performance, individual practical assessment, portfolio of evidence

LO3: Written self-assessment of the dish created

Delivery guidance

LO1:

Teachers should deliver the basic concepts of regenerated foods in a blended learning environment, practical and theoretical delivery. The following topics will be covered as part of the range.

- **Health & safety:** packaging checks, date (legal and non-legal), appropriate storage temperatures, COSHH, HACCP, CIEH
- **Methods of regeneration and limitations:** re-heating, re-hydration, cooking, defrosting
- **Identify suitable foods and equipment:** fresh, powdered, frozen, canned, pre-prepared, par-baked, large equipment (ovens, bain-maries, microwave, sous vide, deep fat fryer), small equipment (calibrated probe, mobile water baths etc).

- **Healthy eating implications for regenerated foods:** additives (salt, cholesterol, saturated fat, sugar), health implications (diets, nutrition value, deficiencies)

LO2:

Teachers should deliver the key concepts of regenerated foods in a practical environment. This will include both practical sessions as well as a realistic working environment (restaurant productions). This outcome will include the following topics.

- **Regenerate food in a safe manner:** packaging checks, date (legal and non-legal), appropriate storage temperatures, uniforms, times and temperatures, Equipment,
- **Select suitable foods:** fresh, powdered, frozen, canned, pre-prepared, par-baked, readymade.
- **Techniques required:** timings, scaling recipes and temperatures, lanching and refreshing, presentation techniques and reasoning, defrosting

LO3:

Teachers should deliver the key concepts of reviewing regenerated foods. This will be delivered as part of the practical sessions (formative feedback and self-evaluation tools to be embedded). The learners should be able to review the following topics.

- **Compare and assess a range of dishes:** self-reflection, peer assessment, formative feedback (constructive and unambiguous), corrective thinking
- **Summarize and justify suggestions for improvements:** professional discussions after practicals, reflective thinking

Unit 8 Beverage Service

Unit summary

This unit will provide learners with an outline of beverage service in the hospitality industry. They will be able to identify different types of drinks and the correct equipment for preparing and serving, which includes set up and closing down.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will:

Identify a range of hot and cold beverages for service

The learner must know about:

- Health and safety
- Main types of beverages and service
- Accompaniments
- Equipment required

Learning outcome 2

The learner will able to:

Prepare and serve a range of drinks

The learner must demonstrate:

- Working in a professional and safe manner
- Open and close the bar for service
- Prepare and serve a range of hot and cold drinks
- Open and serve a bottle of wine

Learning outcome 3

The learner will:

Consolidate the knowledge and skills you have acquired on the beverage service unit and design a training resource for future students.

The learner must consider:

- Identify examples of excellent beverages service skills
- Review and evaluate own performance with beverages service
- Identify best practice

Grading descriptors

<p style="text-align: center;">Pass:</p>	<p>LO1: The learner will identify main types of beverages available with suitable examples including alcoholic, non-alcoholic and hot beverages and some accompaniments</p> <p>LO2: The learner will consistently demonstrate basic skills when providing beverage service in a realistic working environment.</p> <p>LO3: The learner will recognise excellent beverage service skills and correctly apply some technical terms.</p>
<p style="text-align: center;">Merit:</p>	<p>LO1: The learner will Identify main types of beverages available with suitable examples including alcoholic, non-alcoholic and hot beverages and all suitable accompaniments</p> <p>LO2: The learner will consistently demonstrate with confidence a full sequence of beverage service in a realistic working environment</p> <p>LO3: The learner will recognise excellent beverage service skills and correctly apply a range of technical terms.</p>
<p style="text-align: center;">Distinction:</p>	<p>LO1: The learner will Identify main types of beverages available with suitable examples including alcoholic, non-alcoholic and hot beverages and all suitable accompaniments and service suggestions</p> <p>LO2: The learner will consistently demonstrate with confidence and independently provide a full sequence of beverage service in a realistic working environment</p> <p>LO3: The learner will recognise excellent beverage service skills and correctly and consistently applies a wide range of technical terms.</p>

Assessment

The assessment for this unit consists of:

The learner will have two hours to produce a beverage information booklet (with a minimum of five beverages) that will include alcoholic, non-alcoholic and hot beverages suitable for a training restaurant. The learner will include suitable accompaniments and service suggestions.

The learner will produce a portfolio of evidence (in conjunction with unit five) whilst gaining experience in the RWE on a weekly basis. The portfolio must include and demonstrate bar and table service as well as managing the still.

The learner will design a check list for the training restaurant that will include the “Do’s and Don’ts” of beverage service. The following topics will be included; health and safety, customer service, accompaniments and equipment preparation, storage procedures as well as a top tip.

Types of evidence

The assessment for this unit consists of:

LO1: Written task to include a booklet, visual aids and references

LO2: Observation of performance, portfolio of evidence and photographic evidence

LO3: Written task to include designing a training resource to reflect best practice

Delivery guidance

LO1

Teachers should deliver the basic concepts of beverage service in a blended learning environment, practical and theoretical delivery as part of the RWE. The following topics will be covered as part of the range:

- **Health and Safety:** stock control procedures: deliveries, storage, stock rotation, sources and risks to drinks safety (high risks groups: pregnant, young, old, sick), chemical contamination and physical contamination
- **Main types of beverages and service:** beers, ciders, perries, spirits, liqueurs, main grape varieties, non-alcoholic beverages and types of coffees.

- **Accompaniments:** ice, lemonade, cordials, water, lime, wedges, mixers and fruit juices, straws, stirrers
- **Equipment:** glasses, measures, pourers, fridges, coolers, bottle openers, knives, chopping boards, drip trays and mats, ice buckets, coasters/drink mats, linen napkins, straws, stirrer, menus, promotional equipment

LO2

Teachers should deliver the basic concepts of beverage service in a blended learning environment, practical and theoretical delivery as part of the RWE. The following topics will be covered as part of the range:

- **Working in a professional and safe manner:** Health and safety, uniforms, safe environment, security
- **Open and close the bar for service:** safely, hygienically, bar equipment, glassware, display shelves, stock, cleaning schedules, restocking schedules, requisition stock, closedown, lock up
- **Prepare and serve a range of hot and cold drinks:** equipment and accompaniments for hot and cold drinks, glassware (highball, wine glasses, etc.)
- **Open and serve a bottle of wine:** corkscrew, wine glasses, ice bucket, wine menu, decanter

LO3

Teachers should deliver the key concepts of beverage service and develop the learners' ability to self-reflect and critically analyse their performance and customer service through formative feedback from both the assessor and the customers. This will be embedded into the realistic working environment sessions. The learners should be able to review the following topics and present a learning resource suitable for a training restaurant.

- **Identify examples of excellent beverage service skills:** working environment, personal appearance, product knowledge, customer service, bar skills
- **Compare and evaluate own performance with beverage service:** work effectively as part of a team and independently
- **Identify improvement necessary:** consistency, flexibility, initiative, Interpersonal skill, prioritising tasks, dealing with complaint, professionalism, positive attitude, teamwork.

Unit 9 Wet Methods of Cookery

Unit summary	This unit will allow the learners to link commodities with the appropriate wet methods of cookery. Learners will prepare and cook a range of dishes associated with wet methods of cookery in a safe manner.
Guided learning hours	48 hours
Level	2

Learning outcome 1

The learner will:

Identify and define wet methods of cookery and associated commodities

The learner must know about:

- Health and safety
- Define wet methods of cookery and relevant temperatures
- Linking suitable commodities to wet methods of cookery
- Quality points of finished dishes

Learning outcome 2

The learner will:

Demonstrate skills for producing and serving foods associated with wet methods of cookery

The learner must demonstrate:

- Work in a safe manner
- Prepare and cook dishes associated with wet methods of cookery
- Apply the correct techniques, times and temperatures to all dishes
- Select correct equipment and suitable foods

Learning outcome 3

The learner will:

Review the dish produced for the assessment

The learner must consider:

- What went well
- What they would change if they were to cook the dish again
- Why they would make these changes and identify implications.

Grading descriptors

Pass:	<p>LO1: The learner will devise a recipe for two people to demonstrate an understanding of the terms and techniques associated with wet methods of cookery</p> <p>LO2: Prepare and cook the dish using wet methods of cookery in a safe manner with some degree of accuracy</p> <p>LO3: Reflect and describe their success on this task.</p>
Merit:	<p>LO1: The learner will devise a recipe for two people to demonstrate an understanding of the terms and techniques associated with wet methods of cookery. The recipe will be presented in a structured format using IT skills</p> <p>LO2: Prepare and cook the dish using wet methods of cookery in a safe manner with a good degree of accuracy</p> <p>LO3: Reflect and describe their success on this task and recognise two improvements that they would make to the dishes created.</p>
Distinction:	<p>LO1: The learner will devise a recipe for two people to demonstrate an understanding of the terms and techniques associated with wet methods of cookery. The recipe will be presented in a structured format using IT skills with an accurate account of the nutritional value of the commodities used</p> <p>LO2: Prepare and cook your dish using wet methods of cookery in a safe manner with a good degree of accuracy and creative flair</p> <p>LO3: Reflect and describe your success on this task and recognise two improvements that they would make to the dishes created. Justify the implications of the changes.</p>

Assessment

The assessment for this unit consists of:

The learner will be challenged to devise a recipe for starter or a main course for two people based around wet methods of cookery to be produced in a safe manner in 90 minutes.

The learner will be given a basket of ingredients and the use of the communal larder from which they will create and plan a dish suitable for a starter or a main course. The learner will have one week to structure your approach to this challenge.

The learner will have 90 minutes to prepare, cook and present their dish on the day.

The learner will have 30 minutes immediately after the practical session to reflect on their dish they have presented for this challenge. The reflection will include the success of the dish, improvements and justifying the implications of changes.

Types of evidence

The assessment for this unit consists of

LO1: Written task to devise a recipe for two people from a basket of ingredients

LO2: Observation of performance on the individual practical assessment.

LO3: Written reflective task on the dish created

Delivery guidance

LO1

Teachers should deliver the basic concepts of wet methods of cookery in a blended learning environment, practical and theoretical delivery. The following topics will be covered as part of the range.

- **Health and safety:** equipment (lifting, oven cloths, PPE, dry and wet burns, utensils), date labelling, liquid temperatures and filling points regarding displacement
- **Define wet methods of cookery and relevant temperatures:** poaching (deep and shallow), steaming (atmospheric, high pressure and dual), boiling (cold and hot), braising, stewing (casseroles), pre-heating, shelf position, cuisson and recovery time,
- **Linking suitable commodities to wet methods of cookery:** vegetables, meat, fruit, fish, poultry, eggs, flour products (sweet and savoury)

- **Quality points of finished dishes:** presentation techniques, portion control, resting, trivet (steaming), cooking temperature and carving (braising), sauces, texture, degree of cookery, appearance, consistency and colour

LO2

Teachers should deliver the key concepts of the wet methods of cookery in a practical environment. This will include both practical cookery sessions as well as a realistic working environment. This outcome will include the following topics

- **Work in a safe manner:** PPE (chef uniform, CIEH, HACCP), oven cloths
- **Prepare and cook dishes associated with wet methods of cookery:** poaching deep (eggs and fish) and shallow (cuts of fish), steaming (sweet and savoury puddings, (fish en paupiolite), boiling (ham, silverside, vegetables, potatoes), braising (shank, rice, potatoes, petit pois) and stewing (fruits, white and brown meat stews, ethnic varieties)
- **Techniques, times and temperatures:** weighting, tying and trussing, trivet, straining, finishing, resting, correcting, carving, portioning, cooking times (cooking and resting) and pre-heating, shelf position, cuisson
- **Select correct equipment and suitable foods:** large equipment (convection, deck and combination ovens, stoves, induction, steamers), small equipment (utensils, temperature probes, casserole trays, steaming trays) and suitable foods (poultry, meat, fish, vegetables, egg and flour based products)

LO3

Teachers should deliver the key concepts of wet methods of cookery and develop the learner's ability to self-reflect and critically analyse their dish through formative feedback. This will be embedded into the practical as well as realistic working environment sessions. The learners should be able to review the following topics and present in several formats (IT, written etc).

- **What went well?** self-reflection, standards, comparisons to text books and demo dishes
- **What they would change if they were to cook the dish again?** Formative feedback from practical sessions (constructive and unambiguous)
- **Why would they make these changes and identify implications?** corrective thinking, preparation time, nutritional value, balance of dish and visual appeal

Unit 10 Cold Food Preparation

Unit summary	This unit will give the learner the required skills and knowledge to prepare, producing and adapt cold food dishes.
Guided learning hours	48 hours
Level	2

Learning outcome 1

The learner will:

Identify a range of recipes using cold food preparation techniques

The learner must know about:

- Health and safety
- Techniques and examples
- Correct tools and equipment
- Quality of ingredients and storage

Learning outcome 2

The learner will:

Demonstrate skills for cold food preparation

The learner must demonstrate:

- Working in a safe manner
- Demonstrate knife skills
- Present dishes relevant to cold food preparation

Learning outcome 3

The learner will:

Reflect upon the skills and knowledge in relation to cold food preparation.

The learner must consider:

- What went well
- An area to develop
- Impact of the improvement

Grading descriptors

Pass:	<p>LO1: Learners will plan and present a recipe suitable for a starter that includes a minimum of four ingredients and two techniques. Identify some correct tools and equipment needed to produce the dish.</p> <p>LO2: Learners will complete and present the practical task in the given time in a safe manner.</p> <p>LO3: Learners will identify a range of strengths and weaknesses with supporting evidence.</p>
Merit:	<p>LO1: Learners will plan and present a recipe suitable for a starter that includes a minimum of four ingredients and two techniques. Identify most of the correct tools and equipment needed to produce the dish.</p> <p>LO2: Learners will complete and present the practical task in the given time in a safe manner, while demonstrating confidence throughout the task.</p> <p>LO3: Learners will identify a range of strengths and weaknesses with supporting evidence and describe the impact on the overall outcome.</p>
Distinction:	<p>LO1: Learners will plan and present a dish suitable for a starter that includes a minimum of four ingredients and two techniques. Identify all correct tools and equipment needed to produce the dish.</p> <p>LO2: Learners will complete and present the practical task in the given time in a safe manner while demonstrating confidence and creative flair throughout the task.</p> <p>LO3: Learners will describe a range of strengths and weaknesses with supporting evidence, showing relevance of importance.</p>

Assessment

The assessment for this unit consists of:

The learner will have one week to design a complex cold starter/salad that will include a minimum of four ingredients and two techniques which they will prepare, cook and serve on a specific date.

The learner will have 90 minutes to prepare, cook and present their starter/salad (fish/meat/vegetarian) for two covers.

The learner will have one week to reflect and evaluate on their own dish and performance on the day. The learner will then use photographic evidence of the dish they created and have five minutes to present their findings to the group (strengths, weaknesses, overall outcome and relevance of importance).

Types of evidence

The assessment for this unit consists of:

LO1: A recipe suitable for a cold food starter

LO2: Observation of performance on the individual practical assessment

LO3: Self-reflection task on practical performance (power point presentation to class with supportive photographic evidence).

Delivery guidance

LO1

Teachers should deliver the basic concepts of cold food preparation in a blended learning environment, practical and theoretical delivery. The following topics will be covered as part of the range.

- **Health and safety:** equipment (knives, lifting, oven cloths, PPE, cuts and first aid, utensils), date labelling, times and temperatures
- **Techniques and examples:** sandwiches, salads, hors d'oeuvres, starters, meal occasions, chopping, dicing, shredding, blanching, dressing and binding,
- **Correct tools and equipment:** large (fridges, display cabinets, stoves, blast chillers) small (knives, boards, utensils)
- **Quality of ingredients and storage:** fresh food checks and delivery and storage temperatures, seasonal, local, colour, texture, smell, portion control and ordering, wastage and storage (fridges, dry stores, freezers)

LO2

Teachers should deliver the key concepts of cold food preparation in a practical environment. This will include both practical sessions as well as a realistic working environment (restaurant productions). This outcome will include the following topics.

- **Working in a safe manner:** PPE (chef uniform, CIEH, HACCP), oven cloths
- **Demonstrate knife skills:** appropriate knives for relevant task, technique and accuracy of cutting, wastage, efficiency and ease of effort
- **Present dishes relevant to cold food preparation:** portion control, colour, presentation, timing, texture, dressed with suitable sauce, smell, cook to specification and minimal waste.

LO3

Teachers should deliver the key concepts of cold food preparation and develop the learners' ability to self-reflect and critically analyse their dishes through formative feedback. This will be embedded into the practical as well as realistic working environment sessions. The learners should be able to review the following topics and present as part of their power point presentation.

- **What went well?** self-reflection, standards, comparisons to text books and demo dishes
- **An area to develop:** formative feedback from practical sessions (constructive and unambiguous), timings, balance, portion control, work load (realistic or not)
- **Impact of the improvement:** corrective thinking, costing, staffing, preparation time, nutritional value, balance of dish and visual balance.

Appendices

Appendix I - Extenuating Circumstances Form

(Must be fully completed and accompanied by independent supportive evidence, e.g. a letter from your GP/doctor/counsellor on headed paper or other official document. The form and evidence must be sent to the Registry Department in Nightingale building AS SOON AS POSSIBLE after the circumstances begin. Retrospective claims received within 10 working days will only be considered if there are exceptional circumstances which prevent the early submission of a claim form.)

Name of candidate				
HC number				
Course name and year				
Date circumstances started				
Date circumstances ended				
Assessment(s) affected (complete below)				
Unit code	Unit tutor	Type of assessment (e.g. exam coursework, presentation)	Assessment deadline	Is this group work?
Description of circumstances				
Signature				
Date				

Appendix II - Candidate Appeal Form

(To be completed if informal Stage 1 appeal is unresolved)

Name of candidate	
Name of assessor	
Name of internal verifier	
Date of assessment	
Unit(s) assessed	
Date appeal received	
Date of Stage 1 decision <small>(within 5 working days of assessment decision)</small>	

Stage 1:	
Assessment details	
Candidate's reasons for appeal	
Assessor decision	
Candidate's signature and date	I agree with the decision: YES / NO
Assessor's signature and date	

Stage 2:	
Date appeal received by internal verifier	
Internal verifier's comments and decision <small>(within 10 working days of assessment decision)</small>	
Candidate's signature and date	I agree with the decision: YES / NO
Internal verifier's signature and date	

Appendix III – Assessment Brief Template

	Progression Qualification in Subject name here		
Unit No. / Title			
Assessment No.		This work assesses:	
Issue Date:		Due Date:	
<p>In this assignment, you will [continue writing vocational/technical scenario]:</p>			
<p>During this assessment you are also required to demonstrate speaking and listening skills/ written communication skills/ mathematical skills [delete as appropriate]</p>			
Learning Outcome 1:	The learner will		
Task 1:			
Task details	<p>Image here</p> <p>[visual reinforcement to aid readability of assignment]</p>		
You must/ should/ could produce the following evidence:			
<ul style="list-style-type: none"> ✓ A written report ✓ A presentation ✓ A practical assessment ✓ These are just examples [delete as appropriate] 			

Learning Outcome 2: The learner will

Task 2: Delete if necessary

Task details Delete if necessary	Image here
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You must/ should/ could produce the following evidence:

- ✓ A written report
- ✓ A presentation
- ✓ A practical assessment
- ✓ **These are just examples [delete as appropriate]**

Learning Outcome 3: The learner will

Task 3: Delete if necessary

Task details Delete if necessary	Image here
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You must/ should/ could produce the following evidence:

- ✓ A written report
- ✓ A presentation
- ✓ A practical assessment
- ✓ **These are just examples [delete as appropriate]**

Grading Descriptors

Pass	Merit	Distinction

Appendix IV – Assessment Brief Internal Verification Template

ncfe.	Progression Qualification in Subject name here	
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VERIFICATION OF ASSESSMENT

JPQ Title			
Unit No. / Title			
Assessor		Internal Verifier	
Assessment No.		Lead Verifier	

Verifier Checklist	Comments	
Are accurate qualification details shown?	Y/N	
Are accurate unit details shown?	Y/N	
Are clear deadlines for assessment given?	Y/N	
Is the timescale for the assessment appropriate?	Y/N	
What are the Learning Outcomes being assessed?		
Do the grading descriptors identified match the Learning Outcomes being assessed?	Y/N	
Are the appropriate English and maths skills identified on the assessment?	Y/N	
Will the tasks enable the learner to generate sufficient evidence to be assessed against the range of grading descriptors?	Y/N	
Is the language and presentation used accessible to most learners?	Y/N	

Are the tasks set appropriate for most learners' current and expected level of knowledge/skill?	Y/N	
Is it possible to authenticate the learner's individual evidence through this assessment?	Y/N	
Is the method of assessment reliable?	Y/N	
Overall, is the assignment fit for purpose?	Y/N*	
*If 'No' is recorded and the Verifier recommends remedial action before the brief is issued, the Assessor and the Verifier should confirm that the action has been undertaken		
Assessor signature		Date
Verifier signature		Date
Lead Verifier signature (if required)		Date
Agreed remedial action required/taken		
Assessor signature		Date
Verifier signature		Date
Lead Verifier signature (if required)		Date

Appendix V– Internal Verification Template for Assessment Decisions

ncfe.		Progression Qualification in <i>Subject name here</i>			
VERIFICATION – ASSESSMENT DECISIONS					
JPQ Title					
Unit(s)					
Assessor				Internal Verifier	
Assignment No.				Lead Verifier	
Name of Learner <small>(For larger samples, please add rows or use additional sheets)</small>	Submission Type <small>(First, Resubmission, Retake)</small>	State grade awarded	Assessment Decision Accurate (Y/N)	Comments	

VERIFIER CHECKLIST		Please give reasons for responses including evidence of judgements and good practice.
Is the assessed evidence valid? (Reflect current standards, practice/assessment requirements?)	Y/N	
Is the assessed evidence authentic? (Confirmed by both the learner and assessor?)	Y/N	
Is the assessed evidence current? (Produced, submitted and assessed within a relevant time frame?)	Y/N	
Is the assessed evidence sufficient? (Evidence matches the assessment outcome?)	Y/N	
Is the assessed evidence reliable? (Judgements consistent across all learners, over time and across levels?)	Y/N	
Does the feedback from the assessor confirm achievement?	Y/N	
Is the feedback constructive? (Clearly outline what has been done well, how to improve and clear targets set?)	Y/N	
Does the feedback address the English and maths needs of the students? (e.g. spelling, grammar and punctuation corrected using agreed approach; maths framework used)	Y/N	

Any actions required must be reviewed across the whole cohort.

Action Required	Target Date for Completion

I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.

Verifier signature		Date	
Assessor signature		Date	
Lead Verifier signature (if appropriate)		Date	